



LESSON FOUR RESOURCES: Elections and representation

Teacher and student resources – activities

This lesson includes everything you need to know about elections including: the difference between local and general elections, how the elections process works, why you should vote and how representation works.



Activity 1 – What’s the difference between general and local elections?

Teacher resource

Curriculum alignment

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p>Year 8</p> <ul style="list-style-type: none"> Gathering, evaluating, and synthesising information across a small range of texts. <p>Year 10</p> <ul style="list-style-type: none"> Using strategies such as skimming, scanning, notetaking, annotating, mapping, coding information, and rephrasing in order to locate, evaluate, analyse, and summarise information and ideas within and across a range of texts.
English Language Learning Progressions	<p>Oral Language - Input Stage 2</p> <ul style="list-style-type: none"> Curriculum content that reflects what their peers are learning in mainstream classes. Some complex sentences. <p>Stage 3</p> <ul style="list-style-type: none"> Connected text with several ideas or text sequences. Extended passages of natural speech in familiar and unfamiliar curriculum and social contexts. <p>Writing Stage 2</p> <ul style="list-style-type: none"> Texts include a range of different sentence beginnings and structures (such as use of relative clauses). <p>Stage 3</p> <ul style="list-style-type: none"> Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. ‘however’, ‘therefore’). Texts may follow a model closely.

Procedure:

- By the end of this activity, students will have a much deeper understanding of the differences between general and local elections.
- Firstly, have students read all the information in the section ‘Local versus general elections’. Emphasise that they will need to read very closely.
- Once students have read through the content, have them look at the questions in the table and fill in the blanks, referring to both general and local elections in Auckland.

- When they are ready, have them share and compare their answers with a partner and make any changes if they think they need to.
- Now go through the answers, as shown in the table below, with the class asking students to explain their answers, looking for reference to source material or general knowledge.

1. Who can vote?	
General elections	Local elections in Auckland
Any New Zealand citizen or permanent resident who is 18 years or older and has lived in New Zealand for 12 months or more at some point in their life are eligible to enrol and vote from anywhere in New Zealand	Anyone who is eligible and enrolled to vote in the general elections and lives in Auckland or owns property or a business based in Auckland
2. Who can you vote for?	
General elections	Local elections in Auckland
You can vote for a party and for an electorate	You can vote for the mayor, the councillor(s) in your ward and the local board members for your local area. In some areas, you can also elect Licensing Trust members
3. When do the elections take place?	
General elections	Local elections in Auckland
Every three years, at a date determined by the Prime Minister	Every three years, on the second Saturday of October
4. Who runs the elections?	
General elections	Local elections in Auckland
The Electoral Commission	Auckland Council
5. How do you vote?	
General elections	Local elections in Auckland
In person (booth voting)	By post (postal voting) or in person
6. How can you get ready to vote?	
General elections	Local elections in Auckland

By enrolling with the Electoral Commission

By enrolling with the Electoral Commission

Activity 1 – What’s the difference between general and local elections?

Student resource

- Firstly, read all the information from the section ‘Local versus general elections’ very carefully.
- Once you have read through the content, fill in the answers to the questions in the table below, referring to both general (central government) and local elections (local government) in Auckland.
- When you are done, share and compare your answers with a partner and make changes if required.
- Finally, go over your answers with your teacher.

1. Who can vote?	
General elections	Local elections in Auckland
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2. Who can you vote for?	
General elections	Local elections in Auckland
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3. When do the elections take place?	
General elections	Local elections in Auckland

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4. Who runs the elections?

General elections	Local elections in Auckland
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5. How do you vote?

General elections	Local elections in Auckland
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6. How can you get ready to vote?

General elections	Local elections in Auckland

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Activity 2 – What matters to me?

Te hurihanga ā huarangi me koe

Teacher resource

Curriculum alignment

Curriculum	Achievement Objectives
Social studies	<p>Level 3</p> <ul style="list-style-type: none"> Understand how people view and use places differently. <p>Level 4</p> <ul style="list-style-type: none"> Understand how formal and informal groups make decisions that impact on communities. Understand how people participate individually and collectively in response to community challenges.
Learning Through Talk Years 4-8	<ul style="list-style-type: none"> Initiates and sustains group discussions.

Procedure:

- Firstly, have the students read the section ‘Why voting matters’ to help them start to think about what matters to them for the rest of the activity.
- In small groups, students should discuss things they care about.
- Using the graphic organiser, they should include things at a personal, school, family, community, local, national and global level. You can also use the organiser and model it on a whiteboard or go through the activity as a class.
- Brainstorm with your students ways that we can use our voices and have our opinions heard (e.g. protests, petitions, letters to the editor, social media, referenda, writing to local MP). You might want to use any recent examples in the media. Ask them to write a list next to their graphic organiser

Activity 2 – What matters to me?

