

Ngā Pōti ā-Taiohi

Youth oting

Lesson Three
Referenda
Tāpaetanga Pōti



LOCAL ELECTIONS 2019

voteauckland.co.nz

CONTENTS

Rārangi Kaupapa

Lesson Three – Referenda

Akoranga Tuarua – Tāpaetanga Pōti

Activity One – What are referenda?

Mahi Tuatahi – He aha tēnei mea te tāpaetanga pōti?

Teacher’s Guide 4

Student Activity Sheets 5

Activity Two – Comparing past referenda to current perspectives

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

Teacher’s Guide 6

Student Activity Sheets 9

Activity Three – Current example of a binding referendum

Mahi Tuatoru – He tauira o tētahi tāpaetanga pōti paihere onāiane

Teacher’s Guide 11

Student Activity Sheets 12

Activity Four – Opinion continuum

Mahi Tuawhā – Whakaaro tāhuhu

Teacher’s Guide 13

Activity Five – Research and write

Mahi Tuarima – Rangahaua, tuhia

Teacher’s Guide 14

Student Activity Sheets 15

Activity Six – Proposed referendum question

Mahi Tuaono – He pātai tāpaetanga pōti kua whakatakotohia

Teacher’s Guide 16

Student Activity Sheets 19

LESSON THREE

Akoranga Tuatoru

What are referenda?

He aha tēnei mea te tāpaetanga pōti?

Referenda are opportunities for all citizens to vote on a question or series of questions which affect their country or local areas.

A referendum question asks people to vote on a particular idea or decision. The results may lead to the adoption of a new law.

A 'referendum' is the singular, 'referenda' is the plural.

All enrolled voters in New Zealand can take part in a referendum by post or in person.



ACTIVITY ONE – WHAT ARE REFERENDA?

Mahi Tuatahi – He aha tēnei mea te tāpaetanga pōti?

Curriculum	Achievement Objectives
Social Sciences curriculum	Level 3 <ul style="list-style-type: none">Understand how groups make and implement rules and laws. Level 4 <ul style="list-style-type: none">Understand how formal and informal groups make decisions that impact on communities.
Literacy Learning Progressions:	Year 8 <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	Reading <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

Procedure:

Complete a disappearing definition which gives students multiple opportunities to orally practise new language structures and vocabulary.

- Write the definition (below) on whiteboard.
- Have the students read the text aloud together.
- Erase one, two or three words, (replace each word with a line that represents the missing word).
- Read the text again, aiming to read the missing words.
- Erase one or two more words and read the text again.
- Continue erasing words and re-reading until there is no text left on the board and only lines remain.
- If students require further scaffolding, the initial letters of words can be left in place.

Students can then write the definition in their workbooks.



Definition:

A referendum question asks people to vote on a particular idea or decision. The results may lead to the adoption of a new law. A binding referendum requires the result to be implemented (acted on) whereas an indicative referendum does not. All enrolled voters in New Zealand can take part in a referendum by post or in person.

