

Ngā Pōti ā-Taiohi

Youth oting

Lesson Four

What do we care about and how
can our voices be heard?

He aha ngā kaupapa whakahirahira ki a tātou,
ā, me pēhea ō tātou reo e rangona ai?



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LESSON FOUR

Akoranga Tuawhā

What do we care about and how can our voices be heard?

He aha ngā kaupapa whakahirahira ki a tātou, ā, me pēhea ō tātou reo e rangona ai?

Lesson Four consists of five activities that introduce students to the idea of making submissions to local boards and council, and how they can have their voice heard on issues that are important to them. The last activity covers climate change and is a longer form activity that could be used on its own.



ACTIVITY ONE– WHAT MATTERS TO ME?

Mahi Tuatahi – Te hurihanga āhuarangi me koe

Curriculum	Achievement Objectives
Social Studies	Level 3 <ul style="list-style-type: none">Understand how people view and use places differently. Level 4: <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.

TEACHER
LESSON FOUR
ACTIVITY ONE

Procedure:

- In small groups, students should discuss things they care about. Using the graphic organiser to think about 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 in which we can 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 (national and international student climate protests). Ask them to write a list next to their graphic organiser.



Name:

ACTIVITY ONE – WHAT MATTERS TO ME?

Mahi Tuatahi – He aha ngā kaupapa nui ki a au?

Voting isn't the only way you can have your voice heard. There are other ways you can engage in local issues that are important to you. All New Zealand citizens have the right to be vocal about issues that affect them.

In a small group, discuss and write one thing that you care about in each circle below. Use this graphic organiser to think about things at a personal, school/family, community, local, national and global level.

Brainstorm together how you might have your voice heard about the things you care about. Make a list next to your organiser.



In Activity Three, we will look at ways we can voice our opinions about the things that matter to us. We will be focusing on our local community level, our family and school level and personal level (as identified in your circle).

ACTIVITY TWO – LOCAL BOARDS AND WHAT THEY DO

Mahi Tuarua – Mō ngā poari ā-rohe me ā rātou mahi

You will need access to the internet for this activity.



Procedure:

- Students to use the internet to find their local board with the [local board finder](#).
- Once they have located their local board, they can find the most recent plan for their area on the local board web page: [local board plans](#).
- Read the plan (specifically the “plan at a glance” page) and make notes on the retrieval chart. They will need some assistance with this.
- After completing the retrieval chart, students go back to the group task where students brainstormed things that affect them (graphic organiser) - have you got anything to add now?



TEACHER
LESSON FOUR

ACTIVITY TWO



Name:

ACTIVITY TWO – LOCAL BOARDS AND WHAT THEY DO

Mahi Tuarua – Mō ngā poari ā-rohe me ā rātou mahi

Use the local board finder to locate the name of your local board.

[Local board finder](#)

Once you have found your local board, find the most recent [plan](#) and have a read of its contents and think about what the local board is planning to do in your area. Make notes in this retrieval chart:

Name of local board:	
Parks and facilities What they are planning My thoughts	The Environment What they are planning My thoughts
Transport What they are planning My thoughts	Cultural Diversity What they are planning My thoughts
Any other plans that are of interest to you?	

ACTIVITY THREE – WRITE A SUBMISSION TO YOUR LOCAL BOARD

Mahi Tuatoru – Te tāpae kōrero ki tō poari ā-rohe

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</p> <p>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</p> <p>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).

TEACHER
LESSON FOUR
ACTIVITY THREE

You will need access to the internet for this activity.



Procedure:

- Watch a short video clip (3 minutes) about making a submission to council. [A practical call to action, empowering young people to engage in civic issues](#)
- Explain that while this video was made by a 15-year-old student in Wellington, it is very relevant to us in the Auckland context also.
- Students are to choose a topic that they are passionate about that affects the local area. Research the topic and write a submission to the local board. Please feel free to send any completed submissions through to the elections team so we can pass on feedback to relevant local boards – elections@aucklandcouncil.govt.nz.

