

# BE HEARD

## LEVEL 5 LEARNING EXPERIENCES

A YOUR VOICE, YOUR CHOICE TEACHER RESOURCE



**ELECTORAL  
COMMISSION**  
TE KAITIAKI TAKE KŌWHIRI

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*Original resource developed by Lift Education E tū for the Electoral Commission.*



<https://facebook.com/VoteNZ>



<https://elections.nz>



# INTRODUCTION

This resource explores the relationship between voting, New Zealand's system of government, and issues that face local communities and electorates. It provides a range of engaging activities, with supplementary resources, designed to encourage students' understanding and enthusiasm for the voting process.

The focus is on connecting the voting system to students' own lives to deepen their understanding about how New Zealand's system of government operates. The students will consider the relationship between local issues and our national system of government, and how they themselves can participate in this system.

These learning experiences are designed to sit alongside the Kids Voting election experience, to give background information about how voting affects the Government of New Zealand, but they also work as a standalone resource. They are designed to be followed in order, but you are welcome to adapt any activity for your own planning.

All learning experiences are aligned with the vision, principles, values and key competencies of *The New Zealand Curriculum* and link to the Social Sciences learning area.

The learning experiences are aimed at Level 5 of the curriculum, but the material is flexible for different levels. You are encouraged to adapt this sequence of learning activities to meet the specific needs and experiences of your students.



## Vision

These resources support students to be active members of their family, whānau, and community. Students will consider how they can contribute to the well-being of their local communities, through critical thinking about social issues and participating in our political system.

## Principles

These resources support the principles of:

- **Community engagement:** students will engage with their community to identify significant issues.
- **Learning to learn:** students will be supported to reflect on and monitor their conceptual understanding.
- **Future focus:** students will look to the future to determine how voting in the election will improve their community for future generations.
- **Te Tiriti o Waitangi:** students can explore ideas of representation and participation in different forms of governance.

## Key competencies

There are multiple opportunities for students to use a combination of key competencies in the learning activities. In particular these activities focus on:

- **Thinking:** students will analyse and assess community issues and engage with a variety of perspectives.
- **Participating and contributing:** students will evaluate what political parties best represent the issues they care about, and understand how to participate in government.

## Values

These learning experiences can be used to support students to value:

- innovation, inquiry, and curiosity by thinking critically, creatively and reflectively
- community and participation for the common good.

Students will also reflect on their own values and the values of their family, whānau and community to decide what issues are important in their local area. As they examine these issues, they will empathetically explore and critically analyse the range of values involved. Students will be able to identify their preferred representation in government by aligning their values with the values of a political party and/or local Member of Parliament (MP).

## Level 5 achievement objective

These resources focus on the first part of the Level 5 achievement objective:

- Understand how systems of government in New Zealand operate and affect people's lives (and how they compare with another system).

By adapting the resources and offering different case studies in the local community, these learning experiences could also support Level 4 achievement objectives, such as:

- Understand how people participate individually and collectively in response to community challenges.
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

## Focus of learning

By drawing on the personal experiences and concerns people have about their community, this resource helps you to explore with students how voting in elections can address community issues.

Students will develop understandings about the importance of participation and representation in government for themselves and for their family, whānau and community.

You will be able to support students to reflect on their learning to evaluate the progress they have made towards conceptual understandings.

## Social inquiry

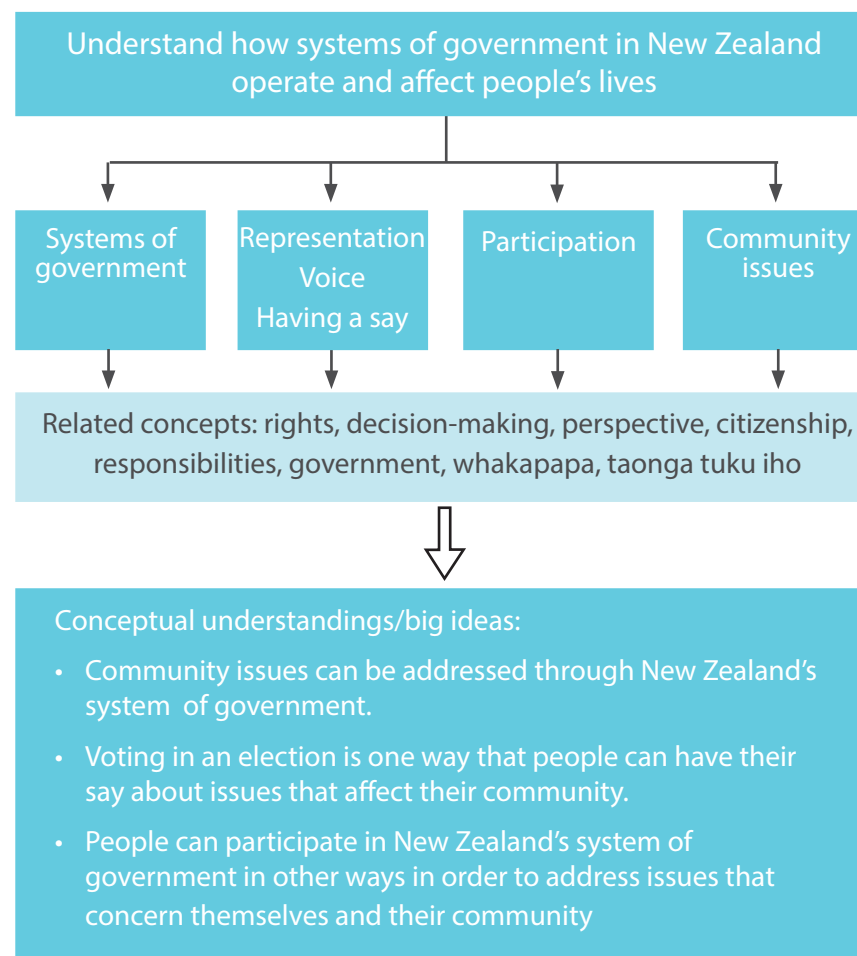
Teaching for conceptual understanding through the process of social inquiry is the focus of this resource. Social inquiry was chosen as the approach for this resource as it provides an authentic context for learning and allows students to critically examine social issues, ideas and themes.

During a social inquiry, students develop critical thinking and problem-solving skills. Students are encouraged to identify, examine, clarify and explore others' values or perspectives in relation to an issue. Through analysing these values and perspectives and the reasons behind them, students can develop deeper understanding of why people make certain decisions. This approach is supported by *The New Zealand Curriculum*.

The focus of the social inquiry approach in this resource is on supporting the students to undertake an inquiry into aspects of democracy within contexts that are meaningful to them.

## Inquiry concepts

Key concepts and conceptual understandings are identified in the diagram below. The lower order concepts are a guide and can be added to throughout learning.



## Inquiry questions

The questions below are a guide and can be developed further by students.

### Finding out information

- What are community issues?
- How does our system of government operate?
- What community issues can be addressed by central or local government?
- How have people participated in government?
- How are our voices heard?
- How can people participate in New Zealand's system of government?

### Exploring values and perspectives

- What viewpoints do people hold on community issues?
- What informs people's viewpoints on community issues?
- What viewpoints do people hold on participation in government?

### Considering responses and decisions

- What decisions do people/groups make about community issues?
- What decisions do people make about representation?

## Reflecting and evaluating

- Why do issues matter to the community?
- What factors influence decision-making?
- Have community issues been addressed?
- What concepts am I more confident in using?

### So what?/Now what?

- Is it important to participate in government?
- How can I get involved in government if I'm not 18 yet?

## Assessment for learning

Formative assessment is an important feature of this resource. With support from you, students will reflect on their learning in order to evaluate the progress they have made towards the conceptual understandings related to the achievement objective. You are strongly encouraged to use this information in order to adapt the learning experience to better meet the students' needs. A range of formative assessment tools are used throughout the teaching and learning experience:

### Formative assessment opportunities

Throughout the activities, we have suggested specific connections or understandings to look for in your students. These are a guide for you to indicate what students should be achieving at this point of the learning experience and to give you the chance to modify your lesson to help your students get there.

## Exit cards

The exit cards monitor student conceptual understanding and progress towards the achievement objective/s in relation to the social inquiry approach. Again, you can use this information to inform planning for a lesson or sequence of lessons.

Exit cards are completed at the end of a lesson or activity, and take about 15 minutes. Students respond to questions or statements about the content of the activity.

This can either be done on a handed-out card, on pieces of paper or using a Google Form.

