

# Ngā Pōti ā-Taiohi

# Youth oting

Lesson Five

Does voting matter?

He mea hira te tuku pōti?



LOCAL ELECTIONS 2019

[voteauckland.co.nz](http://voteauckland.co.nz)

Auckland  
Council

Te Kaunihera o Tamaki Makaurau



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# LESSON FIVE

## Whakaakoranga Tuatahi

### ACTIVITY ONE: DEFINE DEMOCRACY

#### Mahi Tuatahi – Whakamāramatia te manapori

Curriculum	Achievement Objectives
Social Studies	<p><b>Level 3</b></p> <ul style="list-style-type: none"><li>Understand how people make decisions about access to and use of resources.</li></ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"><li>Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</li></ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"><li>Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.</li></ul>
Learning Through Talk	<p><b>Year 8</b></p> <ul style="list-style-type: none"><li>Participates readily in classroom talk, using appropriate verbal and non-verbal language.</li></ul>

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ACTIVITY ONE

#### Procedure:

Students to write their definition of the word 'democracy'.

Read the students (or display on whiteboard) the below passage:

The group of people with the authority to govern a country is called a 'government'. They are in charge of the country. New Zealand has a system of government called a democracy. A democracy is where eligible people can vote on who they believe will serve them and their country best. Our system has three branches of government - Parliament, the Executive (Ministers of the Crown) and the judiciary (the courts). At a local or regional level, we have a local government. The people who are elected into local government are called elected members such as councillors.

Has their definition of the word 'democracy' changed? Write the new/improved definition in the table.

Find a dictionary definition. Write this in the table.

Note: The word 'government' has a variety of meanings. Normally, people elect MP's to Parliament. The majority party forms "the government" possibly on a basis of coalition. The Ministers of the Crown are appointed by the party in government. The opposition holds the 'government' to account.



Name:

## ACTIVITY ONE – DEFINE DEMOCRACY

*Mahi Tuatahi – Whakamāramatia te manapori*

### Define the word democracy

New Zealand is considered a democracy. Write down your definition of the word democracy below:

Then, the teacher will read to you/ show you a passage that explains what a democracy is. Has your definition of the word democracy changed? Write your revised definition.

What is the dictionary definition?

Democracy means...

My definition

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Revised definition

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Dictionary definition

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In a democracy, why do you think it is important that everybody has their say and votes?

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## ACTIVITY TWO – WHAT IS AN ELECTION?

*Mahi Tuarua – He aha tēnei mea te pōtitanga?*

### Procedure:

Students to write responses to these questions on post-it notes and stick onto a 'graffiti wall'.

What is an election?

Why do we have elections?

What happens during an election?

Then, in small groups, look at the responses and write summary statements.

We think that an election is...

We have elections because...

During an election....



Name:

## ACTIVITY TWO – WHAT IS AN ELECTION?

*Mahi Tuarua – He aha tēnei mea te pōtitanga?*

Write your responses to the following questions on post-it notes.  
Add them to the graffiti wall.

What is an election?

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Why do we have elections?

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What happens during an election?

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# ACTIVITY THREE – WHY VOTE?

*Mahi Tuatoru – He aha te take me tuku pōti?*

Curriculum	Achievement Objectives
Literacy Learning Progressions	<b>Year 8 Reading</b> <ul style="list-style-type: none"><li>Using their growing academic and content-specific vocabulary to understand texts</li></ul>

## Procedure:

Have a class discussion on the importance of voting.

Students to complete workbook page on why people may not choose to vote.

How could we encourage people to vote?



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ACTIVITY THREE

**I don't really have much at stake, so why bother?**

**I don't know enough about the candidates and what they have to offer.**

**I don't live close to the city centre, it doesn't affect me.**

**My vote is only one out of a million people that live in Auckland. One vote won't matter.**

**I'm too busy to find the time to vote.**

**The voting system is too complicated.**

Name:

## ACTIVITY THREE – WHY VOTE?

*Mahi Tuatoru – He aha te take me tuku pōti?*

Auckland is home to 4000 local parks and reserves, coastal areas, playgrounds and beaches, great public facilities, events, sports fields and heaps more. By voting in the local election you can have a say in the future of Auckland.

Here are some reasons people might use for not voting in their local body elections. What could you say to them to encourage them to vote?

