

# Running the Country

## TEACHING RESOURCE



BY Maria Gill

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**The Big Idea is societies need rules and laws to function properly**

**KEY LEARNING: We want the students to be able to understand –**

- How government works
- How laws are made
- How elections are organised.

**KEY CONCEPTS AND UNDERSTANDINGS:**

- New Zealand has a democratic political system and a constitutional monarchy
- New Zealand has a distinct political system
- People have different roles in Parliament
- What it means to be a leader
- New Zealand's election system allows minor parties and Maori to be represented
- How laws are made in New Zealand
- How local government differs from central government

#### **CURRICULUM CONCEPTS**

**LEVEL 2: Understand that people have social, cultural, and economic roles, rights, and responsibilities.**

**Understand how people make significant contributions to New Zealand's society.**

**LEVEL 3: Understand how groups make and implement rules and laws.**

**LEVEL 4: Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.**

**Understand how formal and informal groups make decisions that impact on communities.**

**LEVEL 5: Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.**

#### **ASSESSMENT CRITERIA**

- accessing prior knowledge
- constructing open questions
- able to investigate focus questions
- answering comprehension questions
- understanding key words
- note taking
- writing charts, flow charts
- comparing and contrasting – Venn
- role playing parts
- working in pairs, groups, class
- completing an investigation
- writing timelines and biography
- reflecting in a Learning Log
- presenting in a PowerPoint, charts, flow chart, KWL chart, Inquiry project

## LESSON ONE: WHAT DO I KNOW?

### LEARNING OUTCOME

- Students will access prior knowledge about key political words
- Students will investigate what those key political words mean

### I WILL KNOW THIS

- Students have remembered and shared what they know about key political words
- Students can investigate one of the questions, write it in their own words, and share it with a group

### RESOURCES

'Running the Country' book x 5  
Five questions on A3 paper on five tables around the room, Template 1

### LINKS

[www.eduplace.com/graphicorganizer/pdf/kwl.pdf](http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)

### LEARNING SEQUENCE

1. Find out what students know about New Zealand's political system. Divide students into groups of five (give each team a different coloured pen: blue, black, green, red, black). Place A3 paper on five tables with one of these questions:

Question One: What is democracy?

Question Two: What is a constitution?

Question Three: What is a government?

Question Four: What is parliament?

Question Five: What is a political system?

Each team goes to a table armed with pens ready to begin. Students read the question silently for one minute. The teacher starts the stop watch and gives each group five minutes to discuss the question and write their answer. When the teacher says STOP students put down their pens and fold their answer (so it looks like a concertina and next group cannot see their answer). Groups move to the next table and do the same again. When the groups have been around all five tables, ask them to unfold the paper to reveal all the answers. A spokesperson from the group shares those answers.

2. Ask students to draw a KWL chart (see link and Template 1). They will write what they KNOW, WHAT they want to find out (with regards to one of the key questions above), do some research with 'Running the Country' book and then write what they've LEARNT in the chart. Afterwards, ask all the students who answered Question One to meet, and the same with all the other questions/groups. In their groups, students write a summary and a spokesperson shares it with the class.

### CONCLUSION

1. Students write in their Learning Log what they've learned today.
2. Students talk to their parents and siblings about what they know about the government.

### ASSESSMENT

- A3 paper with students before-knowledge
- KWL charts
- Observation of group work

## LESSON TWO: WHAT type of government?

### LEARNING OUTCOME

- Students will identify what type of government we have
- Students understand what makes up New Zealand's constitution

### I WILL KNOW THIS

- Students successfully identify we have a constitutional monarchy
- Students recognise the parts of our constitution

### RESOURCES

'Running the Country' book x 5  
White board or Smart board, marker  
Template 2

### LINKS

[http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_system\\_of\\_government](http://en.wikipedia.org/wiki/List_of_countries_by_system_of_government)