Make sure you collect the responses from each student at the end of the lesson as students will need the range of cards to reflect on their progress at the end of the learning experience.

We have included suggestions of statements or questions that could be on exit cards for specific activities. For example:

### Exit card

Section 4, Activity 2: Community issues, deliberation technique

- What can make decision-making difficult?

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- Why is it important to consider all viewpoints when making a decision?

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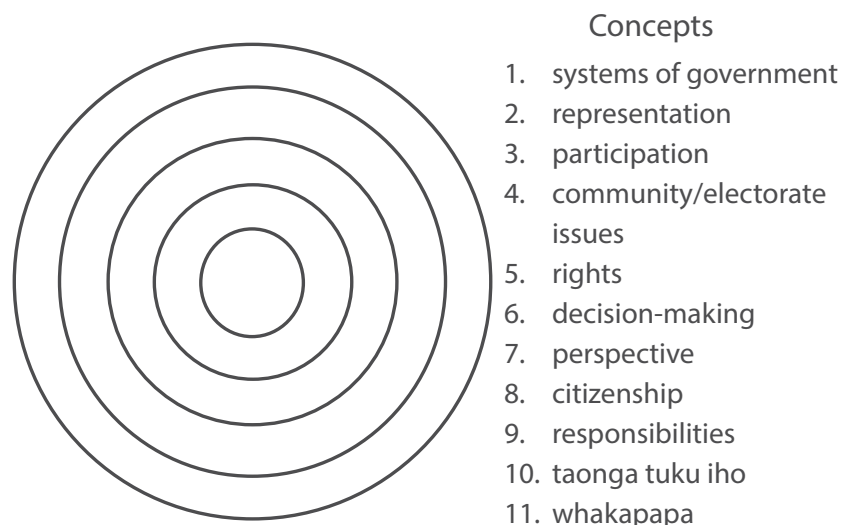
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## Concept target

This form of assessment strategy enables both you and your students to monitor and reflect on their learning. Students are given a handout with a target diagram and a list of concepts, as below:



This concept target is available in print on page 36.

Students place those concepts that they feel more confident in using in the inner circles, those that they are less confident in using are placed in the outer circles, and the rest somewhere in between.

Over time the students will develop confidence with a range of concepts. You are encouraged to use those concepts that students are placing in the outer ring as a focus for future lessons/activities.

We suggest doing a concept target at the beginning and end of the learning experience so students can reflect on their progress, but this tool can be used more often if you choose.

## 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>

## Vocabulary List

At the back of this resource you will find a collection of vocabulary terms. These terms can be used to create a range of literacy support activities. In conjunction with this list, text from the provided digital factsheets can be copied and used to create additional literacy support material for students, such as cloze activities.



# 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 <b>tēnei take</b>	Think about <b>this issue</b>
Pānuitia <b>tēnei whārangi</b>	Read <b>this page</b>
Rangahautia <b>tēnei kaupapa</b>	Investigate <b>this topic</b>
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 <b>rangatiratanga?</b>	What is <b>rangatiratanga</b> ?
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 <b>three</b> (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 <b>Chloe</b>	<b>Chloe</b> 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 <b>tākaro</b>	I like to <b>play</b>
Kāore i te pai ki a au te <b>hākinakina</b>	I don't like <b>sports</b>
Tērā pea	Maybe, possibly
Me <b>kōrero Māori</b> tātou	We should all <b>speak Māori</b>
He pai ake te <b>āporo</b> i te <b>panana</b>	<b>Apples</b> are better than <b>bananas</b>
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.tetaurawhiri.govt.nz/en/online-resources/>

Collection of student and teacher resources:

<https://www.akopanuku.tki.org.nz/rauemi/>

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

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

# LEARNING EXPERIENCES

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information:</p> <p><i>What are community issues?</i></p>	<p><b>Section One: Community issues that are important to us</b></p> <p><b>Big Idea:</b> Community issues can be addressed through New Zealand's system of government.</p> <p><b>Activity One: What community issues concern you most?</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Concentric circle diagram (for print, see page 35)</li> <li>• Newspaper clippings and/or photos of recent issues (photocopy enough for each group), or a collection of digital artefacts from radio or TV news items</li> </ul> <p>Students each receive a concentric circle diagram. They will identify issues that they find concerning and why these issues are concerning, and record this on the diagram. These issues can be at an individual, whānau, iwi, hāpu, local community, national, or global level. The newspaper articles and photos act as a catalyst if they are struggling to identify issues.</p>	<p>Encourage students to use personal experience and knowledge, and look for them making connections between their own lives and the issues.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Reflecting and evaluating: <i>Why do issues matter to the community?</i></p> <p>Exploring values and perspectives: <i>What viewpoints do people hold on community issues?</i> <i>What informs people's viewpoints on community issues?</i></p>	<p>Each student's diagram will become a reference point throughout the learning activities. They will come back to this to reflect on their values and beliefs about the issues as they seek to identify people or groups in the community that can address them.</p> <p>Students then form a group of three to discuss their values and beliefs about the issues that concerned them the most. In their groups, students will share their issues and identify the issues that they have in common.</p> <p>Each group shares their common issues with the class. You should record these and use them as case studies for the learning activities that follow. These can be posted on the wall for future reference.</p>	<p>Look for the range of issues that students are aware of.</p> <p>Throughout the learning activities you may need to introduce a wider range of issues.</p>
	<p><b>Activity Two: Opinion continuum</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• An open space in the classroom</li> <li>• A set of opinion statements</li> </ul> <p>Ask students to stand in the middle of the room. Explain to them that you will read out a statement and that they are to place themselves along a continuum depending on how true they think the statement is in New Zealand's government system.</p> <p>Statements:</p> <ul style="list-style-type: none"> <li>• People have a lot of power to change issues that affect our community.</li> <li>• Community issues are the responsibility of central government.</li> </ul>	

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Reflecting and evaluating: <i>What concepts am I more confident in using?</i></p>	<ul style="list-style-type: none"> <li>• I have power to change issues by voting in elections.</li> <li>• Voting in elections means my voice is represented in Parliament.</li> <li>• I have the power to help address community issues by participating in government.</li> </ul> <p>After each statement has been read, students should be given an opportunity to explain their position on the continuum. Use a strategy to develop discussion, for example, a student can only share if they respond to another student's position first.</p> <p><i>Note:</i> At this stage it is OK if students explain their position with statements like 'I don't have enough information to decide'.</p> <p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>This first exit card could be done as a group so that students have a model to refer back to throughout the learning experience. This class exit card could be kept on the wall.</p> <p>This exit card could include the following categories for learners to fill in:</p> <ul style="list-style-type: none"> <li>• Things I am pretty sure I know about government(s)</li> <li>• Things I am confused about or don't really understand about government(s)</li> <li>• How I think voting can change issues in our community</li> </ul> <p>If the students are doing individual exit cards, collect the card from each student at the end of the lesson. If the exit cards are using a Google Form, ask the students to complete and submit the form before they leave.</p>	<p>Look to see if students believe they are agents of change.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Section Two: Key concepts about our system of government</b></p> <p><b>Big Idea:</b> Voting in a general election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One: Concept target</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Concept target hand out and concepts (for print, see page 36)</li> </ul> <p>Students complete a concept target using the concepts on the handout. (See page 6 for explanation of this strategy.)</p>	<p>Look for the concepts that students are more and less confident in using.</p>
	<p><b>Activity Two: Concept table</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Concept table (for print, see page 37)</li> <li>• Computer or library access</li> </ul> <p>Based on the concepts from the concept target activity, have students research information to complete the concept table and clarify concepts they are unsure of.</p>	

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Section Three: Key concepts about participating in an election</b></p> <p><b>Big Idea:</b> Voting in a general election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One: Why is it important to enrol to vote</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Cloze activity resource provided (for print, see page 38)</li> </ul> <p>Students complete the cloze activity to gain a brief understanding of enrolling to vote. Students should then discuss why it is important to enrol to vote.</p>	<p>Look for students developing understandings about the relationship between enrolling and voting.</p>
<p>Finding out information:</p> <p><i>What must I do to participate in an election?</i></p> <p><i>How can I ensure my family, whānau and community have their say at an election?</i></p>	<p><b>Activity Two: Enrol to vote</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Enrolment forms (available from the Electoral Commission or from a Registrar of Electors)</li> </ul> <p>Contact your local Registrar of Electors to request a school visit to speak to students about enrolling to vote, information on the Māori Roll, and more.</p> <p>Following the visit, students can discuss why it is important to enrol and how they can encourage their family, whānau, and community to enrol to vote.</p>	<p>Look for students asking questions, seeking to gather information and background ideas.</p> <p>Look for students seeking to participate and contribute in their communities.</p> <p>Look for students beginning to understand the importance of balancing rights, roles, and responsibilities.</p>



Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information: <i>How have people participated in government?</i></p> <p>Exploring values and perspectives: <i>What viewpoints do people hold on participation in government?</i></p>	<p><b>Section Four: Community issues that are important to others</b></p> <p><b>Big Idea:</b> Community issues can be addressed through New Zealand's system of Government.</p> <p><b>Activity One: Survey</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• A survey template to find out about how people are represented in government (for print, see page 40)</li> </ul> <p>Have students answer the survey themselves. Then ask the students to survey two or three members of their whānau and/or local community. They do not record the names of the people they survey.</p> <p>In class, students collate all of the results. In groups, students discuss what their results tell us about:</p> <ul style="list-style-type: none"> <li>• People's and groups' beliefs about government, participation and elections</li> <li>• People's and groups' experiences with government.</li> </ul> <p>Each students writes three or four statements about what their results tell them about these points. They can put them on separate cards and attach them to a wall (post-its can be used) to illustrate different people's understandings. These will be referred to in later learning activities.</p>	<p>Look for students relating key concepts to the patterns/results from the survey.</p> <p>Encourage students to make connections to their own lives by using the knowledge and experiences of adults from their whānau and community.</p> <p>Look for students making generalisations about the data they have collected in their survey. Are they are able to use key concepts in these generalisations?</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>Each student completes their own exit card.</p> <p>This exit card could include the following statement for students to complete:</p> <ul style="list-style-type: none"> <li>Two concepts that link to my survey results are ... because</li> </ul> <p>Collect the card from each student at the end of the lesson.</p>	<p>Look for students developing ideas about participation in government.</p> <p>Look for shifts occurring in students' perceptions of their use of concepts.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information:</p> <p><i>What community issues can be addressed by central government?</i></p>	<p><b>Section Five: Understanding community issues in more depth</b></p> <p><b>Big Idea:</b> Community issues can be addressed through New Zealand's system of government.</p> <p><b>Activity One: Who has the power to address community issues?</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Completed concentric circle diagrams from Section One</li> <li>• Resources on local issues including print articles, photos, editorials and letters to the editor, videos of television news articles, podcasts of radio interviews, and social media posts.</li> </ul> <p>These could relate to:</p> <ul style="list-style-type: none"> <li>– economic issues</li> <li>– social issues</li> <li>– environmental issues</li> <li>– cultural issues</li> </ul> <p>Students refer back to their completed concentric circle diagram from Section One. Using a key, students shade each issue determining which level of our government can best address the issue: local, regional or central government. If using a digital concentric circle diagram, students change the colour of the text instead.</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>	<p>Look for students using prior knowledge to identify the role of different levels of government.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Exploring values and perspectives:</p> <p><i>What viewpoints do people hold on community issues?</i></p> <p><i>What informs people's viewpoints on community issues?</i></p>	<p><b>Activity Two: Community issues – deliberation technique</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Resources on local issues from previous activity, or computer/library access</li> </ul> <p>In groups of four, have students identify and select an issue that is relevant to them, supporting them where necessary. Students can use their own knowledge, use the provided resources, or research further information.</p> <p>Different groups can deliberate on the same or different issues.</p> <p>Deliberation process:</p> <ul style="list-style-type: none"> <li>Students individually gather information about their issue. You may want to suggest a literacy strategy to help students process the information, such as highlighting key ideas.</li> <li>In groups of four, students discuss the important ideas to gain greater understanding of the community issue.</li> <li>The deliberation question that matches the issue is given to students, for example, 'Should the Government provide more resources for communities and businesses to set up their own recycling facilities?'</li> <li>Each group of four is split into pairs. Pair A is in support, Pair B is in opposition. Each pair formulates their key argument. Students should be instructed to use relevant concepts when forming their arguments. These arguments are presented to each other. Each pair should listen and ask questions for clarification.</li> </ul>	<p>Look for students using concepts when forming arguments.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<ul style="list-style-type: none"> <li>• Pair B selects the most significant reason from Pair A. Pair A selects the most significant reason from Pair B.</li> <li>• In the group of four, students drop their position and deliberate the question again.</li> </ul> <p>Debrief process:</p> <ul style="list-style-type: none"> <li>• Students do a written reflection on the deliberation. They should consider: What were the main ideas? Did their position change? Why/Why not?</li> <li>• Students prepare a set of questions to ask the panel of politicians in the following learning experience.</li> </ul> <p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>This exit card could include the following questions:</p> <ul style="list-style-type: none"> <li>• What can make decision-making difficult?</li> <li>• Why is it important to consider all viewpoints when making a decision?</li> </ul> <p>Collect the card from each student at the end of the lesson.</p>	<p>Look for shifts occurring in students' perceptions of their use of concepts.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Section Six: Who can best address community issues?</b></p> <p><b>Big Idea:</b> Voting in a general election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One: Who are my options?</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• A list of the different parties from: <ul style="list-style-type: none"> <li>– <a href="https://elections.nz/democracy-in-nz/political-parties-in-new-zealand/register-of-political-parties/">https://elections.nz/democracy-in-nz/political-parties-in-new-zealand/register-of-political-parties/</a></li> </ul> </li> <li>• Information from each political party. For example, content from each party website or publications collected by you, a librarian, or the students themselves.</li> <li>• Computer access. If computer access is not available, tutors will need to provide a Party Folder. This should contain basic information on each political party.</li> <li>• Retrieval table (for print, see page 41)</li> <li>• Pamphlets parties have distributed to letter boxes</li> <li>• Social media content. As students may be too young to have social media accounts, this content can be projected for the class to view, or use screenshots collected and provided to students.</li> </ul> <p>Contact with local Members of Parliament (MPs)/candidates from their electorate can also be made.</p>	

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Considering responses and decisions:</p> <p><i>What decisions do people make about representation?</i></p>	<p>Students should make connections in this activity to the deliberation issues used in the previous section. There is a range of learning activities that can be used to support students to identify who would best address community issues at an electorate and party level. These could include:</p> <ul style="list-style-type: none"> <li>• Contacting local Members of Parliament (MPs), councillors or candidates (during an election campaign) to come and speak to the students. Try to arrange it so that the guest speakers come at the same time to form a Politician Panel. This means that the politicians can focus on discussing the issues that the students have identified as being important to them and respond to each other. Students could have prepared questions from their learning so far such as 'What will you do to make our community a safer place?'</li> </ul> <p>Following the visit, have students discuss the positive and negative consequences of voting for that MP, councillor or candidate as their representative for themselves and their family, whānau, and community.</p> <ul style="list-style-type: none"> <li>• Students using the election retrieval table to analyse the material and then select an appropriate representative.</li> <li>• Students constructing their own criteria to use to evaluate the electorate candidates and parties. The teacher will need to support students to do this by guiding them to think about the values, beliefs and actions of the candidate and/or party to address local issues, while remaining impartial.</li> </ul>	<p>Look for students making connections between issues that are common between them, a local candidate, and a political party.</p> <p>Look for students beginning to understand that their voice is represented by others.</p> <p>Look for students using or referring to key concepts in their questions, analysis, and conclusion.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Activity Two: Revisiting community issues</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Completed concentric circle diagrams from Section One</li> </ul> <p>Students reflect on the earlier activity in Section One where they identified the importance of issues in their concentric circle diagram. Based on the information and learning in Section Four, students reflect on their identification with questions such as ‘Were my initial thoughts accurate? What is different or similar?’</p> <p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>This exit card could include the following categories for students to fill in:</p> <ul style="list-style-type: none"> <li>Two things I am sure about</li> <li>One thing I am confused about</li> <li>Decision making is important because ...</li> </ul> <p>Collect the card from each student at the end of the lesson.</p>	<p>Look for shifts occurring in students’ perceptions of their use of concepts. What concepts still need clarifying?</p>



Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Reflecting and evaluating:</p> <p><i>What factors influence decision-making?</i></p>	<p><b>Section Seven: Where can I go to find out more?</b></p> <p><b>Big Idea:</b> Voting in a general election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One: Features of different sources of information</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• ‘How do the media help you decide how to vote?’ (For print, see page 42. Cut into 4 segments.)</li> </ul> <p>Students are in groups of four. Each group is given examples of information from newspapers, internet, radio, and television. Each student in the group selects an example, and then shares an experience they have had when they used that source to gain information. Other students in the group can also share an experience they have had using that source. Each student repeats this with their different sources. This is recorded on A3 paper.</p>	
	<p><b>Activity Two: What makes a good source?</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Evaluate sources table (for print, see page 43)</li> <li>• Articles, pamphlets, reports on the different MPs and Parties</li> </ul> <p>The teacher provides two to three articles, reports, editorials, or other texts from different sources such as newspapers, internet, television, radio, or pamphlets related to a specific electoral issue. This could be the same issue as Section Five and Six. Each source is evaluated using the evaluate sources table to determine the credibility, reliability, and accuracy of the source.</p>	<p>Encourage students to make connections by drawing on decisions they have made in their lives.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p>Have students draw conclusions from the results of this table by asking themselves questions, such as:</p> <ul style="list-style-type: none"> <li>• Do any sources contradict each other? How? Why?</li> <li>• Do different sources emphasise different aspects on the issue? How? Why?</li> <li>• What effect do these things have on the way the reader makes meaning of the issue?</li> <li>• What techniques do the producers of the source use to convince the reader of their message/perspective? (For example, tone of voice, size of heading, vocabulary used, selective and symbolic use of images and colours, persuasive grammatical structures, particular camera views, clever juxtapositions)</li> <li>• For webpages and social media posts, is it owned by a trusted organisation? Is the author an expert in this field? Does the organisation have a hidden agenda? Can the information be proven to be factual? Have a look at this video about evaluating sources: <a href="https://youtu.be/3y-1cpnlZxs">https://youtu.be/3y-1cpnlZxs</a>. This website about 'fake news' may also be useful: <a href="https://www.bbc.co.uk/newsround/38906931">https://www.bbc.co.uk/newsround/38906931</a> <a href="https://www.netsafe.org.nz/demystifying-fake-news/">https://www.netsafe.org.nz/demystifying-fake-news/</a></li> </ul> <p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>This exit card could include the following categories for students to fill in:</p> <ul style="list-style-type: none"> <li>• What source of information would you recommend people use?</li> <li>• How can information help you make decisions?</li> </ul> <p>Collect the card from each student at the end of the lesson.</p>	<p>Look for students making evaluative statements about factors that influence decision-making.</p> <p>Developing critical thinking: Encourage students to consider the implication of their evaluation for citizens? How could it influence people's decisions?</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out:</p> <p><i>How have people participated in government?</i></p>	<p><b>Section Eight: So why do I get two votes?</b></p> <p><b>Big Idea:</b> Voting in a general election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One: Literacy strategy</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Survey results from Section Four (Complete survey as an activity now if you haven't done Section Four. For print, see page 40.)</li> <li>• 'Information about the different voting systems' resource (for print, see page 44)</li> <li>• Three-level guide or key words table (for print, see pages 47 and 48).</li> </ul> <p>Refer back to survey results and have a brief discussion on 'Why do we get two votes?'</p> <p>Have students read the resource and process the information individually to come to their own understanding of why they get two votes. Use a three-level guide or key-words table.</p> <p>Include discussion of the Māori roll. You can find content on this in Topic 6: New Zealand's system of voting – Activity 2: The General or Māori roll in the <i>Tūranga Mua, Tūranga Tika</i> resource.</p>	

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Exploring values and perspectives:</p> <p><i>What viewpoints do people hold on participation?</i></p>	<p><b>Activity Two: Public message</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Smokefree advertisements (can be found on YouTube)</li> </ul> <p>Students in pairs or threes need to create either a 20-second message that explains why you get to vote. It is to be played as a radio or television advertisement (like the Smokefree advertisements), or as a Facebook or Instagram post.</p> <p>Work with your students to construct success criteria so they have an understanding of what makes an effective advertisement. The success criteria should make links back to 'addressing community issues'.</p> <p>Students then act/share these with the class. The class nominate the message they believe is most effective using the success criteria.</p>	
	<p><b>Activity Three: Thoughts and ideas</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Statements about survey results from Section Four (complete survey as an activity now if you haven't done Section Four)</li> <li>Coloured card</li> </ul> <p>On pieces of coloured card, students record their thoughts or ideas about the election process and system of voting in New Zealand. Add these to the wall with others' thoughts and ideas from the survey. Lead a discussion about the similarities and differences between the ideas and thoughts of others and of the students.</p>	

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>Each student completes their own exit card.</p> <p>This exit card could include:</p> <ul style="list-style-type: none"> <li>• Two key ideas they know about voting</li> <li>• One thing they want to know about</li> <li>• Two concepts and how they are relevant to the ideas in this learning experience, for example, participation and responsibilities.</li> </ul> <p>Collect the card from each student at the end of the lesson.</p>	<p>Look for students understanding how people can participate in government by voting.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information: <i>How does our system of government operate?</i></p>	<p><b>Section Nine: Who gets to become the Government?</b></p> <p><b>Big Idea:</b> Voting in a general election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One: Concept diagram</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• ‘So who gets to become the Government?’ (for print, see page 49)</li> <li>• Concept list resource (for print, see page 50)</li> <li>• A3 paper</li> </ul> <p>Give students the ‘So who gets to become the Government’ text and concept list, and have them read and highlight the concepts in the text.</p> <p>In pairs, have students use concepts and text to create a concept diagram to show how a government is formed using any of the following tools:</p> <ul style="list-style-type: none"> <li>• A3 paper</li> <li>• A Google Slide</li> <li>• Digital mind map using MindMup (<a href="https://www.mindmup.com/">https://www.mindmup.com/</a>)</li> </ul> <p>When students link concepts with a line, they must describe the link in two to three sentences, for example, ‘Cabinet Ministers are led by the Prime Minister’.</p>	<p>Look at the descriptions students are writing on the lines that connect concepts, what big ideas are they forming?</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Activity Two: Roles and responsibilities</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities table (for print, see page 51)</li> <li>• Computer or library access</li> </ul> <p>Using the roles and responsibilities table, students gather information to briefly identify and describe the responsibilities each person has in government.</p> <p><b>Exit card</b> (see page 5 for explanation of this strategy):</p> <p>This exit card could include the following categories for students to fill in:</p> <ul style="list-style-type: none"> <li>• What group of concepts are the most important when thinking about how our government is organised?</li> <li>• What roles are the most important when thinking about how government works?</li> </ul> <p>Collect the card from each student at the end of the lesson.</p> <p>Include discussion of Māori participation and representation in government. You can find content on this in Topic 4: Participation and representation of Māori in Parliament in the <i>Tūranga Mua, Tūranga Tika</i> resource.</p>	<p>Look for students developing understandings about how different parties need to work together in government.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Considering responses and decisions:</p> <p><i>What decisions have people/ groups made about community issues?</i></p>	<p><b>Section Ten: What does the Government do?</b></p> <p><b>Big Idea:</b> Community issues can be addressed through New Zealand's system of government.</p> <p><b>Activity One: Government response</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Computer or library access</li> <li>• Government response table (for print, see page 52)</li> </ul> <p>Have students, as a class or in groups, identify a past or current issue in your community that was, or is being, addressed by central government, for example, cycleways. Make sure students identify their own issue that is meaningful for their local community, and support them when necessary to do this. Find your local government website here: <a href="http://www.localcouncils.govt.nz/lqip.nsf">http://www.localcouncils.govt.nz/lqip.nsf</a></p> <p>Have students gather sources about their issue; what the government did, or is doing, to address the issue; and community satisfaction with the response. For example, they could collect articles about central government responses to transport issues in their region.</p> <p>Students read their sources, with the support of literacy strategies such as RAP (Read the text, Ask yourself what are the key ideas, Paraphrase) where necessary. They then complete the Government response table.</p> <p>Consider also using Māori leaders as case studies, looking at how their work improved outcomes for Māori and for all New Zealanders. You can find content on this in Topic 5: Rangatira in Parliament in the <i>Tūranga Mua, Tūranga Tika</i> resource.</p>	



