



GENERATION VOTE

EDUCATE - ENGAGE - EMPOWER

PROSPECTUS 2022

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WHO ARE WE?

Generation Vote was founded in 2018 by University of Otago students to promote and teach non-partisan civic literacy. As youth teaching youth, we aim to inspire and foster an educated, engaged, and empowered generation of citizens all over Aotearoa New Zealand. We are now a registered charitable trust (registration number: CC59021), expanding and growing alongside the demand for civics education around the country.

OUR PURPOSE

It is our belief that there is often a gap between the civic knowledge that students leave high school with and the knowledge that they need to be engaged citizens in Aotearoa New Zealand. Though resources like the School Leavers' Toolkit are useful we do not believe that civics lies only in the domain of those who have left or are leaving school. We believe that everyone - regardless of age or level of education - should be able to engage with democratic processes and the sooner they start the better.

There is a growing recognition that civics needs to fit into the school curriculum. However, this means teachers are required to develop new specialty knowledge - alongside all the other pressures of modern teaching environments. Our educators have this specialty knowledge and want to work with you to deliver high quality civics education to your classroom.

Over the past three years we have successfully taught hundreds of students at a range of schools and teaching institutions, including Columba College, the Dunedin Training Centre/Skillsec, Otago Girls' High School, Queen's High School, St Mary's College, and Tokomairiro High School. In 2021 we taught in Te Whanganui-a-Tara/Wellington for



the first time, working with St Mary's College. This year we wish to expand the number of schools we work with in the capital and would be delighted to work with you.

OUR BOARD

The Board govern the Trust and are responsible for ensuring that the programme delivered by Generation Vote is high-quality, non-partisan, and engaging. Together they have considerable experience in civics education and political studies.



LAURA ANDERSON (BOARD CHAIR)

Laura (Ngāti Whakaue, Tainui) graduated from the University of Otago with a Master of Politics that focused on Māori participation within the electoral system. She works in public sector governance and has previously worked for the Electoral Commission and the Ministry of Justice.

DR CHRIS RUDD

Chris is a Senior Lecturer in the Politics Programme at the University of Otago. He currently teaches papers on New Zealand political parties and elections, public policy, and politics and the media. He has authored and co-authored books in the field of New Zealand politics. Alongside his MA and PhD he holds a Masters in Higher Education.



SINEAD GILL





Sinead graduated from the University of Otago in 2019 with a Masters in Politics, and has undergraduate qualifications in Politics, German and Mandarin. Her thesis explored the myth of political apathy in young people. She now works for Stuff as a reporter in Dunedin/Ōtepoti.

FRANCESCA DYKES (SECRETARY)

Francesca graduated from the University of Otago in 2020 with a Bachelor of Arts majoring in Politics and a Bachelor of Laws. She has worked in a variety of roles focused on fostering youth engagement with politics and government, including as the Political Representative for the Otago University Students' Association and has previously worked for the Electoral Commission. Francesca currently works as a lawyer in Resource Management and Māori Law.



WILL DREYER (TREASURER & DIRECTOR, VUW BRANCH)

Graduating from the University of Otago with a Master of Politics in 2020, Will is a PhD Candidate in Political Science at Te Herenga Waka—Victoria University of Wellington, examining the policy impact of select committees and public submissions. He has worked for the Electoral Commission and tutored political science at Victoria University.



BELLA STUART (DIRECTOR, OTAGO BRANCH)

Bella is in her fourth year at the University of Otago, studying towards a conjoint LLB(Hons) and BA, majoring in Politics and History. She is also the Welfare and Education Representative on the Society of Otago University Law Students, and an Undergraduate Tutor for the Faculty of Law and Department of Politics.



OUR VUW BRANCH EXECUTIVE

The VUW Branch of Generation Vote is based out of the Te Herenga Waka – Victoria University of Wellington. They are responsible for organising and delivering our education programme to Wellington classrooms on a week-to-week basis.



WILL DREYER (BRANCH DIRECTOR)

As well as holding a position on the Board, Will is Director of the VUW Branch of Generation Vote.

JESSA THOMPSON (ASSISTANT DIRECTOR)

Jessa graduated from Te Herenga Waka–Victoria University of Wellington in 2019 with a BAHons in Political Science. Her main area of research is the convergence of environmental politics and democratic practice. She tutors undergraduate politics courses at Te Herenga Waka.





