TEACHERS’ GUIDE ➔ YEARS 5 TO 8

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Introduction

Why use Parliament as a context for learning?

Many young people believe that what happens in Parliament, and what the Government does, has no relevance to their lives. Nothing could be further from the truth. Members of Parliament represent every citizen, including those who are not yet able to vote, and the decisions that MPs make today help to shape the Aotearoa New Zealand of tomorrow.

By learning about Parliament and how it works, students will see that Parliament is a crucial element in our democracy – ensuring that our laws are just and reasonable and there is accountability in the way our taxes are spent.

They will also see that a healthy democracy needs its citizens, including its young people, to be informed and involved. Students can find ways of participating now – in their schools and communities – and, in doing so, develop the knowledge and confidence to play their part as adult citizens in the future.

The purpose of this resource

This resource will support you to develop learning programmes for students in years 5 to 8. It makes connections between:

• The New Zealand Parliament, democracy in New Zealand, and democratic and parliamentary processes
• The New Zealand Curriculum
• The lives of the students.

Components of this resource

There are three main parts to this resource.

1. Ten student cards, each focused on a particular aspect of Parliament and parliamentary processes. The cards contain key information and activities designed to support student understanding.

2. This teachers’ guide, with suggested learning activities aligned to each student card. The activities encourage further exploration of key ideas and concepts and link the ideas and concepts to students’ lives.

3. A debating role play resource, including a series of learning activities and support material relating to parliamentary debates, as well as advice on setting up a mock debate.

Using this teachers’ guide

Topics

This resource provides teaching and learning ideas for each of the 10 student cards:

1. What is Parliament?
2. How do we choose who will represent us?
3. How does Parliament work?
4. How does Parliament make laws?
5. How does Parliament give people a voice in lawmaking?
6. What is Parliament’s role in making decisions about money?
7. How is the Government answerable for decisions it makes?
8. How does Parliament recognise the Treaty of Waitangi?
9. What are the links between Parliament and local government?
10. How can I participate in the work of Parliament?

Links to the social studies curriculum

As a context and theme, Parliament sits most obviously in the social sciences learning area. This area is about “how societies work and how people can participate as critical, active, informed, and responsible citizens.”

The parliamentary context is a particularly good fit for the following levels 3 and 4 achievement objectives.

Students will gain knowledge, skills, and experience to:

• Understand how groups make and implement rules and laws [L3]
• Understand how people make decisions about access to and use of resources [L3]
• Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies [L4]
• Understand how formal and informal groups make decisions that affect communities [L4].

The New Zealand Curriculum states that through the social sciences, “students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.” Learning about the role of Parliament in our democracy, and the ways that young people can be involved, will help students to develop this knowledge and these skills.

The conceptual understandings for each of the topics are derived from the relevant achievement objectives.

Concepts

When learning about Parliament, students will encounter and engage with these social sciences concepts: citizenship, representation, past, present, future, contributing, belonging, cultural diversity, ethnicity, participation, interaction, rules, laws, roles, rights, responsibilities, leadership, governance, opportunity, systems, customs, and traditions.

Select which concepts you will focus on in your programme.

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1 The New Zealand Curriculum, page 30.
2 Ibid., page 30.
Key competencies
Students strengthen their key competencies by using them in many contexts, particularly authentic contexts.

As part of the suggested learning experiences, this teachers’ guide includes particular key competencies you could focus on. However, these are not prescriptive; you should select the competency or competencies that your students most need to develop.

Teacher actions that promote student learning
This teachers’ guide encourages planning with the following four mechanisms from Effective Pedagogy in the Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration (BES) in mind. Evidence shows that the use of these mechanisms has a consistently positive impact on student learning in the social sciences:

- [Connection] – make connections to students’ lives
- [Alignment] – align experiences to important outcomes
- [Community] – build and sustain a learning community
- [Interest] – design experiences that interest students.

The references to these mechanisms in this guide are intended as prompts only. You should refer to the source publication to gain a fuller understanding. A PDF of the BES is available at www.educationcounts.govt.nz/publications/series/2515/32879/35263 (The summary inside the back cover of the BES is a good starting point.)

Learning experiences
It is recommended that you use the student cards in sequence. Concepts and ideas that are introduced and explained in the earlier cards are often used in the later cards, but without further explanation. For example, the difference between “Parliament” and “the Government” is explained in Card 1, but not repeated in the other cards.

The suggested learning experiences for each card are not lesson plans; rather, they suggest how you might go about building the conceptual understandings. It is important that you adapt and modify them before you use them.

Social inquiry
The learning experiences outlined in the planning resource have potential for social inquiry. See Building Conceptual Understandings in the Social Sciences: Approaches to Social Inquiry for guidance.

Values
As they learn about Parliament and its place in our nation, students will have opportunities to reflect on:

- The values on which Aotearoa New Zealand’s cultural and institutional traditions are based, particularly those that underpin our democracy
- The various kinds of value, such as moral, social, cultural, aesthetic, and economic values, and how laws both embody and protect those values
- Their own values and those of other peoples and cultures.

Literacy support

Concepts and vocabulary pose challenges that need to be managed
Some of the ideas and concepts in this resource are quite sophisticated for students in years 5 to 8. Care has been taken to ensure that they are described in language that most students will be able to access with some support. English language learners and other students with limited literacy skills will need extra support to understand the concepts and specialised terminology. This may involve pre-teaching challenging vocabulary and concepts. Some of the activities suggested on the backs of the cards and in this guide will help students to clarify concepts and vocabulary.

Key vocabulary
For each card, five words have been listed under key vocabulary. Students will need to know what these words mean to engage fully with that card’s content. Definitions for these and other important terms can be found in the glossary on page 26.

For further suggestions on how to support students to build the knowledge and understanding that are embedded in topic-specific vocabulary and concepts, see www.esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-principles

Useful teaching approaches
Most students in years 5 to 8 will be able to read the cards with some support. (Students in years 5 and 6 may need more support that those in years 7 and 8.)

You may find the following approaches useful:

- Students read the cards in small groups and then discuss and respond to questions that you or the group have set
- Students use a reciprocal teaching approach, engaging in structured discussions of the information and the challenges posed by the text or content
- Students read the cards in pairs, asking each other questions and answering them
- Students follow along as you or a classmate read, asking and answering questions as they do so.

Using the cues provided by the cards
Many of the headings in the cards are questions that are designed to guide students into the material. The students could skim the headings, make predictions, and then read to find specific information. Alternatively, they could devise their own questions before reading, then take notes as they read.

Building knowledge in advance
Unless your students have already learned something about Parliament at school or come from families that regularly discuss politics, they are unlikely to have much prior knowledge of the topic.