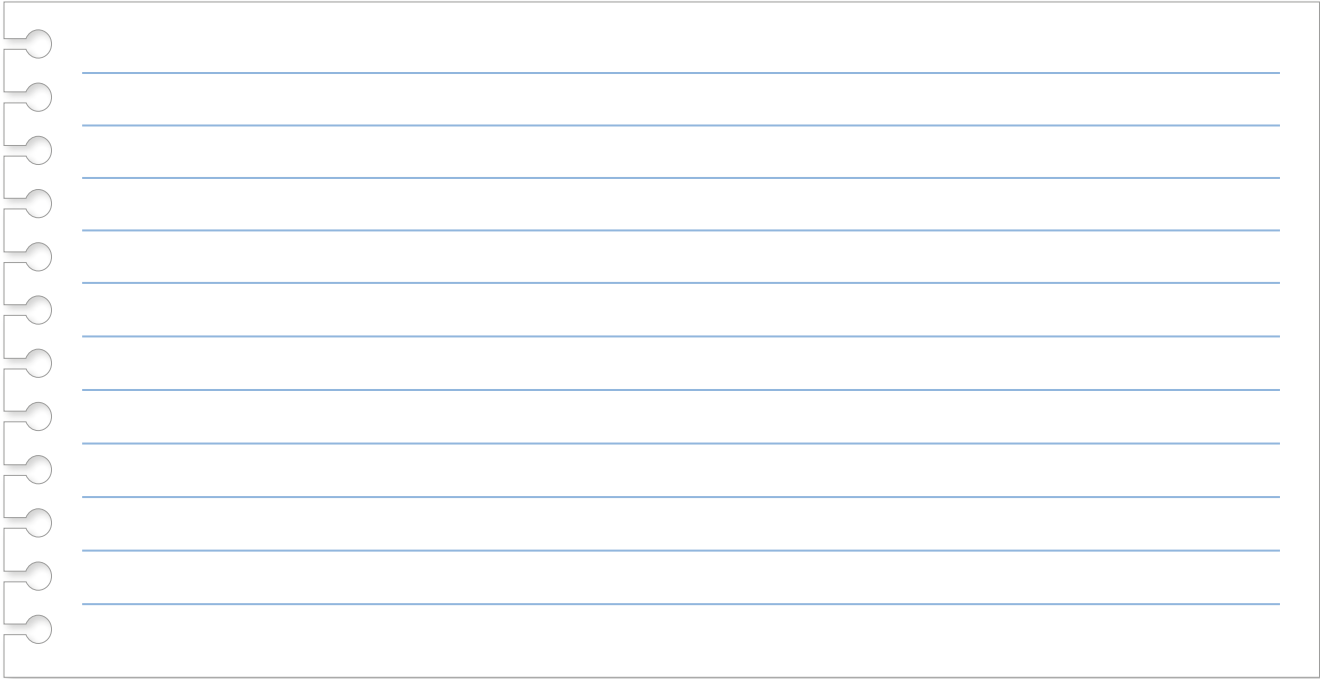


Name:

ACTIVITY ONE – WHAT ARE REFERENDA?

Mahi Tuatahi – He aha tēnei mea te tāpaetanga pōti?

After completing the Disappearing Definition task with your teacher and class, try to write the definition of referenda here.



Examples of binding referenda:

The Flag Referendum in 2015 asked New Zealanders to rank five proposed designs of a potential new flag. The 2016 Referendum asked people to choose between the current flag and the winning design from the first referendum. The vote was binding so the flag did not change.

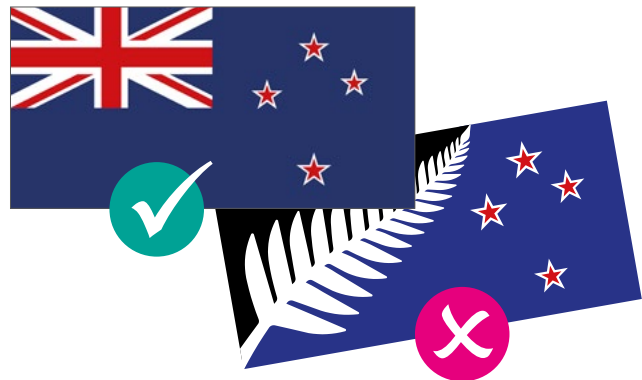
Examples of indicative referenda:

The Firefighters Referendum 1995 asked how many firefighters New Zealand should have. The results were provided as a recommendation to central government and used to inform MP's in their decision-making process.

Citizens Initiated vs Government Initiated

Anyone can start a petition for a nationwide referendum known as a citizens initiated referendum. For a referendum to be held, several processes set out in the Citizens Initiated Referenda Act 1993 must be followed and supporting signatures from over 10% of eligible voters nationwide must be obtained.

A government initiated referendum is one promoted by the Government. It can be binding or indicative and can pose more than one question or questions with more than two possible answers.



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

Procedure:

Students to survey the class on a historical referendum question.

Once the class voting has been done, share the actual percentages from the referendum.
How do they compare?

Students to write a paragraph explaining the results of the class survey and giving possible reasons that the results are similar or different from the past.

Provide writing frames for English Language Learners, or students who need further support.

Writing frames if required:

The majority of the class voted...

