

Ngā Pōti ā-Taiohi

Youth oting

Lesson Three
Referenda
Tāpaetanga Pōti



CONTENTS

Rārangi Kaupapa

Lesson Three – Referenda

Akoranga Tuarua – Tāpaetanga Pōti

Activity One – What are referenda?

Mahi Tuatahi – He aha tēnei mea te tāpaetanga pōti?

Tātaki Kaiako 4

Whārangi Mahi Ākonga 5

Activity Two – Comparing past referenda to current perspectives

Mahi Tuarua – E whakatairite ana i ngā tāpaetanga pōti o mua ki ngā whakaaro onāiane

Tātaki Kaiako 6

Whārangi Mahi Ākonga 9

Activity Three – Current example of a binding referendum

Mahi Tuatoru – He tauira o tētahi tāpaetanga pōti paihere onāiane

Tātaki Kaiako 11

Whārangi Mahi Ākonga 12

Activity Four – Opinion continuum

Mahi Tuawhā – Whakaaro tāhuhu

Tātaki Kaiako 13

Activity Five – Research and write

Mahi Tuarima – Rangahau, tuhia

Tātaki Kaiako 14

Whārangi Mahi Ākonga 15

Activity Six – Proposed referendum question

Mahi Tuaono – He pātai tāpaetanga pōti kua whakatakotokia

Tātaki Kaiako 16

Whārangi Mahi Ākonga 19



LESSON THREE

Akoranga Tuatoru

What are referenda?

He aha tēnei mea te tāpaetanga pōti?

He āheinga ngā Taurira Pōtitanga mō ngā kirirarau katoa ki te pōti i runga i tētahi/ētahi pātai e pā ana ki tō rātou motu ki ō rātou rohe hoki.

E ui ana te pātai tāpaetanga pōti i ngā tāngata kia pōti i runga i tētahi whakaaro, i tētahi whakataunga rānei. Tērā pea ngā putanga te taurimatia hei ture. Ko te “tāpaetanga pōti” te takitahi ko te “taurira pōtitanga” te takitini.

Ka āhei ngā kaipōti ā-rārangi katoa o Aotearoa ki te whai wāhi atu ki te tāpaetanga pōti mā te mēra, ā-kanohi rānei.



ACTIVITY ONE – WHAT ARE REFERENDA?

Mahi Tuatahi – He aha tēnei mea te tāpaetanga pōti?

Curriculum	Achievement Objectives
Social Sciences curriculum	<p>Level 3</p> <ul style="list-style-type: none"> Understand how groups make and implement rules and laws. <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:	<p>Year 8</p> <ul style="list-style-type: none"> Decoding texts with such automaticity that they do not need to decode all words. Use their growing academic and content-specific vocabulary to understand texts.
English Language Learning Progressions	<p>Reading</p> <ul style="list-style-type: none"> Stage 3-Texts use some lower frequency and technical words that are not easy to infer from the context.

TEACHER
LESSON THREE

ACTIVITY ONE

Tukanga:

Whakatutukihia he tautuhi ngaro haere

e whai āheinga taurea ai ngā ākonga ki te whakaharatau ā-waha i ngā hanganga reo hou me ngā huinga kupu hou hoki.

- Tuhia te tautuhi (i raro iho nei) ki runga i te papatuhi.
- Whakahautia ngā ākonga katoa kia pānui kaha i te tuhinga
- Ūkuihia kia kotahi, kia rua, kia toru rānei ngā kupu (me whakakapi ia kupu mā te tārarō e tauī ana i te kupu ngaro).
- Pānuitia anō te tuhinga kia arongia ai ngā kupu ngaro
- Ūkuihia anō kia kotahi, kia rua rānei ngā kupu, ka pānui anō i te tuhinga.
- Haere tonu te ūkui me te pānui kia kore rānō he tuhinga i runga i te papatuhi, kia toe ko ngā tārarō noa iho.
- Mehemea ka hiahia whakatīrewa anō ngā ākonga me waiho tonu ngā pū tuatahi o ngā kupu Kātahi ka āhei ngā ākonga ki te tuhi i te tautuhi ki roto i ā rātou puka mahi.



Definition:

Ka ui te pātai tāpaetanga pōti kia pōti ngā tāngata i runga i tētahi huatau i tētahi tautuhi rānei. Tērā pea ngā putanga e kōkiri ai i tētahi ture hou. Ko te tāpaetanga pōti here e tūtohu ana kia whakatinanahia (me mahi), ko te tāpaetanga pōti tūtohinga kāore e whakatinana ana. Ka āhei ngā kaipōti katoa kei runga i te rārangi o Aotearoa ki te whaiwāhi atu ki te tāpaetanga pōti mā te mērā, a-tinana rānei.



