

# Ngā Pōti ā-Taiohi

# Youth oting

Lesson One  
An Introduction to Auckland Council

He whakamārama mō  
Te Kaunihera o Tāmaki Makaurau



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Auckland  
Council  
Te Kaunihera o Tāmaki Makaurau 

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# LESSON ONE

## Akoranga Tuatahi

### An Introduction to Auckland Council

#### *He whakamārama mō Te Kaunihera o Tāmaki Makaurau*

New Zealand's political system consists of central government and local government. Central government makes decisions that affect all New Zealanders, whereas local government looks after the needs of regional, city and district areas.

Auckland Council was formed by an Act of Parliament in 2010 which merged all of Auckland's previous councils into one.



# ACTIVITY ONE – WHAT’S THE DIFFERENCE BETWEEN LOCAL AND CENTRAL GOVERNMENT?

*He aha te rerekētanga o te kāwanatanga ā-rohe me te kāwanatanga ā-motu?*

Curriculum	Achievement Objectives
Social Studies	<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>
Learning Through Talk Years 4 - 8	<ul style="list-style-type: none"> <li>Draws on their background knowledge, linguistic knowledge, and cultural knowledge to make connections and gain meaning from extended talk.</li> <li>Thinks critically about what they hear, for example, makes inferences and can provide justification for these inferences.</li> </ul>

## Procedure:

- Read the facts from the grid on the next page (in random order).
- Have the students write the information into their grid.
- Once completed, they can work with a partner to justify why they placed those statements under each heading.
- Some students might want to change where they placed their fact after the discussion.
- Have the students write their own definition of local and central government. The following speaking / writing frames will help to scaffold some of the students:

Central government...

Some of the services they provide are...

Auckland Council...

It’s different to central government because...

Some of the services that they provide are...



## Central Government

Makes decisions for  
all New Zealanders

Makes laws for  
all New Zealanders

Provides services such as:

housing, welfare,  
education, health,  
justice, immigration  
and the Police.



## Local Government

Makes decisions for  
people living within the local area

Makes bylaws for  
people living within the local area

Provides services such as:

rubbish collection,  
water, street lighting,  
public transport  
and libraries.



Name: \_\_\_\_\_

## ACTIVITY ONE – WHAT’S THE DIFFERENCE BETWEEN LOCAL AND CENTRAL GOVERNMENT?

*He aha te rerekētanga o te kāwanatanga ā-rohe me te kāwanatanga ā-motu?*

Listen to the facts that your teacher will read aloud. Using your background knowledge, consider if the fact belongs under “Central Government” or “Local Government”. Once completed, discuss with a partner, and make any changes needed to your table.

**Central Government**

Makes decisions for

Makes  for

Provides services such as:











**Local Government**


Makes decisions for


Makes  for

Provides services such as:









Write your definition of central government and Auckland Council.  
The speaking / writing frames might help you with this:

Complete the following sentences:

Central government...

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Some of the services they provide are...

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Auckland Council...

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It's different to central government because...

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Some of the services that they provide are...

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# ACTIVITY TWO – IS YOUR BEACH SAFE FOR SWIMMING?

*He haumaru rānei tō one mō te kaukau?*

## Case Study: Is your beach safe for swimming?

Safeswim provides you with water quality forecasts and up-to-date information on risks to your health and safety at 84 beaches and 8 freshwater locations around Auckland. Safeswim is a joint initiative between Auckland Council, Watercare, Surf Life Saving Northern Region and the Auckland Regional Public Health Service.

## Up-to-date water quality results

Our Safeswim programme provides up-to-date information about Auckland’s beaches, including:

- water quality
- water safety (tides, swimming conditions)
- wind speeds and direction
- beaches that are patrolled by Surf Life Saving Northern Region
- long term health warnings.

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p><b>End of Year 8</b></p> <ul style="list-style-type: none"> <li>• Gathering, evaluating, and synthesising information across a small range of texts.</li> </ul> <p><b>Reading End of Year 10</b></p> <ul style="list-style-type: none"> <li>• 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 texts and across a range of texts.</li> </ul>
Social Studies	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Understand that events have causes and effects.</li> </ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>• Understand that people move between places and how this has consequences for the people and the places.</li> </ul>



You will need access to the internet for this activity.



**Procedure:**

The students will need to read and gather the relevant information from the [Safeswim](#) website to complete the retrieval grid. This activity could be completed individually, or in pairs.