### LEARNING SEQUENCE

1. Ask students in pairs to find out what the following words mean in a dictionary race: dictatorship, constitutional republic, totalitarianism, constitutional monarchy, monarchy. Write words on paper and put on wall as key words.  
**constitutional republic** – President as head of government with a written constitution  
**Totalitarianism** – When a single party controls the government  
**Constitutional monarchy** - a queen is head of State (or a Governor-General), with a prime minister head of government, and a constitution  
**Monarchy** – a queen/king have a lot of power but have a government and a constitution  
Ask students to identify what type of government New Zealand has.
2. Ask students to read pages 4-5 in 'Running the Country' and answer the following:
  - A. A \_\_\_\_\_ is a group of people who \_\_\_\_\_ a country with a set of \_\_\_\_\_ and methods called a \_\_\_\_\_ system.
  - B. What type of government has equal rights for its people?
  - C. How is New Zealand's constitution different to other countries?
  - D. Who is our monarch and who is her representative in New Zealand?
  - E. What is our political system modelled on?
  - F. What does our country belong to and how many members are there?
3. Encourage students to go on a Constitutional Scavenger Hunt – see Template 2.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents and siblings about what they know about our constitution

### ASSESSMENT

- Comprehension questions
- Participation in class discussion, and scavenger hunt

## LESSON THREE: New Zealand's political system

### LEARNING OUTCOME

- Students will identify New Zealand's political system

### I WILL KNOW THIS

- Students understand we have a parliament, government and judiciary

### RESOURCES

'Running the Country' book pages 6-7

Three stations set up with information about Parliament, Government, and Judiciary.

Template 3

### LINKS

<http://goo.gl/22Vl3>

<http://goo.gl/VnmBV>

Coat of Arms: <http://www.mch.govt.nz/nz-identity-heritage/coat-arms>

### LEARNING SEQUENCE

- 1) Ask students to share what they learned the session beforehand in their small groups.
- 2) Have the students answer these questions:
  - a) What is Parliament made up of?
  - b) Where do the House of Representatives meet?
  - c) What is the governing party made up of?
  - d) Who are the Cabinet?
  - e) Who makes up the judiciary?
- 3) In groups of three, each student either researches Parliament, Government or Judiciary using the 5Ws & How chart (Template 3). Afterwards, students report their findings to their group.
- 4) Look at the Coat of Arms on page 7. Ask students to find information about why we have one and who designed the Coat of Arms.
- 5) Have students design their own Coat of Arms. They need to say what each symbol stands for, on their own Coat of Arms.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents and siblings about what they know about the three branches.

### ASSESSMENT

- Observation of group work
- Research 'W' & How questions
- Answer comprehension questions
- Have drawn their own symbolic Coat of Arms



## LESSON FOUR: Who's Who

### LEARNING OUTCOME

- Students will identify the people Running the Country

### I WILL KNOW THIS

- Students will name the people Running the Country and be able to list their roles

### RESOURCES

'Running the Country' book

### LINKS

### LEARNING SEQUENCE

1. As a class, students recap the political system in New Zealand.
2. Ask students to think about who they think runs our country. In pairs, discuss what they know. In fours, students' share who they think is in power.
3. Have students as a class brainstorm the roles in Parliament/Government. For example, Governor General, Prime Minister, Speaker, Member of Parliaments, Ministers, Clerk of the House, Whips, and Leaders of Opposition.
4. In pairs, students pick four positions, name who is in that role, explain their role and rank them in order of hierarchy. Students will need to research 'Running the Country' book. For example:

	Governor General	Prime Minister	Speaker	Office of the Clerk of House
WHO?	Governor-General Lt. Gen. Rt. Hon. Sir Jerry Mateparae	Prime Minister Rt Hon John Key	Speaker Rt Hon David Carter	Mary Harris
ROLE?	Queen's representative, signs order ending Parliament	Leads government, heads cabinet	Runs the House of Representative and all sittings	Is the Speaker's main adviser on all things legal

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about what they know about the people in power

### ASSESSMENT

- Observation of group work
- Who's Who Chart

## LESSON FIVE: LEADER WANTED

### LEARNING OUTCOME

- Students will identify leadership skills required to be a Prime Minister

### I WILL KNOW THIS

- Students can list how to become a prime minister
- Students can identify leadership skills

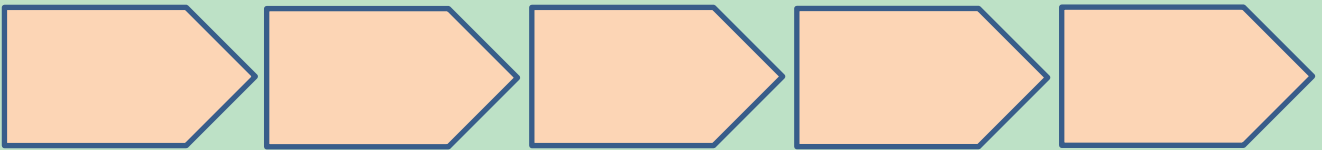
### RESOURCES

'Running the Country' book, pages 12-13

### LINKS

### LEARNING SEQUENCE

1. Have students recap in pairs what they learned in the session beforehand about the differing roles in Parliament/Government.
2. Ask students to read pages 12 – 13 in 'Running the Country' to find out how to become a Prime Minister. Encourage them to take notes while they are reading.
3. Instruct students to draw a flow chart of how to become a Prime Minister.