Ingoa:

ACTIVITY ONE – WHAT ARE REFERENDA?

Mahi Tuatahi – He aha tēnei mea te tāpaetanga pōti?

Ka tutuki te mahi Tautuhi Kua Ngaro Haere i te taha o tō kaiako me tō akomanga me whakamātau ki te tuhi i te tautuhi o te taura pōtitanga i konei.

LESSON THREE

ACTIVITY ONE

He taura mō ngā taura pōtitanga paihere:

I te tau 2015 ka tono Te Tāpaetanga Pōti e pā ana ki te Haki ki ngā tāngata o Aotearoa kia whakarārangitia ngā hoahoa e rima i tūtohia ai hei haki hou pea. Ka tono Te Tāpaetanga Pōti i te tau 2019 ki ngā tāngata kia kōwhiri i waenga i te haki onāiane me te hoahoa i puta te ihu i Te Tāpaetanga Pōti tuatahi. He paihere motuhake te pōti nā reira kāore te haki i hurihia.

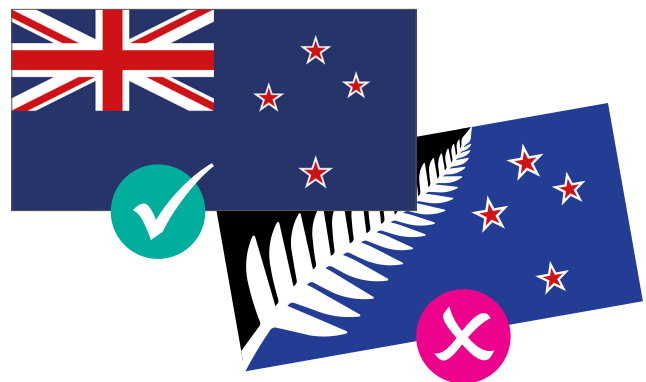
Tīmatanga Ā-Kirirarau, Ā- Kāwanatanga Rānei

Ka taea e wai tangata te tīmata petihana ā-motu mō tētahi tāpaetanga pōti e mōhiotia ana he tāpaetanga pōti ā-kirirarau. Ki te whakatū tāpaetanga pōti, he maha ngā hātepe kua whakatauria i te Citizens Initiated Referenda Act 1993 hei whai haere, i tua atu o tērā me taea ngā waitohu tautoko nuku atu i te 10% ngā kaipōti e āhei ana huri noa i te motu.

Ko te tāpaetanga pōti ā-kāwanatanga he mea e whakatairanga ana Te Kāwanatanga. He mea paihere motuhake, he mea tūtohunga rānei ā, ka taea te

He taura mō ngā taura pōtitanga tūtohunga

I te tau 1995 ka pātai Te Tāpaetanga Pōti Kaipatu Ahi, kia pēhea te rahi o ngā kaipatu ahi o Aotearoa. Ko ngā tukunga iho i whakaratohia hei tūtohunga ki te kāwanatanga ā-motu, ki te whakamōhio hoki i ngā Mema Pāremata, hei āwhina i a rātou i ā rātou hātepe whakataunga kaupapa.



whakatakoto i tētahi i ētahi pātai rānei, me te neke atu o ngā whakautu i te rua.

ACTIVITY TWO – COMPARING PAST REFERENDA TO CURRENT PERSPECTIVES

Mahi Tuarua – E whakatairite ana i ngā tāpaetanga pōti o mua ki ngā whakaaro onāiane

Curriculum	Achievement Objectives
Literacy Learning Progressions:	<p>Year 8</p> <ul style="list-style-type: none"> Create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main point. <p>Year 10</p> <p>Include a complex range of ideas expressed concisely (e.g. in short answers).</p>
Learning Through Talk	<p>Year 8</p> <ul style="list-style-type: none"> Confident and competent in asking questions with familiar or unfamiliar people.

TEACHER
LESSON THREE

ACTIVITY TWO

Tukanga:

Me arotake e ngā ākonga te akomanga ki tētahi pātai tāpaetanga pōti onamata.

Ka mutu te pōti a te akomanga, tohaina ngā ōrau i puta i te tāpaetanga pōti. He pēhea ngā whakatairite?

Me tuhi e ngā ākonga he kōwae e whakamārama ana i ngā putanga o te arotakenga a te akomanga, ka whakatakoto ai he aha ngā putanga i rite ai i rerekē ai ki ērā o onamata.

Whakaratohia ngā anga tuhituhi mā te hunga e ako ana i te Reo Pākehā me ērā hoki e hiahia ana kia āwhinatia rātou.

He anga tuhituhi mehemea e hiahiatia ana:

I pōti te nuinga o te akomanga....

He rite tonu/rererekē ngā putanga ki ērā o te pōti i tū i te tau 1949.....