If this is the case, you could introduce your students to basic information and show them a video clip of Parliament in session and discuss it before beginning the Parliament unit.

You could also use information that is readily available on the Internet, in newspapers, and on television to introduce them to ways that Parliament is visible in the various media. They could collect some of this information as a resource and add to it as they learn.
Purpose
To investigate what Parliament is and what it does.

Curriculum Objectives
- Understand how groups make and implement rules and laws. [L3]
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. [L4]
- Understand how formal and informal groups make decisions that affect communities. [L4]

Conceptual Understanding
The work of Parliament has an impact on our lives.

Key Ideas
- Laws are necessary if people are to live together in a society.
- Parliament makes laws and approves the spending of tax money.
- Laws reflect the needs of individuals and groups.

Key Competencies
As your students engage in learning, they will demonstrate and develop these key competencies:
- Relating to others – while working together to come up with new approaches, ideas, and ways of thinking
- Thinking – by exploring and evaluating new information and by constructing new knowledge
- Managing self – by establishing and managing their own learning goals and meeting commitments.

Key Vocabulary
Parliament, Sovereign, Governor-General, House of Representatives, Government

Building Knowledge
Use Card 1 (“What is Parliament?”) to help your students build their knowledge of Parliament.

You may need to clarify the distinction between “Government” and “Parliament” and explore the role of the monarchy. (“What would a non-constitutional monarchy look like?”)

Some of the concepts introduced in the card will be new, and students will need your support to understand them. The activities suggested on the back of the card will help, as will other activities such as matching words and definitions. (Provide your students with two sets of cards, one set with a word or concept written on each card and one set giving the definitions for these. Have the students work in pairs to match the cards.)

Adapt the following learning experiences so that they align with your teaching and learning objectives.

Websites that will support student and teacher knowledge building
See page 29.

Suggested Learning Experiences
[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.]

Focus Question 1: What is Parliament and what happens there?
Build on what the students have learned and already know about Parliament. [Alignment]

Have the students:
- Discuss a picture of a session of Parliament or watch footage of Parliament TV (www.inthehouse.co.nz) and discuss what happens in Parliament.
- Use a KWL chart to review what they know about Parliament and what they want to find out.

For more about KWL charts, and for a template of a chart, go to: http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Oral-language/Teaching-approaches-and-strategies/Reading/KWL-chart

Students can add to this chart as they learn more about Parliament and can use it to evaluate their growing knowledge.

Focus Question 2: How do the groups we belong to shape our ideas?
Make links between the students’ experiences in various groups and the rights and responsibilities they have as group members. [Community]

Have the students:
- Compile a list of all the groups that they belong to and then discuss:
  - how belonging to these groups affects them
  - how, by their involvement, they affect these groups
- Discuss and record on a class chart the ways individuals and groups can contribute to their communities. This chart can be added to and amended as they learn more about Parliament and parliamentary processes.

Focus Question 3: How does the work of Parliament relate to our own lives?
Make links between Parliament and the students’ lives to help them understand the rights and responsibilities that go with living in a democracy. [Connection]

Have the students:
- Develop a set of questions and then use them to interview their parents, grandparents or elders, relatives, or friends to find out how they see the work of Parliament affecting their lives
- Discuss and record on the class chart (developed for focus question 2):
  - how the work of Parliament affects the lives of everyone
  - how individuals and groups can influence Parliament and participate in democratic processes

For more about “Parliament and what he or she has achieved for their area (electorate).”

Possible Lines of Further Inquiry [Interest]
- Access related websites, watch Parliament TV, or visit Parliament so that the students gain an understanding of what goes on in parliamentary sessions and how members of the public can participate in parliamentary processes.
- Find out more about their local member of Parliament and what he or she has achieved for their area (electorate).
- Find out what laws Parliament is currently considering that may have impacts on their lives. [For information about laws currently being considered, go to the New Zealand Parliament website (www.parliament.nz) and click on the quick link to: “Bills.”]
- Find out more about New Zealand’s early Parliament. How was it different from today’s Parliament? What was the Legislative Council (Upper House)? What was its purpose? Why was it discarded?
- Research the Westminster system of Parliament and find out how many other countries in the world use some variant of this system.

For more information about laws currently being considered, go to the New Zealand Parliament website (www.parliament.nz) and click on the quick link to: “Bills.”

For more about KWL charts, and for a template of a chart, go to: http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Oral-language/Teaching-approaches-and-strategies/Reading/KWL-chart

Students can add to this chart as they learn more about Parliament and can use it to evaluate their growing knowledge.
CARD 2 → How do we choose who will represent us?

PURPOSE
To investigate how people can participate in the democratic process of electing their representatives in Parliament.

CURRICULUM OBJECTIVES
• Understand how groups make and implement rules and laws. [L3]
• Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. [L4]
• Understand how formal and informal groups make decisions that affect communities. [L4]

CONCEPTUAL UNDERSTANDING
In a democracy, individuals and groups have roles, rights, and responsibilities.

KEY IDEAS
• New Zealand is a democracy.
• We have a say in who represents us in Parliament.
• We have access to the members of Parliament who represent us – both list and electorate MPs.

KEY COMPETENCIES
As your students engage in learning, they will demonstrate and develop these key competencies:
• Thinking – by exploring and evaluating new information and by constructing new knowledge
• Participating and contributing – by exploring the contributions they make to, and the benefits they receive from, participation in groups
• Relating to others – while working together to come up with new approaches, ideas, and ways of thinking

KEY VOCABULARY
representative, electorate, seat, general election, MMP

Building knowledge
Use Card 2 (‘How do we choose who will represent us?’) to support your students to build their knowledge about how New Zealanders elect their parliamentary representatives.

Some of the concepts introduced in the card will be new, and students will need your support to understand them. The activities suggested on the back of the card will help. Further activities are described below.

Adapt the following learning experiences so that they align with your teaching and learning objectives.

Websites that will support student and teacher knowledge building
See page 29.

Suggested learning experiences
[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.]

FOCUS QUESTION 1: What is democracy and the democratic process?
Build on your students’ understanding and knowledge about representation and democracy. [Alignment]

Have the students:
• Create a vocabulary tree for key concepts associated with the election process, including words such as ‘election’, ‘electors’, ‘electorates’, ‘voting’, ‘candidates’, ‘members of Parliament’, ‘electorate MP’, ‘out-of-Parliament offices’, ‘members of the Opposition’, ‘MMP’, ‘polling booths’, and ‘list MPs’. (Students write a key word in a box and then add arrows [branches] to other words associated with that key word)

• Review and discuss in small groups:
  – how candidates are selected by various parties to stand for electorates
  – how a candidate becomes an MP

• Create a diagram or flow chart that begins with candidate selection and ends with the election of a Government.