4. Have students design a Wanted Poster for a Prime Minister. List the skills and character traits they will need to make a good Prime Minister. Remind students they will need a large title, sub-title, border, illustration(s), bullet points.
5. Fast Finishers: Write a Character Web for Prime Minister Rt. Hon. John Key or ex-Prime Minister Helen Clark.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about what they know about the current Prime Minister and why he/she makes a good/not so good leader.

### ASSESSMENT

- Observation of group work
- Students flow chart
- Students' Wanted Poster
- Fast finisher's Character Web



## LESSON six: New Zealand's election system

### LEARNING OUTCOME

- Students will identify how the election system works in New Zealand

### I WILL KNOW THIS

- Students have set three focus questions about the election system and answered them

### RESOURCES

'Running the Country' book

Template 4

### LINKS

[www.elections.org.nz](http://www.elections.org.nz)

<http://goo.gl/plF0K>

### LEARNING SEQUENCE

1. In pairs, students recap what they learned in the session beforehand.
2. Assign students a project to find all they can about New Zealand's election process, how seats are allocated in Parliament from the election results, and understand how MMP works. Students need to set themselves three questions, research, and then write a summary for each of their questions.
3. Once students understand the election process set up a Class or School Council election. Students will

Election Project			
Source (name of book, web address)	Q1:	Q2:	Q3:
Summary			

need to form parties and write their manifesto. Their leader will need to campaign. Then students vote using the MMP method and a secret ballot system.

4. Once the results are in, set up the classroom in a similar pattern as the Debating Chamber in Parliament. Before the first meeting – students can table what they would like to talk about in the meeting. Have your classroom's first official meeting.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about their experience of elections.

### ASSESSMENT

- Observation of group work
- Election Project
- Participation in election

## LESSON seven: MAKING LAWS

### LEARNING OUTCOME

- Students will understand how a bill becomes a law, and who makes them

### I WILL KNOW THIS

- Students outline the process involved to make a bill become a law

### RESOURCES

'Running the Country' book page 32-33

Template 2 – Flow chart shown on whiteboard

### LINKS

<http://www.edrawsoft.com/freemind.php>

Create a bill: <http://goo.gl/B177b>

### LEARNING SEQUENCE

1. As a class, students discuss what they learned in the session beforehand.
2. In pairs, students discuss a law they feel should or should not exist. After five minutes, ask pairs to share their new law or changed law and their justification for it. Write their laws on the board and number them. Ask the class to vote on their favourite. Count the votes and announce the winner. Tell the class – this is how laws start in our country. People come up with an idea for a law (or bill as it is called before it becomes one) – just like they have just done.
3. Ask students to read how smacking children became an offence on page 33 of 'Running the Country'. In pairs, students put the process into a flow chart – see Template 2. Use e-draw mindmap software (free download online) to do their own flow chart.
4. Assign roles to students:  
Members of House of Representative, Citizens, Select Committee, Prime Minister, Governor General, Bill Clerk, Experts  
Ask citizens to brainstorm a law that will benefit them. Once they pick one idea they then hand it to a Bill Clerk. The Bill Clerk assigns a number and reads the bill aloud to the Members of House of Representatives. The members debate and discuss why or why not the bill should be a law, then hold a vote on it. If the bill passes it is then sent to the Select Committee and they debate and make changes to it. It is read aloud by Bill Clerk again to members of H of R, they debate again, and vote. If it passes it goes back to Select Committee – they listen to experts, make more changes. The Bill Clerk reads aloud for the third reading. They debate, and if they say yes, it goes to the Governor General, who gives it, its Royal Assent. (At any time, students might vote bill out and you start again with a fresh bill.)
5. For extras: Go to <http://goo.gl/B177b> and in pairs students create their own bill online.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about what they know about how laws are made.