LIV BROWN (TREASURER)

Liv is in her fourth year of studies in Law and Public Policy at Te Herenga Waka—Victoria University of Wellington. This is her second year as Treasurer for VUW Generation Vote. She has greatly enjoyed being a part of Generation Vote, sharing her deep interest for politics and civil engagement.

LUCY LOWE (SECRETARY)

Lucy is in her fourth year at Te Herenga Waka—Victoria University of Wellington, studying towards a Bachelor of Laws and Science. She has been passionate about civics from a young age, and wishes she had access to more resources surrounding this passion at high school. She's excited to continue encouraging and educating students about New Zealand civics and politics.



NASHIE SHAMOON (RESEARCHER)





Nashie has recently submitted her Master of Arts in Political Science at Te Herenga Waka – Victoria University of Wellington. She has a keen interest in conducting research and enjoys all of the behind-the-scenes tasks it has to offer. Nashie is also passionate about Middle East politics, ethno-religious diasporas, Syrian refugee communities based in the Middle East, refugee-background communities in New Zealand, and ethnic minority representation in politics.

DAMIAN BUTAWSKI (MARKETING & SOCIAL MEDIA COORDINATOR)

Damian is in his fourth year at Te Herenga Waka—Victoria University of Wellington, undertaking a joint Bachelor of Commerce and Bachelor of Laws. Born and raised in Wellington, he has a passion for driving civics education. Knowing civic engagement is scant amongst young people, he sees the opportunity to help address that as fantastic.



OUR OTAGO BRANCH EXECUTIVE

The Otago Branch of Generation Vote is based out of the Te Whare Wānanga o Ōtākou – the University of Otago. They are responsible for organising and delivering our education programme to Otago classrooms on a week-to-week basis.



BELLA STUART (BRANCH DIRECTOR)

As well as holding a position on the Board, Bella is in the Director of the Otago Branch of Generation Vote.



GEORGE SABONADIÈRE (ASSISTANT DIRECTOR)

George is a third year student at the University of Otago, working on a conjoint LLB(Hons) and a BA majoring in Politics. He is a Community Liaison for the Electoral Commission and the Returning Officer for OUSA.



HARRY CRAWFORD (TREASURER)

Harry is in his fourth year of studying towards a conjoint BA/LLB degree (majoring in Politics). He is also the secretary of the Otago University Politics Students' Association, and a tutor with the law faculty.

HANA TILTMAN (SECRETARY)

Hana is in the fourth year of her conjoint LLB/Arts degree (majoring in Sociology), at the University of Otago. She is also on the executive for the UNICEF Students Otago club, and planning further involvement with the Otago Asian Law Student Association.



SHANI MCMULLAN (VOLUNTEER COORDINATOR)





Shani is a fourth year at the University of Otago studying law, French and Pacific Studies. Shani is the President of the Pacific Island Law Students Association, and has worked as a Community Liaison for the Electoral Commission.

LIAM WHITE (VOLUNTEER COORDINATOR)

Liam is a second-year student studying a Bachelor of Arts majoring in politics and classics with a focus on international relations and Roman history. He is also candidate in the University of Otago Student Leadership Award.



CHARLOTTE MC'COLL (COMMUNICATIONS)

Charlotte is in her final year of her LLB(Hons) and BA majoring in Economics at the University of Otago. She has worked over summer in a Dunedin law firm with a focus on family law, and tutors first year law students.



OUR PROGRAMME

Our programme is designed to fit neatly into the Level 5 Social Studies learning area. The core of our educational programme is a series of five workshops that explore Aotearoa New Zealand's political environment. The programme covers Parliament, Government and the electoral system; Policy and Law; the Treaty of Waitangi/te Tiriti o Waitangi; and Local Government.



Our programme encompasses the many ways of participating in civics - not just voting. This includes writing submissions to local councils, working with interest groups, and being able to critically think about the impact of policy on student communities. As a whole, the workshops focus on the impact of civics on students' lives and how they can meaningfully interact with political processes as an active citizen in our democracy.

Our programme, initially crafted by a qualified teacher, has been refined throughout our three years of teaching. Those who designed and refined the workshops hold a range of qualifications, including Bachelors of Arts, Masters of Politics, and a Bachelor of Teaching. We are also a *strictly* non-partisan programme with regular reviews to ensure our content is even-handed and free of bias.