Ko te take pea mō ngā ritenga/rerekētanga rānei nā te mea...

He Karere: E rua ngā tauira pōtitanga onamata (te whakangungu here ki a Tūmatauenga me te papaki.) Me kōwhiri kia oti kotahi e rua rānei o ēnei, ko te whakataunga ko ngā hiahia tauwhāiti o ō ākonga.





I te tau 1949, ka whakatūria he tāpaetanga pōti ki te titiro he aha ngā whakaaro o te marea ki te whakangungu here ki a Tūmatauenga.

Ūia te pātai tāpaetanga pōti ki ō hoa akomanga ka whakatairite i ngā putanga.

	E pōti ana ahau mō te whakangungu here ki a Tūmatauenga.	Kei te mautohe ahau mō te whakangungu here ki a Tūmatauenga.
Māka Tatau		
Ōrau		

(Tohaina ngā putanga o te tāpaetanga pōti 1949 i raro iho nei whai muri i te pōtitanga a ngā ākonga.)

3 Hereturikōkā 1949	Tāngata i Pōti 63.5%	Whakangungu here ki a Tūmatauenga. (Military Training Poll Act 1949) E pōti ana ahau mō te whakangungu here ki a Tūmatauenga. Kei te mautohe ahau ki te whakangungu here ki a Tūmatauenga.	E whakaae ana: 77.9% E whakahē ana: 22.1%
---------------------	----------------------	--	--

Tuhia he kōwae e whakamārama ana i ngā putanga o te pōti akomanga e pā ana ki tēnei kaupapa. He ōrite ngā putanga he tino rerekē rānei? He aha, ki ō whakaaro, i pēnei ai?



I te tau 2009 ka whakatūria he tāpaetanga pōti ā-kirirarau ki te arotake i ngā tirohanga whānui e pā ana ki te papaki tamariki. Whiua te pātai e pā ana ki te tāpaetanga pōti ki ō hoa akomanga ka whakatairite i ngā putanga:

He tika anō me noho taihara i Aotearoa nei te papaki whakatikatika a ngā mātua?

	E whakaae ana	E whakahē ana
Māka Tatau		
Ōrau		

(Tohaina ngā putanga o te tāpaetanga pōti 2009 whai muri i te pōtitanga a ngā ākonga.)

25 Hereturikōkā 2009	Tāngata i Pōti 56.09%	Should a smack as part of good parental correction be a criminal offence in New Zealand?	Yes: 11.98% No: 87.40%
----------------------------	-----------------------------	--	---------------------------

Tuhia he kōwae e whakamārama ana i ngā putanga o te pōti akomanga e pā ana ki tēnei kaupapa. He ōrite ngā putanga, he tino rerekē rānei? He aha, ki ō whakaaro, i pēnei ai?

He pai ngā anga tuhituhi mehemea e hiahiatia ana:

- I pōti te nuinga o te akomanga...
- He ōrite/rerekē ngā putanga ki o te tāpaetanga pōti 2009
- Ko te take mō ngā ritenga/rerekētanga pea nā te mea...

Ingoa:

ACTIVITY TWO – COMPARING PAST REFERENDA TO CURRENT PERSPECTIVES

Mahi Tuarua – E whakatairite ana i ngā tāpaetanga pōti o mua ki ngā whakaaro onāiane



LESSON THREE

ACTIVITY TWO

In 1949, a referendum was held to see what the public's view was on compulsory military training. Ask your classmates the referendum question and compare the results:

	E pōti ana ahau mō te whakangungu here ki a Tūmatauenga.	Kei te mautohe ahau mō te whakangungu here ki a Tūmatauenga.
Māka Tatau		
Ōrau		

Tuhia he kōwae e whakamārama ana i ngā putanga o te pōti akomanga e pā ana ki tēnei kaupapa. He ōrite ngā putanga he tino rerekē rānei? He aha, ki ō whakaaro, i pēnei ai?

Handwriting practice area with five horizontal lines and a spiral binding on the left side.





I te tau 2009 ka whakatūria he tāpaetanga pōti ā-kirirarau ki te arotake i ngā tirohanga whānui e pā ana ki te papaki tamariki. Whiua te pātai e pā ana ki te tāpaetanga pōti ki ō hoa akomanga ka whakatairite i ngā putanga:

He tika anō me noho taihara i Aotearoa nei te papaki whakatikatika a ngā mātua?

	E whakaae ana	E whakahē ana
Māka Tatau		
Ōrau		

Tuhia he kōwae e whakamārama ana i ngā putanga o te pōti akomanga e pā ana ki tēnei kaupapa. He ōrite ngā putanga, he tino rerekē rānei? He aha, ki ō whakaaro, i pēnei ai?

