Your Voice, Your Choice
LEARNING UNITS

ELECTIONS

ELECTORAL COMMISSION
Te Kaitiaki Take Kōwhiri

www.elections.org.nz

CONTENTS

 I vote NZ

Original resource developed by Lift Education for the Electoral Commission. Adult learning units adapted by the Electoral Commission from the original resource with input from ACE Aotearoa.

Your Voice, Your Choice
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 learners' understanding and enthusiasm for the voting process.

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

These units are designed to be followed in order, but you are welcome to adapt any activity for your own planning.

You are encouraged to adapt this sequence of learning activities to meet the specific needs and experiences of your learners.

Vision

These resources support learners to be active members of their family, whānau and community. Learners 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 – Learners will engage with their community to identify significant issues
- Learning to learn – Learners will be supported to reflect on and monitor their conceptual understanding
- Future focus – Learners will look to the future to determine how voting in the election will improve their community for future generations
- Te Tiriti o Waitangi – Learners can explore ideas of representation and participation in different forms of governance.

Key competencies

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

- Thinking – Learners will analyse and assess community issues and engage with a variety of perspectives

- Participating and contributing – Learners 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 learners to value:

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

Learners 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. Learners 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).

Focus of learning

By drawing on the personal experiences and concerns people have about their community, this resource helps you to explore with learners how voting in elections can address community issues. Learners will develop understandings around the importance of participation and representation in government for themselves and for their family, whanau and community.

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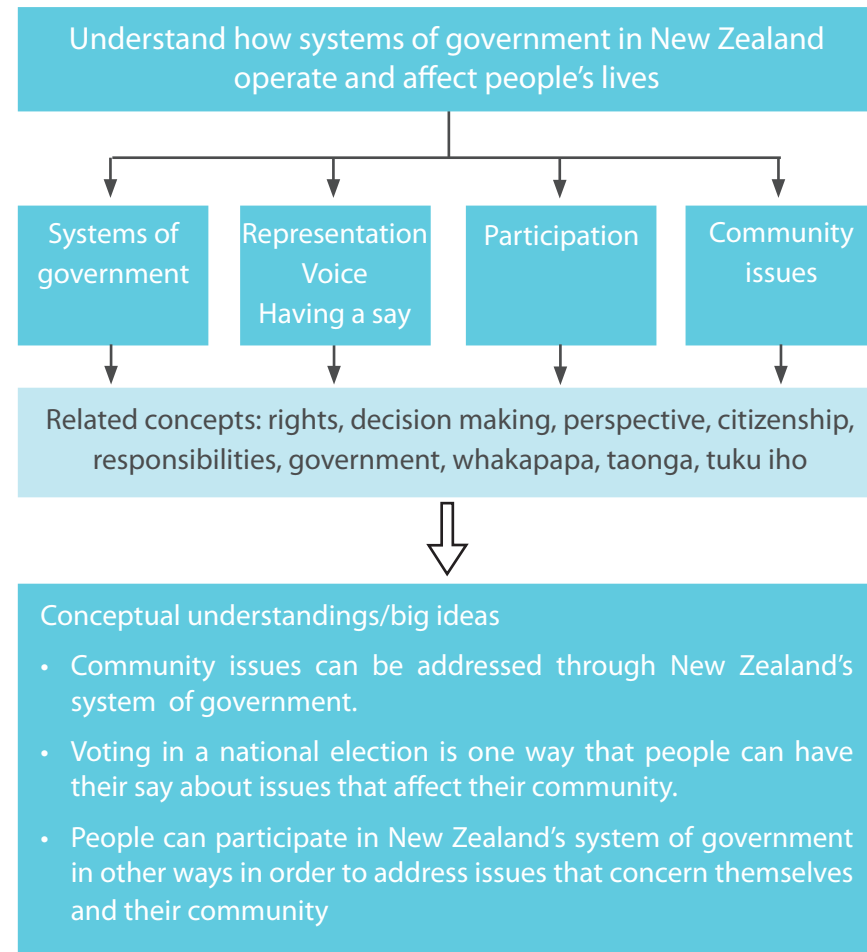
Social Inquiry

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 learners to critically examine social issues, ideas and themes.

During a social inquiry, learners develop critical thinking and problem-solving skills. Learners 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, learners 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 learners 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.

Understand how systems of government in New Zealand operate and affect people's lives

| Systems of government | Representation Voice Having a say | Participation | Community issues |

Related concepts: rights, decision making, perspective, citizenship, responsibilities, government, whakapapa, taonga, tuku iho

Conceptual understandings/big ideas

- Community issues can be addressed through New Zealand's system of government.

- Voting in a national election is one way that people can have their say about issues that affect their community.

- People can participate in New Zealand's system of government in other ways in order to address issues that concern themselves and their community

Inquiry questions

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

Finding out information

- What are community issues?
- How does our system of Government operate?
- What community issues can be addressed by central 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, learners 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 sequence to better meet the learners' needs. A range of formative assessment tools are used throughout the teaching and learning sequence:

Formative assessment opportunities

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

Exit cards

The exit cards monitor learner 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. Learners respond to questions or statements about the content of the activity. This can either be done on a handed out card or the learners can copy the questions or statements onto a piece of paper.