### ASSESSMENT

- Observation of group work, role play
- Collection of work: Flow chart

## LESSON eight: Local Government

### LEARNING OUTCOME

- Students will identify the function of local government

### I WILL KNOW THIS

- Students can compare local and central government

### RESOURCES

'Running the Country' book page 42-43

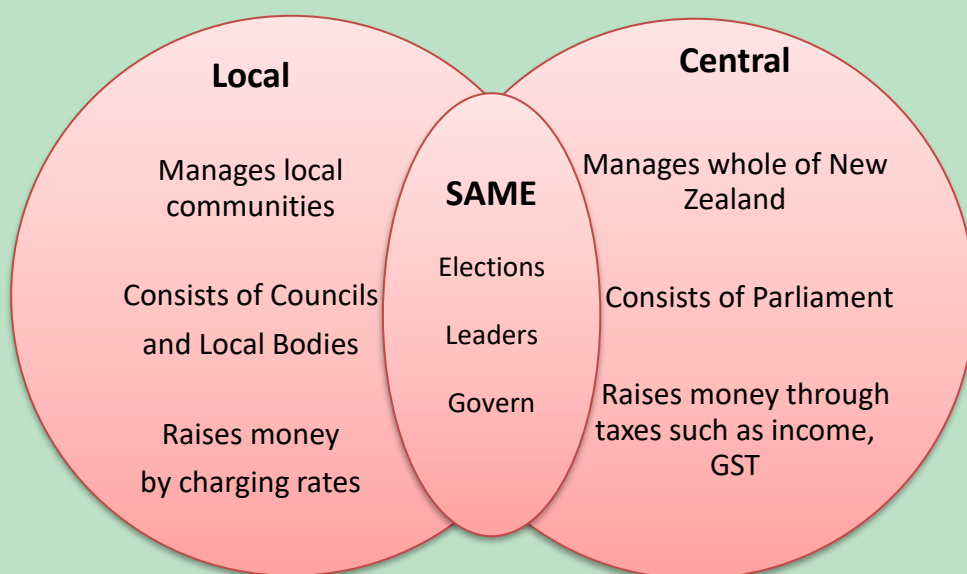
Template 6

### LINKS

[www.localcouncils.govt.nz](http://www.localcouncils.govt.nz)

### LEARNING SEQUENCE

1. As a class, students discuss what they learned in the lesson beforehand.
2. Draw two big circles on the board, and ask students to brainstorm what happens in central government and what happens in local government.
3. Ask students to read pages 42-43 in 'Running the Country'. In pairs, students add more to the two circles.
4. Ask students to draw a Venn diagram comparing central and local government:



5. Ask students to brainstorm something they would like their local government to fix and then write a letter to them.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about what are important features about their community and what their council is doing to preserve it

### ASSESSMENT

- observation of group work
- Samples of work – Venn Diagram, letter

# Inquiry

## LEARNING OUTCOME

- Students will write three focus questions
- Students will write an Inquiry answering their questions

## I WILL KNOW THIS

- Students have asked three open questions
- Students have answered their questions

## RESOURCES

'Running the Country' book x 10  
Template 7

## LINKS

Photocopy page 47 and draw student's attention to list of websites and books they can use

## LEARNING SEQUENCE

1. Tell students they are going to set up their own investigation about how New Zealand's country is run. They need to pick three focus questions – it can be about anything they haven't already covered in class from the 'Running the Country' book.  
Students then research their questions using internet sources AND books (ask them to say where they got their information from on their report). Students then write their answers in their own words (and tell them you will be checking to see whether they did that). A technique that can help students to write in their own words is to:  
Write the main idea, and then 2-4 supporting ideas about a subject. For example: Show students page 5 in 'Running the Country' under the text box: New Zealand's Government and model writing in your own words.  
Main Idea: New Zealand is a constitutional monarchy.  
Supporting Idea 1: New Zealand's monarch is Queen Elizabeth II.  
Supporting Idea 2: The governor-general is her representative in New Zealand.  
Supporting Idea 3: New Zealand uses the British Westminster system, which is modelled on the British political system.  
Students will then write their report on PowerPoint or on a Tablet using an equivalent application. Students then present to class on the big screen.
2. After presentation, students self-evaluate their project (See Template 7).

## CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about where to get information for their project

## ASSESSMENT

- Inquiry Method: assessing for use of variety of research material, ability to write in own words, answered their focus questions, able to present in an interesting way on PowerPoint or Tablet
- Self-evaluation - Template 7

## Language & reading programme

### LEARNING OUTCOME

- Students will be able to write their own timeline, biography, text box and other visual elements

### I WILL KNOW THIS

- Students have successfully written a timeline, biography, and text boxes for their 'Community' double page spread

### RESOURCES

'Running the Country' book

### LINKS

<http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>

### LEARNING SEQUENCE

1. Put one of the double page spreads up on a screen. Say to the students that the author has used different elements to convey information. Ask students what those visual elements are. For example: timeline, biography, Click here, Statistic Box, Text Boxes, Introduction header, What's That text box, and captions for photographs. Ask the students why they think the author has used these elements instead of just writing text. Their answers could be: divides the information up into bite-size information, makes it visually interesting, enables her to put different types of information on a page etc.
2. Tell students they are going to write their own double page spread with a partner/small group. The big idea for their page is 'Community'. Their timeline is for the current year. They can write a biography of a prominent leader in their community. Challenge them to find a statistic to go with their topic, a link to put in their 'Click here', and define a key word in 'What's that'. For younger students you might want to do each element one at a time and teach students how to do that skill. For example, for a timeline you start at the beginning of a year (on left) and go to end of year (right) and put information that is relevant to the topic on dates throughout the year. For a biography students will read an article about a leader and choose 2-4 sentences that summarise that person's career from when they started up to the present.
3. Students write a draft first and then give to another group to critique. Their criteria: Does it explain the topic, do they have interesting supporting information, have they successfully written a biography and timeline. Students give feedback on each other's double page spread (positive and constructive feedback).
4. Students write their good copy and teacher accumulates into a classroom book, for children to read at SSR time.

### CONCLUSION

- Students write in their Learning Log what they've learned today.
- Students talk to their parents about what makes their community unique

### ASSESSMENT

- Observation of group work
- Double page spread
- Observation of critiquing in groups

TEMPLATE 1

Kwl chart		
What I know	What I want to learn	What I learned
Summary:		