He pai ngā anga tuhituhi mehemea e hiahiatia ana:

- I pōti te nuinga o te akomanga...
- He ōrite/rerekē ngā putanga ki o te tāpaetanga pōti 2009
- Ko te take mō ngā ritenga/rerekētanga pea nā te mea...

ACTIVITY THREE – CURRENT EXAMPLE OF A BINDING REFERENDUM

Mahi Tuatoru – He tauira o tētahi tāpaetanga pōti paihere onāiane

Curriculum	Achievement Objectives
Literacy Learning Progressions:	Year 10 <ul style="list-style-type: none"> Reading - Find, select, and use a range of texts for specific learning purposes in different areas of the curriculum, making decisions, as they read, about the usefulness of the text for the purpose. Writing - Use their writing to explain concepts, processes, phenomena, theories, principals, beliefs, and opinions (their own and other people's) that are relevant to the curriculum task.
Learning Through Talk	Year 8 <ul style="list-style-type: none"> Initiates and sustains group discussions. Expresses an opinion and explains what they hold that opinion.

TEACHER
LESSON THREE

ACTIVITY THREE

Ka hiahia urunga koe ki te ipurangi mō tēnei mahi.



Tukanga:

Kei te tū he tāpaetanga pōti paihere motuhake ki te whakature i te taru rauhea i te pōtitanga 2020.

Me pānui ngā ākonga i te pito kōrero a Radio NZ e pā ana ki te tāpaetanga pōti mō te taru rauhea.

[Kua whakatauria e te kāwanatanga ko te tāpaetanga pōti mō te taru rauhea, he pātai āe/kāo rānei.](#)

Whakatutukitia te rautaki "kupu whakamutunga" ki te whakamanawa i ngā ākonga ki te whakaaro pākiki i ā rātou pānuitanga ka wānanga i ngā ariā matua i waenga i ngā rōpū iti.

- Me pānui takitahi ngā ākonga i te tuhinga
- I a rātou e pānui ana me tīpako ngā rerenga kōrero matua kātahi ka kōwhiri i te rerenga kōrer KOTAHI e whai tikanga e whai aronga ana ki a rātou. (he pai noa te whakamahi i te tātauirā mehemea e hiahia ana – titiro ki raro iho nei)
- Whakarōpūngia kia whā, kia ono rānei ngā ākonga ki ia rōpū, ki ia rōpū.
- Ka whakahua ia ākonga, ia ākonga i ā rātou rerenga kōrero ki te rōpū. Taihoa rātou e tākupu i ā rātou rerenga kōrero.
- Ka mutu tā rātou pānui kaha i tā rātou rerenga kōrero ka whai wāhi ētahi o te rōpū ki te tākupu i te rerenga kōrero.
- Ka riro i te ākonga i whakahua tuatahi ai i te rerenga kōrero te kupu whakamutunga, ki te whakamārama hoki he aha i tohua ai e ia tērā rerenga kōrero.
- Haere tonu kia whai wāhi katoa ngā ākonga ki te whakahua i ā rātou rerenga kōrero.



Ingoa:

ACTIVITY THREE – CURRENT EXAMPLE OF A BINDING REFERENDUM

Mahi Tuatoru – He tauira o tētahi tāpaetanga pōti paihere onāiane

Pānuitia te pito kōrero:

Kua whakatauria e te kāwanatanga ko te tāpaetanga pōti mō te taru rauhea, he pātai āe/kāo rānei.

LESSON THREE

ACTIVITY THREE

Tuhia ki te pāka he rerenga kōrero e pai ana ki a koe mai i te pito kōrero. Tuhia te kōwae i kitea ai e koe te rerenga kōrero. I raro iho i te rerenga kōrero tuhia he aha i pai ai ki a koe, he aha ngā whakaaro i toroihi ake i ō mahara i te rerenga kōrero nei. Kia rite koe ki te tuari i te rerenga kōrero i tohua e koe ki tō rōpū.

Taitara

Rerenga kōrero:

Kōwae:

Te take i kōwhiritia ai tēnei rerenga kōrero:



ACTIVITY FOUR – OPINION CONTINUUM

Mahi Tuawhā – Whakaaro tāhuhu



TEACHER
LESSON THREE

ACTIVITY FOUR

Tukanga:

Tuhia te tauākī “Me whakature te taru rauhea” ki runga i te papatuhi, kātahi ka tuhi whai muri he kōpere korahitanga.

Me kōrero takirua, ā-rōpū iti rānei ngā ākonga ki te whakatau i ō rātou whakaaro me ā rātou pūtakenga.

Mēnā e hiahiatia ana whakaratotia ngā anga kōrero kia tūturu ai te whakahua a ngā ākonga i te katoa o ngā rerenga kōrero.

Hei tauira: Ka whakaaro ahau...nā te mea...

Ka whakaae ahau/kāore ahau e whakaae me...nā te mea...