Te hurihanga ā huarangi me koe

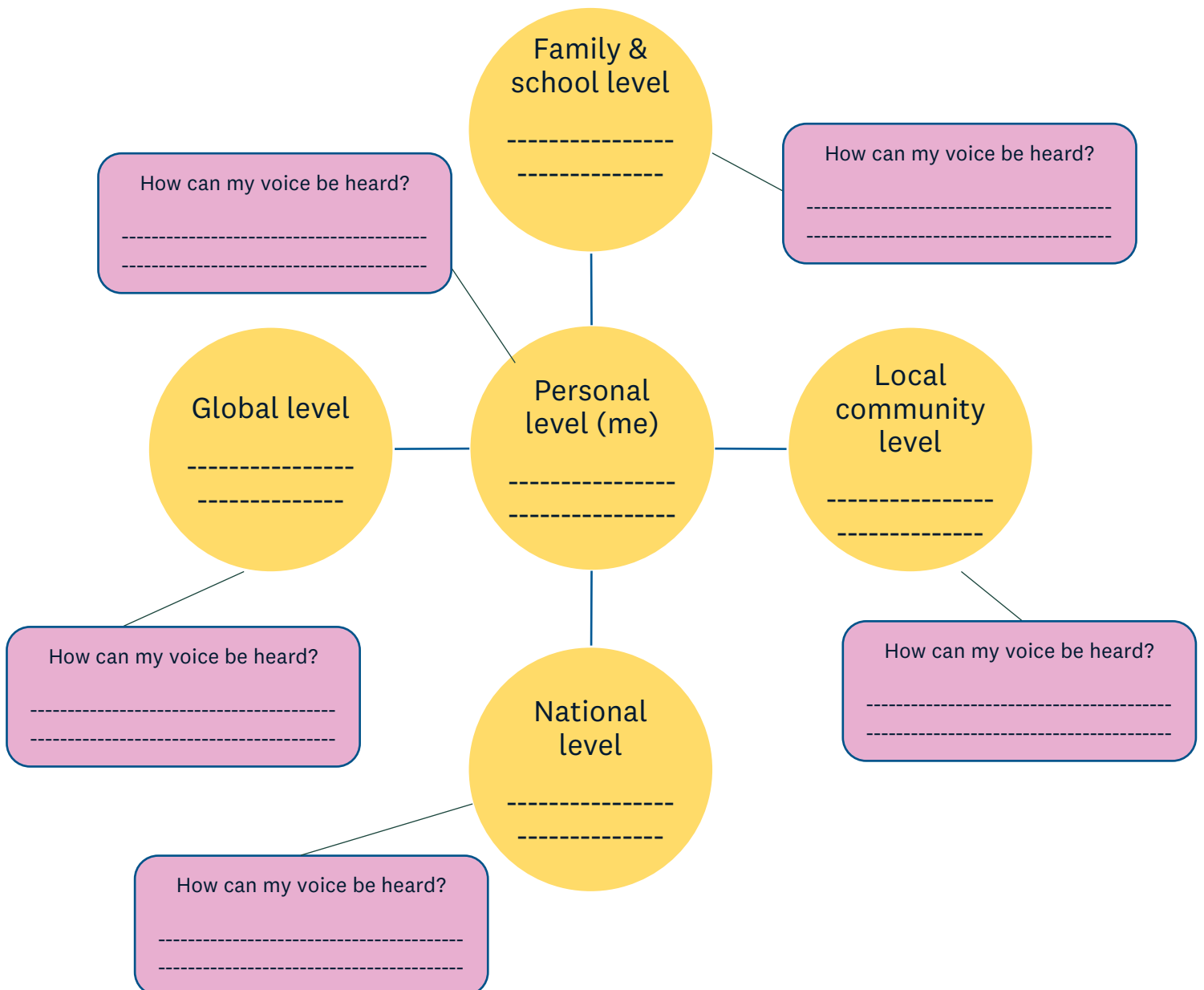
Student resource

As we learned in lesson three, along with voting, there are a lot of different ways that you can have your voice heard and engage in local issues that are important to you. All people in New Zealand have the right to be vocal about issues that affect them.

For this exercise, go through to the content section ‘Why voting matters’ and think about issues you care about at a personal, school/family, community, local, national and global level

In a small group, discuss and write one issue that you care about in each circle in the organiser below.

Brainstorm together how you might have your voice heard about the things you care about. Add these ideas to your organiser.



Activity 3 – Defining key issues



This activity requires access to the internet.