The results are similar/different to the 1949 election...

A possible reason for the similarities/ differences is that...

Note: There are two examples of historical referenda (compulsory military training, and smacking). Choose to complete one or both of these depending on your students and their specific needs.





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:

	I vote for compulsory military training	I vote against compulsory military training
Tally marks		
Percentage		

(Share the below results of the 1949 referendum after the students have done their voting.)

3 Aug 1949	Turnout 63.5%	Compulsory military training (Military Training Poll Act 1949) I vote for compulsory military training I vote against compulsory military training	In favour: 77.9% Against: 22.1%
-------------------	--------------------------	---	--

Write a paragraph explaining the results of your class voting on this issue. Are the results similar or completely different? What reasons can you give for this?



In 2009, a citizens initiated referendum was held to find out views on smacking children. Ask your classmates the referendum question and compare the results:

Should a smack as part of good parental correction be a criminal offence in New Zealand?		
	YES	NO
Tally marks		
Percentage		

(Share the results of the 2009 referendum after the students have done their voting.)

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

Write a paragraph explaining the results of your class voting on this issue. Are the results similar or completely different? What reasons can you give for this?

Writing frames if required:

- The majority of the class voted...
- The results are similar/different to the 2009 referendum.
- A possible reason for the similarities/ differences is that...

Name: _____

ACTIVITY TWO – COMPARING PAST REFERENDA TO CURRENT PERSPECTIVES

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



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:

	I vote for compulsory military training	I vote against compulsory military training
Tally marks		
Percentage		

Write a paragraph explaining the results of your class voting on this issue. Are the results similar or completely different? What reasons can you give for this?



In 2009, a citizens initiated referendum was held to find out views on smacking children. Ask your classmates the referendum question and compare the results:

Should a smack as part of good parental correction be a criminal offence in New Zealand?		
	YES	NO
Tally marks		
Percentage		

Write a paragraph explaining the results of your class voting on this issue. Are the results similar or completely different? What reasons can you give for this?

Writing frames if required:


- The majority of the class voted...
- The results are similar/different to the 2009 referendum.
- A possible reason for the similarities/ differences is that...

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

You will need access to the internet for this activity. 


Procedure:

There is going to be a binding referendum on the legalisation of cannabis at the 2020 election. Students to read the Radio NZ article on the cannabis referendum.

[Cannabis referendum to be a yes/no question, government confirms.](#)

Complete the 'last word' strategy to encourage students to think critically about what they have read and discuss key concepts in small groups.

- Students to read the article independently.
- As they read, highlight key sentences - then choose ONE sentence that is the most meaningful or interesting to them. (Can use template if desired - see below)
- Form groups of four to six.
- One at a time, each student gets to share their sentences with their group. They do not comment on their sentence at this stage.
- After they have read their sentence aloud, the other group members each comment on the sentence.
- The student who shared the sentence originally gets to have the last word to explain why they chose that sentence.
- Continue until all students have had an opportunity to share their sentence.



Name:

ACTIVITY THREE – CURRENT EXAMPLE OF A BINDING REFERENDUM

Mahi Tuatoru – He taurira o tētahi tāpaetanga pōti paihere onāiane

Read the article:

[Cannabis referendum to be a yes/no question, government confirms.](#)

Fill in the box with a sentence that you find interesting from the article. Write down the paragraph where you found the sentence. Then, under the sentence, write why the sentence interested you or what it made you think about. Be ready to share the sentence you chose with your group.

LESSON THREE
ACTIVITY THREE

Title

Sentence:

Paragraph:

Reason for choosing this sentence:



ACTIVITY FOUR – OPINION CONTINUUM

Mahi Tuawhā – Whakaaro tāhuhu



TEACHER
LESSON THREE

ACTIVITY FOUR

Procedure:

Write the statement: “Cannabis should be legalised” on the board, followed by a continuum arrow.

Students to talk in pairs or small groups to state their opinion and the reasons for it.

Provide speaking frames if necessary to ensure that the students speak in full sentences.

E.g. I think that... because...

I agree/ don't agree that... because

I believe that...