FOCUS QUESTION 2: What principles and values underlie democracy in New Zealand?
Support the students to develop their own understandings and interpretations of democracy and how it relates to them. [Alignment]

Have the students:
• Explore the concept of democracy by unpacking terms such as “accountable”, “transparent”, and “fair” with the aid of a word bank. (Students draw four boxes. They write the new term in the first box and add its dictionary definition to the second. In the third, they draw a picture of their understanding of the term, and in the final box they explain how the word or term relates to their life)

• Explain their concepts, and their ideas related to the connections that they have made, to a classmate or another group.

FOCUS QUESTION 3: What do my parliamentary representatives do for me, our community, and our country?
Make links between the role of Parliament in our democracy and the work of parliamentary representatives in the community. [Interest]

Have the students:
• Identify their electorate MP and create a profile of him or her (who he or she is, what he or she does, and so on)

• Develop questions for their MP. (These questions could relate to how the MP responds to issues and engages with people in his or her community, including how he or she uses social media)

• As a class, submit these questions to their MP in person or by email. (Students could extend their investigation by asking similar questions of MPs from other parties)

• Develop a class chart of the many ways that individuals and groups can be involved in the democratic process.

Possible further lines of inquiry [Interest]
• Investigate the various ways that a Government can be formed.
• Select an issue under discussion in Parliament and collect an assortment of news articles and online messages about it. Evaluate the issue, looking at the different points of view and the parties involved.
• Identify an issue of concern and plan how to bring this issue to the attention of Parliament.
Building knowledge

Use Card 3 (‘How does Parliament work?’) to build your students’ knowledge of the organisation and structure of Parliament and the roles of key people.

Support students to build their understanding of the vocabulary and concepts related to this topic. Introduce and explore concept words, for example, “majority”, “confidence”, “coalition”, “oath”, “allegiance”, and “impartial”, that may be unfamiliar to some students.

Suggestions for reinforcing relevant vocabulary and concepts can be found on the back of the card.

Adapt the following learning experiences as appropriate so that they align with your teaching and learning objectives.

Website that will support student and teacher knowledge building

See page 29.

Suggested learning experiences

[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.]

FOCUS QUESTION 1: How do the roles, rules, and procedures of Parliament enable it to do its work?

Build on your students’ knowledge and understanding of how Parliament works. [Alignment]

To expand their knowledge, encourage them to develop further questions that they can research. Develop a list of websites that can help them with their research.

Students could participate in a jigsaw activity to find, interpret, and represent specific information related to roles, rules, and procedures in Parliament. For more on jigsaw activities, go to: http://efs.tki.org.nz/Curriculum-resources-and-tools/Jigsaw-a-cooperative-learning-strategy

Ask your students to discuss the following questions:

• What would happen if there were no rules in the House (for example, when debating bills)?
• Why are traditions important in Parliament?
• Why are the procedures that follow an election set out in such detail?

FOCUS QUESTION 2: How does the structure of Parliament support members to act responsibly in leadership roles?

Encourage students to consider the leadership that Parliament provides in governing our country. [Connection]

Have the students:

• Select one or two current MPs who have special roles (for example, Minister, electorate MP, select committee member, party whip) and investigate how they carry out these roles.
• Identify some of the rules and procedures that these people must follow and think of possible reasons for those rules and procedures, then do some research to see if they can confirm their reasons.
• Consider how the role of Clerk of the House supports the work of Parliament.

FOCUS QUESTION 3: How can an individual’s leadership capability be developed?

Support students to make links to their own lives and discuss how they can develop leadership skills. [Connection]

Have the students explore the following questions:

• How is leadership expressed in the groups to which you belong?
• What rules and conventions guide the leaders in those groups?
• What are your rights and responsibilities as members of groups?
• How are you encouraged to exercise your rights and responsibilities as a group member?

Students could:

• Identify and list the skills, knowledge, values, and attitudes they recognise in effective leadership.
• Use a thinking grid to identify opportunities in their lives to take on leadership roles and to develop the knowledge, skills, attitudes, and values to be effective leaders. [Thinking grids allow students to identify, compare, analyse, and clarify their thoughts. Across the top row of the grid, they write questions such as: How do I get this role? What is the role? What are the responsibilities? and What attributes are needed for the role? In the left-hand column, they list opportunities that offer leadership roles, such as sports team, club, school, and home, then they answer the questions for each in the appropriate section of the grid.]

Possible lines for further inquiry [Interest]

• Investigate how parliamentary processes provide opportunities for New Zealanders to exercise their responsibilities (for example, by allowing them to contact MPs and make submissions to select committees).
• Research other systems of government (for example, absolute monarchy and dictatorship) and compare our system with these systems.
• Investigate the role of the media in keeping people informed about the work of Parliament.
Focus question 1: Why do we have rules (including unwritten rules) and laws?

Build on your students’ existing understanding of why we have rules and laws and how these rules and laws come about. [Alignment]

Have the students discuss the following questions:
- Why do we need rules and laws?
- What makes an effective rule?
- What makes a rule hard or easy to follow?
- What makes a rule “reasonable”?

Provide opportunities for students to clarify the similarities and differences between rules, laws, and unwritten laws by considering, for example, staying inside school boundaries at lunchtime, eating etiquette, and age requirements for driving.

Focus question 2: Why are new rules and laws created?

Encourage your students to think about safety, prevention of conflict, and social cohesion. [Connection]

Have the students:
- Identify and discuss the rules they follow at home, on the marae, and in groups they belong to
- Consider the consequences of having no rules or laws by reflecting on what it would be like to have, for example, a game without rules, no road code, and no agreed understandings about acceptable social behaviour
- Discuss how, and by whom, laws and rules are enforced
- Discuss why laws and rules are sometimes changed

Students could further explore the implications of rules and laws through drama or by reading suitable fiction or non-fiction stories.

Focus question 3: What processes are used to make or change a law?

Choose a law (if possible, a recent law that is of interest to young people) and have your students investigate how it became law. Create a flow chart to illustrate the process. [Alignment] [For information about laws currently being considered, go to the New Zealand Parliament website (www.parliament.nz) and click on the quick link to “Bills.”]

Ask them to consider these questions:
- Where did the idea for the law come from?
- How was the bill introduced to Parliament?
- What process did Parliament follow to ensure that all aspects of the bill were carefully considered?
- What opportunities were there for differing views to be expressed?