Make sure you collect the card from each learner at the end of the lesson as learners will need the range of cards to reflect on their progress at the end of the unit.

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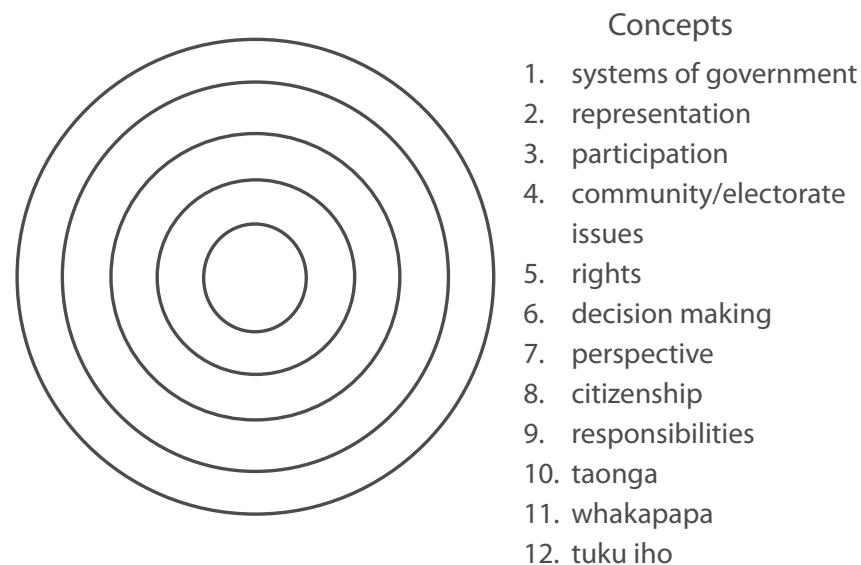

Exit card

Section 4, Activity 2: Community issues, deliberation technique

- What can make decision making difficult?

  _____

  _____

  _____

  _____

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

  _____

  _____

  _____

  _____

Concept target

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

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
11. whakapapa
12. tuku iho

Learners 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 learners will develop confidence with a range of concepts. You are encouraged to use those concepts that learners 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 unit so learners can reflect on their progress, but this tool can be used more often if you choose.

Your Voice, Your Choice
LEARNING UNITS

Links to social inquiry approach	Activities	Formative assessment opportunities
Finding out information: *What are community issues?*	**Section One: Community issues that are important to us** **Big Idea**: Community issues can be addressed through New Zealand's system of government. **Activity One**: What community issues concern you most? What you need: • Concentric circle diagram (graphic organiser provided, page 31) • Newspaper clippings and/or photos of recent issues (photocopy enough for each group). Learners 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.	Encourage learners to use personal experience and knowledge, and look for them making connections between their own lives and the issues.

Links to social inquiry approach	Activities	Formative assessment opportunities
Reflecting and evaluating: *Why do issues matter to the community?* Exploring values and perspectives: *What viewpoints do people hold on community issues?* *What informs people's viewpoints on community issues?*	Each learner'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. Learners then form a group of three to discuss their values and beliefs about the issues that concerned them the most. In their groups, learners will share their issues and identify the issues that they have in common. Each group shares their common issues with the learning environment. 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.	Look for the range of issues that learners are aware of. Throughout the learning activities you may need to introduce a wider range of issues.
	Activity Two: Opinion continuum What you need: • An open space in the learning environment • A set of opinion statements Ask for learners 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. Statements: • People have a lot of power to change issues that affect our community. • Community issues are the responsibility of central government.	

Links to social inquiry approach	Activities	Formative assessment opportunities
	• I have power to change issues by voting in elections. • Voting in elections means my voice is represented in government. • I have the power to help address community issues by participating in government. After each statement has been read, learners should be given an opportunity to explain their position on the continuum. Use a strategy to develop discussion, for example, a learner can only share if they respond to another learner's position first. *Note*: At this stage it is ok if learners explain their position with statements like 'I don't have enough information to decide'. Exit card (see page 5 for explanation of this strategy): This first exit card could be done as a group so that learners have a model to refer back to throughout the unit. This class exit card could be kept on the wall.	Look to see if learners believe they are agents of change.
Reflecting and evaluating: *What concepts am I more confident in using?*	This exit card could include the following categories for learners to fill in: • Things I am pretty sure I know about government(s) • Things I am confused or don't really understand about government(s) • How I think voting can change issues in our community … If the learners are doing individual exit cards, collect the card from each learner at the end of the lesson.	