The goal of our workshops is to make learning about civics fun – it is a programme rooted in active learning. Inspired by one of Dr Chris Rudd's papers at the University of Otago, we have devised a group-based interactive simulation that is interwoven throughout the workshops. This simulation sees students actively engage with the material as they construct their own political party throughout the programme. This simulation culminates in the last workshop, when the leaders of these parties debate with each other, aiming to gain enough votes to form a 'Government'. This strategy has proven to be highly effective in the past, with students engaging with the competitive aspect of the simulation to a greater degree than the taught material alone.

In order to build these workshops, we have drawn on resources from the Electoral Commission, Parliamentary Services, the Civics, Citizenship, & Political Literacy Working Group of the New Zealand Political Studies Association, and the Ministry of Education. In addition, we have consulted with various community stakeholders including the University of Otago Politics Programme, Community Law, and local schools - looking at the needs of learners, the prioritisation of content, and the outcomes we want to achieve with students. The series of workshops is linked to and built upon the foundation of the New Zealand Curriculum at Level 5, through the Social Sciences learning area. For more information on this go to pages 20 and 21.



The programme we offer is self-contained - there is no need for prior or additional teaching from you (although there can never be too much civics education!). We recognise that much of the content we teach will be entirely new for students. In order to ensure that no student gets left behind we ensure that there are at least three members of Generation Vote in the classroom at all times. One takes the primary lead on teaching, while the other two members act as support, helping students that have questions and ensuring everyone is keeping on track.

Overall, we offer a core course of four taught workshops alongside a party simulation. Each taught workshop has a focus on a different topic, with the party groups using information delivered during class to develop their political parties at the end of each workshop. The fifth workshop offers a chance for the parties to show off their work to the other groups through a leaders' debate, the course finishing with a mock election. We provide every student with their own workbook that they can use to answer questions, do activities in, or use to help consolidate their learning.

An overview of the individual workshops can be found on pages 10 and 11, while a more detailed look at the content of our workshops can be found on pages 12 through to 19.

OUR WORKSHOPS: OVERVIEWS

Workshop 1: Introduction to Politics in Aotearoa New Zealand

Students will understand the roles of Parliament and Government in Aotearoa New Zealand, as well as how the electoral system works.

This workshop begins with an introduction to politics and civics, helping students connect politics to their own lives. It introduces Parliament and Government to



students, outlining the roles of the two institutions, and their similarities and differences. The workshop then turns to cover a basic overview of Aotearoa New Zealand's electoral system, MMP. Students will look at general and Māori electorates, and differences between list and electorate MPs. In this workshop, students will form their own political parties, choose a name, logo, and leaders.

Workshop 2: Policy and Law

Students will understand the basics of policy, and how policy is turned into law.

This workshop introduces students to the concept of 'policy'. Students then explore their own views on a range of policies. The workshop then turns to the law-making process – how policy becomes law. Students are guided through the parliamentary process, with the class undertaking an activity that sees them transform their own policies into law.

Workshop 3: Te Tiriti o Waitangi/The Treaty of Waitangi

Students will understand the historical context of te Tiriti/the Treaty, the major differences between the documents, and their modern usage.

This workshop asks students to discuss their prior knowledge of Te Tiriti/The Treaty. They consider various motivations of signers, who those documents signers were, and consequences arising from the signing of Te Tiriti/the Treaty. Key differences between the articles of the two documents are outlined and students are asked to consider what issues may arise from mistranslations. Students then explore the impact of te Tiriti/the Treaty in New Zealand politics, in particular the role the Principles of the Treaty play in politics. In their party groups students will draft an environmental policy that incorporates at least one of the Treaty principles into their policy in their groups.



Workshop 4: Local Government

Students will understand the role of local government in New Zealand's political landscape and engage with local government processes.

This workshop helps students to learn about the structure and function of local government in our communities. Students will explore the differences between local and central government, particularly in relation to the responsibilities of each type of government. The workshop then looks at how students can get involved in local government. In addition, students will have guest visitors from the local council.

Workshop 5: Leaders' Debate

Students will demonstrate their learning over the prior four weeks.

During this workshop, the leaders of each party will get the opportunity to debate their policies, seeking the votes of the audience. This will allow them to demonstrate their learning throughout the prior four weeks. The format of the debate will allow for each leader to have short opening and closing speeches, as well as substantial policy debate. Students that are not debating will have the opportunity to ask questions of the party leaders. Voting will follow the conclusion of the debate, and students will then negotiate to form a Government.

