



in my community



**A RESOURCE ABOUT CIVICS EDUCATION  
FOR YEAR 7-8 STUDENTS**



## Foreword

*'Taking Action In My Community' is a resource intended for primary schools, to help young people learn about democracy.*

*Why is it important to have resources like this? Research indicates that among the developed nations fewer people, and more crucially, fewer young people are choosing to engage with the democratic framework, either by voting or through less formal community engagement.*

*There are many different ideas about the reason for this trend, and perhaps even more ideas about how to tackle it. One thing I think everyone agrees on is the importance of education in addressing this problem, and more specifically, the education of children in democratic principles and practices. It might seem too overwhelming a task to reverse this trend, but beginning local and beginning with our young people is a good start.*

*Democracy is more than voting every three years in either local or national elections. Democracy is also about having your say and helping to shape the community you live in, and the services you enjoy. To do that you need to learn about your community and how to engage in informed and effective conversations within the decision-making processes, be they at the community board level or with Council.*

*Through the democratic process each one of us is empowered to make choices about the kind of community we want to live in, and the kind of people we want to represent us. If we want local representatives who are knowledgeable, skilful and enthusiastic about advocating on behalf of their community we have to provide the time, energy and resources for these qualities to take root and grow. To see this kind of person emerge within our community we need to start with young people. This is the journey that **'Taking Action In My Community'** seeks to initiate. I commend the use of this resource to you all and particularly thank the teachers who provided so much valuable time and energy towards its development.*

**Jenny Rowan JP, QSM**

MAYOR, KĀPITI COAST DISTRICT



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## **TEACHERS' GUIDE – INTRODUCTION**

***Taking Action In My Community*** is a twelve lesson teaching programme for Primary School students in years 7 and 8.

***Taking Action In My Community*** is an initiative of the Kāpiti Coast District Council to promote civics education in schools. It is one means by which the Kāpiti Coast District Council hopes to develop active young citizens and reverse the trend of falling participation rates in democratic decision making processes at local government level.

Using a civics education focus and linked to the new curriculum, ***Taking Action In My Community*** involves students in an active partnership with the Kāpiti Coast District Council to effectively tackle some of the challenges faced by the Kāpiti Coast District. The student's acquisition of appropriate skills and knowledge will enable them to undertake an action project and make a positive change to an aspect of their community.

Students will get to experience 'democracy in action' by participating in the formal and informal decision making processes and structures within local government on the Kāpiti Coast.

***Taking Action In My Community*** has been produced by the Kāpiti Coast District Council and distributed free to all schools in the Kāpiti region with year 7 and 8 students.

Enquiries about ***Taking Action In My Community*** and requests for further copies can be made to:

**The Democratic Services Team**

Kāpiti Coast District Council

175 Rimu Road

Paraparaumu

Tel (04) 296 4700

[kapiti.council@kapiticoast.govt.nz](mailto:kapiti.council@kapiticoast.govt.nz)

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**ACKNOWLEDGEMENTS** *Taking Action In My Community* was written by Sarah Sharpe and Nicki Wrighton of Wrighton Doorne Ltd, Chris Adams of Paekākāriki School, Tina Buchanan and Sue Gray of Kenakena School, Rachel Johnston of Raroa Intermediate and Karina Bird of Paraparaumu School.

Vyvien Maffey from Kāpiti Coast District Council managed the development.

Thanks go to Jess Ward, Deputy Principal, Paraparaumu Beach School and Steven Aiken, Raumati South School for their assistance with aspects of this resource.

Thanks also go to Auckland Regional Council and Tauranga City Council for their willingness to allow us to use and adapt some material they developed.



## Using Taking Action In My Community

### **TAKING ACTION IN MY COMMUNITY COMPRISES:**

- a **Teachers' Guide** which contains curriculum links, lesson plans and learning outcomes; and
- a **Resource Pack** for students which contains handouts, game cards and activity sheets.

### **TAKING ACTION IN MY COMMUNITY IS IN THREE PARTS:**

- **Investigate** why we have a council and how it operates
- **Explore** issues in our local community and
- **Take Action** to make a difference to something in our community.

#### **KEY**



Resource Pack



Internet

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

It is expected that students will have interaction with Kāpiti Coast District Council staff and/or Community Board or other elected members in their area on at least two occasions as they work through the resource.

The Kāpiti Coast District Council is developing a schools' portal on its website [www.kapiticoast.govt.nz](http://www.kapiticoast.govt.nz) where you will find the latest names and addresses of elected members and council staff available to assist your class. Updates of case studies and other supplementary material will also be on this website for your use.