Remind students to follow the key points from Anya's video:

1. Write a title
2. Introduce yourself and why this topic is important to you
3. Describe what you like/ don't like and what you'd like to see changed
4. End with a conclusion (a summary of why they are writing this)

Teachers may need to model the process of writing for this purpose and audience. Writing frames on the following page may help to further scaffold students as they write.

Potential topics to write about:

- Dogs in public places/ beaches
- Rubbish and recycling
- Cycleways and walkways
- Maintenance of local parks
- Places for young people to hang out safely
- Swimming pools or leisure centres



Writing Frames as a scaffold for some writers:

Tēnā koe

My name is _____ and I am writing to you because _____ .

I notice in the most recent local board plan, _____ .

I would like to give my views on this important topic.

At present,

In addition,

This affects

A potential solution I see is

This would

Another idea is

To conclude,

Ngā mihi nui

Name: _____

ACTIVITY THREE – WRITE A SUBMISSION TO YOUR LOCAL BOARD

Mahi Tuatoru - Te tāpae kōrero ki tō poari ā-rohe

Watch the video on how to make a submission to council (note this is based in Wellington but it is relevant to the Auckland context as well).

[A practical call to action, empowering young people to engage in civic issues](#)

Choose a topic that you are passionate about that affects your local area. (Later in the lesson we discuss the topic of climate change so you could use this as your focus). Research the topic and write a submission to your local board. Remember to follow the key points from Anya's video.

<p>1. Write a title</p> <hr/> <hr/> <hr/>
<p>2. Introduce yourself and why this topic is important to you</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Describe what you like/ don't like and what you'd like to see changed</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. End with a conclusion (a summary of why you are writing this submission)</p> <hr/> <hr/> <hr/> <hr/>

LESSON FOUR
ACTIVITY THREE

If you're struggling for an idea to write about, check out this list:

- Dogs in public places/ beaches
- Rubbish and recycling
- Cycleways and walkways
- Maintenance of local parks
- Places for young people to hang out safely
- Swimming pools or leisure centres



ACTIVITY FOUR – PROTESTS

Mahi Tuawhā – Ngā Mautohe

Curriculum	Achievement Objectives
Social Studies	<p>Level 4</p> <ul style="list-style-type: none"> Understand how formal and informal groups make decisions that impact on communities.
Literacy Learning Progressions Reading	<p>End of Year 8</p> <ul style="list-style-type: none"> Use their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes. <p>End of Year 10</p> <ul style="list-style-type: none"> Use strategies to analyse ideas and information and to reflect critically on the meaning they are gaining from their reading.
Learning Through Talk	<p>End of Year 8</p> <ul style="list-style-type: none"> Expresses an opinion and explains why they hold that opinion.

TEACHER
LESSON FOUR
ACTIVITY FOUR

You will need access to the internet for this activity.



Procedure:

- Students to read the articles below about the student climate change protests and Auckland Council’s declaration of a climate change emergency.

Radio NZ article - council to consider [declaring climate](#) emergency

Stuff article on the [declaration of a climate change emergency](#)

- This can be done in a shared, guided or independent way.
- Independently, students then complete the Three Level Guide (there are literal, inferential and applied questions).
- Students are to put a tick next to the ones they think are true, and a cross next to the ones they think are false.
- When all students have completed the guide, they work in small groups to discuss their answers, showing the evidence from the text to back up their ideas.



Three Level Guide (Answers):

Tick the sentences that you think are right.

Cross the sentences that you think are wrong.

Be ready to explain your reasons by finding evidence in the text.

Level One: Literal Statements

✗ Auckland is the first city to declare a climate change emergency. (They are the third)

✓ A climate emergency declaration puts climate considerations front and centre of council decisions.

✓ The vote was unanimous which means all councillors support this decision.

Level Two: Inferential Statements

✓ International cities have already signed similar declarations.

✓ People in council need to take environmental issues seriously.

✗ There is plenty of time, and we don't need to rush into making these decisions

Penny Hulse said "We have to adapt fast and we also have to stop doing things that exacerbate climate change."

✗ The declaration has little impact on council policies and procedures.

Level Three: Applied Statements

✓ This will affect me and my whanau.