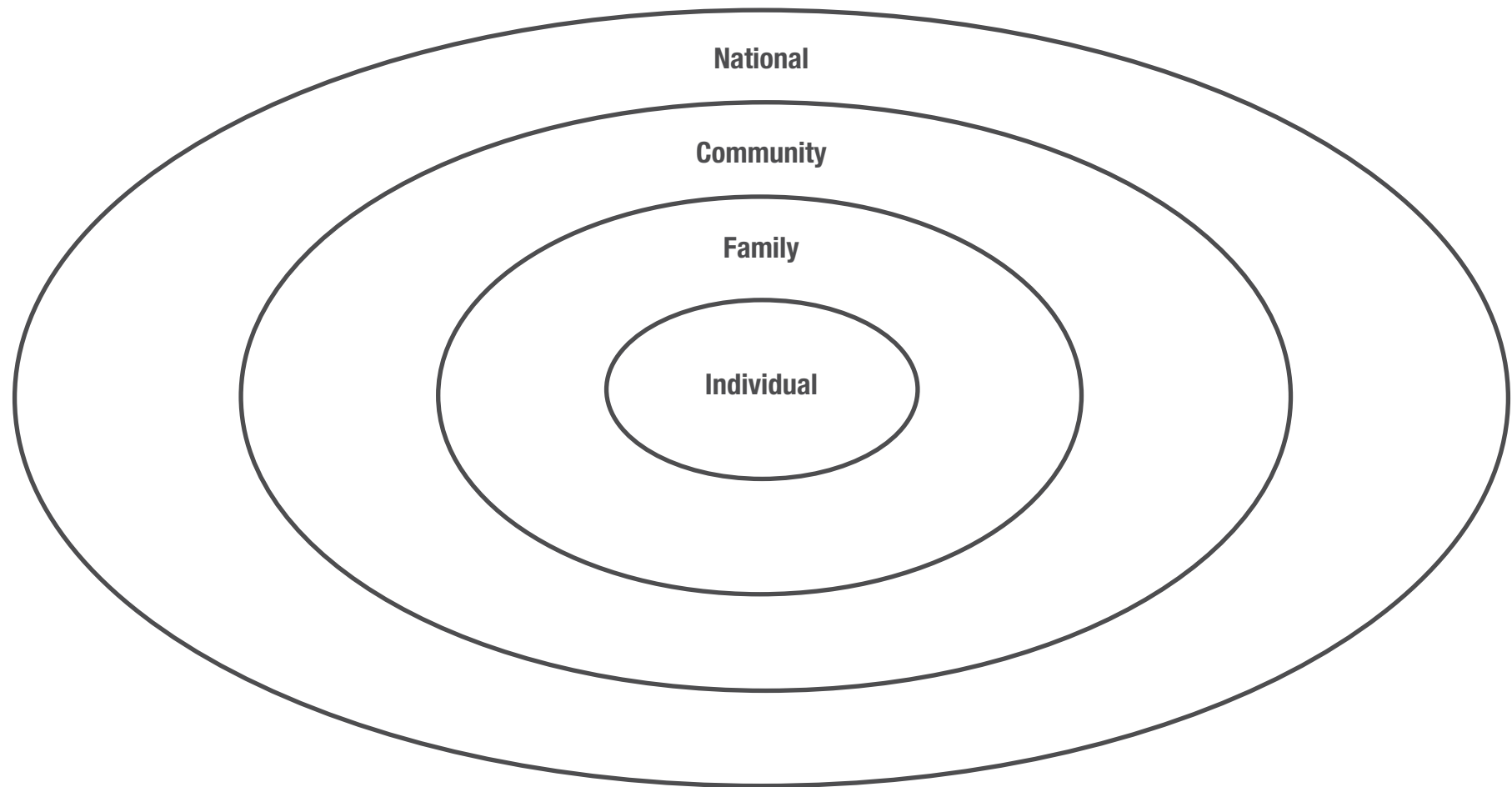
Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Exploring values and perspectives:</p> <p><i>What viewpoints do people hold on community issues?</i></p> <p>Reflecting and evaluating:</p> <p><i>Have community issues been addressed?</i></p>	<p><b>Activity Two: How satisfied are the community with the government response?</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Computer or library access</li> <li>• Community satisfaction table (for print, see page 53)</li> </ul> <p>In groups of three, each student is issued a particular group or individual with a viewpoint on the government's response to a community issue. Individually, students read the resource and highlight the position, beliefs, and values of their group or person.</p> <p>Each student then communicates to the group how satisfied their group or person is with the response of the government. Students use a ranking: 3–very satisfied, 2–satisfied and 1–not satisfied. Students should be able to explain, by making links to the information they have highlighted in the resources, the reasons for the person or group's level of satisfaction. Students display this information in the community satisfaction table.</p> <p><b>Exit card</b> (see page 5 for explanation of this strategy)</p> <p>This exit card could include the following categories for students to fill in:</p> <ul style="list-style-type: none"> <li>• How important is it for the Government to consider others' viewpoints when making decisions about community/electorate issues?</li> <li>• What challenges does the Government face when trying to make decisions about community/electorate issues?</li> <li>• Decision-making is important because ...</li> </ul> <p>Collect the card from each student at the end of the lesson.</p>	<p>Look for students developing understandings that decisions government make are important for different reasons. Students will also understand that governments have a range of factors to consider when making decisions.</p> <p>Look for students understanding how a government addresses community/electorate issues.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information:</p> <p><i>How are our voices heard?</i></p> <p><i>How can people participate in New Zealand's system of government?</i></p>	<p><b>Section Eleven: How can people participate in government?</b></p> <p><b>Big Idea:</b> People can participate in New Zealand's system of government in other ways in order to address community issues.</p> <p><b>Activity One: Taking Action</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• 'You can still have your say if you're not 18' (for print, see page 54)</li> <li>• SWOT analysis (for print, see page 56)</li> </ul> <p>Refer back to the deliberation issue in Section Five and ask students what can we do about this issue if we can't vote?</p> <p>Working in groups, students consider possible actions and decide on a suitable action.</p> <p>Students could complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to determine how useful the action would be to address the community/electorate issue.</p>	<p>Encourage students to talk at home about the issue, and share their personal experiences in order to make connections.</p>
<p>So what? Now what?</p> <p><i>Is it important to participate in government?</i></p> <p><i>How can I get involved in government?</i></p>	<p><b>Activity Two: Concept Target</b></p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Concept target handout and concepts (for print, see page 36)</li> </ul> <p>Have students complete another concept target using the concepts on the handout. (See page 6 for an explanation of this strategy).</p>	<p>What ideas are students forming about participation and community/electoral issues?</p>

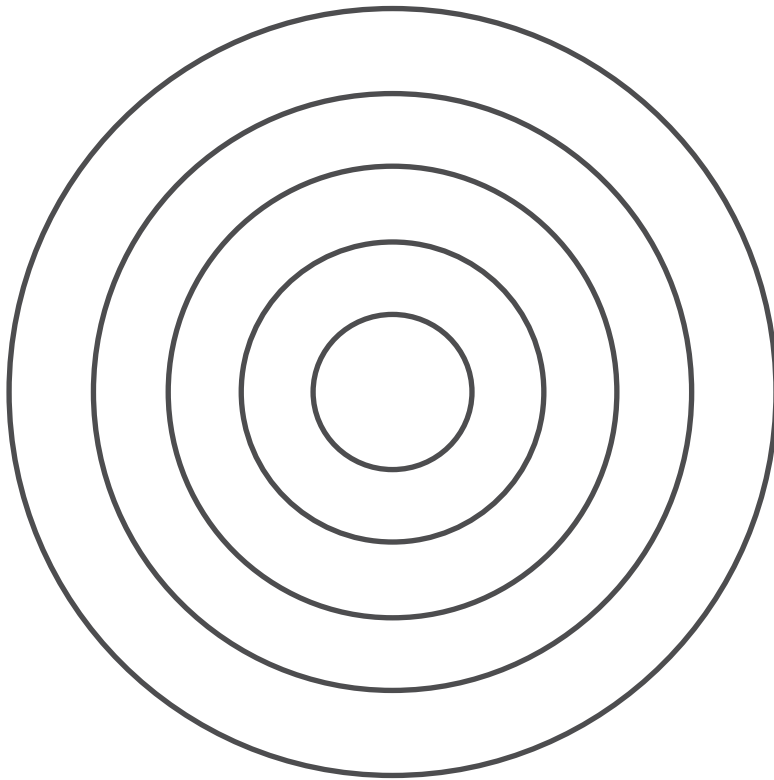
Links to social inquiry approach	Activities	Formative assessment opportunities
	<p><b>Section Twelve: Key Concepts about our system of government revisited</b></p> <p>Each student receives their exit cards and concept targets completed throughout the unit.</p> <p><b>Activity One: Spotting the changes</b></p> <p>Students line up their concept targets and look for changes that have occurred. They should consider:</p> <ul style="list-style-type: none"> <li>• What concepts were in the outer rings that have moved towards the centre?</li> <li>• What concepts were in the centre rings and moved outwards?</li> <li>• What concepts did I add as my learning developed?</li> </ul>	<p>Look to see what concepts have moved from the outer rings to the inner rings, and what changes are occurring in the students' thinking about decision making compared to Section Five.</p>
	<p><b>Activity Two: Communicating my learning</b></p> <p>Have students create an A3 poster either using MindMup (<a href="https://www.mindmup.com/">https://www.mindmup.com/</a>), Prezi (<a href="https://prezi.com/education/">https://prezi.com/education/</a>), or other visual representation to communicate their learning. On the presentation, have the students display a selection of concept targets to show how their use of concepts has changed throughout the learning experience. Using the exit cards (and/or bookwork), students can annotate the concept targets to provide an explanation of a concept or conceptual understanding.</p>	