# LEARNING AREAS

## Health and Physical Education Level Four

### **HEALTHY COMMUNITIES AND ENVIRONMENTS**

#### **Societal attitudes and values**

- Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

#### **Community resources**

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

#### **Rights, responsibilities, and laws; People and the environment**

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

### **RELATIONSHIPS WITH OTHER PEOPLE**

#### **Relationships**

- Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

#### **Interpersonal skills**

- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

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## Science Level Four

### **NATURE OF SCIENCE**

#### **Participating and contributing**

- Use their growing science knowledge when considering issues of concern to them.
- Explore various aspects of an issue and make decisions about possible actions.

# Social Sciences Level Four

## **SOCIAL STUDIES**

**Students will gain knowledge, skills, and experience to:**

- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand that events have causes and effects.
- Understand how producers and consumers exercise their rights and meet their responsibilities.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

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# English Level Four

## **LISTENING, READING, AND VIEWING**

### **Processes and strategies**

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

## **SPEAKING, WRITING, AND PRESENTING**

### **Processes and strategies**

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

### **Ideas**

- Select, develop, and communicate ideas on a range of topics.

### **Language features**

- Use a range of language features appropriately, showing an increasing understanding of their effects.

## Key Competencies

Undertaking an action project provides a great opportunity for students to take responsibility for their own learning. Using ***Taking Action In My Community*** the teacher will: engage, create, provide, promote, assist and encourage their students in their learning, enabling students to develop the following key competencies:

- Managing self
- Relating to others
- Using language, symbols, and texts
- Participating and contributing
- Thinking

## Learning Outcomes



### **LEARNING OUTCOMES SPECIFIC TO *TAKING ACTION IN MY COMMUNITY***

**On completion of this section, students will have:**

- developed an appreciation of the place of the local council in our everyday lives.
- understood that Councillors and Community Board members are elected.
- understood the relationship between the community, the elected members and the Council staff.
- developed an understanding of the roles and responsibilities of the elected members, Council staff and contractors.
- understood that the Council represents the views of the people.
- understood that the Council will not always make decisions we personally agree with.

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### **BROADER LEARNING OUTCOMES**

**On completion of this section, students will have:**

- interpreted pictures.
- participated and communicated in groups.
- developed questions to expand understanding.
- assimilated information and presented it in an alternative format.

# INVESTIGATE

## LESSON **1** My Typical Day

### METHOD



**1. Ask the following questions to highlight the student's daily interaction with the Kāpiti Coast District Council**

- In the last twenty four hours, hands up if you.....  
Had anything to do with the Kāpiti Coast District Council?  
Went to the toilet?  
Cleaned your teeth?  
Walked on a footpath?
- In the last week, hands up if you .....  
Put rubbish in a bin on a footpath or at the shops?  
Caught a bus or train?  
Visited a park or playground?  
Went to the public library?

Explain that these are all services that the council is involved in, to some extent, in our community.

**2. Divide the class into 6 groups.** Give each group a *My Typical Day* Ernie Card and have them answer the following questions:

- What is happening in this picture?
- Where is it happening?
- What do you know about the service that is shown in this picture?
- What would happen if the Council did not provide this service?

Have each group share their thoughts and ideas with the class.

**3. Display the *My Typical Day* Ernie Poster.** Have a look at each frame and identify the service the Council is involved in.

### RESOURCES



- *My Typical Day* Ernie Cards (6 pages)
- *My Typical Day* Ernie Poster

# INVESTIGATE

## LESSON 2 Why Do We Have A Council?

### METHOD



#### 1. Make a contentious statement that affects the whole class eg:

- From now on everyone has to eat cucumber in their lunch everyday.
- From now on everyone has to do 2 hours of homework each night.

Ask students:

- Who likes this idea and who does not and why?
- Why might someone have made this decision that affects you?
- How do you feel when people make decisions on your behalf?

#### 2. Ask and discuss the following:

- What would happen if:
  - everyone expected to do only the things they liked and not have to do anything they disliked?
  - everyone in the school got together at the same time to discuss what should happen at the school?
  - everyone in the local community got together at the same time to discuss what should happen in the local community?
  - everyone in the whole of the Kāpiti Coast District (around 47,000 people) got together at the same time to discuss what should happen for the whole area?
- Who sometimes makes decisions on your behalf about what you can and cannot do (at home, at school, in the community and in the country)?
- Why do they do this?
- What happens if you don't agree with the decision they make?

#### 3. Explain that the Kāpiti Coast District Council is the body that makes and implements decisions about what happens in our Kāpiti Coast community. The adults in our community vote for who they want to be on the Council. The Council makes decisions on behalf of the whole community.

#### 4. Divide the class into groups of about 5-6. Give each group a copy of the Kāpiti Coast District – a Partnership Diagram.

#### 5. Have each group discuss the diagram and come up with a statement for what they think the diagram shows.

### RESOURCES



- *Why Do We Have a Council?*  
Kāpiti Coast District – a Partnership Diagram

# INVESTIGATE

## LESSON Taking The Council Challenge

### METHOD



#### 1. What you need

- One set of laminated **Taking The Council Challenge** Game Cards (32 cards). 16 of these are job titles and the other 16 are brief job descriptions that match the job titles.
- One roll of double sided tape.