Links to social inquiry approach	Activities	Formative assessment opportunities
	## Section Two: Key concepts about our system of government **Big Idea**: Voting in a national election is one way that people can have their say about issues that affect their community. **Activity One**: Concept target What you need: • Concept target hand out and concepts (graphic organiser provided, page 32). Learners complete a concept target using the concepts on the handout. (See page 6 for explanation of this strategy).	Look for the concepts that learners are more and less confident in using.
	Activity Two: Concept table What you need: • Concept table (graphic organiser provided, page 33) • Computer or library access Have learners research information to complete the concept table and clarify concepts they are unsure of.	

Links to social inquiry approach	Activities	Formative assessment opportunities
	Section Three: Key concepts about participating in an election **Big Idea:** Voting in a national election is one way that people can have their say about issues that affect their community **Activity One:** why is it important to enrol to vote What you need: • Cloze Activity resource provided (graphic organiser, page 34) Learners complete the cloze activity to gain a brief understanding of enrolling to vote. Learners should then discuss why it is important to enrol to vote.	Look for learners developing understandings about the relationship between enrolling and voting.
Finding out information: *What must I do to participate in an election?* *How can I ensure my family, whānau and community have their say at an election?*	**Activity Two**: Activity Two: Enrol to vote What you need: • Enrolment forms (available from the Electoral Commission) Contact your local Registrar of Electors from the Electoral Commission to speak about enrolling to vote. Following the visit, learners can discuss why it is important to enrol and how they can encourage their family, whānau and community to enrol to vote.	Look for learners asking questions, seeking to gather information and background ideas. Look for learners seeking to participate and contribute in their communities. Look for learners beginning to understand the importance of balancing rights, roles, and responsibilities

Links to social inquiry approach	Activities	Formative assessment opportunities
Finding out information: *How have people participated in Government?* Exploring values and perspectives: *What viewpoints do people hold on participation in Government?*	## Section Four: Community issues that are important to others **Big Idea**: Community issues can be addressed through New Zealand's system of Government **Activity One**: Survey What you need: • A survey about how people are represented in government (graphic organiser provided, page 36). Have learners answer the survey themselves. Then ask the learners to survey two or three members of their whānau and/or local community. They do not record the names of the people they survey. In the learning environment, learners collate all of the results. In groups, learners discuss what their results tell us about: • People's and groups' beliefs about government, participation and elections • People's and groups' experiences with government. Each learner 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.	Look for learners relating key concepts to the patterns/results from the survey. Encourage learners to make connections to their own lives by using the knowledge and experiences of adults from their whānau and community. Look for learners making generalisations about the data they have collected in their survey. Are they are able to use key concepts in these generalisations?

Links to social inquiry approach	Activities	Formative assessment opportunities
	Exit card (see page 5 for explanation of this strategy): Each learner completes their own exit card. This exit card could include the following statement for learners to complete: • Two concepts that link to my survey results are … because … Collect the card from each learner at the end of the lesson.	Look for learners developing ideas about participation in government. Look for shifts occurring in learners' perceptions of their use of concepts.

Links to social inquiry approach	Activities	Formative assessment opportunities
	## Section Five: Understanding community issues in more depth **Big Idea**: Community issues can be addressed through New Zealand's system of government. **Activity One**: Who has the power to address community issues? What you need: • Concentric circle diagrams from Section One • Resources on local issues including articles, photos, editorials and letters to the editor. Issues can include: – Economic issues – Social issues – Environmental issues – Cultural issues	
Finding out information: *What community issues can be addressed by central government?*	Learners refer back to their circle diagram from Section One. Using a key, learners shade each issue determining which level of government can best address the issue: local, regional or central government.	Look for learners using prior knowledge to identify the role of different levels of government.

Links to social inquiry approach	Activities	Formative assessment opportunities
Exploring values and perspectives: *What viewpoints do people hold on community issues?* *What informs people's viewpoints on community issues?*	**Activity Two**: Community issues – deliberation technique What you need: • Resources on local issues from previous activity, or computer/ library access. In groups of four, have learners identify and select an issue that is relevant to them, supporting them where necessary. learners can use their own knowledge, use the provided resources or research further information. Different groups can deliberate on the same or different issues. Deliberation process: • Learners individually gather information about their issue. You may want to suggest a literacy strategy to help learners process the information, such as highlighting key ideas. • In groups of four, learners discuss the important ideas to gain greater understanding of the community issue. • The deliberation question that matches the issue is given to learners, for example, 'Should the Government provide more support to people during the recession?' • Each group of four is split into pairs. Pair A is in support, Pair B is in opposition. Each pair formulates their key argument. Learners 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.	Look for learners using concepts when forming arguments.

Links to social inquiry approach	Activities	Formative assessment opportunities
	• Pair B selects the most significant reason from Pair A. Pair A selects the most significant reason from Pair B. • In the group of four, learners drop their position and deliberate the question again. Debrief process: • Learners do a written reflection on the deliberation. They should consider: What were the main ideas? Did their position change? Why/Why not? • Learners prepare a set of questions to ask the panel of politicians in the following learning activity. More information on the deliberation technique can be found at http://www.did.deliberating.org/documents/Lessons_Procedures.pdf Exit card (see page 5 for explanation of this strategy): This exit card could include the following questions: • What can make decision making difficult? • Why is it important to consider all viewpoints when making a decision? Collect the card from each learner at the end of the lesson.	Look for shifts occurring in learners' perceptions of their use of concepts.