E whakapono ana ahau koia nā...



WHAKAHĒ

WHAKAAE

ACTIVITY FIVE – RESEARCH & WRITE

Mahi Tuarima – Rangahau, tuhia

Ka hiahia urunga koe ki te ipurangi mō tēnei mahi.



Tukanga:

Me whakamutu e ngā ākonga te rangahau takitahi e pā ana ki te tāpaetanga pōti taru rauhea.

Whakamahia te tūtohi i raro iho nei hei tuhi i ngā whakaaro o ngā tāngata i runga i tēnei kaupapa.



Me whakature te tarukino

Ngā pūtakenga mō te whakature	Ngā pūtakenga mō te whakakāhore i te whakature

Me kōrerorero ā-akomanga mō te whakaaweawe a te kōtui pāpori ki ngā whakaaro o ngā tāngata ki ngā kaupapa pēnei i tēnei.



Ingoa:

ACTIVITY FIVE – RESEARCH & WRITE

Mahi Tuarima – Rangahaua, tuhia

Rangahautia te kaupapa ka whakatōmene i ngā huatau me ngā whakaaro o te marea. Rekoatatia ētahi o ngā pūtakenga e pā ana ki te whakaae, ki te whakakāhore rānei i te kaupapa.

Me whakature te tarukino	
Ngā pūtakenga mō te whakature	Ngā pūtakenga mō te whakakāhore i te whakature

LESSON THREE

ACTIVITY FOUR

Kua huri anō ō whakaaro mō te kaupapa?

He aha ai/He aha i kore ai?

Ka pēhea te whakaaweawe a te hunga pāpāho (me te kōtui pāpori) i ngā whakaaro o ngā tāngata ki tēnei kaupapa?



ACTIVITY SIX - REFERENDUM

Mahi Tuaono – He pātai tāpaetanga pōti kua whakatakotohia

TE PĀTAI WHAKATAU Ā-MOTU E TŪTOHIA ANA (TAU 7 / 8)

Curriculum	Achievement Objectives
Learning Through Talk	Year 8 Initiates and sustains group discussions. <ul style="list-style-type: none">Expresses an opinion and explains what they hold that opinion.

TEACHER
LESSON THREE

ACTIVITY SIX

Ka hiahia urunga koe ki te ipurangi mō tēnei mahi.



Tukanga:

Haria ngā ākonga ki mua o te kura, tuhia ētahi o ngā āhuatanga ōkiko kei waho (hei taurira: ngā rori, ngā ara hīkoi, ngā rākau, ara pahikara, ngā tūnga pahi, ngā rama tiriti)

Waituhia te waharoa/wāhanga rori i waho atu o tō kura.



Lined writing area for student notes, featuring a spiral binding on the left side.






Titiro ki te takiwā kāinga kanohi rori o tō kura. He aha ngā āhuatanga e kite ana koe? He haumarua anō?

He:.....anō.

- Ara pahikara
- Ara hīkoi
- Wāhi waka kore
- Ara whānui
- Wāhi āta haere

Ka whakakapi ngā ākonga i te pātai tāpaetanga pōti mā te whakarārangi ā-whaitake i ā rātou kōwhiringa.

 Ara pahikara <input type="checkbox"/>	 Ara hīkoi <input type="checkbox"/>	 Wāhi waka kore <input type="checkbox"/>
--	---	--