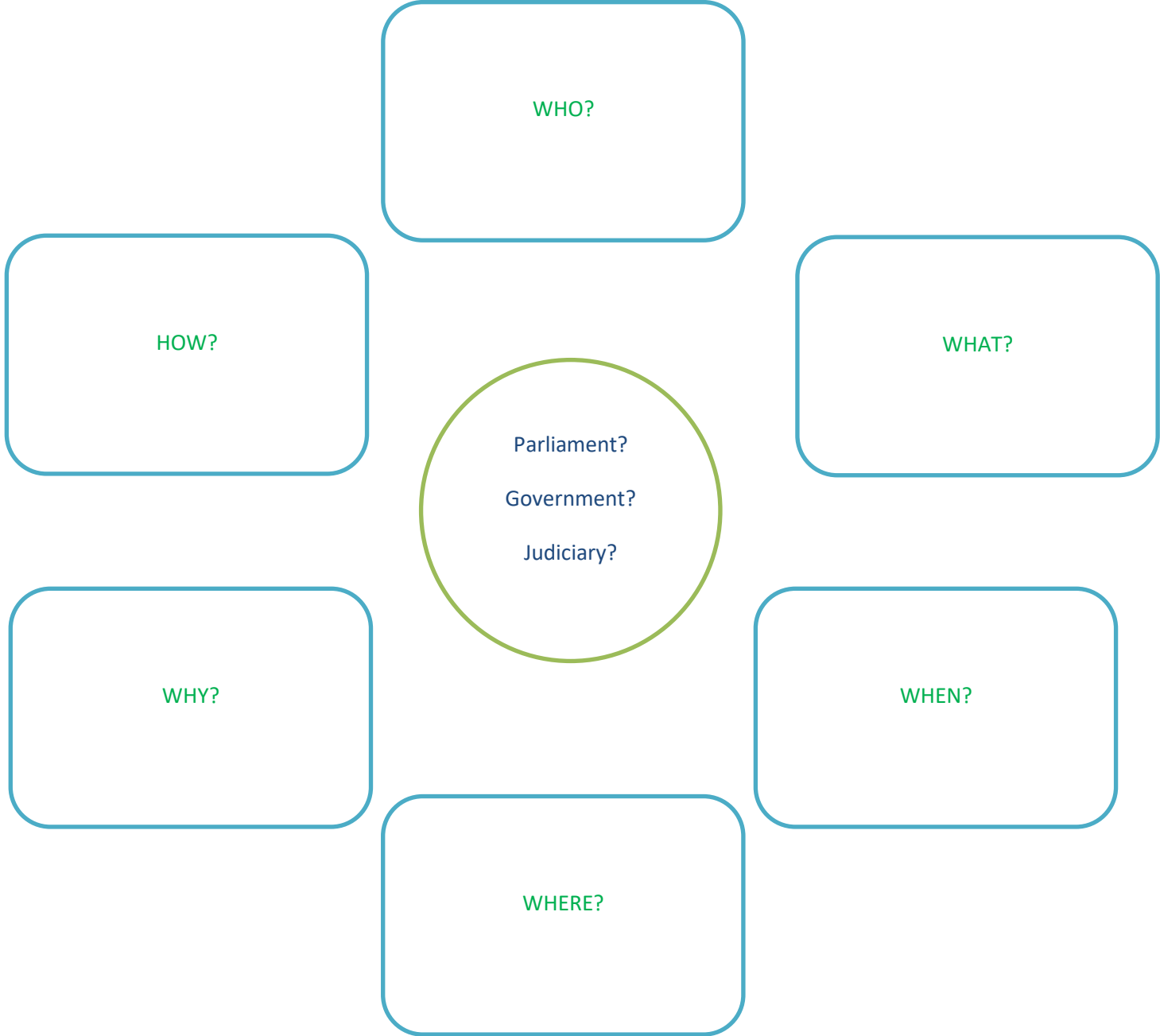
## Template 2 – Scavenger Hunt

<p>What year was our constitution first written and then revised.</p> <p>Hint: look on 'Running the Country' timeline</p>	<p>Name one thing that makes New Zealand's constitution unique.</p> <p>Hint: look on 'Running the Country' page 17</p>
<p>Whose rights does the constitution protect?</p> <p>Hint: Go to this website  <a href="http://www.ourconstitution.org.nz/">http://www.ourconstitution.org.nz/</a>  then go to Resources, click on Constitution Fact Sheet</p>	<p>Name three Rights protected in the Bill of Rights.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Hint: Go to <a href="http://www.ourconstitution.org.nz/">www.ourconstitution.org.nz</a>  Then go to Resources, click on Bill of Rights, Fact Sheet</p>
<p>Name two documents that are an important part of New Zealand's constitution.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Hint: look on 'Running the Country' page 16-17</p>	<p>Name three constitutional principles</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Hint: go to Fact Sheet page 1 on <a href="http://www.ourconstitution.org.nz/">www.ourconstitution.org.nz</a></p>
<p>Who is the Treaty of Waitangi agreement with and when was it made?</p> <p>HINT: <a href="http://www.ourconstitution.org.nz/">www.ourconstitution.org.nz</a> go to Resources, Treaty of Waitangi Fact Sheet</p>	<p>What is New Zealand's voting system and what does it mean for voters?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>HINT: <a href="http://www.ourconstitution.org.nz/">www.ourconstitution.org.nz</a> go to Resources, Electoral matters Fact Sheet</p>
<p>What year was our constitution first written and then revised.</p> <p>In 1852, then revised in 1986. It is also being reviewed in 2013.</p> <p>Hint: look on 'Running the Country' timeline</p>	<p>Name one thing that makes New Zealand's constitution unique.</p> <ul style="list-style-type: none"> <li>• Gives Maori guaranteed seats</li> <li>• Not all in one document</li> <li>• Treaty of Waitangi is an important part of it</li> </ul>

	<p>Hint: look on 'Running the Country' page 17</p>
<p>Whose rights does the constitution protect?</p> <p>It protects the rights of everyone in New Zealand</p> <p>Hint: Go to this website  <a href="http://www.ourconstitution.org.nz/">http://www.ourconstitution.org.nz/</a></p> <p>then go to Resources, click on Constitution Fact Sheet</p>	<p>Name three Rights protected in the Bill of Rights.</p> <ol style="list-style-type: none"> <li>1. Right to vote</li> <li>2. Right to life</li> <li>3. Freedom of expression</li> </ol> <p>Hint: Go to <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a></p> <p>Then go to Resources, click on Bill of Rights, Fact Sheet</p>
<p>Name two documents that are an important part of New Zealand's constitution.</p> <ol style="list-style-type: none"> <li>1. Treaty of Waitangi</li> <li>2. Bill of Rights</li> </ol> <p>Hint: look on 'Running the Country' page 16-17</p>	<p>Name three constitutional principles</p> <ol style="list-style-type: none"> <li>1. The rule of law</li> <li>2. NZ representative democracy</li> <li>3. We have a responsible government</li> </ol> <p>Hint: go to Fact Sheet page 1 on <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a></p>
<p>Who is the Treaty of Waitangi agreement with and when was it made?</p> <p>British Crown and Maori Chiefs</p> <p>1840</p> <p>HINT: <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a> go to Resources, Treaty of Waitangi Fact Sheet</p>	<p>What is New Zealand's voting system and what does it mean for voters?</p> <ol style="list-style-type: none"> <li>1. MMP</li> <li>2. one vote for MP, one vote for Party</li> </ol> <p>HINT: <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a> go to Resources, Electoral matters Fact Sheet</p>