Links to social inquiry approach	Activities	Formative assessment opportunities
	## Section Six: Who can best address community issues? **Big Idea**: Voting in a national election is one way that people can have their say about issues that affect their community. **Activity One**: Who are my options? What you need: • A list of the different parties from: – www.elections.org.nz • Information from each political party, for example from their website or publications • 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 • Retrieval table (graphic organiser provided, page 37) • Pamphlets parties have distributed to letter boxes Contact with local Members of Parliament (MPs)/candidates from their electorate can also be made.	

Links to social inquiry approach	Activities	Formative assessment opportunities
Considering responses and decisions: *What decisions do people make about representation?*	Learners 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 learners to identify who would best address community issues at an electorate and party level. These could include: • Contacting local Members of Parliament (MPs), Councillors or candidates (during an election campaign) to come and speak to the learners. 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 learners have identified as being important to them and respond to each other. Learners could have prepared questions from their learning so far such as 'What will you do to make our community a safer place?' Following the visit, learners 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. • Learners use the election retrieval table to analyse the material and then select an appropriate representative. • Learners construct their own criteria to use to evaluate the electorate candidates and parties. The tutor will need to support learners to do this by guiding them to think about the values, beliefs and actions of the candidate and/or party to address local issues.	Look for learners making connections between issues that are common between them, a local candidate and a political party. Look for learners beginning to understand that their voice is represented by others. Look for learners using or referring to key concepts in their questions, analysis and conclusion.

Links to social inquiry approach	Activities	Formative assessment opportunities
	Activity Two: Revisiting community issues What you need: • Concentric circle diagrams from Section One Learners 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, learners reflect on their identification with questions such as 'Were my initial thoughts accurate? What is different or similar?' Exit card (see page 5 for explanation of this strategy): This exit card could include the following categories for learners to fill in: • Two things I am sure about • One thing I am confused about • Decision making is important because … Collect the card from each learner at the end of the lesson.	Look for shifts occurring in learners' perceptions of their use of concepts. What concepts still need clarifying?

Links to social inquiry approach	Activities	Formative assessment opportunities
Reflecting and evaluating: *What factors influence decision making?*	## Section Seven: Where can I go to find out more? **Big Idea**: Voting in a national election is one way that people can have their say about issues that affect their community. **Activity One**: Features of different sources of information What you need: • 'How do the media help you decide how to vote?' resource provided, page 38 (cut into 4 segments) Learners are in groups of four. Each group is given segments of text on newspapers, internet, radio and television. Each learner in the group selects a segment, reads it to the others then shares an experience they have had when they used that source to gain information. Other learners in the group can also share an experience they have had using that source. Each learner repeats this with their different sources. This is recorded on an A3 paper.	
	Activity Two: What makes a good source? What you need: • Evaluate sources table (graphic organiser provided, page 39) • Articles, pamphlets, reports on the different MPs and Parties. The tutor 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.	Encourage learners to make connections by drawing on decisions they have made in their lives.

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Links to social inquiry approach	Activities	Formative assessment opportunities
	Have learners draw conclusions from the results of this table by asking themselves questions such as: • Do any sources contradict each other? How? Why? • Do different sources emphasise different aspects on the issue? How/why? • What effect do these things have on the way the reader makes meaning of the issue? • 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, and so on. Exit card (see page 6 for explanation of this strategy): This exit card could include the following categories for learners to fill in: • What source of information would you recommend people use? • How can information help you make decisions? Collect the card from each learner at the end of the lesson.	Look for learners making evaluative statements about factors that influence decision making. Developing critical thinking: Encourage learners to consider the implication of their evaluation for citizens? How could it influence people's decisions?

Links to social inquiry approach	Activities	Formative assessment opportunities
Finding out: *How have people participated in government?*	## Section Eight: So why do I get two votes? **Big Idea**: Voting in a national election is one way that people can have their say about issues that affect their community. **Activity One**: Literacy strategy What you need: • Survey results from Section Four (complete survey as an activity now if you haven't done Section Four, page 36) • 'Information about the different voting systems' resource provided, page 48 • Three-level guide or key words table (graphic organisers provided, page 50, 51). Refer back to survey results and have a brief discussion on 'why do we get two votes?' Have learners 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.	

Links to social inquiry approach	Activities	Formative assessment opportunities
Exploring values and perspectives: *What viewpoints do people hold on participation?*	**Activity Two**: Public message What you need: • Smokefree advertisements (can be found on YouTube). Learners in pairs or trios need to come up with a 20 second message to be played as a radio or television advertisement (like the Smokefree advertisements) that explains why you get two votes. Work with your learners to construct success criteria so learners have an understanding of what makes an effective advertisement. The success criteria should make links back to 'addressing community issues'. Learners then act/share these with the class. The class nominate the message they believe is most effective using the success criteria.	
	Activity Three: Thoughts and ideas What you need: • Statements about survey results from Section Four (complete survey as an activity now if you haven't done Section Four) • Coloured card. On pieces of coloured card, learners 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 learners.	