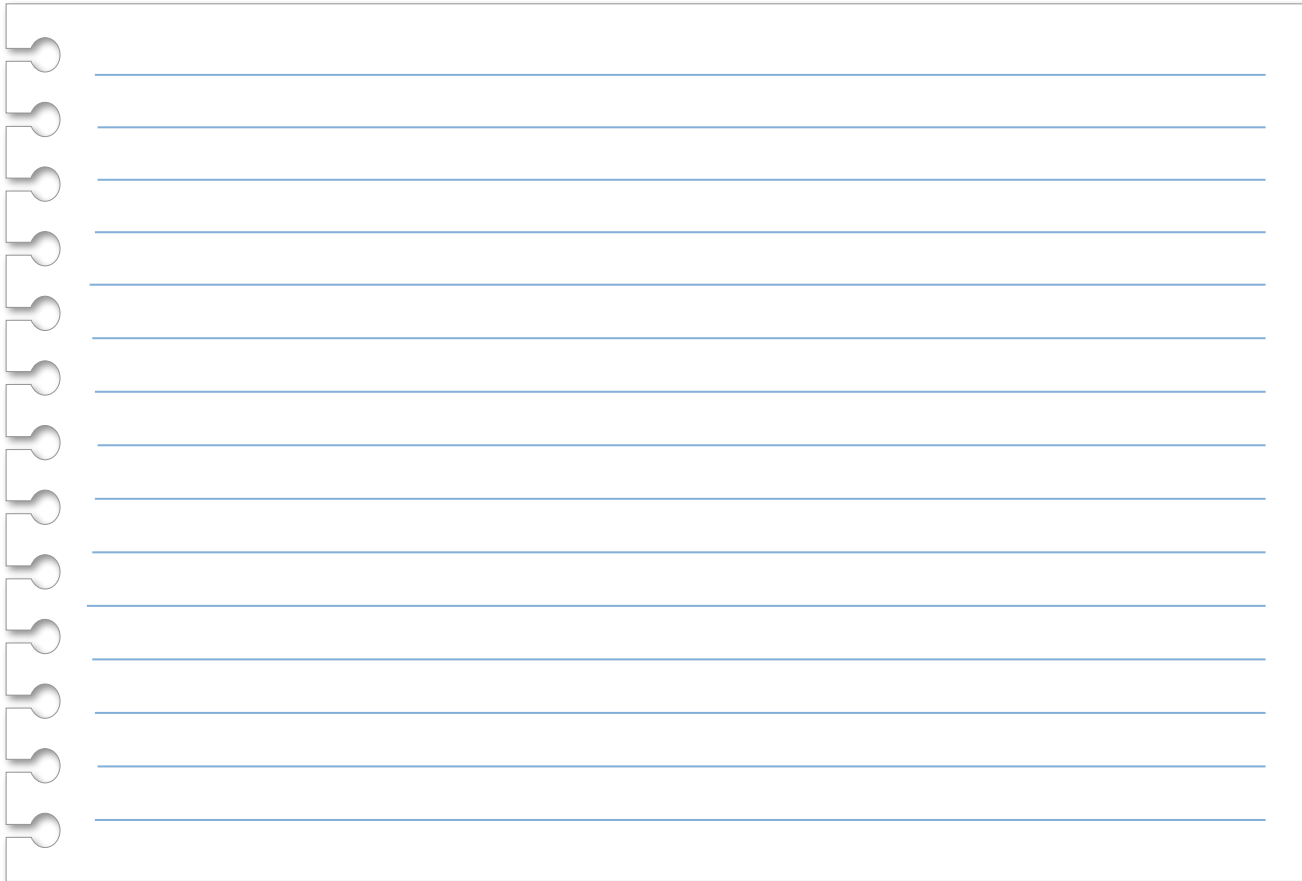
 Ara whānui <input type="checkbox"/>	 Wāhi āta haere <input type="checkbox"/>
---	--

Whakaemitia ngā whakautu, kātahi ka kauwhatatia, he whakaaro noa. Mā ngā ākonga e whakamahi te rauemi whakarite [StreetMix](#) hei whakaatu i te takotoranga o te tiriti i waho ake o te kura.

Hei mahi ā-rōpū, wānangatia ngā āhuetanga rerekē o ngā wāhanga rori i waho ake i tō kura. He aha ngā mea e pai ana ki a koe/kāore e pai ki a koe? He aha ngā āhuetanga e whakahaumarua ana/ kāore e whakahaumarua?

Waihangatia he whakatakotoranga hou o te tiriti i waho ake o te kura. Titiro ki ngā putanga o te tāpaetanga pōti ki te whakatūturu kua raua e koe ngā āhuetanga i whakaaro ai te akomanga he whai tikanga. Whakatairitetia ki ā ētahi atu rōpū.

Ka mutu te kaupapa, ka pōti ngā ākonga i runga i te pātai tāpaetanga pōti mā te whakamahi i te pūnaha Pōti Whakawhitinga Tapatahi (STV). Ki te whai wāhi atu ki te tāpaetanga pōti me te pōti tuihono, tēnā koa tirohia te akoranga tuaono



Ngā rauemi taunaki:

- [Te tirohanga whānui a te Kōmihana Pōtitanga i ngā tauria pōtitanga me ngā rārangi tauria pōtitanga](#)
- [Te Pāremata o Aotearoa – ngā pārongo mō te rapu tāpaetanga pōti me ngā rārangi tūtohi onāiane](#)
- [Ngā putanga o te whakatau o Te Tāpaetanga Pōti Tuarua e pā ana ki te te Haki o Aotearoa](#)

Ingoa:

ACTIVITY SIX – REFERENDUM

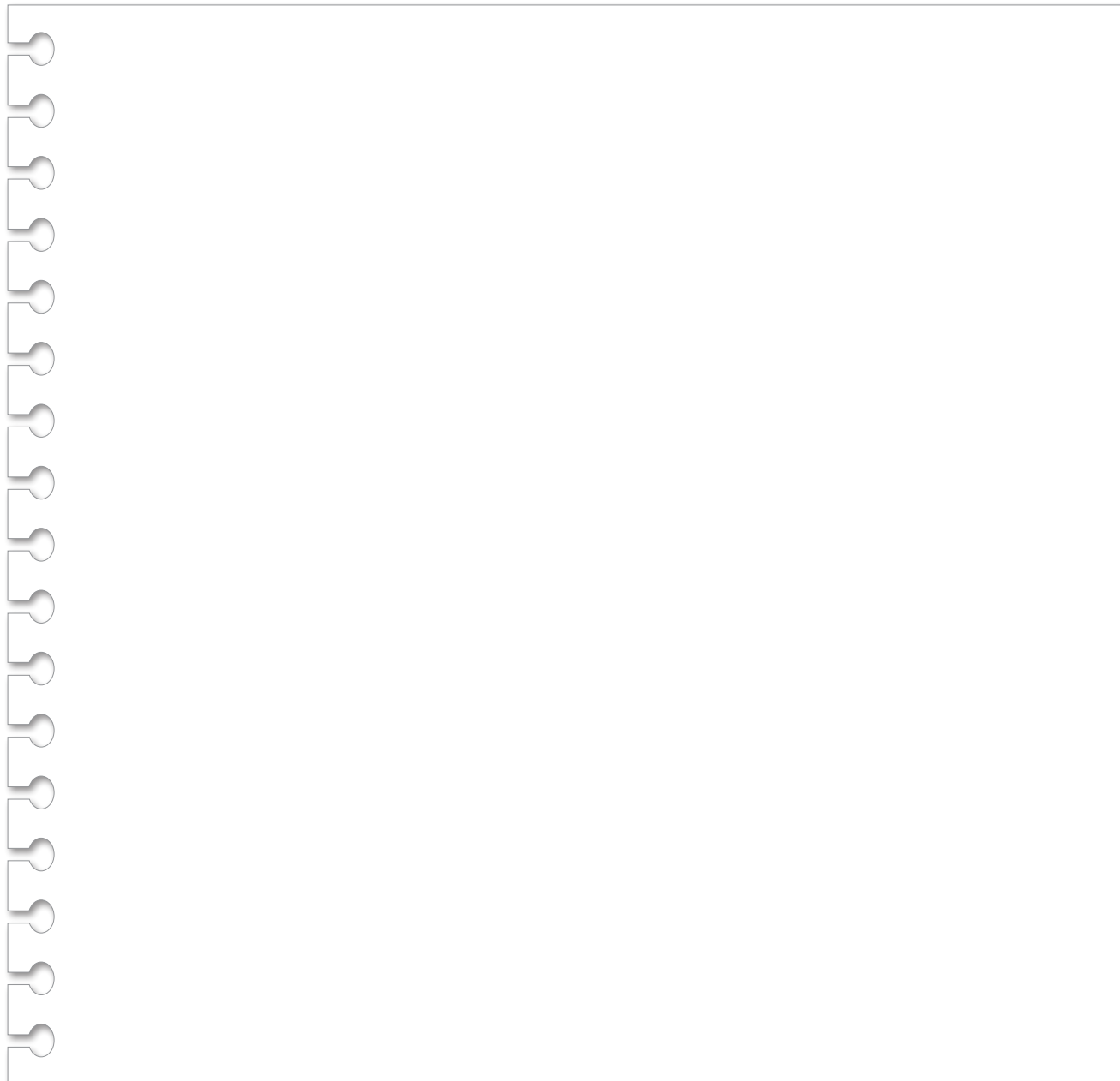
Mahi Tuaono – He pātai tāpaetanga pōti kua whakatakotohia

Titiro ki te takiwā kāinga kanohi rori o tō kura. He aha ngā āhuatanga e kite ana koe? He haumarū anō?

He:.....anō.


- Ara pahikara
- Ara hīkoi
- Wāhi waka kore
- Ara whānui
- Wāhi āta haere

Tuhia teretia he huahua o te wāhi e tohu ana i ēnei āhuatanga.




Pātai Tāpaetanga Pōti:


He aha ngā mea whai tikanga hei whakarato kōwhiringa ikiiki haumarū i waho i tō kura. Kōwhiritia ka whakarārangitia ō kōwhiringa mai i te 1 – 5 (Ko te 1 te mea e tino pai ana ki a koe)