Possible further lines of inquiry [Interest]
- Consider current school rules and identify a new rule that might be needed or an existing rule that might be changed. Then:
  - collect any relevant information (the background to the rule, the reason for having it, how long it has been in force)
  - seek the views of students and others (teachers, parents)
  - develop an informed viewpoint on the likely impacts
  - make a decision about the need for the new rule or change
  - advocate for the new or changed rule, if appropriate
  - review what has been achieved and the process used.

- Consider a current school rule and the possible impacts if it were abolished.

- Propose a new school rule (or the removal of a current rule), then have a class debate to decide the merits or otherwise of the proposal. Use the debating role play resource as a guide.

- Explore how laws affect popular spare-time activities (for example, copyright law and music).
**CARD 5 → How does Parliament give people a voice in lawmaking?**

**PURPOSE**
- To understand what select committees are and how they work.

**CURRICULUM OBJECTIVES**
- Understand how groups make and implement rules and laws. [L3]
- Understand how formal and informal groups make decisions that affect communities. [L4]

**CONCEPTUAL UNDERSTANDING**
In a democracy, people must have opportunities to have their say.

**KEY IDEAS**
- Select committees are a very important part of making sure that new laws are workable and representative.
- Scrutiny of bills before Parliament is the main job of select committees.
- Any member of the public can make a submission to a select committee. This is one way that people can have their say in Parliament.

**KEY COMPETENCIES**
As your students learn about select committees, they will develop and demonstrate these key competencies:
- Participating and contributing – by contributing ideas, gathering opinion, and reflecting on new learning.
- Relating to others – by working together, they come up with new approaches, ideas, and ways of thinking.
- Managing self – by gaining the confidence to express original ideas.

**KEY VOCABULARY**
select committee, submission, petition, witness, evidence

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**Building knowledge**
Use Card 5 (“How does Parliament give people a voice in lawmaking?”) to build your students’ knowledge about select committees and their work.

Use the activities on the back of the card to reinforce the concepts, processes, and specialised vocabulary.

**Websites that will support student and teacher knowledge building**
See page 29.

**Suggested learning experiences**
[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.]

**FOCUS QUESTION 1: What are select committees and what do they do?**
Build on your students’ knowledge and understanding about select committees. [Alignment]

Have the students discuss these questions:
- What do select committees do?
- Why does Parliament have them?
- Who sits on select committees?
- How does the public find out which bills are being considered by select committees?
- What impacts does their work have on the groups they represent?
- What would happen if these committees did not exist?
- What are your rights and responsibilities as a member of a class/school/sports group when electing a committee or when speaking to a committee?

**FOCUS QUESTION 2: How are committees important in our lives?**
Encourage the students to think about the committees that operate at school, in sports clubs, and in church groups they may be involved with, as well as any other committees they know of. [Connection]

Ask the students:
- What is the purpose of these committees?
- How do they involve the members of the groups they represent?
- What impacts does their work have on the groups they represent?
- How can people in your class/school/sports group provide opinions and ideas to committees?
- What would happen if these committees did not exist?
- What are your rights and responsibilities as a member of a class/school/sports group when electing a committee or when speaking to a committee?

**FOCUS QUESTION 3: Why are select committees important in our democratic system?**
Set up “select committees” in your classroom. [Interest]

Have the class list areas in the classroom or the school that might involve tasks or responsibilities for the students, for example, art displays, care of gardens, wet lunchtime hobbies, monitors, and organising games for juniors.

Ask them to form a group for each of these areas. Then have each group take the following steps:
- Identify an issue that their group could inquire into and improve
- Form a select committee and identify the areas of responsibility
- Elect a committee chairperson and decide on the rules the committee will follow when hearing submissions from other students
- Advertise on the class or school website that they are inviting written and/or oral submissions
- Consider the written submissions and set times for the students to make oral submissions
- Discuss the submissions, write recommendations, and report back to the whole class.

Review the process with the students. Evaluate whether it allowed everyone to have a say and for well considered recommendations to be made. [Connection]

Possible lines for further inquiry [Interest]
- Find out which select committees are currently calling for submissions. [Go to the New Zealand Parliament website (www.parliament.nz) and click on the quick link to: "Bills." Find a bill of interest, explore its provisions, and consider developing a submission.
- Invite the local member of Parliament to talk to the class about his or her work on a select committee.
- Develop a set of rules and guidelines that would allow a school “select committee” to operate effectively.
- Find out which committees and what bills they are currently considering.
What is Parliament’s role in making decisions about money?

Building knowledge

Use Card 6 (‘What is Parliament’s role in making decisions about money?’) to build your students’ knowledge about how the Government funds its policies and plans. It may be necessary to clarify the terms ‘supply’ and ‘confidence’. Ensure the students realise that confidence in this context means that the Government is certain it has the numbers to get its spending approved. Some students may need to explore further the meanings of these two terms.

Use the activities on the back of the card to reinforce the concepts, the processes, and the specialised vocabulary.

Websites that will support student and teacher knowledge building

See page 29.

Suggested learning experiences

[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interests.]

**FOCUS QUESTION 1: Why does Parliament have to approve the Government’s use of public money?**

Build on your students’ knowledge about why Parliament approves the spending of money.

**[Alignment]**

Have the students discuss these questions:

- Why does Parliament need to approve the supply of money to the Government?
- What would happen if Parliament was not required to approve the supply of money to the Government?
- What might happen if Parliament refused to approve the supply of money to the Government?

**FOCUS QUESTION 2: Where does does the Government spend most of the money it collects as taxes?**

In this activity, the students research what happens to taxes. [Connection]

In pairs, or small groups, have the students brainstorm what they think are the five areas that receive the greatest shares of tax revenue.

Select suitable graphs and images from the Internet that show a breakdown of how the Government spends its money. See Key Facts for Taxpayers, a short PDF document available at www.treasury.govt.nz (under the “Quick Links” heading) that summarises financial information from the latest Budget. The same site has Key Facts for Taxpayers for previous Budgets, allowing students to compare spending across two or more years.

Use the following questions to encourage the students to explore the information, make comparisons, and draw conclusions about the Government’s priorities.

**[Alignment]**

- What surprises you about the way the Government divides up the money it spends?
- Why do you think the Government spends more in some areas than others?
- What conclusions can you draw from this information about the Government’s priorities for New Zealand?
- Do you agree with these priorities? Why/Why not?

As an extension, have the students compare Budget allocations across two or three recent years to try to identify some trends.

- Which areas have received increased funding in the past few years?
- Which areas have received less funding?
- Why do you think this might be?