Links to social inquiry approach	Activities	Formative assessment opportunities
	Exit card (see page 5 for explanation of this strategy): Each learner completes their own exit card. This exit card could include the following for learners to complete: • Two key ideas I know about voting • One thing I want to know about • Identify how two concepts are relevant to the ideas in this unit, for example, participation and responsibilities. Collect the card from each learner at the end of the lesson.	Look for learners understanding how people can participate in government by voting.

Links to social inquiry approach	Activities	Formative assessment opportunities
Finding out information: *How does our system of Government operate?*	## Section Nine: Who gets to become the Government? **Big Idea**: Voting in a national election is one way that people can have their say about issues that affect their community. **Activity One**: Concept diagram What you need: • 'So who gets to become the Government?' resource provided, page 40 • Concept list resource provided • A3 paper Give learners the 'So who gets to become the Government' text and concept list, and have them read and highlight the concepts in the text. In pairs, have learners use the concepts and text to create a concept diagram on A3 paper to show how a Government is formed. When learners 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'.	Look at the descriptions learners are writing on the lines that connect concepts, what big ideas are they forming?

Links to social inquiry approach	Activities	Formative assessment opportunities
	Activity Two: Roles and responsibilities What you need: • Roles and responsibilities table (graphic organiser provided, page 42) • Computer or library access. Using the roles and responsibilities table, learners gather information to briefly identify and describe the responsibilities each person has in Government. Exit card (see page 5 for explanation of this strategy): This exit card could include the following categories for learners to fill in: • What group of concepts are the most important when thinking about how our government is organised? • What roles are the most important when thinking about how government works? Collect the card from each learner at the end of the lesson.	Look for learners developing understandings about how different parties need to work together in government.

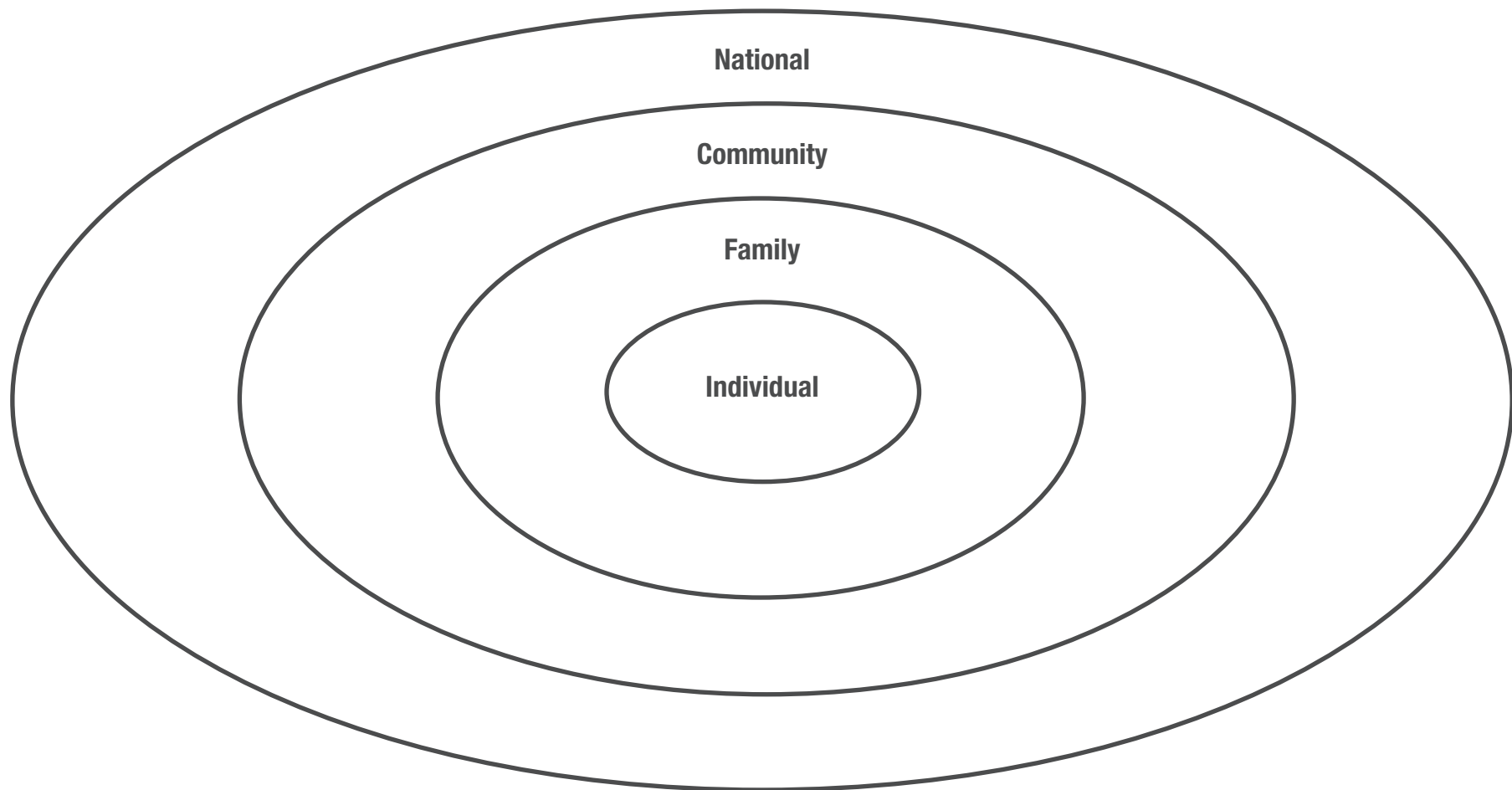| Links to social inquiry approach	Activities	Formative assessment opportunities
	## Section Ten: What does the Government do? **Big Idea**: Community issues can be addressed through New Zealand's system of government. **Activity One**: Government response What you need: • Computer or library access • Government response table (graphic organiser provided, pg 43) Have learners, as a class or in groups, identify a past issue in your community that was addressed by central government, for example, the Wellington Bypass. Make sure learners identify their own issue that is meaningful for the learner's local community, and support them where necessary to do this. Have learners gather sources around their issue about what the Government did to address the issue and community satisfaction with the response, for example, articles about central government responses to transport issues in Wellington. Learners 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.	
Considering responses and decisions: *What decisions have people/ groups made about community issues?*		