✓ Everybody should be concerned about climate change.

✗ Fake news! There is no such thing as climate change.

Name:

ACTIVITY FOUR – PROTESTS

Mahi Tuawhā - Ngā Mautohe

Protests are another way we can have our voices heard. When a group of people feel strongly about an issue, they may team up and work together to raise awareness about an issue.

You may have been involved in or read about the recent student protests about climate change.

Auckland Council has since declared a climate emergency, which means that all decisions made by council will have the environmental impact of those decisions carefully considered.

Read the following articles about this and complete the Three Level Guide.

[Auckland Council to consider declaring climate emergency](#)

[Stuff article on the declaration of a climate change emergency](#)

LESSON FOUR
ACTIVITY FOUR

Tick the sentences that you think are right. Cross the sentences that you think are wrong.

Be ready to explain your reasons by finding evidence in the text.

Level One: Literal Statements

- Auckland is the first city to declare a climate change emergency.
- A climate emergency declaration puts climate considerations front and centre of council decisions.
- The vote was unanimous which means all councillors support this decision.

Level Two: Inferential Statements

- International cities have already signed similar declarations.
- People in council need to take environmental issues seriously.
- There is plenty of time, and we don't need to rush into making these decisions.
- The declaration has little impact on council policies and procedures.

Level Three: Applied Statements

- This will affect me and my whanau.
- Everybody should be concerned about climate change.
- Fake news! There is no such thing as climate change.

ACTIVITY FIVE: CLIMATE CHANGE AND YOU

Mahi Tuarima – Te hurihanga āhuarangi me koe

You will need access to the internet for this activity.



Procedure:

- Students to read through the information provided on climate change, carbon, and our carbon footprint. This can be done independently, in groups, or as a class. You might also want to read this information through with you students.
- Students will need to use a computer to calculate their own carbon footprint using [Future Fit](#). Answers can be put into the related table.
- Discuss: how do you compare with the rest of the country/world and what could you do to make improvements on your score? Ask students to fill out the following table with their top three ideas for improving their score.
- Now, as a class consider/discuss what they could be doing at a family/school, local community level, to help reduce our region's emissions. Use the graphic organiser to help students organise their thoughts. Ask them to consider if there is anything you are currently doing as a class that you could include.
- Make a list of potential things the class could easily implement and consider how you might do this.



Name:

ACTIVITY FIVE: CLIMATE CHANGE AND YOU

Mahi Tuarima - Te hurihanga āhuarangi me koe

Climate change is the process of our planet heating up.

The Earth has warmed by an average of 1°C in the last century, and although that might not sound like much, it means big things for people and wildlife around the world. As temperatures rise, some areas will get wetter, and many people could find they're not able to adapt to their changing climate.

Fossil fuels are a key component in powering our industrial society. Burning fossil fuels for energy, produces several pollutants, including carbon dioxide (CO₂).

Carbon is an element found in every living thing. When carbon and oxygen bind together, they form a colourless, odourless gas called CO₂. CO₂ is a heat-trapping greenhouse gas (GHG). When we burn fossil fuels, such as coal, oil, and natural gas, to do things like drive cars, create electricity or manufacture products, we are producing CO₂.

Carbon is stored in many places throughout our planet, including the atmosphere, oceans, plants, soil, and in deposits of coal, oil, and natural gas deep underground. Carbon naturally moves from one part of the Earth to another through the carbon cycle.

All living organisms have a role in the carbon cycle. The carbon cycle is the process where carbon moves from the atmosphere, into organisms and the Earth, and then back again.



Carbon footprint

A carbon footprint is the amount of CO₂ each person is directly or indirectly responsible for producing.

The size of your footprint depends on lifestyle choices, such as transportation, diet and purchases. The increasing levels of CO₂ in the atmosphere are a result of human activities and are intensifying climate change.

Understanding the consequences of everyday consumption and learning how to reduce the size of our collective carbon footprint, are vital to reducing CO₂ emissions and slowing down human caused climate change.

We all contribute to emissions, but it is important to know how much we contribute to emissions.