OUR WORKSHOPS: LESSON PLANS

Workshop 1: Introduction to politics in Aotearoa New Zealand		
Timing (min)	Workshop Activity	Resources



Introduction [<5 min]	<p>Introduction of Generation Vote</p> <ul style="list-style-type: none"> Who we are and why we're here (our cause) <p>Outline of the Workshops</p> <ul style="list-style-type: none"> Outline of the 5 workshops (Introduction to politics in Aotearoa New Zealand; Policy and Law; Te Tiriti o Waitangi/Treaty of Waitangi; Local Government; and the Leaders' Debate) Outline of the simulation 	<ul style="list-style-type: none"> Workbooks
Introduction [5 min]	<p>What is politics and why does it matter?</p> <ul style="list-style-type: none"> What is politics? <ul style="list-style-type: none"> Politics is about power and decision-making - who has the power to make decisions, who is included, who is heard. <p>Why does it matter?</p> <ul style="list-style-type: none"> Do you recognise these people [famous politicians]? What do you think of them? Everyday ways in which politics relates to students. 	<ul style="list-style-type: none"> Workbooks
Activity [10 min]	<p>Values Activity</p> <p>Facilitators read out an agree/disagree statement, and students stand somewhere on a line depending on how they agree with it. Students are asked why they are where they are to demonstrate how politics affects people differently. Focused on school operation.</p>	<ul style="list-style-type: none"> Floor space
Discussion [5-10 min]	<p>Parliament and Government in New Zealand</p> <ul style="list-style-type: none"> Representative Democracy What do we already know? <ul style="list-style-type: none"> What is this building? (Beehive) Who is the PM? (Jacinda Ardern) How often do we have national elections? (3 years) Differences between Parliament and Government <ul style="list-style-type: none"> Members of Parliament Basics of law-making Political parties Government Opposition 	<ul style="list-style-type: none"> Workbooks
Activity [10 min]	<p>Party Activity</p> <p>In party groups, create the party name, logo, and choose leaders.</p>	<ul style="list-style-type: none"> Workbooks and computers/devices



Discussion [5-10 min]	The electoral system <ul style="list-style-type: none"> • How the Party Vote works • How the Electorate Vote works • Types of electorates: Māori and General • Local Electorates • How Party Lists work <ul style="list-style-type: none"> ○ Example: 2020 National Party List 	<ul style="list-style-type: none"> • Workbooks
Activity [10 min]	MMP Activity Students create their own party list, and then split into four 'electorates.' Parties are allocated a proportion of the available 10 seats. By rolling die they compete to become an electorate MP. Remaining vacancies for each party are filled via the Party List.	<ul style="list-style-type: none"> • Party lists, dice, chairs

Workshop 2: Policy and Law		
Timing (min)	Workshop Activity	Resources
Introduction [<5]	Introduction <ul style="list-style-type: none"> • Policy and Law 	



<p>Discussion [5]</p>	<p>Policy</p> <ul style="list-style-type: none"> • Explanation of what a policy is: <ul style="list-style-type: none"> ○ An idea or ideas about how people think something should work ○ Policies don't just appear - they are designed to accomplish goals and produce results • Policy example: Youth mental health funding 	<ul style="list-style-type: none"> • Workbooks
<p>Activity [5]</p>	<p>Policy Activity</p> <p>In groups, students brainstorm policies that impact their lives.</p>	<ul style="list-style-type: none"> • Workbooks
<p>Activity [10]</p>	<p>Values & Policy Activity</p> <p>Facilitators read out an agree/disagree statement, and students stand somewhere on a line depending on how they agree with it. Students are asked why they are where they are to demonstrate how politics affects people differently. Focused on 'real-world' policy, and loosely tied into 'political left' and 'political right.'</p>	<ul style="list-style-type: none"> • Floor space
<p>Discussion [5]</p>	<p>Law</p> <ul style="list-style-type: none"> • What is a law? <ul style="list-style-type: none"> ○ A set of rules made by government that people have to follow that are enforceable in a court of law • How do policies become law? <ul style="list-style-type: none"> ○ Bills ○ Compulsory stages of review 	<ul style="list-style-type: none"> • Workbooks
<p>Activity [20]</p>	<p>Law-making Activity</p> <p>In groups, students create policies that are submitted to a biscuit tin. One is drawn at random, and the class - as Parliament - is walked through the law-making process. Students vote at the First Reading, for amendments at select committee, and at the Second Reading.</p> <ul style="list-style-type: none"> • Members' Bills and Government Bills • The three 'Readings' • Select committees and public participation • Voting in Parliament 	<ul style="list-style-type: none"> • Workbooks, floor space