**Write a summary statement describing what the Safeswim website does:**

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Name of Beach	Water Quality	Safety Alerts	Surf life-saving patrol hours	Anything else?
Meola Reef				
Piha Beach				
Maraetai Beach				
Lake Pupuke				
Little Oneroa Lagoon				

**Why is having access to this information important?**

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Name: \_\_\_\_\_

## ACTIVITY TWO – IS YOUR BEACH SAFE FOR SWIMMING?

*He haumaru rānei tō one mō te kaukau?*

The following activity is based on Safeswim and looks at various beaches throughout the Auckland region. To complete the Retrieval Grid, you will need to read the relevant information on the following link: [Safeswim](#)

As you locate the information, write it into your grid.

**Write a summary statement describing what the Safeswim website does:**

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Name of Beach	Water Quality	Safety Alerts	Surf life-saving patrol hours	Anything else?
Meola Reef				
Piha Beach				
Maraetai Beach				
Lake Pupuke				
Little Oneroa Lagoon				

**Why is having access to this information important?**

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# ACTIVITY THREE – WHAT IS AUCKLAND COUNCIL’S STRUCTURE?

*He pēhea te hanganga o Te Kaunihera o Tāmaki Makaurau?*

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p><b>End of Year 8</b></p> <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> <li>• 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 points.</li> </ul> <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> <li>• Deliberately choosing a clear and logical text structure to suit their audience and purpose, sometimes innovating in order to achieve this.</li> </ul>
Learning Through Talk Oral Language in Years 4 to 8	<p><b>Independent listening</b></p> <ul style="list-style-type: none"> <li>• Draws on their background knowledge, and cultural knowledge to make connections and gain meaning from extended talk.</li> </ul>
Social Studies	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Understand how formal and informal groups make decisions that impact on communities.</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.</li> </ul>

**Procedure:**

- Students are given a copy of the blank grid.
- Read the sentences (out of order) slowly to the students. They identify and record the relevant information in the appropriate box on the grid. Key words are recorded.
- After making the notes, the students work in pairs to describe one aspect of the information on the grid.
- Students can then use the information on their grid to write sentences or paragraphs.



**Differentiation for writing:**

Students who are finding it difficult to write, might find it useful to have speaking / writing frames.

- The mayor is elected...
- Did you know that the mayor...
- The Governing Body is...They are responsible for...
- Local boards represent...Among other things...
- The Independent Māori Statutory Board is...This board is made up of...

	What do they do?	Did you know?
The Mayor	The mayor is elected by all Auckland voters and leads our Governing Body. One of the mayor's major responsibilities is to promote a vision for Auckland.	Being mayor is a full time role, with a significant professional and personal commitment, including after hours and weekends. You also get to appoint your deputy mayor!
The Governing Body	The Governing Body is a decision-making body, made up of the mayor and 20 ward councillors. The councillors are elected by voters from the 13 Auckland wards they represent.	The Governing Body is responsible for many things. Two of these are: <ul style="list-style-type: none"> <li>• preparing and adopting the 10-year budget (long-term plan (LTP), annual budget (annual plan) and annual report</li> <li>• setting rates and bylaws</li> </ul>
Local Boards	Local boards represent the communities in their area. Each of the 21 local boards has between five and nine members, elected by voters from the area they represent.	Among other things, local boards also: <ul style="list-style-type: none"> <li>• provide local leadership and develop relationships with the community, community organisations and special interest groups in the local area</li> <li>• make decisions on local matters, including events, parks, community programmes and local fees and charges</li> </ul>
Independent Māori Statutory Board	The Independent Māori Statutory Board is independent of Auckland Council. The board ensures that Auckland Council take the views of Māori into account when they make decisions.	The Independent Māori Statutory Board is an independent body corporate of nine members based in Auckland. Seven members represent mana whenua and two members represent mataawaka. Mataawaka are Māori living in the Auckland region who are not in a mana whenua group.

Name: \_\_\_\_\_

### ACTIVITY THREE – WHAT IS AUCKLAND COUNCIL’S STRUCTURE?

*He pēhea te hanganga o Te Kaunihera o Tāmaki Makaurau?*

Listen carefully to the statements that your teacher will read aloud. Write the keywords into your listening grid.

	What do they do?	Did you know?
The Mayor		
The Governing Body		
Local Boards		
Independent Māori Statutory Board		

Using the information from your grid, write a few sentences about each section.  
The following speaking / writing frames might help you to get started:

**Answer the following questions:**

The mayor is elected...

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Did you know that the mayor...

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The Governing Body is...

---

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They are responsible for...

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Local boards represent...

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Among other things...

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The Independent Māori Statutory Board is...

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This board is made up of...

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## ACTIVITY FOUR – WHAT ARE COUNCIL-CONTROLLED ORGANISATIONS?