TEMPLATE 3

Who, what, where chart?

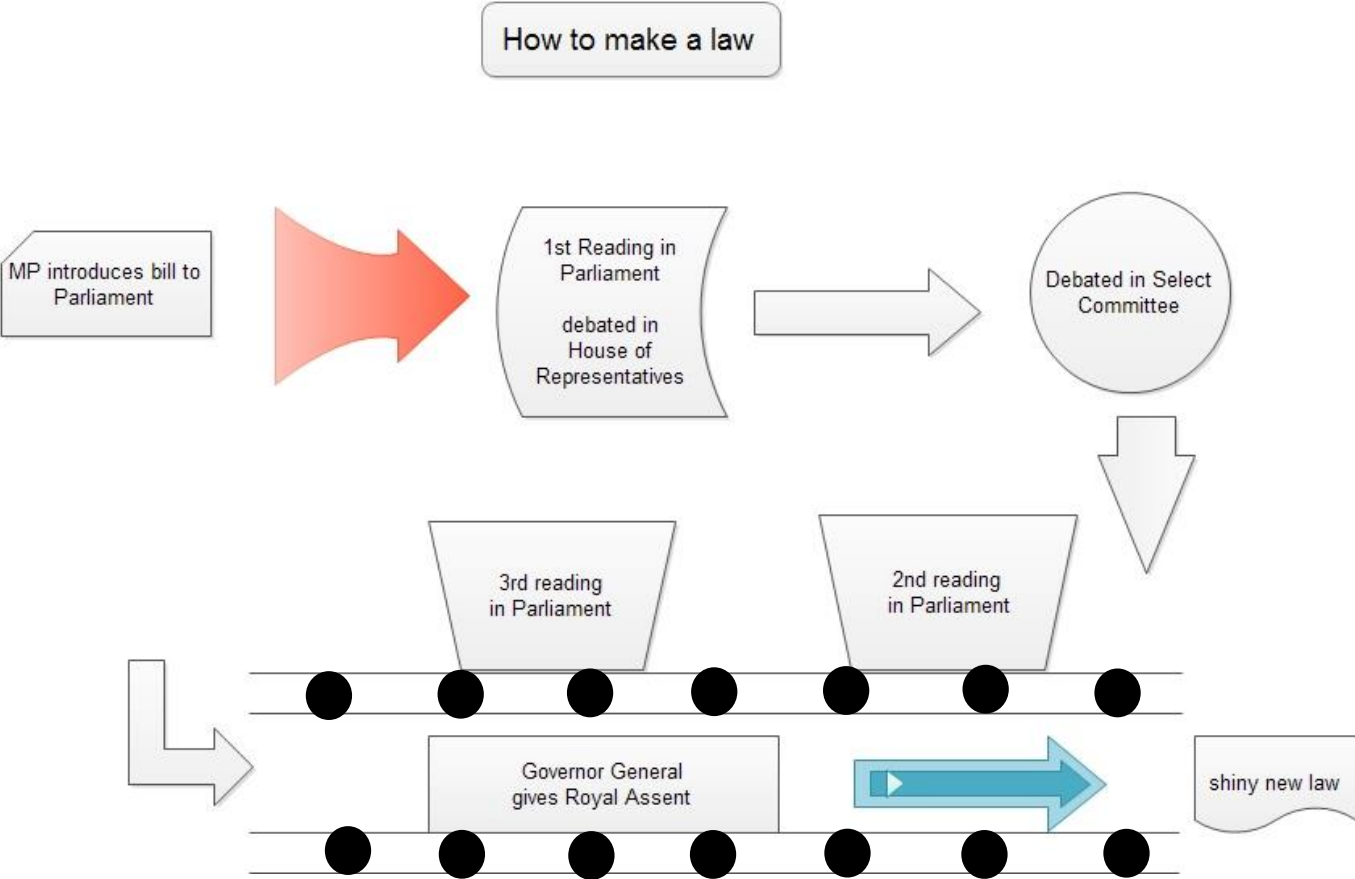


Template 4

Election Project			
Source (name of book, web address)	Q1:	Q2:	Q3:
Summary			

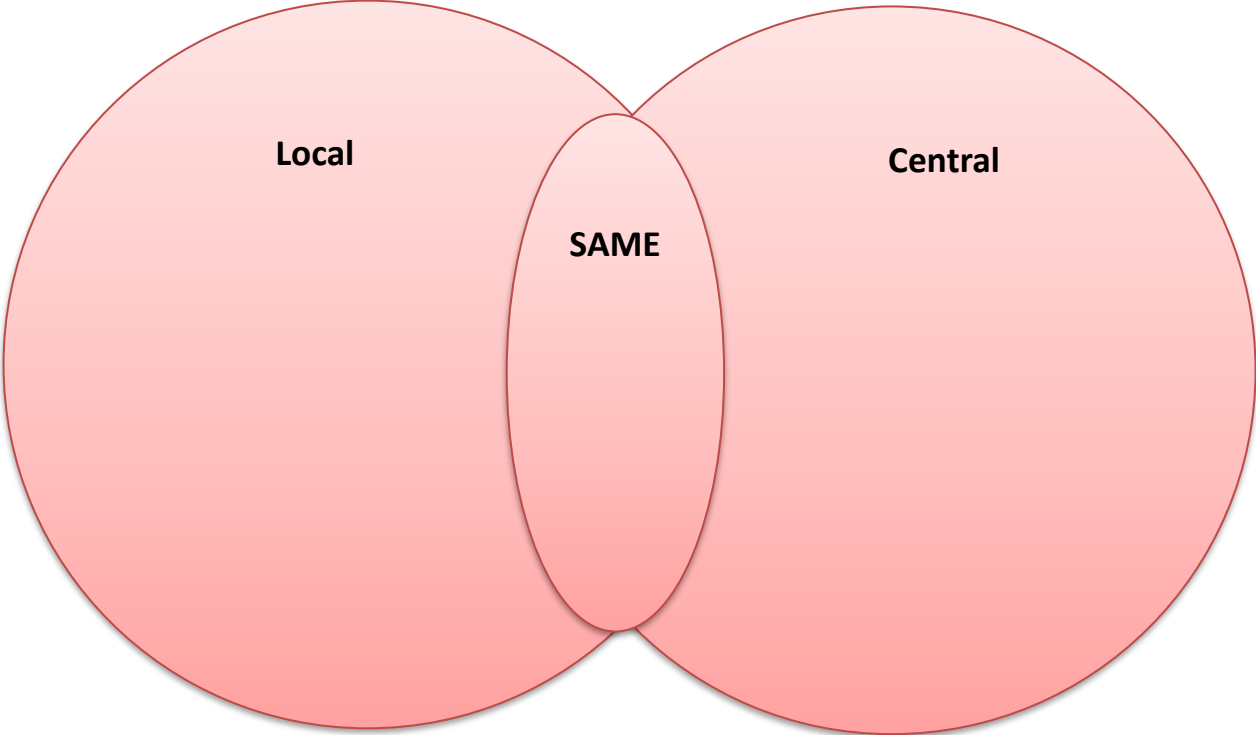
TEMPLATE 5

Law making process chart



Template 6

Venn diagram





## TEMPLATE 7

Self-evaluation				
#	EVALUATE	Great!	Okay	Needs work
1	Use of open questions.			
2	Used a range of books/internet for research.			
3	Answered questions.			
4	Summarised in own words.			
5	Use technical words appropriately.			
7	Edited work.			
8	Final presentation			
Comments	What was good	What you could have done better		
Yours				
Classmate's				
Teacher's				

How can you tell it is ...

Great – You do it fully and take it one step further.

Okay – You complete it but do the least you can get away with.

Needs work – Your work is untidy and unfinished.

**Comments:**

Write your own honest comment about your work. What you did well. What you could have done better.

Ask a classmate to comment on your work.

Ask the teacher to comment on your work.