**FOCUS QUESTION 3: How do economic decisions made by Parliament affect our lives?**

Select an economic issue that is of interest to the students and involves Government funding. [Interest]

It might be making changes to mail deliveries, providing school breakfasts, offering financial incentives for a business to work in New Zealand, reducing funding for a conservation project, changing tax rates, or increasing the taxes on cigarettes or alcohol.

Have the students:

- Collect a range of opinions on the issue from parents, teachers, whānau, and others in the community, as well as from letters to newspapers, opinion pieces, and news websites.

- Create poster presentations on the issue, with a focus on the different viewpoints and some of the reasons for these viewpoints.

Invite, if appropriate, a member of Parliament to your class and have the students present and explain their findings. The MP could then explain his or her own thinking on the issue, why it is such a difficult issue, and why a particular decision has been made. [Community]

Possible further lines of inquiry [Interest]

- Find out how the income tax system is structured and how it works.
- Find out what happens if the Government needs additional money before the next Budget. (See the website on impress supply and supplementary estimates listed on page 29.)
- Look at an issue such as student loans or funding of medicines and think about how a Government could find ways of reducing the cost of these to the taxpayer. Do some research on the issue to see if their ideas have ever been tried.
- Investigate an issue such as the retirement age and look at how changing this might affect Government spending.

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**Key Vocabulary**

taxes, Budget, expenditure, Estimates, supply
CARD 7  How is the Government answerable for decisions it makes?

PURPOSE
To understand how Parliament holds the Government accountable for its decisions and its actions.

CURRICULUM OBJECTIVES
• Understand how groups make and implement rules and laws. [L3]
• Understand that events have causes and effects. [L4]
• Understand how formal and informal groups make decisions that affect communities. [L4]

CONCEPTUAL UNDERSTANDING
Holding the Government to account is a key function of Parliament and an important principle of democracy.

KEY IDEAS
• As representatives of the people, members of Parliament are accountable to the people.
• Spending and lawmaking are two areas where high levels of accountability are expected.
• Parliament has various processes and procedures that are designed to ensure accountability.

KEY COMPETENCIES
As your students learn about how Parliament keeps the Government accountable, they will develop and demonstrate these key competencies:
• Using language, symbols, and texts – by understanding the specific language involved in parliamentary processes.
• Thinking – by making sense of information and developing understanding.
• Participating and contributing – by contributing new ideas and reflecting on new learning to support a community of learners.

KEY VOCABULARY
accountable, responsible government, scrutiny, question time, Hansard

Building knowledge
Use Card 7 ("How is the Government answerable for decisions it makes?") to build your students' knowledge of this topic. You may want to refer to the cards: "What is Parliament’s role in making decisions about money?" and "How does Parliament give people a voice in lawmaking?" for more detailed examples and information about some of the processes and procedures discussed in this card.

Use the activities on the back of the card to reinforce the concepts, processes, and specialised vocabulary.

Many students may be unfamiliar with the word "accountability" but will understand the concept if they can link it to prior experiences in family, whānau, or formal group situations, such as learning words and actions for kapa haka or a play, turning out for their team, conveying a message correctly, getting to a place on time, and looking after a younger sibling as agreed. Do we always like being held accountable?

Websites that will support student and teacher knowledge building
See page 29.

Suggested learning experiences
[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.]

FOCUS QUESTION 1: Why is it important that the Government is accountable to Parliament?

Build on your students' knowledge and understanding of accountability. [Alignment]

Have the students discuss these questions:
• Why is holding the Government to account an important function of Parliament?
• What might happen if a Government were not required to be accountable for its decisions and actions?
• What can people do if a Government makes a decision that appears to be against the wishes of the majority of the people?

FOCUS QUESTION 2: What parliamentary processes keep the Government accountable?

Watch question time in Parliament with your students [on television or online, live or recorded; www.inthehouse.co.nz is a video archive]. As preparation, get them to write questions they would like answered by watching the broadcast. [Connection]

Possible questions include:
• Who asks the questions? What is the procedure?
• What sorts of question do members ask?
• What is the purpose of the questions?
• How effective are the questions?
• What happens if a Minister doesn’t give a reasonable answer?
• Apart from question time, how else can members question Ministers to find out detailed information?

After viewing the session, have the students discuss possible answers to their questions and then evaluate the effectiveness of question time. They could discuss the following questions:
• Was question time what you were expecting?
• Do we always like being held accountable?

FOCUS QUESTION 3: What is the role of the media in keeping Parliament accountable?

Provide a range of news stories [print, online], selected blogs, letters to newspapers, editorials and news clips, about recent events in Parliament that are of interest to the students. [Interest]

Have the students:
• Read and/or view the articles and stories and then discuss them in small groups.
• Identify and/or highlight the key issues.
• Express their own opinions.

They could carry out a PMI to collate and evaluate their opinions for and against the issue in question. [Students draw up a three-column chart and note down their ideas under “Plus”, “Minus”, and “Interesting”]

Ask the students to:
• Consider how the issue is explained and portrayed in the various items and by different media.
• Identify a range of viewpoints and explanations.
• Discuss why it is important in a democracy to have the activities and decisions of Parliament reported and discussed in the media.

Possible further lines of inquiry [Interest]
• Find out about the history of Hansard.
• Collect a range of political cartoons on the same current issue. What different viewpoints do they represent?
• Investigate the role of the Office of the Ombudsman in dealing with complaints about government agencies.
• Find out how a non-democratic system of government works.
PURPOSE
To understand some of the ways in which Parliament recognises the Treaty of Waitangi.

CURRICULUM OBJECTIVES
- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities. [L3]
- Understand how people make decisions about access to and use of resources. [L3]
- Understand that events have causes and effects. [L4]
- Understand how formal and informal groups make decisions that affect communities. [L4]

CONCEPTUAL UNDERSTANDING
The Treaty of Waitangi is New Zealand’s foundation document, and its principles are recognised in our laws.

KEY IDEAS
- The Treaty is an agreement between the Crown and Māori.
- The Treaty principles are frequently referred to when Parliament makes laws.
- The Waitangi Tribunal has the legal authority to investigate Treaty grievances and recommend how they should be addressed.
- The Treaty has relevance in 21st century Aotearoa New Zealand.

KEY COMPETENCIES
As your students learn about how Parliament recognises the Treaty of Waitangi, they will develop and demonstrate these key competencies:
- Using language, symbols, and texts – by making meaning and judgements from a range of languages, symbols, and texts

FOCUS QUESTION 1: What are the principles of the Treaty of Waitangi?
Build on your students’ knowledge and understanding about the principles of the Treaty. [Alignment]
Read and discuss the Treaty principles included in the card:
- Where did the Treaty principles come from, and why were they needed?
- How does each principle relate to protection, participation, and partnership?
- What responsibilities do the Crown and Māori each have as Treaty partners?