DISAGREE

AGREE

ACTIVITY FIVE – RESEARCH & WRITE

Mahi Tuarima – Rangahaua, tuhia

You will need access to the internet for this activity.



Procedure:

Students to complete independent research on the cannabis referendum.

Use the table to write down people's viewpoints on the issue.



Cannabis should be legalised

Reasons for legalisation	Reasons against legalisation

Have a class discussion about social media and its impact on how people think on issues such as this.



Name: _____

ACTIVITY FIVE – RESEARCH & WRITE

Mahi Tuarima – Rangahaua, tuhia

Research the issue and find out some of the public’s ideas and opinions. Record some of the reasonings for being for or against the issue here:

Cannabis should be legalised	
Reasons for legalisation	Reasons against legalisation

LESSON THREE
ACTIVITY FOUR

Has your opinion on the issue changed?

Why/ Why not?

How do you think the media (including social media) will affect people’s opinions on this issue?


ACTIVITY SIX - REFERENDUM


Mahi Tuaono – He pātai tāpaetanga pōti kua whakatakotohia

Proposed referendum question (Year 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

You will need access to the internet for this activity. 

Procedure:
Take students out to the front of the school, note down some of the physical features that are outside (e.g. roads, footpaths, trees, cycle lanes, pedestrian crossings, bus parking, street lights). 
Make a quick sketch of front entrance/ road area outside your school.

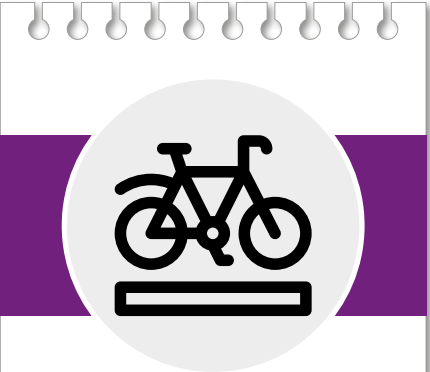
Lined writing area for student notes, featuring a spiral binding on the left side.

Have a look at the road frontage area of your school. What features do you notice? Does it feel safe?


Are there:

- Cycle lanes
- Pedestrian crossings
- Car free zones
- Wide footpaths
- Low speed zones


Students to complete the referendum question by ranking all of the options in order of importance.



Cycle lanes



Pedestrian crossing



Car free zones



Wide footpaths



Low speed zones

Collate responses-these could be graphed.

Students to use the [StreetMix](#) engagement tool to show the current layout of the street outside the school.

In groups, discuss the different aspects of the road area outside your school. What do you like/dislike? What features make it feel safe/unsafe?

Create a new layout of the street outside the school. Refer to the referendum results to make sure you have included the aspects that the class felt were most important. Compare with other groups.

At the end of the project, students will vote in a referendum question using the Single Transferable Vote (STV) system. To take part in the referendum and online voting, please see lesson six.



Supporting resources:

- [Electoral Commission overview of referenda and list of referenda in New Zealand](#)
- [New Zealand Parliament – information on seeking a referendum and list of current proposals](#)
- [Results of second New Zealand Flag Referendum](#)

Name:

ACTIVITY SIX – REFERENDUM

Mahi Tuaono – He pātai tāpaetanga pōti kua whakatakotohia

Have a look at the road frontage area of your school. What features do you notice? Does it feel safe?

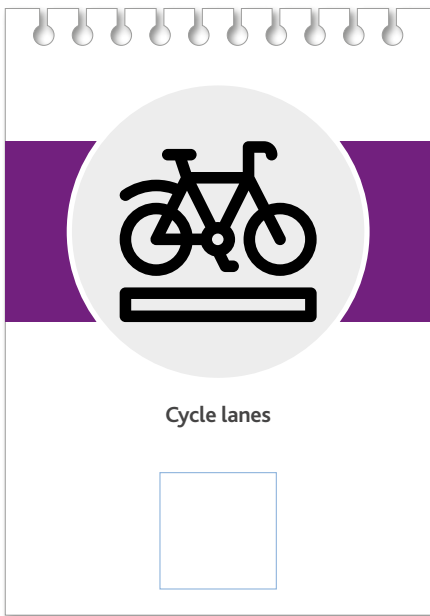
Are there:

- Cycle lanes
- Pedestrian crossings
- Car free zones
- Wide footpaths
- Low speed zones

Draw a quick sketch of the area showing these features

Referendum Question:

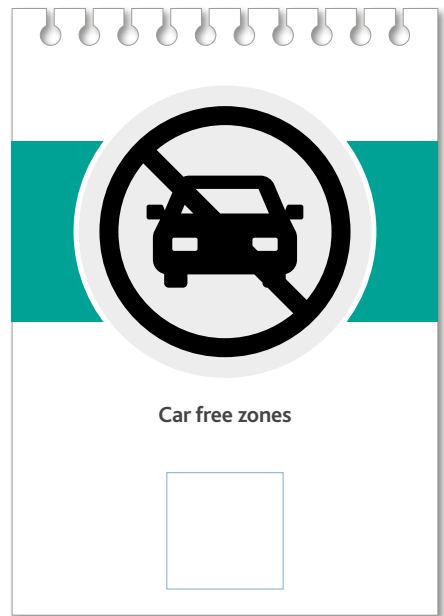
What do you think is important to provide for safe transport options outside your school? Choose and rank all options from 1-5 (1 being your most preferred).



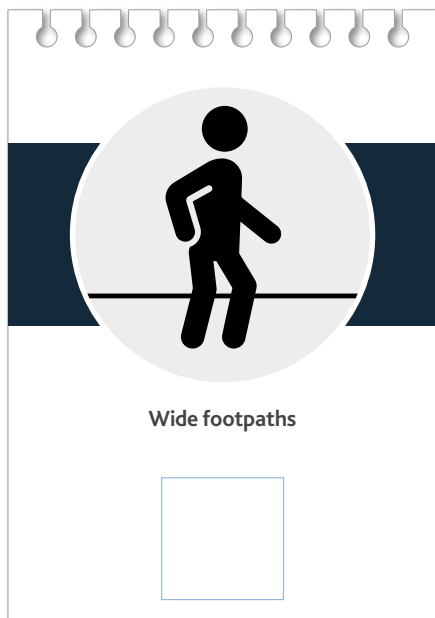
A card with a purple background band. At the top is a circular icon of a bicycle on a raised lane. Below the icon is the text "Cycle lanes" and a small empty square box for ranking.



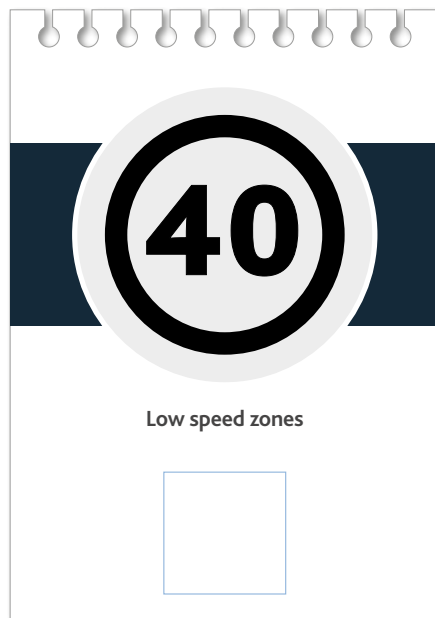
A card with a pink background band. At the top is a circular icon of a person walking across a zebra crossing. Below the icon is the text "Pedestrian crossing" and a small empty square box for ranking.



A card with a teal background band. At the top is a circular icon of a car with a diagonal slash through it, indicating a no-car zone. Below the icon is the text "Car free zones" and a small empty square box for ranking.