Links to social inquiry approach	Activities	Formative assessment opportunities
Exploring values and Perspectives: *What viewpoints do people hold on community issues?* Reflecting and Evaluating: *Have community issues been addressed?*	**Activity Two**: How satisfied are the community with the Government response? What you need: • Computer or library access • Community satisfaction table (graphic organiser provided, pg 44) In groups of three, each learner is issued a particular group or individual with a viewpoint on the Government's response to a community issue. Individually, learners read the resource and highlight the position, beliefs and values of their group or person. Each learner then communicates to the group how satisfied their group or person is with the response of the Government. Learners use a ranking: 3-very satisfied, 2-satisfied and 1-not satisfied. Learners 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. Learners display this information in the community satisfaction table. Exit card (see page 5 for explanation of this strategy) This exit card could include the following categories for learners to fill in: • How important is it for the Government to consider others' viewpoints when making decisions about community/electorate issues? • What challenges does the Government face when trying to make decisions about community/electorate issues? • Decision making is important because … Collect the card from each learner at the end of the lesson.	Look for learners developing understandings that decisions government make are important for different reasons. Learners will also understand that governments have a range of factors to consider when making decisions. Look for learners understanding how a Government addresses community/electorate issues.

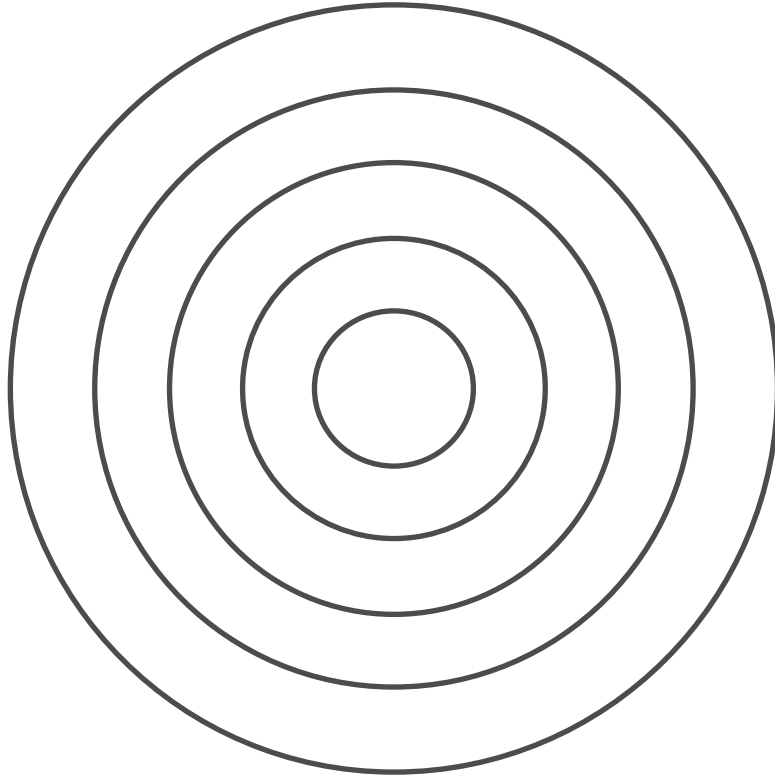| Links to social inquiry approach	Activities	Formative assessment opportunities
Finding out information: *How are our voices heard?* *How can people participate in New Zealand's system of government?*	## Section Eleven: How can people participate in Government? **Big Idea**: People can participate in New Zealand's system of government in other ways in order to address community issues. **Activity One**: Taking Action What you need: • 'Other ways you can have your say' resource provided, page 45 • SWOT analysis (graphic organiser provided, page 47). Refer back to the deliberation issue in Section Five and ask learners 'what can we do about this issue if we can't vote?' Working in groups, learners consider possible actions and decide on a suitable action. Learners could complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to determine how useful the action would be to address the community/electorate issue.	Encourage learners to talk at home about the issue, and share their personal experiences in order to make connections.
So what/now what? *Is it important to participate in Government?* *How can I get involved in government?*	**Activity Two**: Concept Target What you need: • Concept target hand out and concepts (graphic organisers provided, page 32). Have learners complete another concept target using the concepts on the handout. (See unit outline for explanation of this strategy).	What ideas are learners forming about participation and community/electoral issues?