FOCUS QUESTION 2: How does Parliament ensure that the principles of the Treaty are included in our way of life?
Students work in groups to investigate an Act of Parliament that helps to make sure that the principles of the Treaty are incorporated into New Zealand society and our way of life. These could include the Electoral Act, Māori Language Act, Treaty of Waitangi Act, and Māori Fisheries Act (see the list of websites on page 29). [Connection, Interest]
Have the students:
- Identify the history and purpose of the Act
- Explain how the Act relates to the principles of the Treaty
- Explore the consequences of the Act.
Each group could explain to the class what they have discovered about the Act they have investigated.
Support the students to make links to their own lives by discussing the following questions: [Connection]
- How do these Acts of Parliament affect you personally?
- How do they affect our local community?

FOCUS QUESTION 3: What kinds of issue come before the Waitangi Tribunal, and what kinds of settlement does the Tribunal recommend?
Students explore and report on some of the issues that the Waitangi Tribunal has investigated. [Alignment, Connection]
The reports, with brief summaries, can be found at: www.waitangitribunal.govt.nz/reports/default.asp?typ=al
Select a number of claims that have succinct summaries. Assign each group a different claim to explore or let groups or individuals choose claims that are of particular interest to them.
Co-construct some key questions to guide this exploration. For example:
- What was the issue?
- What was the history of the claim?
- What did the Tribunal recommend and why?
- What happened as a result?
Groups could report back to the whole class, drawing conclusions about how the Waitangi Tribunal ensures that the principles of the Treaty are upheld. Further discussion could focus on the positive impacts of settlements on the well-being of society as a whole.

Possible further lines of inquiry [Interest]
- Research the achievements of famous Māori members of Parliament, for example, Sir Apirana Ngata and Iriana Rātana.
- Find out about the claims that are currently before the Waitangi Tribunal or that have been recently settled. (To see the current claims reports, go to the Waitangi Tribunal website at: www.waitangitribunal.govt.nz/reports)
**Card 9 → What are the links between Parliament and local government?**

**Purpose**
To understand the difference between local government and central government and how the two interact.

**Curriculum Objectives**
- Understand how people make decisions about access to and use of resources. [L3]
- Understand how formal and informal groups make decisions that affect communities. [L4]

**Conceptual Understanding**
Local government is government responsible for managing communities and regions.

**Key Ideas**
- Local government organisations are responsible for many of our day-to-day services and facilities.
- Local government organisations interact with both central government in a variety of ways.
- Local government organisations are accountable to their communities and central government.

**Key Competencies**
As your students learn about how Parliament delegates responsibility to the regions, they will develop and demonstrate these key competencies.
- Participating and contributing – by understanding how their own community is managed and how ordinary people can have input into local decision-making.
- Thinking – by analysing and synthesising information to develop informed opinions and make informed decisions.
- Relating to others – by understanding how communities interconnect and work together for the common good.

**Key Vocabulary**
Local government, rates, council, region, community

**Building Knowledge**
Use Card 9 (‘What are the links between Parliament and local government?’) to build your students’ knowledge of the purpose and work of local government. You may need to clarify the differences between the types of council and their responsibilities.

Use the activities on the back of the card to reinforce the concepts, processes, and specialised vocabulary. [Alignment]

**Websites that will support student and teacher knowledge building**
See page 29.

**Suggested Learning Experiences**
(These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.)

**Focus Question 1: What do we know about our local council?**
Provide opportunities for your students to find out more about their city or district council, regional council, councillors, and the work they do. [Connection]

Have the students:
- Work in small groups to establish what they know about their local city or district council.

Prompt their thinking by developing a set of question cards:
- What is the mayor or chairperson’s role? What does he or she do?

**Focus Question 2: How does the work of our local council affect our lives?**
Support your students to identify and categorise the facilities, services, and resources that they use every day that are provided by central and local government. [Connection]

Have your students:
- Keep a diary for a day in which they record their activities and the services they use when they are doing those activities.
- In groups, collate and categorise the services into three groups: provided by central government, provided by local government, and provided by a private provider.

The students could create graphics to illustrate the everyday services that central government and local government provide.

**Focus Question 3: What projects is our local council currently engaged in?**
In this activity, the students use websites, dedicated information sheets, and local newspapers to investigate projects of interest that the council is currently engaged in. [Community]

In groups, have the students:
- Select a project that they want to investigate (for example, building or upgrading a sports facility, cleaning up a local waterway, or enhancing recycling facilities)
- What projects or developments are they working on that will benefit our community?
- Who is the mayor or chairperson? What does he or she do?

Have the students organise their ideas into a KWL chart (under the headings: ‘What I know, What I want to know, How I will learn it, and What I have learned’). They may need to clarify or revisit their ideas when they find out more about the work of the council and the people who work for it. [Alignment]

Possible further lines of inquiry (Interest)
- Find out more about the specific jobs of people in the local city or district council, regional council, community board, or health board and the impacts of their work on the local community.
- Using the local council website, collate a list of current and proposed by-laws that directly affect young people, for example, library fines, water restrictions, and opening and closing times of parks and pools. Discuss these by-laws and use a PMI process to explore their impacts.
- Research an example of interaction between local and central government, for example, around the Christchurch earthquakes or Auckland super city.
- Find examples of local bills. Discuss the issues. Why might these bills have needed to go through Parliament? You might also find examples of bills that have already become Acts, such as the Wanganui District Council (Prohibition of Gang Insignia) Bill 2009, and the Hutt City Council (Graffiti Removal) Bill 2012.
- Develop a set of questions to guide their investigation, using the questions on their KWL chart and the information they have gathered (for example, their questions could cover: why the council is carrying out the project, where the idea came from, what benefit it is intended to provide for the community, how it is being funded, and how the council will measure its success).
- Interview the mayor, local councillors, or a council education officer to find answers to their questions and learn more about the project. [Interviews could be done via email or Skype, or face-to-face].
**CARD 10 → How can I participate in the work of Parliament?**

**PURPOSE**
To understand why and how individuals can participate in the work of Parliament and their local councils.

**CURRICULUM OBJECTIVES**
- Understand how people make and implement rules and laws. [L3]
- Understand how people make decisions about access to and use of resources. [L3]
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. [L4]
- Understand how formal and informal groups make decisions that affect communities. [L4]

**CONCEPTUAL UNDERSTANDING**
As citizens of a democracy, we have rights and responsibilities.

**KEY IDEAS**
- A healthy democracy relies on high levels of participation by the public.
- We can all have a say in the shaping of our country and our futures.
- Parliamentary processes encourage involvement by the public.