Workshop 3: Te Tiriti o Waitangi/the Treaty of Waitangi

Timing (min)	Workshop Activity	Resources
Introduction [<5]	Introduction <ul style="list-style-type: none">• Te Tiriti o Waitangi• The Treaty of Waitangi	



<p>Activity [10]</p>	<p>Education Policy</p> <p>In their party groups, students create a policy related to the school learning environment.</p>	<ul style="list-style-type: none"> • Workbooks and computers/devices
<p>[5] Introduction</p>	<p>What do we already know about Te Tiriti and the Treaty?</p> <ul style="list-style-type: none"> • What is a treaty? <ul style="list-style-type: none"> ○ a written agreement between two official groups or countries, and formally approved and signed by leaders of those groups • Who signed the documents? <ul style="list-style-type: none"> ○ Rangatira and William Hobson • Why were they signed? <ul style="list-style-type: none"> ○ Settling conflict between different iwi and Europeans ○ Māori were concerned with land purchasing by Europeans and land loss ○ Europeans wanted to solidifying New Zealand as a place for trade ○ Māori were hoping that issues with law and order of Europeans would be resolved • When were they signed? <ul style="list-style-type: none"> ○ 40 rangatira on the 6th of February 1840 at Waitangi ○ By the end of 1840 - over 500 Māori rangatira had signed te Tiriti/the Treaty ○ 39 signed English language version, the rest signed the reo version. 	<ul style="list-style-type: none"> • Workbooks
<p>Discussion [5]</p>	<p>The differences between Te Tiriti and The Treaty</p> <ul style="list-style-type: none"> • Outlining the different interpretations of key words in Articles 1, 2 and 3 (rangatiratanga, sovereignty, kāwangatanga, governance) • Article 1: sovereignty and kawanatanga • Article 2: exclusive possession and tino rangatiratanga 	<ul style="list-style-type: none"> • Workbooks
<p>Activity [5]</p>	<p>Translation Activity</p> <p>Students pair up, and are then split into two groups (one member of each pair in each group). Each group is given a persuasive task to complete with their partner, however the tasks are contradictory. Neither group can win without the other group also winning – creating confusion. This is used to illustrate the issues of mistranslation in te Tiriti and the Treaty.</p>	<ul style="list-style-type: none"> • Prize, objects (sticks, pens).



<p>Discussion [5-10]</p>	<p>Short term and long term consequences of the signing of te Tiriti/the Treaty</p> <ul style="list-style-type: none"> • Notable local locations where te Tiriti/the Treaty was signed • Short term consequences <ul style="list-style-type: none"> ○ Māori land loss • Long-term changes in government relationship with Māori and te Tiriti/the Treaty <ul style="list-style-type: none"> ○ Waitangi Day ○ Waitangi Tribunal ○ Treaty Settlements 	<ul style="list-style-type: none"> • Video of land purchase and confiscation: (https://www.youtube.com/watch?v=rynnk2LBEY0)
<p>[5] Discussion</p>	<p>The Principles of the Treaty</p> <ul style="list-style-type: none"> • The role of the Treaty in NZ law • Use of Principles of the Treaty as a way to join te Tiriti and the Treaty <ul style="list-style-type: none"> ○ Partnership: iwi and the Crown are expected to work together to make decisions as a team ○ Participation: ensuring Māori are able to participate in all levels of decision making ○ Protection: the government is to respect and ensure the equal rights of te ao Māori, including tikanga & protocols, te reo, and Māori identity • Participation example: Māori Electorates • Protection example: te reo Māori 	<ul style="list-style-type: none"> • Workbooks
<p>[10-15] Activity</p>	<p>Party Activity</p> <p>In party groups, students are to create an environmental policy that incorporates at least one Treaty Principle.</p>	<ul style="list-style-type: none"> • Workbooks and computers/devices



Workshop 4: Local Government

Timing (min)	Workshop Activity	Resources
Introduction [5]	What is Local Government? <ul style="list-style-type: none"> • Why do we have both central and local government? • Different types of Local Government 	<ul style="list-style-type: none"> • Workbooks
Activity [5-10]	Local Government Activity In pairs or small groups students work out which services are provided by local government or central government, based on their understanding of each governments' different roles.	<ul style="list-style-type: none"> • Workbooks
Discussion [10]	Local Government in your local area <ul style="list-style-type: none"> • Local government: <ul style="list-style-type: none"> ○ Collects rates ○ Makes decisions on land and property development ○ Writes bylaws • Local City Council • General and Māori Wards • Participating in Local Government and the local and national community <ul style="list-style-type: none"> ○ Local Youth Council ○ Community groups ○ Submissions ○ Petitions ○ Protests 	<ul style="list-style-type: none"> • Workbooks
Activity [15]	Panel Discussion Students have an opportunity to hear from and ask questions of local councillors.	
Activity [10-15]	Party Activity In party groups, finalise their three policies and prepare for the debate.	<ul style="list-style-type: none"> • Workbooks and computers/devices