Teacher resource

Curriculum alignment

Curriculum	Achievement Objectives
Social Studies	<p>Level 3</p> <ul style="list-style-type: none"> Understand how people make decisions about access to and use of resources. <p>Level 4</p> <ul style="list-style-type: none"> Understand how formal and informal groups make decisions that impact on communities. <p>Level 5</p> <ul style="list-style-type: none"> Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.
Literacy Learning Progressions	<p>End of Year 8 Writing</p> <ul style="list-style-type: none"> Deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this. <p>End of Year 10 Writing</p> <ul style="list-style-type: none"> Achieving coherence and cohesion in paragraphs or in longer sections on their writing (e.g. by inserting a subheading, by using a topic sentence, or by using discourse markers such as although and furthermore to make meaning clear and to link clauses. Initiates and sustains group discussions.

Procedure

In this activity, students will learn some ways of identifying the key issues that are relevant for Auckland and themselves, and how they would frame their own position if they were candidates for election. This links to the final activity, where students get the chance to participate in a ‘mock’ election.

- Get students to read the section ‘Why voting matters’ and have a look at the 10-year budget. It is a key guiding document for Auckland Council that outlines the key challenges for our city and how we can respond to them. It is available online [here](#).
- Get students to gather and synthesise key information about each activity theme covered in the 10-year budget using the table in the student resource. This could be done individually or in groups.

- Once completed, students should discuss and compare answers with the class.
- Then, each student should select 1 to 3 issues or challenges they would prioritise if they were running for election and describe in their own words how they would address them as an elected member of Auckland Council.
- You could get students to debate their views on these issues or to write a short campaign speech, which could be very useful for the final activity, where students can participate in a ‘mock’ election.

Activity 3 – Defining key issues



This activity requires access to the internet.

Student resource

In this activity, you will learn how to identify and talk about the key issues that are relevant for the future of Auckland. You will get to role-play being a candidate for election and use your own personal views for your mock campaign.

- Read the content section ‘Why voting matters’ and have a look at the 10-year budget. It is a key guiding document for Auckland Council that outlines the key challenges for our city and how we could respond to them. It is available online [here](#).
- You will need to gather and synthesise key information about each activity theme covered in the 10-year budget using the table below.

Activity theme	Key challenges for Auckland
Transport	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Parks and community	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Centres development	<hr/> <hr/>

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Economic and cultural development	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Environmental management	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Other activities	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- Now, select 1 to 3 issues or challenges that are the most important to you, that you would prioritise if you were a candidate running for election. Using the table below, describe in

your own words how you would address each issue. The following questions could help you with framing your opinion:

- What do you think should be done about the issues?
- How would you bring some change?
- How would you convince Auckland voters that you are the right person to solve the problems?

My top priorities	How I would address them
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- Finally, you can debate your views on these issues with your classmates or use your notes in the table above to write your own campaign speech.



Activity 4 – Time to vote

Teacher resource

Curriculum alignment

Curriculum	Achievement Objectives
<i>Social Studies</i>	<p>Level 3</p> <ul style="list-style-type: none"> Understand how people make decisions about access to and use of resources. <p>Level 4</p> <ul style="list-style-type: none"> Understand how formal and informal groups make decisions that impact on communities. <p>Level 5</p> <ul style="list-style-type: none"> Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.

Procedure

- Students get to vote in a mock election, using the attached voting document.
- Before starting the activity, have students look up the ward and local board area that your school is in by using the finder on the [Auckland Council website](#). Fill in the blank spaces on the voting papers accordingly.
- This activity could be done as a follow-up from Activity three, using the students as candidates, after they have developed their priorities for Auckland and prepared their campaign speeches. If you would like to do this, follow the below steps.
 - Firstly, have students present their campaigns, as developed in Activity three. This could be done individually or in groups.
 - Add in the students’ names to the voting paper for mayoral candidates in the blank spaces provided.
 - Have the students fill in their voting papers by ticking for their preferred candidate.
 - Count results and announce the new ‘mayor’!
- If you prefer to complete this activity as a standalone task that does not include the students as candidates, you can use the mock voting paper and candidate booklet provided. Both are recreations of real electoral documents and can help prepare students for the act of voting in a local election in the future. If you would like to do this, follow the steps below.
 - Have students read the candidate statements included in the candidate booklet. This could be done individually or in groups.

- Talk through the voting paper with the class and what each elected member position is.
- Have the students fill in their voting papers by ticking for their preferred candidate/s.
- Count the results and announce the new mayor, ward councillors and local board members!

The Electoral Commission

The Electoral Commission have a range of resources available to help our young people understand democracy, how voting works and how they can participate. With Local Body Elections taking place later this year, now is a great time to encourage our Year 13 rangatahi to get involved.

The team from the Electoral Commission can provide a range of resources and information to support you with this. They have developed a range of curriculum-based teaching resources to help make your students active, enthusiastic citizens.

The team can visit your kura and explain to students how they can enrol to vote. They'll also attend local events to help spread the word.

To arrange a visit to your kura or event, contact the Electoral Commission team at Auckland.Youth@elections.govt.nz

For more information and resources visit www.vote.nz