Links to social inquiry approach	Activities	Formative assessment opportunities
	## Section Twelve: Key Concepts about our system of Government Each learner receives their exit cards and concept targets completed throughout the unit. **Activity One**: Spotting the changes Learners line up their concept targets and look for changes that have occurred. They should consider: - What concepts were in the outer rings that have moved towards the centre? - What concepts were in the centre rings and moved outwards? - What concepts did I add as my learning developed?	Look to see what concepts have moved from the outer rings to the inner rings, and what changes are occurring in the learners' thinking about decision making compared to Section Five.
	Activity Two: Communicating my learning Learners create an A3 poster to communicate their learning. On the poster learners display a selection of concept targets to show how their use of concepts has changed throughout the unit. Using the exit cards (and/or bookwork), learners can annotate the concept targets to provide an explanation of a concept or conceptual understanding.	

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
11. whakapapa
12. tuku iho

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 and district health board elections and any referenda.

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

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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	Internet
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.	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: • www.bbcworld.com • www.cnn.com • www.radionz.co.nz • www.scoop.co.nz • www.stuff.co.nz • www.nzherald.co.nz
Radio	**Television**
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.	TV is a good way of keeping informed. There are news programmes every day and many other current affairs and documentary programmes.

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:					

So who gets to become the Government?

If a party wins more than half the seats in Parliament, it can form a majority government by itself.

If no one party has a majority, two or more parties, which together have more than half the seats in Parliament, can agree to form a majority coalition government. If this happens, there may be ministers in Cabinet from more than one party. Cabinet ministers have special responsibilities for running government departments, such as Treasury, 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 in secret. The Prime Minister is the head of the Cabinet.

Another way of forming a government is to have a minority government. That happens when one or more parties with less than half the seats in Parliament rely on the support of other parties outside the Government in order to stay in power. These are sometimes known as 'Confidence and Supply' agreements.

The Prime Minister is usually the leader of the party with the most seats in Parliament, so he or she has to be supported by the majority of MPs.

After the election, the Governor-General formally appoints the Prime Minister to organise and lead the Government.

Who is our Head of State?

When New Zealand was a British colony, it borrowed its model of cabinet government from Britain. That's why we have a Governor-General who represents the Queen - Elizabeth II is Queen of New Zealand. She's our head of state but she happens also to be Queen of the United Kingdom and other Commonwealth countries, and resides in the United Kingdom. She appoints a Governor-General as her representative. The Governor-General summons Parliament, appoints Cabinet Ministers, and approves any bill passed by Parliament before it becomes law. He or she follows the advice of the Government and does not get involved in party politics.

The first Māori Governor-General was Sir Paul Reeves, appointed in 1985. He was followed by Dame Catherine Tizard, the first woman to be appointed. The current Governor-General is Lieutenant-General Sir Jeremiah (Jerry) Mateparae.

Get wired

www.elections.org.nz
This is the Electoral Commission's website.

www.parliament.nz
This is Parliament's website.

www.beehive.govt.nz
This is all about cabinet and the decisions it makes.

www.gov-gen.govt.nz
This is the Governor-General's website.

www.govt.nz
This is the official gateway to government organisations.

www.dpmc.govt.nz
This is the website of the Department of the Prime Minister and Cabinet.

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
Prime Minister	
Cabinet Minister	
Head of State	
Governor-General	

Government response table

Issue	Government Response	Reasons why the Government chose this particular response

Community satisfaction

Person or Group	Level of satisfaction	Reasons

Other ways you can have your say

There are lots of other ways of letting community leaders and policy makers know what you think about the big issues.

That's right. As Kiwi citizens, it's our job to help build the kind 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, get active and start working to get some changes. There are many ways to have your say.

Get in touch

Contact your electorate MP and let them know what issues are important to you. You can ring, fax, e-mail, write a letter, or even go to see them in person. It's their job to find out what the big issues are for the people in their electorate.

Find out the contact details for your electorate MP and for the list MPs who work in your area. This website will help:
www.parliament.nz/en-NZ/MPP/MPs/

Write

You can write to an MP at:
Parliament Buildings
Wellington
(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 get other people thinking about issues.