[Future fit](#) is a New Zealand online carbon footprint calculator (and you can also pick actions and receive reminders to help reduce your footprint, if you choose to register). Please log on by clicking on the Future Fit link and answer the questions to find your footprint.

Area	You	
Living	Kg	
Food	Kg	
Energy	Kg	
Transport	Kg	

As a group, how do you compare with the rest of the world or NZ? Please circle one of the options.

Same

Higher

Lower

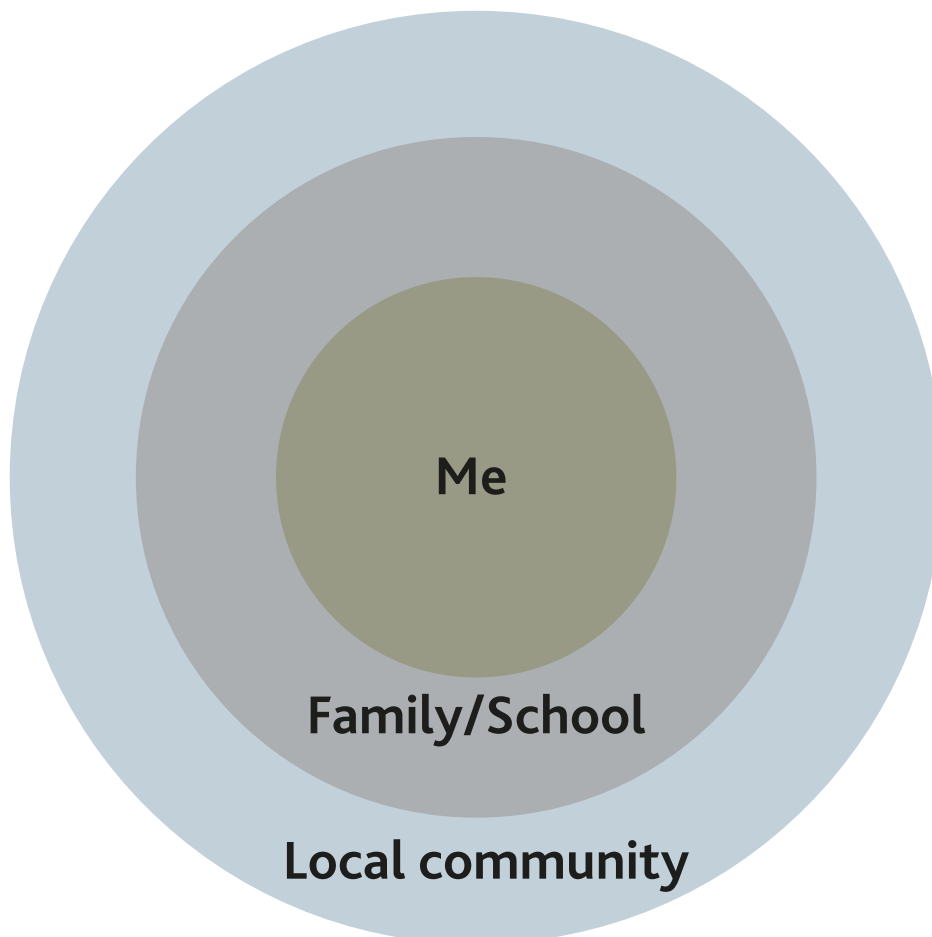
Reducing our carbon emissions will help keep warming to 1.5 degrees. Countries around the world are acting to keep warming below 2 degrees, but Auckland wants to do more, we are setting a target of 1.5 degrees of warming.

We all need to take steps to reduce emissions for our region. Consider your results from the Future Fit calculator and discuss how you could reduce your own emissions. Write them down in the table below.

How would you reduce your emissions?

1	
2	
3	

Now, as a class consider/discuss what you could be doing at a family/school, local community level, to help reduce our region's emissions. Think about your results from Future Fit to help with your ideas. Your teacher will recreate this circle on a whiteboard, so you can arrange your thoughts.





Find out more: visit voteauckland.co.nz
or email elections@aucklandcouncil.govt.nz