**KEY COMPETENCIES**
As your students learn about how people can get involved in parliamentary processes, they will develop and demonstrate these key competencies:
- Participating and contributing – by being involved in their community and having the confidence to participate in community actions and processes.
- Managing self – by taking opportunities to participate in democratic processes.
- Relating to others – by recognising, respecting, and valuing diverse opinions in their community.

**KEY VOCABULARY**
vote, citizen, electoral roll, opinion, referendum

**Building knowledge**
Use Card 10 (‘How can I participate in the work of Parliament?’) to build your students’ knowledge and understanding about the importance of being involved in democratic processes and how they might do this.

Use the activities on the back of the card to reinforce the concepts, processes, and specialised vocabulary.

**Websites that will support student and teacher knowledge building**
See page 29.

**Suggested learning experiences**
[These include links to the four Social Sciences BES mechanisms: Connection, Alignment, Community, and Interest.]

**FOCUS QUESTION 1: Why should everyone get involved in democratic processes?**
Students work in groups to consider the consequences of people not being aware of decisions that are being made on their behalf. [Connection]

In groups, have the students discuss and explain what this statement means: ‘Democracy relies on high levels of participation by the public’.

Have the students discuss these questions:
- What sort of Parliament, and Government (central and local), would we get if only 10 percent of the people voted?

**FOCUS QUESTION 2: What is one democratic process that anyone can be involved in?**
Students explore the process of putting a petition to Parliament. [Alignment]

Have them:
- Explain what they already know about petitions.
- Clarify the purpose of petitions and the process of organising one. (Emphasise that this is one way that people can have a say on an issue and ask for something to be done.)
- Research petitions that New Zealanders have presented to Parliament (see www.parliament.nz/en-NZ/PB/Presented/Petitions for a list of current and recent petitions). The students could investigate the outcomes of petitions. Did the petitions influence Government decision-making?
- Find out about the rules that govern petitions and discuss likely reasons for these rules.
- Discuss if numbers matter for petitions.

**FOCUS QUESTION 3: How can we make a petition?**
Students choose an area of class or school management that they feel needs improvement.

Have them:
- Prepare a petition, remembering that it must be addressed to the correct person (board chair, class teacher, or principal) and should clearly state what should be changed and why. (Page 14 of Petitioning the House of Representatives includes a template for petitioning Parliament. See the URL in the websites section on page 29.)
- Carry out a campaign to gather signatures. (They could do this by speaking to classes, advertising on the school website or class wiki, creating posters and brochures, and/or staging a debate.)
- Arrange a formal hand-over of the petition, possibly with a brief speech and reply.

Ensure that the person who receives the petition considers it and replies in writing.

Have the students evaluate the process and outcome.

**Possible further lines of inquiry** [Interest]
- Investigate Youth Parliament: what it is, how often it is held, what happens there, and how the students can apply to participate.
- Find out about members of Parliament who began their political careers in Youth Parliament (there are several).
- Find out about the Youth Press Gallery (it runs at the same time as Youth Parliament).
- Find out about the achievements of a young person who has made a difference by becoming involved in what happens in their community or in the work of Parliament (for example, by becoming a local councillor).
accountable – to be responsible for – Government is accountable for decisions it makes and must explain why they have been made.

Act = a law made by Parliament.

amendment = a change made to a law or a proposal.

ayes = the votes of members of Parliament who support a question. The "yes" vote.

bill = a draft law.

Budget = the name given to documents and statements that show how the Government plans to spend money.

by-election = an election held to replace an electorate member who has died or resigned his or her seat.

Cabinet = the group of Ministers who make the main decisions for the Government. Cabinet meetings are chaired by the Prime Minister and take place in the Cabinet room at the top of the Beehive, usually on Mondays.

candidate = a person who stands for election to Parliament.

Caucus = a group of members of Parliament who belong to a particular party. Caucus usually meets once a week to discuss issues and ideas in private.

citizen = someone who is a member of a place or country and has all the rights and responsibilities of belonging to that place or country.

Clerk of the House (of Representatives) = the main officer of the House who gives advice to the Speaker and MPs about the work of Parliament. The Clerk supports the work of the House and select committees and records their decisions. In the House, the Clerk sits at the Table, directly in front of the Speaker.

council = a group of people elected to govern. Councils are elected by people to look after and manage cities, districts, and larger areas called regions (see local government).

Crown = the King or Queen of New Zealand working together with Ministers (the Executive) to govern the country.

debate = a discussion on a bill (a draft law) or on a question or idea.

debating chamber = where the House of Representatives meets. It has rows of seats and desks in a U-shape facing the Speaker’s Chair.

electoral roll = the list of names of people who have enrolled to vote. Each electorate has its own electoral roll. There is a general roll and a Māori roll. Māori voters can choose which roll they will be on.

electorate = a geographical area whose voters elect a member of Parliament to represent them. In New Zealand, we have general and Māori electorates.

electorate MP = a member of Parliament who represents an electorate.

Estimates = the amount of money the Government thinks it will need to spend for each area of government, e.g., education, health.

evidence (or a submission) = information that is given either in writing or in person to select committees.

Executive = the Prime Minister and other Ministers who make up the Government.

gallery = seating areas above the debating chamber including a press gallery, a public gallery, and a special area for invited guests called the Speaker’s gallery.

general election = the election held in New Zealand every three years to elect members of Parliament.

government = how we are governed.

Government = The Prime Minister and Ministers (the Executive). Sometimes used to describe the party or parties that govern the country.

Governor-General = the representative of the King or Queen (the Sovereign). The Governor-General is a New Zealander chosen by the Prime Minister and appointed by the Sovereign. The Governor-General acts as New Zealand's head of state. His or her role in the work of Parliament is to sign off new laws by giving them the Royal assent, open Parliament at the beginning of a new term, and close it before a general election.

Hansard = a written record of the speeches made in the House. Named after the family who first started the business of writing down what was said in Parliament.

House of Representatives = the elected members of Parliament when they meet together in the debating chamber. Sometimes shortened to "the House".

introduce (a bill) = to present a bill [to the House] so that it can be debated. The name of the bill is read out in the debating chamber when the House is sitting and a date is made for the bill to be debated for the first time.

iwi = a Māori tribe.

judiciary = the court system that interprets and applies the law. The judiciary is separate from Parliament.

Leader of the Opposition = the leader of the largest party that is not in the Government.

legislation = another name for laws, statutes (Acts), regulations, and bills.