Ara pahikara




Ara hīkoi



Wāhi waka kore



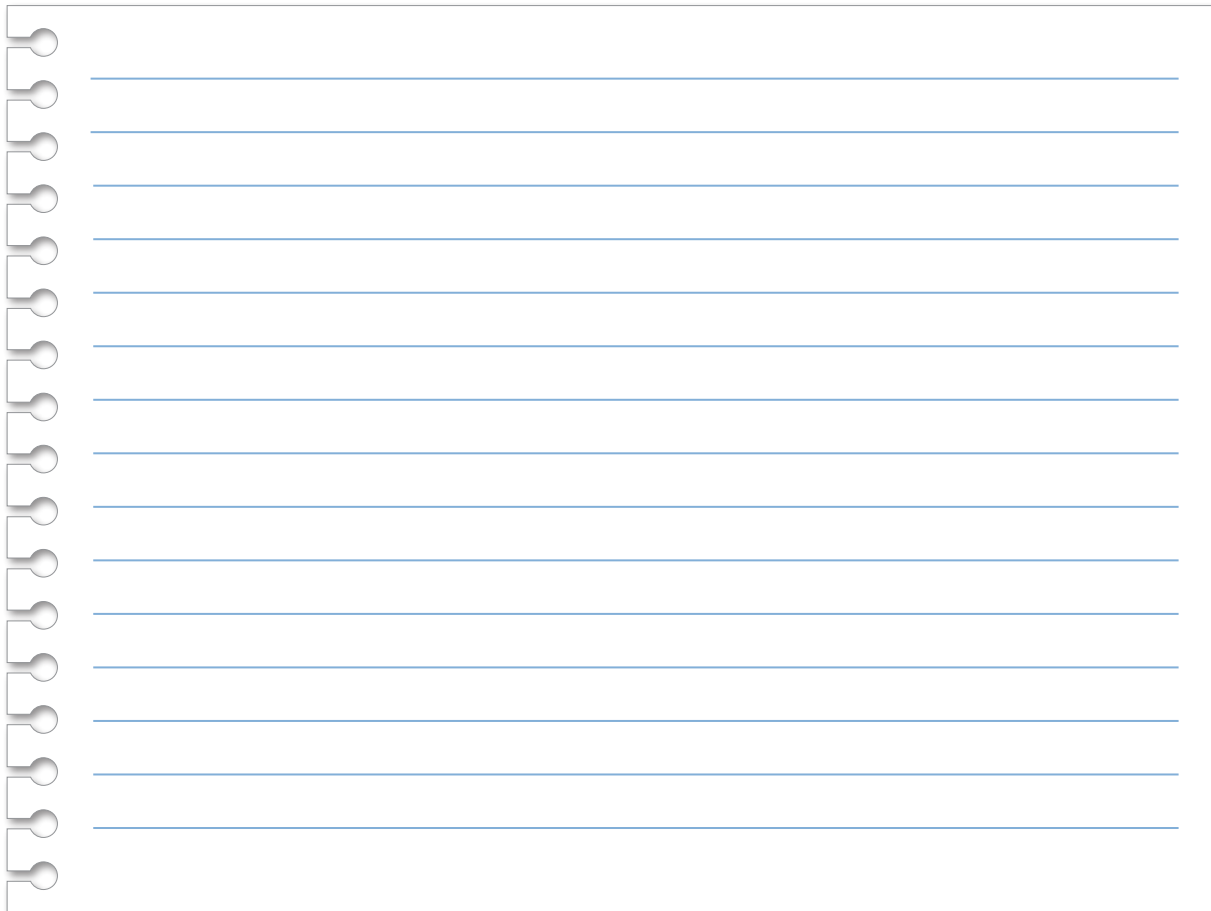
Ara whānui



Wāhi āta haere

Whakaemitia ngā putanga ka whakaatu ai ki tāu e hiahia ana (ākene pea he whakamahere māmā, he kauwhata rānei e whakaatu ana i ngā whakautu)

He aha ngā āhuatanga whaitake e ai ki ō hoa akomanga?



Ka mutu te kaupapa, ka pōti koe i roto i te pātai tāpaetanga pōti mā te whakamahi i te pūnaha Pōti Whakawhitinga Tapatahi (STV). Ki te whai wāhi atu ki te tāpaetanga pōti me te pōti tuihono, tēnā koa tirohia te akoranga tuaono

Te rauemi whakarite [StreetMix](#).

- Mā te whakamahi i te rauemi StreetMix tītohua te takotoranga o te tiriti i waho ake o tō kura.
- Hei mahi ā-rōpū, wānangatia ngā āhuatanga e pai ana ki a koe/kāore e pai ki a koe? ko ēhea ngā āhuatanga e whakahaumarua ana/ kāore e whakahaumarua?
- Wānangatia ki tō whakaaro te takotoranga e pai ai mō te tiriti i waho ake i tō kura ka whakaatu i tēnei mā te whakamahi i te rauemi StreetMix. Kua raua anō e koe ngā āhuatanga o te tāpaetanga pōti i kīia ai e ō hoa akomanga he whaitake?
- Whakatairitea ki ngā huatau a ētahi atu o ngā rōpū.



Mō te roanga atu o ngā kōrero: whakapā atu ki voteauckland.co.nz īmēra atu rānei ki elections@aucklandcouncil.govt.nz