**I don't really have much at stake, so why bother?**

**I don't know enough about the candidates and what they have to offer.**

**I don't live close to the city centre, it doesn't affect me.**

**My vote is only one out of a million people that live in Auckland. One vote won't matter.**

**I'm too busy to find the time to vote.**

**The voting system is too complicated.**



## ACTIVITY FOUR – CIVIC PARTICIPATION

*Mahi Tuawhā – Te whai wāhi ki ngā tikanga kāwanatanga*

### Procedure:

Have a class discussion about what civic participation means.

Why is it important to be a part of and contribute to society?

In what ways do you and your family participate within your community?

What is civic participation?

The term civic participation can refer to people's involvement with their community. It includes their sense of belonging to New Zealand, to neighbourhoods, to religious or spiritual groups, and to family.

We can choose to participate in many different ways at a local, regional and national level. This could be volunteering to help garden in a community park, belonging to a local sports club, attending church with family, being a member of a school PTA or voting in an election.



Name:

## ACTIVITY FOUR – CIVIC PARTICIPATION

*Mahi Tuawhā – Te whai wāhi ki ngā tikanga kāwanatanga*

What does civic participation mean to you?

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Write down ways that you or your family participate within your community

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# ACTIVITY FIVE – READ AN OPINION PIECE

*Mahi Tuarima – Pānuitia he kaupapa whakaaro*

Curriculum	Achievement Objectives
Literacy Learning Progressions	<p><b>Year 8:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>Identifying and evaluating writers' purposes and the ways in which writers use language and ideas to suit their purposes.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Using language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic, or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone.</li></ul> <p><b>Year 10:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>Evaluate writers' purposes and consider how they have used structure and language to suit these purposes.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Features and structures that are appropriate to specific text types, such as instructions and arguments.</li></ul>

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ACTIVITY FIVE

You will need access to the internet for this activity.



## Procedure:

Students to find an opinion piece on the upcoming local body elections in Auckland. For Year 7/8 students, a shared text may be more appropriate.

Complete the retrieval chart showing the language features used in the opinion writing.

How might it differ from a piece of factual journalism?



Name:

## ACTIVITY FIVE – READ AN OPINION PIECE

*Mahi Tuarima – Pānuitia he kaupapa whakaaro*

### Media influences on elections

Find an opinion piece about the upcoming election in Auckland. How do you know it's an opinion piece? How might it differ from a factual piece of reporting?

Language features used in opinion writing	Language features used in factual reporting

LESSON FIVE

ACTIVITY FIVE



# ACTIVITY SIX – WRITE AN ARGUMENT

*Mahi Tuaono – Tuhia he tautohotohe*

## Procedure:

Students to write an argument stating their opinion on whether the upcoming elections should be compulsory or not.

OR

Run a debate in the class where half of the class are 'FOR' voting being compulsory and the other half are 'AGAINST' voting being compulsory.



Ideas to help students:

## For

- We need to increase voter turnout
- It could improve levels of engagement and interest in local body politics
- All parts of the community would be better represented
- Elections are only held every three years - we need to make it count
- Everyone needs to take responsibility when they live in a democracy

## Against

- Only those who understand what they are voting for should vote
- People only think of themselves and not what is better for the whole community
- When you live in a democracy, you should always have the right to choose
- Cost involved in enforcing the issue



### Language features of good argument writing:

- The argument is written in the timeless present tense. This might change to the past if historical background to the issue was being given. If predictions are being made the tense might change to the future.
- The writer uses repetition of words, phrases and concepts deliberately, for effect.
- Verbs are used when expressing opinions, e.g. I think \_\_\_ are the best! We believe students should not be stopped from eating junk food.
- Strong effective adjectives are used.
- Thought - provoking questions are used. These may be asked as rhetorical questions. (Rhetorical questions: a question asked only for effect, not for information, e.g. would you give your pre-schooler matches to play with?).
- Use of passive verbs to help structure the text.
- Written in the timeless present tense.
- Use of pronouns (I, we, us) is used to manipulate the reader to agree with the position argued e.g. we all know that smoking causes cancer, so we do not smoke.
- Use of emotive language i.e. words that will appeal to the reader's feelings, e.g. concern, unreasonable, should.
- Use of passive voice, i.e. verbs in which the subject is acted upon and not doing the action. This helps structure the text, e.g. we would like to suggest that an enquiry be held into the running of the steel mills. Water is being polluted.
- Conjunctions that can exemplify and show results - they are usually used in concluding statements to finalise argument.



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or email [elections@aucklandcouncil.govt.nz](mailto:elections@aucklandcouncil.govt.nz)