*He aha ngā Kaiwhakahaere kaupapa kei raro i te maru o te Kaunihera?*

Curriculum	Achievement Objectives
Literacy Learning Progressions Writing	<p><b>Year 8</b></p> <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> <li>Use a variety of sentence structures, beginnings and lengths for effect.</li> </ul> <p><b>Year 10</b></p> <p>The texts that they create often include:</p> <ul style="list-style-type: none"> <li>A variety of grammatical constructions in more complex and varied sentences and with greater paragraph elaboration.</li> </ul>
Learning Through Talk Oral Language in Years 4 to 8	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Uses increasingly complex language structures in planned talk, such as structures using the adverbs 'otherwise', 'however', or 'therefore' to connect ideas.</li> </ul>
English Language Learning Progressions	<p><b>Oral Language-Input Stage 2</b></p> <ul style="list-style-type: none"> <li>Curriculum content that reflects what their peers are learning in mainstream classes.</li> <li>Some complex sentences.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Connected text with several ideas or text sequences.</li> <li>Extended passages of natural speech in familiar and unfamiliar curriculum and social contexts.</li> </ul> <p><b>Writing</b></p> <p><b>Stage 2</b></p> <ul style="list-style-type: none"> <li>Texts include a range of different sentence beginnings and structures (such as use of relative clauses).</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>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').</li> <li>Texts may follow a model closely.</li> </ul>
	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> <li>Understand how people's management of resources impacts on environmental and social sustainability.</li> <li>Understand how people seek and have sought economic growth through business, enterprise, and innovation.</li> </ul>

**Procedure:**

By the end of this task, students will have a deeper understanding of Auckland Tourism, Events and Economic Development (ATEED).

- Each student will need a copy of the grid.
- Emphasise that this is a listening activity and therefore students need to listen very carefully.
- Read the first sentence to the students. This picture is already labelled with the number 1 to scaffold students.
- Read the next sentence. Students number the matching picture with No. 2.
- Continue reading the sentences until all pictures have been numbered.
- Re-read the sentences, allowing students to check their answers and make changes if necessary.
- In pairs, students re-construct the sentences. Use speaking frames as a scaffold for English Language Learners or students that need support.
- After the oral repetition of the sentences, students can write the sentences, or use the sentences to write their own informative paragraph about what ATEED does in the Auckland region.



1. ATEED is part of the Auckland Council family. ATEED attracts, hosts and invests in major events to bring vibrancy to Auckland and lasting benefits to the region and its people.
2. The Auckland Lantern Festival is an annual event which celebrates Chinese culture by showcasing more than 800 lanterns, authentic foods, martial arts, music and performing arts.
3. Pasifika Festival is made up of several unique villages – each with their own performance stage and market setting – that showcase the cultures of Pacific Island nations.
4. The two-day Auckland Diwali Festival brings Aucklanders and visitors of all ages and ethnic backgrounds together to celebrate and experience Indian culture in its many exciting forms.
5. Screen Auckland supports the day-to-day business of screen productions, which includes feature films, television dramas, documentaries and commercials.
6. Rugged West Auckland beaches are popular filming destinations for local filmmakers.
7. \$88.9 million was earned in the New Zealand gaming industry in the year ending March 2016. ATEED supports our local gaming industry.
8. ATEED's Study Auckland team promotes Auckland as a world-class destination for international students, and helps students enjoy a positive learning experience in our city.





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5



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3



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8

## Speaking / Writing Frames

1. ATEED is part of the...
2. The Auckland Lantern Festival is ...
3. Pasifika Festival is made up of...
4. The two-day Auckland Diwali Festival brings...
5. Screen Auckland supports the ...
6. Rugged West Auckland beaches are...
7. \$88.9 million was earned...
8. ATEED's Study Auckland team...



Name:

## ACTIVITY FOUR – WHAT ARE COUNCIL-CONTROLLED ORGANISATIONS?

*He aha ngā Kaiwhakahaere kaupapa kei raro i te maru o te Kaunihera?*

- Listen carefully to the sentences that your teacher will read aloud to you.
- The first sentence matches the number 1 that has already been placed on your grid.
- As your teacher reads the next sentences, decide which picture on the following page matches the sentence.
- Number that picture.
- Once every picture has a number, share with a partner. Can you construct a sentence that matches the picture?
- Write a few sentences for each picture.





**Complete the following sentences:**

1. ATEED is part of the...

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2. The Auckland Lantern Festival is ...

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---

3. Pasifika Festival is made up of...

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4. The two-day Auckland Diwali Festival brings...

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5. Screen Auckland supports the ...

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6. Rugged West Auckland beaches are...

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7. \$88.9 million was earned...

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8. ATEED's Study Auckland team...

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**Find out more:** visit [voteauckland.co.nz](http://voteauckland.co.nz)  
or email [elections@aucklandcouncil.govt.nz](mailto:elections@aucklandcouncil.govt.nz)