Legislative Council = for the first 100 years of our Parliament, a group of people appointed by the Government met in a second debating chamber called the Legislative Council Chamber. All bills being debated in Parliament were sent to the Legislative Council as well as the House of Representatives, but in 1951 the Legislative Council was abolished.

list MP = an MP in Parliament who was chosen from a political party list. List MPs do not represent a particular electorate, but they support the policies of their party and partake in all the business of Parliament.

local government = government that manages towns, cities, and regions.

majority = more than half – the Government must have the support of a majority of members of Parliament to be able to govern.

member of Parliament (MP) = a person who is elected to the House of Representatives. He or she may represent an electorate or be chosen from the political party list.

Minister = an MP who is part of the Executive and who is usually in charge of one or more areas of government, e.g., Minister of Health, Minister of Education.

MMP (mixed-member proportional) = a voting system that allows people to have two votes: one for a candidate to represent their electorate and one for the party they want to have in Government.

noes = the votes of members who vote against a question. The "no" vote.

opinion = a personal point of view.

Opposition = members of Parliament who are not members of the party or parties in the Government.

Order Paper = the document that sets out what business will be covered in the House on a sitting day.

Parliament = Parliament is made up of the Sovereign and the House of Representatives. The Governor-General usually represents the Sovereign in New Zealand. The Government is made up of the members of Parliament from the House of Representatives.

party list = a list of candidates belonging to a political party written to show the order in which the party wants to see them elected to Parliament.

party vote = a block of votes made by all the members of one political party voting the same way (for or against).

personal vote = a vote made by an MP based on his or her own preference. This is sometimes called a conscience vote.

petition = a document presented to the House, signed by one person or a number of persons, asking that a certain course of action be taken [or not be taken].

point of order = a question about whether the rules of the House or a committee have been followed.

policy = a plan of action or a set of rules.

political party = a group of people who share the same policies (plans) on government and who want to be elected into power so they can carry out their ideas. People can join a political party and become involved in its work.

portfolio = different areas of the Government that Ministers look after. Ministers can have more than one portfolio.

Prime Minister = the leader of the Government. Usually the head of the largest party in Parliament.

question time = time set aside during a sitting day when Ministers are asked questions about the decisions they are making. There are 12 main questions asked each day. Each party in the House is also allowed to ask a certain number of extra questions called supplementary questions.

rates = money collected by local government to pay for local needs, e.g., roads, swimming pools.

reading = a formal stage in the passage of a bill through the House, so called because the whole bill used to be read to the House. Bills must have three separate readings on different days.

recess = the time between sessions of Parliament.

referendum = a public vote to decide the answer to a specific important question.

region = a large geographical area.

representative = someone who acts on behalf of others. MPs represent the people of New Zealand. They make decisions on our behalf.

responsible government = a system in which the Government must have the support of the majority of the members of the House of Representatives.

Royal assent = the signing of a law by the Governor-General. The Royal assent is given after the bill has passed through Parliament.
taxes - money collected from the people of New Zealand to pay for essential services such as roads, hospitals, and schools. The Government decides how tax money will be spent in the Budget. Parliament has to debate and approve the Budget.

term of Parliament - the length of time a Parliament meets between elections. In New Zealand, it is three years unless the Prime Minister decides the election should happen earlier (see snap election).

Treaty of Waitangi - the Treaty of Waitangi, Te Tiriti o Waitangi, is New Zealand's founding document. It is an agreement, written in English and Māori, between the British Crown (Queen Victoria) and Māori.

urgency - a sitting of the House that is longer than the usual sitting time. Urgency is called when there is business that must be completed quickly or within a certain time. Sometimes the House can have an extra sitting time called extended hours.

Usurper of the Black Rod - a person with a special role in Parliament who only takes part in ceremonial occasions. The Usurper of the Black Rod is the messenger of the Sovereign and is sent to the debating chamber to summon members of Parliament into the Legislative Council Chamber where the State Opening of Parliament takes place after an election.

vote (1) - decide to support or not support something by casting a vote.

Vote (2) - or (appropriations) the amount of money approved to be spent in the different areas of government such as health and education, e.g., Vote Education. This meaning uses a bill as a spending plan that the Government can compensate Māori for losses that may have happened in the past (for example, by returning land or making a payment of money).

whip - an MP who acts as a manager for his or her party, making sure the member's support or opposition to a question is put to the vote in the House. The Green party calls this role a musterner.

witness - a person who appears before a select committee to present a submission.

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Websites that will support student and teacher knowledge building

### Card 1
General information: www.parliament.nz


The 1889 Bill of Rights: www.parliament.nz/about/living-heritage/evolution/parliament/parliamentary-authority/evolution/collections/bill/righthistory

The current House seating plan: www.parliament.nz/en-nz/mps/mps/house

### Card 2
Find your electorate map: www.elections.org.nz/ mapping

MMP (including a video about MMP works): www.elections.org.nz/voting-system/mmp-voting-system

List of current MPs: www.parliament.nz/en-nz/NZMP/MPs

Setting up the Māori seats: www.nzhistory.net.nz/politics/māori-and-the-vote/setting-up-seats

Kate Sheppard: www.teara.govt.nz/en/biographies/2/s20/sheppard-katherine-alexandra

New Zealand History online - Politics and Government: www.nzhistory.net.nz/politics-and-government

### Card 3


Parliament TV archive: www.inthehouse.co.nz

### Card 4
General information: www.parliament.nz


Local bills currently under consideration are listed on the Parliament website: www.parliament.nz/en-nz/NZPB/Legislation/Bills

(Click on the down arrow under “Document type” and choose “Bill – local”, then click “Go”). You can view the most recent by clicking on the “Last Activity” column to re-sort the list.

### Card 5
General information: www.parliament.nz

### Card 6
General information: www.parliament.nz

Treasury: www.treasury.govt.nz

Inland Revenue: www.ir.govt.nz


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### Card 7
General information: www.parliament.nz

### Card 8
www.nzhistory.net.nz/politics/treaty/read-the-treaty/English-text

### Card 9

Local bills currently under consideration are listed on the Parliament website: www.parliament.nz/en-nz/NZPB/Legislation/Bills

(Click on the down arrow under “Document type” and choose “Bill – local”, then click “Go”). You can view the most recent by clicking on the “Last Activity” column to re-sort the list.

### Card 10
General information: www.parliament.nz

Petitioning the House of Representatives provides information on petitioning Parliament: www.parliament.nz/en-nz/about/parliament/get-involved/petition

Information about referendums: www.elections.org.nz/voting-system/referenda

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