# RESOURCES

## Concentric circle diagram



## Concept target



### Concepts

1. systems of government
2. representation
3. participation
4. community/electorate issues
5. rights
6. decision-making
7. perspective
8. citizenship
9. responsibilities
10. taonga tuku iho
11. whakapapa

## Concept table

Concept	Meaning	Use in a sentence

# Cloze activity

## Enrolling to Vote

Being enrolled means that you're able to \_\_\_\_\_. Voting is your chance to have your say about which people and which political parties are \_\_\_\_\_ at each general election to New Zealand's Parliament. You also get the chance to vote in local \_\_\_\_\_ elections, district health board elections, and any referendums.

Your vote won't count if you're not \_\_\_\_\_ to vote. Enrolling is easy. Every New Zealand citizen or permanent resident over the age of \_\_\_\_\_ who has lived in New Zealand for at least one year must enrol to vote.

If you're of \_\_\_\_\_ descent you may be enrolled for a Māori electorate or for a general electorate, depending on the \_\_\_\_\_ you made when you enrolled or at the last Māori Electoral Option. The next chance you get to change the roll you are on will be during the next Māori Electoral Option which is held after every \_\_\_\_\_.

## Words:

Census, Māori, vote, choice, council, enrolled, elected, 18



# Cloze activity text

## Enrolling to Vote

Being enrolled means that you're able to **vote**. Voting is your chance to have your say about which people and which political parties are **elected** at each general election to New Zealand's Parliament. You also get the chance to vote in local **council** elections, district health board elections, and any referendums.

Your vote won't count if you're not **enrolled** to vote. Enrolling is easy. Every New Zealand citizen or permanent resident over the age of **18** who has lived in New Zealand for at least one year must enrol to vote.

If you're of **Māori** descent you may be enrolled for a Māori electorate or for a general electorate, depending on the **choice** you made when you enrolled or at the last Māori Electoral Option. The next chance you get to change the roll you are on will be during the next Māori Electoral Option which is held after every **Census**.

## Survey – How are our voices represented?

	Question	Response
1.	How important do you think it is to vote?	
2.	What is important to you when voting for an electorate MP?	
3.	What are some issues that concern you?	
4.	Do you think you have the ability to change these issues?	
5.	How does the Government influence our lives?	
6.	What do you think is the main job of a government?	
7.	What is important to you when voting for a political party?	
8.	What are other areas of your life when you have had to vote?	
9.	How did you decide to vote for a particular person or group?	

## Retrieval table (election)

Local/electorate issue	Candidate or party	The values and beliefs of the party are ...	The actions the candidate or party will take to minimise these issues are ...

# How do the media help you decide how to vote?

The media has a very important role in a democracy. It's up to journalists (as well as voters) to find out what different parties stand for and to inform citizens about their policies and all the big issues.

To be informed you will have to start following the news – that's one way you'll find out about political candidates and party policies.

## Newspapers

Newspapers are a great way of finding out what's going on, because you can read them at any time of the day. They have a mix of news stories and opinion pieces. Every day, papers publish editorials, which say what the paper thinks about different issues. The letters to the editor will give you a good idea about what other citizens are worried about and editorial cartoons often give a quirky spin on politics.

## Internet

The web has an enormous amount of information just waiting for you to find and download. You can figure out what's going on all around the world just by clicking a few buttons. These news sites will get you started:

- <https://www.bbc.com>
- <https://www.cnn.com>
- <https://www.radionz.co.nz>
- <https://www.scoop.co.nz>
- <https://www.stuff.co.nz>
- <https://www.nzherald.co.nz>

## Radio

As well as playing music, radio stations tell you what's going on in the world. Talkback radio gives you a chance to have your say about the big issues for you, and is another way of being an active citizen. If you're in Wellington, you can visit Parliament and see the MPs debating the big issues. But if you aren't in Wellington, you can listen to the debates on Radio New Zealand's AM Network.

## Television

TV is a good way of keeping informed. There are news programmes every day and many other current affairs and documentary programmes. You can also watch Parliament TV live stream the day's events.

## Evaluate sources

	Type of source (newspaper article, opinion piece, advertisement, speech, etc.)	Who produced this source? Why?	What perspective is the author of this source coming from?	What are the key ideas in the source?	Where does the author get their information from?
Source 1 Title:					
Source 2 Title:					
Source 3 Title:					
Source 4 Title:					

# Information about the different voting systems

## **MMP – MIXED MEMBER PROPORTIONAL**

We currently use the MMP system to elect our Parliament.

There are 120 Members of Parliament (MPs). There are 72 electorates, including the Māori electorates. Each electorate elects one MP, who is called an Electorate MP. The other 48 MPs are elected from political party lists. They are called List MPs.

In an election, each voter has two votes.

- The first vote is for the political party the voter chooses. This is called the party vote and it decides the total number of seats each party gets in Parliament.
- The second vote is to choose the MP to represent the electorate where the voter lives. This is called the electorate vote. The candidate who gets the most votes wins. They do not have to get more than half the votes to win.

Under the MMP rules, when a political party wins at least one electorate seat OR 5% of the party vote, they get a matching share of the seats in Parliament. Their number of seats is about the same as their share of the party vote.

For example, if a party gets 30% of the party vote, then it will get 36 MPs in Parliament (36 is 30% of 120 seats). So, if this party wins 20 electorate seats, it will have 16 List MPs to add to its 20 Electorate MPs.

A party usually needs a coalition, or an agreement with other political parties to work together, to form a government.

## **FPP – FIRST PAST THE POST**

There are 120 Members of Parliament. Each of the 120 electorates, including the Māori electorates, elects one MP.

Each voter has one vote to choose one MP to represent the electorate where they live. The candidate who gets the most votes wins. They do not have to get more than half the votes to win.

Large parties – especially the winning party – usually win a larger share of the seats in Parliament than their share of the total votes across the country. Smaller parties usually get a smaller share of seats than their share of the total votes.

A party can usually form a government without needing a coalition, or an agreement with other parties.

## **PV – PREFERENTIAL VOTING**

There are 120 Members of Parliament. Each of the 120 electorates, including the Māori electorates, elects one MP.

Voters rank the candidates – 1, 2, 3, etc. – in the order they prefer them. The candidate marked “1” is their first choice.

A candidate who gets more than half of all the “1” votes wins.

If no one gets more than half the first choice votes, the candidate with the lowest number “1” votes is out of the running. These votes then go to the candidate each voter chose next, as “2”.

This process is repeated until one candidate has more than half the votes.

Large parties – especially the winning party – usually win a larger share of the seats in Parliament than their share of total votes ranked first. It’s hard for smaller parties to win seats in Parliament – but votes for smaller party candidates may change who wins the seat due to second and third rankings, etc.

A party can usually form a government without needing a coalition, or an agreement, with other parties.

## **STV – SINGLE TRANSFERABLE VOTE**

There are 120 Members of Parliament. Each electorate has more than one MP. This includes the Māori electorates. It’s likely the 120 MPs would be divided between 24–30 electorates. Each electorate would then have 3–7 MPs.

Each voter has a single vote that is transferable. Voters either rank the candidates – 1, 2, 3, etc. – in the order they prefer, OR they vote for an order chosen by the political party they prefer. The party would publish their chosen order before the election.

MPs have to reach a minimum number of votes to be elected. This is known as the quota. The quota is based on the number of votes in each electorate and the number of MPs to be elected.

Candidates who reach the quota from first choice votes are elected.

If there are still electorate seats to fill, then there is a two-step process.

### **Step one:**

Once elected candidates have reached the quota, the extra votes they didn’t need are transferred to the candidates ranked next on those votes. Candidates who then reach the quota are elected.

### **Step two:**

If there are still electorate seats to fill, the candidate with the fewest votes is removed. Their votes are transferred to the candidates ranked next on those votes.