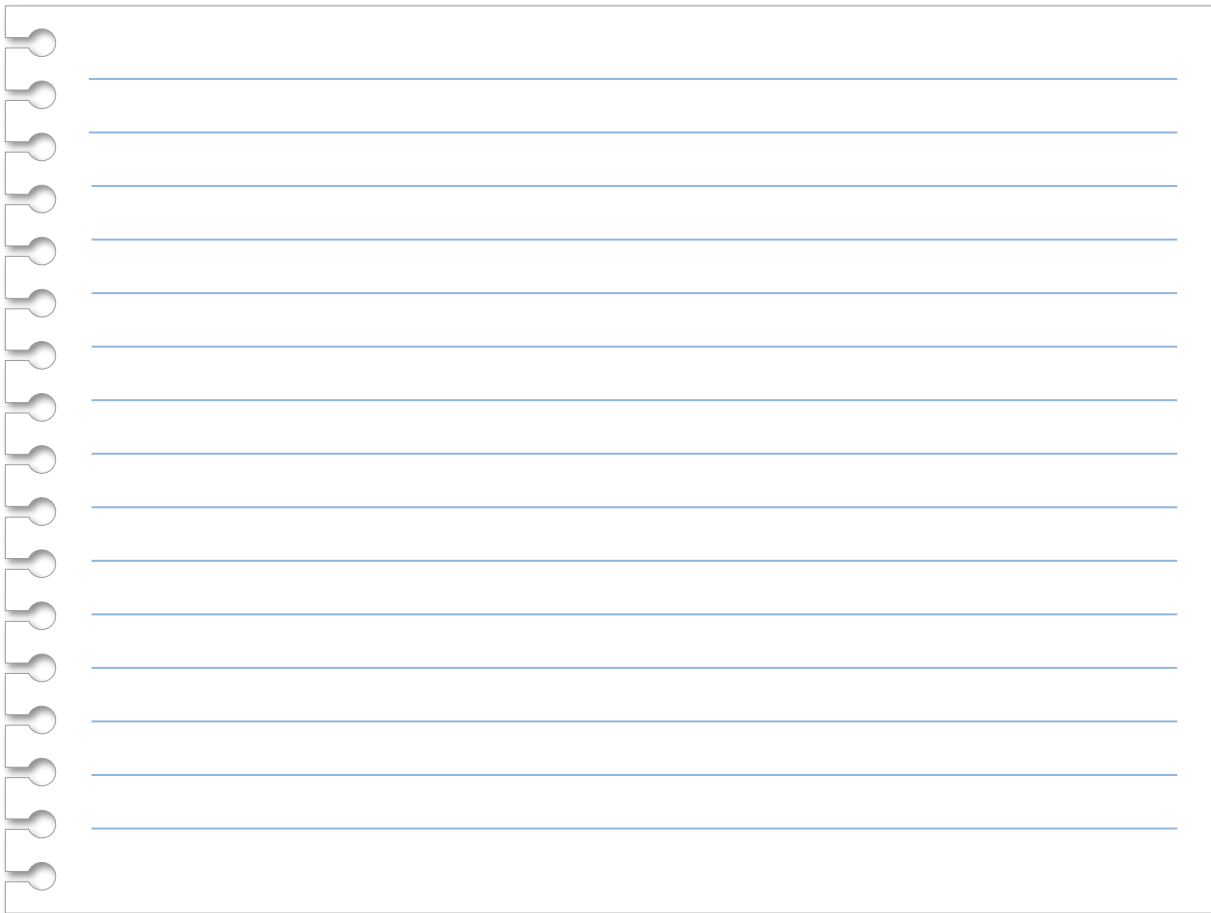
A card with a dark blue background band. At the top is a circular icon of a person walking on a wide path. Below the icon is the text "Wide footpaths" and a small empty square box for ranking.



A card with a dark blue background band. At the top is a circular icon with the number "40" inside, representing a speed limit sign. Below the icon is the text "Low speed zones" and a small empty square box for ranking.

Collate the results and display them in some way. (Could be a simple tally chart, or graph showing the responses).

What were the most important features according to your classmates?



At the end of the project, you will vote in a referendum question using the Single Transferable Vote (STV) system. To take part in the referendum and online voting, please see lesson six.

[StreetMix](#) engagement tool:

- Using the StreetMix tool, show the current layout of the street outside your school.
- In groups, discuss which aspects you like/dislike and which features make it feel safe/unsafe?
- Discuss what you think would be the ideal layout for the street outside your school and show this using the StreetMix tool. Have you included the aspects from the referendum that your classmates said were most important?
- Compare with other groups' suggestions.

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