Team-up

You have probably seen protests on TV or in the newspaper, or maybe been part of one. Protesters are people who feel strongly about a cause and want to raise awareness of particular issues by having a march or demonstration. Most protests are peaceful, but sometimes people are arrested if they break the law.

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

Choose a pressure group and find out information 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 - www.amnesty.org.nz
- Business Round Table - www.nzbr.org.nz
- Federated Farmers - www.fedfarm.org.nz
- Greenpeace - www.greenpeace.net.nz
- Grey Power - www.greypower.co.nz
- NZ Council of Trade Unions - www.union.org.nz
- Royal Forest and Bird Protection Society
    - www.forestandbird.org.nz
- Sensible Sentencing NZ - www.safe-nz.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, a citizens-initiated referendum can be held where everyone gets the chance to vote on the issue.

Go to a meeting

Sometimes forums and meetings are held where people discuss particular issues that they are concerned about. Your city might have a youth council where young people discuss issues that affect people their age.

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 will differ depending 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 make it known.

Work out your own ideas

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

Find out what other people think about the big issues. Then ask yourself 'What do I think? Where do I stand? What kind of world do I want to live in?'

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 of developing your ideas even further.

No one can tell you what to think. It's something that you need to work out for yourself.

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

Information about the different voting systems

MMP – MIXED MEMBER PROPORTIONAL

This is the system we currently use to elect our Parliament.

There are 120 Members of Parliament (MPs). There are 70 electorates, including the Māori electorates. Each elects one MP, called an Electorate MP. The other 50 MPs are elected from political party lists and are called List MPs.

Each voter gets two votes.

The first vote is for the political party the voter chooses. This is called the party vote and largely decides the total number of seats each political party gets in Parliament.

The second vote is to choose the MP the voter wants to represent the electorate they live in. 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.

Under current MMP rules, a political party that wins at least one electorate seat OR 5% of the party vote gets a share of the seats in Parliament that is about the same as its share of the party vote. For example, if a party gets 30% of the party vote it will get roughly 36 MPs in Parliament (being 30% of 120 seats). So if that party wins 20 electorate seats it will have 16 List MPs in addition to its 20 Electorate MPs.

Coalitions or agreements between political parties are usually needed before Governments can be formed.

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 the MP they want to represent the electorate they live in. The candidate who gets the most votes wins. They do not have to get more than half the votes.

Large parties – and in particular the winning party – usually win a share of the seats in Parliament larger than their share of all the votes across the country. Smaller parties usually receive a smaller share of seats than their share of all the votes.

A government can usually be formed without the need for coalitions or agreements between 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.

A candidate who gets more than half of all the first preference votes (that is votes marked "1") wins.

If no candidate gets more than half the first preference votes, the candidate with the fewest number "1" votes is eliminated and their votes go to the candidates each voter ranked next.

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

Large parties – and in particular the winning party – usually win a share of the seats in Parliament larger than their nationwide share of the first preference votes. It is hard for smaller parties to win seats in Parliament,

but votes for smaller party candidates may influence who wins the seat because of second, third, etc preferences.

A government can usually be formed without the need for coalitions or agreements between parties.

STV - SINGLE TRANSFERABLE VOTE

There are 120 Members of Parliament. Each electorate has more than one MP. This includes the Māori electorates. It is likely the 120 MPs would be divided between 24 and 30 electorates, each with 3 to 7 MPs.

Each voter has a single vote that is transferable. Voters either rank the individual candidates – 1, 2, 3, etc – in the order they prefer from all the candidates, OR they may vote for the order of preference published in advance by the political party of their choice.

MPs are elected by receiving a minimum number of votes. This is known as the quota and 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 preference votes are elected.

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

First, votes the elected candidates received beyond the quota are transferred to the candidates ranked next on those votes. Candidates who then reach the quota are elected.

Second, if there are still electorate seats to fill, the lowest polling candidate is eliminated and 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 mirrors the party's share of all the first preference votes across the country.

Coalitions or agreements between political parties are usually needed before governments can be formed.

SM - SUPPLEMENTARY MEMBER

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

Each voter gets two votes.

The first vote is to choose the MP the voter wants to represent the electorate they live in. 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.

The second vote is for the political party the voter chooses. This is called the party vote. The share of the 30 supplementary seats each party gets reflects its share of the party vote.

For example, if a party gets 30% of the party vote, it will get about 9 List MPs in Parliament (being 30% of the 30 supplementary seats) no matter how many electorate seats it wins.

This makes SM different from MMP where a party's share of all 120 seats mirrors its share of the party vote.

Under SM, one or other of the major parties would usually have enough seats to govern alone, but coalitions or agreements between parties may sometimes be needed.

Three Level Guide

So why do I get two votes?

Use the text 'Information about the different voting systems' 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 2011 election because…	A relevant concept is…
Māori electorate			
General electorate			
MMP			
FPP			
Proportional			
Electorate vote			
Party vote			
Party list			
List MP			