This two-step process is repeated until all the seats are filled.

The number of MPs elected from each political party roughly matches the party’s share of all their first choice votes across the country.

A party usually needs a coalition, or an agreement with other political parties to work together, to form a government.

## SM – SUPPLEMENTARY MEMBER

There are 120 Members of Parliament. There are 90 electorates, including the Māori electorates. Each electorate elects one MP. They're called an Electorate MP. The other 30 seats are called supplementary seats. MPs are elected to these seats from political party lists and would be called List MPs.

Each voter has two votes.

- The first vote is to choose the MP to represent the electorate where the voter lives. This is called the electorate vote. The candidate who gets the most votes wins. They do not have to get more than half the votes to win.
- The second vote is for the political party the voter chooses. This is called the party vote. Each party's share of the party vote decides how many of the 30 supplementary seats each party gets.

For example, if a party gets 30% of the party vote, it'll get about 9 List MPs in Parliament (9 is 30% of the 30 seats). It doesn't matter how many electorate seats a party wins.

This makes SM different from MMP. In MMP, a party's share of all 120 seats matches its share of the party vote.

In SM, one of the major parties would usually have enough seats to govern alone. Sometimes, though, they may need a coalition or an agreement with other parties.



# Three Level Guide

## So why do I get two votes?

Use the text 'Information about the different voting systems' (pages 41 to 43) to determine the accuracy of the following statements. If the statement is inaccurate, rephrase it so that it is correct.

### Level One

- |   |
|---|
| • MMP is New Zealand's voting system.               |
| • Each electorate has a different number of people. |
| • There are 120 seats in Parliament.                |
| • Each party gets the same number of seats.         |

### Level Two

- |   |
|---|
| • New Zealand citizens decide the ranking of candidates on Party Lists.   |
| • Under FPP, you only vote for a party.                                   |
| • A candidate becomes an MP if they get the most votes for an electorate. |
| • Māori electorates cover a larger area of land than general electorates. |

### Level Three

- |   |
|---|
| • MMP leads to single party government.   |
| • I can vote for more than one Party under MMP.                                       |
| • The number of seats a party gets is based on the number of party votes it receives. |

## Key words table: So why do I get two votes?

Key word	Means that ...	Links to the election because ...	A relevant concept is ...
Māori electorate			
General electorate			
MMP			
FPP			
Proportional			
Electorate vote			
Party vote			
Party list			
List MP			

# So who gets to become the Government?

If a party wins more than half the seats in Parliament, it can form a majority government. A majority means you have more than half on your side. This means the party has more than half the seats. It can form a government by itself.

If no single party has a majority, two or more parties can join to form a majority coalition government. Together they need to have over half the seats in Parliament.

If this happens, there may be ministers in Cabinet from more than one party. The Prime Minister is the head of the Cabinet. Cabinet ministers have special duties to run government departments, such as the Ministry of Education or the Ministry of Youth Development. They have the main say about what the Government does. They meet together every Monday.

Another way is to form a minority government. A minority means you have less than half on your side. That happens when one or more parties with less than half the seats in Parliament need the support of other parties outside the government to stay in power. These are sometimes called “Confidence and Supply” agreements. These other parties won’t have MPs in Cabinet, but they agree to support the party in government.

The Prime Minister is the leader of the party with the most seats in Parliament, so they have to be supported by the majority of MPs.

After an election, the Governor-General appoints the Prime Minister to lead the government.

## Who is our Head of State?

When New Zealand was a British colony, it copied the way Britain’s government was run. Britain’s Head of State is Queen Elizabeth II – and she is also the Head of State of New Zealand and other Commonwealth countries. That’s why we have a Governor-General. The Queen appoints a Governor-General to act as her in New Zealand, as she lives in the United Kingdom.

The Governor-General summons Parliament, appoints Cabinet Ministers, and approves any bill passed by Parliament before it becomes law. They follow the advice of the government and stay out of party politics.

Our first Māori Governor-General was Sir Paul Reeves, appointed in 1985. He was followed by Dame Catherine Tizard, the first woman to be appointed.

## Get wired

<https://www.elections.org.nz>

This is the Electoral Commission's website.

<https://www.parliament.nz>

This is Parliament's website.

<https://www.beehive.govt.nz>

This is all about cabinet and the decisions it makes.

<https://www.gg.govt.nz>

This is the Governor-General's website.

<https://www.govt.nz>

This is the official gateway to government organisations.

<https://www.dpmc.govt.nz>

This is the website of the Department of the Prime Minister and Cabinet.

<http://www.legislation.govt.nz/>

This will give you free access to New Zealand Acts, Bills, and Regulations of Parliament.

## Concept list

majority government

minority government

majority coalition government

parties

Cabinet

Prime Minister

Cabinet Ministers

support

seats

ministers

responsibilities

# Roles and Responsibilities

Role	Responsibility
<b>Prime Minister</b>	
<b>Cabinet minister</b>	
<b>Head of State</b>	
<b>Governor-General</b>	

## Government response table

Issue	Government response	Reasons why the Government chose this particular response

## Community satisfaction

Person or Group	Level of satisfaction	Reasons

# You can still have your say if you're not 18

Even though you may be under 18 and can't vote yet – you can still have your say. There are lots of other ways to let community leaders and policy-makers know what you think about the big issues.

That's right! As Kiwis, it's our job to help build the type of society we want to live in. If we don't like the way something works, we can try to change it.

But it's better to be constructive – rather than moaning about things you don't like, you can find ways to get some changes. There are many ways to have your say.

## Get in touch

Contact your electorate MP and tell them what issues you think are important. You can ring, email, write a letter, or even visit them in person. It's their job to find out what the big issues are for the people in their electorate.

You can find out the contact details for your electorate MP and local list MPs. This website will help: <https://www.parliament.nz>

## Write

You can write to any MP at:

**Freepost Parliament  
Private Bag 18 888  
Parliament Buildings  
Wellington 6160**

*(You don't even need a stamp.)*

Why not write a letter to the editor of your local newspaper about something that concerns you? It's a good way to inspire other people to think about issues.

## Team-up

You might have seen protests on TV or in the newspaper. You might have been part of one. Protesters are people who feel strongly about a cause and want to raise awareness about big issues. Sometimes they have a march or demonstration. Most protests are peaceful – but sometimes they are not and people can be arrested for breaking the law.

People who feel strongly about a cause sometimes form "pressure groups". They focus on a single issue or type of issue. They try to pressure decision-makers to make certain choices.

Choose a pressure group and find out more about it. What issues are their members concerned about? What action have they taken? Do you agree with what they are doing?



Check these pressure groups out:

- Amnesty International – <https://www.amnesty.org.nz>
- Federated Farmers – <https://www.fedfarm.org.nz>
- Greenpeace – <https://www.greenpeace.org/new-zealand/en/>
- Grey Power – <https://www.greypower.co.nz>
- New Zealand Council of Trade Unions Te Kauae Kaimahi – <https://www.union.org.nz>
- Royal Forest and Bird Protection Society – <https://www.forestandbird.org.nz>

### **Sign a petition**

Signing a petition is an easy way of being active. It can be very effective. If enough people sign a petition, it can help to create a referendum where everyone gets the chance to vote on the issue.

### **Go to a meeting**

Sometimes meetings are held where people discuss the issues that they are concerned about. Your city might have a youth council where young people can discuss issues that affect them.

### **Debate the issues**

People don't always agree on everything. This is what makes our society interesting. Think how boring it would be if we all thought the same way. Your viewpoint on an issue depends on who you are and what is important to you. If you don't agree with what's going on, it's up to you to make your voice heard. Nobody will know your view unless you have your say.

### **Work out your own ideas**

Open your eyes to what is going on around you. What are the big issues in our society?

No one can tell you what to think. It's something that you need to work out for yourself. Ask yourself, "What do I think? Where do I stand? What kind of world do I want to live in?"

Then, find out what other people think about the big issues.

Talk over your ideas with your friends and family. If they disagree with you, don't be afraid to start a friendly debate. It's a good way to think through your ideas even more.

## SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis

ACTION:	
Strengths of this action	Weaknesses of this action
Factors that could threaten the success of the action	Opportunities this action could create

# VOCABULARY LIST

# COMPLETE RESOURCE VOCABULARY LIST

<b>beliefs</b>	trusting and having confidence that something is true and correct
<b>bill</b>	a draft of a proposed law presented to Parliament for discussion
<b>Cabinet</b>	an important decision-making group of senior ministers who decide on major government issues
<b>Cabinet ministers</b>	the senior ministers that have joined to form a Cabinet
<b>candidate</b>	a person who has put themselves forward for election to Parliament or local council – they are chosen for that position if they get the most votes in an election
<b>census</b>	an official count or survey of a population usually undertaken in New Zealand every 5 years
<b>central government</b>	a group of people who make decisions that affect New Zealand as a whole
<b>citizen</b>	a person that belongs to a particular country
<b>citizenship</b>	the status of belonging to a particular country
<b>coalition</b>	when two or more parties join together to have a majority of the votes, for the purpose of forming a government
<b>Commonwealth</b>	a voluntary association of independent and sovereign states who have shared values and goals – nearly all of the member states are former British colonies
<b>community</b>	a group of people living in the same place or having a characteristic in common
<b>councillor</b>	a person elected to a council, which is responsible for running a city or town

<b>deliberate</b>	done intentionally
<b>deliberation</b>	the process of considering and discussing something slowly and carefully
<b>demonstration</b>	an exhibition of the attitude of a group towards an issue, made by picketing, protesting, or parading
<b>election</b>	people choose someone to represent them in government by voting
<b>Electoral Commission</b>	the organisation that is responsible for running New Zealand's parliamentary elections and keeping the electoral rolls up to date
<b>electorate</b>	a voting area for general elections – every place in New Zealand is covered by both a general electorate and a Māori electorate
<b>electorate MP</b>	a member of parliament representing a local electorate
<b>enrol</b>	to officially register to vote
<b>FPP – First Past the Post</b>	a voting system where each voter has one vote to choose the MP they want to represent the electorate they live in – the candidate who gets the most votes wins
<b>general election</b>	an event when people get to choose a party and a candidate to represent them in Parliament
<b>Government</b>	the group of people responsible for the day-to-day running of the country
<b>Governor-General</b>	the person who represents the Queen, because New Zealand recognises the Queen as the Head of State
<b>hapū</b>	an extended kinship group, a group of related whānau
<b>Head of State</b>	a person who is the main public representative of a country – New Zealand's Head of State is the Queen, represented by the Governor-General
<b>iwi</b>	a group of related hapū descended from a common ancestor, associated with a rohe (territory)

<b>list MP</b>	a member of Parliament who is elected from a party list rather than by winning an electorate
<b>local government</b>	a group of people who make decisions about how particular communities are run, for example, your local council
<b>majority coalition government</b>	when a political party doesn't win more than half of the seats in parliament, it can form a coalition with another party to make up more than half the seats to form a government
<b>majority government</b>	when a political party wins more than half of the seats in parliament in an election and can form the government by themselves
<b>Māori roll</b>	the list of people who have enrolled to vote on the Māori roll
<b>minority government</b>	when the governing party won the most seats in Parliament, but still has less than half the total seats
<b>MMP – Mixed Member Proportional</b>	the voting system used to elect New Zealand's Parliament
<b>MP – Member of Parliament</b>	a person who is elected to Parliament
<b>general election</b>	an event when people get to choose a party and a candidate to represent them in Parliament
<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>participation</b>	when someone joins in an activity
<b>party politics</b>	political activities or decisions that relate to or support a particular party – for example, when a party presents a united front on an issue
<b>permanent resident</b>	a person who lives in a country where they aren't a citizen, but have the right to live in that country permanently
<b>perspective</b>	a particular point of view or attitude towards something

<b>petition</b>	a formal written request, usually signed by many people, asking for something to change
<b>political party</b>	an organised group of people who have similar beliefs and who want to make decisions and run the country
<b>politician</b>	a person who takes part in politics as a profession
<b>policy makers</b>	the people responsible for or involved in creating policies
<b>Prime Minister</b>	the head of Government
<b>protest</b>	an action showing disapproval of, or objection to, something
<b>PV – Preferential Voting</b>	a system of voting where voters write down their first choice to their last choice in numerical order from the candidates standing for that position
<b>recession</b>	a period of time where there is less money being spent and earned
<b>referendum</b>	a vote on a single question or issue
<b>regional government</b>	a group of people who make decisions about how regions of New Zealand are run
<b>Registrars of Electors</b>	the people who look after the electoral roll for the area you live in
<b>representation</b>	the act of speaking or acting on behalf of somebody else
<b>responsibilities</b>	things that you are personally accountable for, such as a task or a job
<b>rights</b>	basic freedoms or things that people can expect to have, such as clean water, shelter and healthcare
<b>roles</b>	the function or part played in a process or particular situation

<b>SM – Supplementary Member</b>	a voting system where a person is elected to one of the seats left over after candidates have been elected by their electorates – political parties will elect people to these seats from their lists
<b>society</b>	a group of people living together in an ordered community
<b>STV – Single Transferable Vote</b>	a voting system where a vote can be transferred to a second or third choice candidate if a voter's first choice reaches the total number of valid votes
<b>systems of government</b>	describes the three branches of government, which means that no one part of government has too much power
<b>taonga tuku iho</b>	treasures, both tangible and intangible, handed down through generations – this includes everything from land and resources to language, knowledge, stories, genealogy and traditions, among many other things considered precious
<b>values</b>	the principles and standards that people judge as important, worthy, and useful in life
<b>voting</b>	choosing between two or more options
<b>whakapapa</b>	links showing the relationships between people, objects, ideas or the environment, something that is central to all Māori institutions - reciting whakapapa is an important skill, and tells us about leadership, connections between people, land and fishing rights, and many other areas
<b>whānau</b>	family or extended family



## FACTSHEET – Information about the different voting systems

<b>candidate</b>	a person who has put themselves forward for election to Parliament or local council – they are chosen for that position if they get the most votes in an election
<b>coalition</b>	when two or more parties join together to have a majority of the votes, for the purpose of forming a government
<b>electorate</b>	a voting area for general elections – every place in New Zealand is covered by both a general electorate and a Māori electorate
<b>Government</b>	the group of people responsible for the day-to-day running of the country
<b>list MP</b>	a member of Parliament who is elected from a party list rather than by winning an electorate
<b>MMP – Mixed Member Proportional</b>	the voting system used to elect New Zealand's Parliament
<b>MP – Member of Parliament</b>	a person who is elected into Parliament
<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>political party</b>	an organised group of people who have similar beliefs and who want to win elections in order to make decisions and run the country
<b>PV – Preferential Voting</b>	a system of voting where voters write down their first choice to their last choice in numerical order from the candidates standing for that position
<b>SM – Supplementary Member</b>	a voting system where a person is elected to one of the seats left over after candidates have been elected by their electorates – political parties will elect people to these seats from their lists

**STV – Single Transferable Vote**

a voting system where a vote can be transferred to a second or third choice candidate if a voter's first choice reaches the total number of valid votes

**supplementary seats**

the seats left over once candidates have been elected by their electorates – political parties will elect people to these seats from their lists

## FACTSHEET – So who gets to become the government?

**bill**

a draft of a proposed law presented to Parliament for discussion

**Cabinet**

an important decision-making group of senior ministers who decide on major government issues

**Cabinet ministers**

the senior ministers that have joined to form a Cabinet

**Commonwealth**

a voluntary association of independent and sovereign states who have shared values and goals – nearly all of the member states are former British colonies

**Government**

the group of people responsible for the day-to-day running of the country

**Governor-General**

the person who represents the Queen, because New Zealand recognises the Queen as the Head of State

**Head of State**

a person who is the main public representative of a country – New Zealand's Head of State is the Queen, represented by the Governor-General

**majority coalition government**

when a political party doesn't win more than half of the seats in parliament, it can form a coalition with another party to make up more than half the seats to form a government

**majority government**

when a political party wins more than half of the seats in parliament in an election and can form the government by themselves

**minority government**

when the governing party won the most seats in Parliament, but still has less than half the total seats

<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>party politics</b>	political activities or decisions that relate to or support a particular party – for example, when a party presents a united front on an issue
<b>Prime Minister</b>	the head of government

## FACTSHEET – You can still have your say if you're not 18

<b>demonstration</b>	an exhibition of the attitude of a group towards an issue, made by picketing, protesting, or parading
<b>electorate MP</b>	a member of parliament representing a local electorate
<b>list MP</b>	a member of Parliament who is elected from a party list rather than by winning an electorate
<b>petition</b>	a formal written request, usually signed by many people, asking for something to change
<b>policy-maker</b>	a person responsible for or involved in creating policies
<b>protest</b>	an action showing disapproval of, or objection to, something
<b>referendum</b>	a vote on a single question or issue
<b>society</b>	a group of people living together in an ordered community