Workshop 5: Leaders' Debate and Election

Timing (min)	Activity	Resources
Introduction [5]	Voting History and Process <ul style="list-style-type: none"> • Criteria for voting • Extension of voting rights throughout history • What do I need to do to be able to vote? 	
Introduction [5]	Debate Outline <ul style="list-style-type: none"> • Outline of the debate structure • Rules on when leaders and audience can interrupt • Rules for how long leaders may talk for 	<ul style="list-style-type: none"> • Podiums/chairs/desks set up with audience rows and leader seats,
Activity [5]	Party Introductions <ul style="list-style-type: none"> • Leaders provide opening speeches and remarks 	<ul style="list-style-type: none"> • Bell for time-keeping
Activity [15-20]	Policy Debate <ul style="list-style-type: none"> • Leaders must outline their policies in 1 minute or less • Moderator and class ask questions for leaders • Moderator prepared to draw comparisons between different policies between groups • Repeat for each of the three policies 	<ul style="list-style-type: none"> • Bell for time-keeping
Activity [5]	Closing Remarks <ul style="list-style-type: none"> • Leaders have final remarks on why they should be elected • Moderator explains how voting will be run, and how the results will be published (especially if a coalition government needs to be formed) 	<ul style="list-style-type: none"> • Bell for time-keeping
Activity [10]	Voting and Coalition Building <ul style="list-style-type: none"> • Voting conducted, coordinators will then count votes • Recap of the programme through Kahoot • Release of vote share to the class, who then negotiate to form a Government • Awarding of prizes 	<ul style="list-style-type: none"> • Voting ballots, prizes



OUR ALIGNMENT WITH YOUR OBJECTIVES

CONTEXT FOR LEARNING

The purpose of the Generation Vote programme is for students to learn about and engage with the civic and democratic processes that shape Aotearoa New Zealand. The end goal is for them to become more aware of themselves as actively participating citizens who can confidently interact with civic institutions to enact progress in society.

This is achieved through the five workshops, four of which focus on an important aspect of New Zealand's democratic institutions. The students will participate in a range of activities (most distinctively the party simulation) and discussions, engage with relevant resources, and grapple with ideas and questions as they build a better understanding of how their nation is run and what that means for them and their communities.

ACHIEVEMENT OBJECTIVES

We have tied the Generation Vote programme to specific Level 5 Achievement Objectives. Through our workshops students will gain knowledge, skills and experiences to:

- Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system
- Understand how the Treaty of Waitangi is responded to differently by people in different times and places
- Understand how economic decisions impact on people, communities and nations
- Understand how people's management of resources impacts on environmental and social sustainability
- Understand how the ideas and actions of people in the past have had a significant impact on people's lives



CONCEPTUAL STRANDS

Through our programme students will mainly develop an understanding of the Identity, Culture, and Organisation conceptual strand of the Social Sciences. This strand is woven throughout all of our workshops. The programme also touches on the Continuity and Change strand in Workshop 2 when discussing Te Tiriti/The Treaty, and the Economic World strand when discussing policies.

KEY COMPETENCIES AND VALUES

We have also ensured that our programme integrates the Key Competencies and Values promoted by the New Zealand curriculum. Our programme is inherently tied to community and participation for the common good. Further, we believe the best way to encourage students to appreciate values such as diversity, equity and integrity is to uphold them ourselves and demonstrate through our actions the place they should hold in our society. Our volunteers are the best example of this. The particular Key Competencies our programme develops are listed below:

Relating to others: Students will develop interpersonal skills by participating in collective discussions and engaging meaningfully with each other's ideas when doing work for the party simulation.

Thinking: Students will develop critical thinking skills throughout the workshops as we ask them to respond to, challenge, critique and present ideas throughout the learning process.

Participating and contributing: Students will learn how democratic processes and systems affect their communities. We encourage students to think about how they can get involved in their local communities, particularly in the Local Government workshop.

Using language, symbols, and texts: Students will engage with a variety of media, both consuming and creating it, as part of the learning process, particularly in the development of their political parties.