#### 2. Preparing to play

- This game involves the whole class. An even number of students is needed to play the game. You need one card per student to play Council Challenge. If there are less than 32 students in your class, you will need to remove pairs of cards from the deck until you have the right number of cards remaining for an equal number of job titles and job descriptions AND so that each student has one card.
- Put a piece of double sided tape onto the back of each card.

#### 3. How to play

- The aim of the game is to find your partner.
- Divide the class in half.  
Have each half of the class line up with their backs towards you. Stick a job title card onto the backs of one half of the class. Stick a job description card onto the backs of the other half of the class.
- Give the whole class 2 minutes without speaking to walk around looking at the cards on everyone else's back.
- Tell students they need to ask questions to find out about the card on their back and then to find their partner.  
They are only allowed to ask questions that have a 'yes' or a 'no' answer.  
eg: Do I work for the Council?  
In my job do I deal with people?
- Give students a set time (10 minutes maximum) to ask questions of each other and find their partner.
- When everyone has found their partner have each pair introduce themselves to the rest of the class by telling their job title and explaining a little of what they do.

### RESOURCES



- **Taking The Council Challenge** Game Cards (32 cards – 16 job titles and 16 job descriptions)

## Learning Outcomes

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### **LEARNING OUTCOMES SPECIFIC TO *TAKING ACTION IN MY COMMUNITY***

**On completion of this section, students will have:**

- interacted with someone who works for the community.
- developed an awareness of the different types of issues that exist in the local community.
- developed an awareness of the types of issues that can be dealt with at a local government level.
- identified things they like and dislike in their own community.
- started to identify what types of appropriate action could be taken to make changes.
- developed an awareness of the issues and complexities involved in taking action to make a change.
- considered locally focused issues that might be suitable for their own action project.
- begun preparations for their own action project.

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### **BROADER LEARNING OUTCOMES**

**On completion of this section, students will have:**

- practiced speaking, questioning, note taking and listening skills.
- developed a wider perspective on an issue.
- shown respect for the opinions, needs and interests of others.
- assimilated information and presented it in an alternative format.
- developed self confidence and effective communication skills through oral presentation.

# EXPLORE

## LESSON **4** Working For The Community

### TEACHER NOTE

This interview is a chance for students to talk in general with elected members or staff of the Kāpiti Coast District Council to find out the sort of things they do in their jobs.

### METHOD



1. **Go to the Kāpiti Coast District Council website** to see who is available to meet with your class.
2. **Arrange a visit, video-conference, email exchange** with one of the staff or one of the elected members of the Kāpiti Coast District Council.
3. **Have students identify what they want to find out.**
4. **Brainstorm** as many questions as you can.
5. **As a class pre-prepare a list of the best questions for your interview.** Make sure the questions use words like when, why, what, which, where, how and who so that they generate answers that are more than yes and no.
6. **Have the interview.**
7. **Have students write a short newspaper article, a job description, poster etc** about the person they interviewed.

### RESOURCES



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

#### List of:

- elected members of the Community Boards and Council and
- staff members of the Kāpiti Coast District Council who are available to be contacted for an interview.

# EXPLORE

## LESSON **5** How Can We Solve This?

### METHOD



1. **Brainstorm** the places people can go for assistance if they have a problem or issue they want to change in their community. Make sure you cover: community board, district council, regional council, national government, police etc.
2. **Divide the class into five small groups** give each group four of the *How Can We Solve This?* Decision Cards.
3. **Have each group read their cards** and in discussion answer the following questions
  - Who is affected by the problem/issue?
  - What could be done to sort out this problem/issue?
  - Who would you go to to sort it out?
3. **Give each group** one copy of the *How Can We Solve This?* Chart and have them fill it in for each of their decision cards.
4. **Display** the cards and the chart.
5. **As a class look at the charts** and discuss which issues are important in your community.

### RESOURCES



- *How Can We Solve This?* Decision Cards (20 cards)
- *How Can We Solve This?* Chart



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

#### Teacher Guidance on:

- the division of responsibility on the *How Can We Solve This?* Decision Cards

# EXPLORE

## LESSON



# What Are The Issues For Our Community?

## METHOD



1. **Have each student write down** three things they like about their community and three things they dislike or would like to see changed in their community.
2. **Have the students work in small groups**, and share their likes and dislikes. Ask each group to discuss and agree 5 things they like about their community and write each one on a separate piece of paper.
3. **Collect** the 'likes' for display around the classroom.
4. **Have each group discuss** and agree 3 things they dislike or would like to see changed in their community.
5. **Give each group a copy of the *What Are The Issues For Our Community?* Worksheet** and have them complete it for each of the 3 things they identified as dislikes/or things to see changed.
6. **Have each group choose one of their dislikes** and report back to the class how they might make a change in this area.
7. **Keep a copy of the *What Are The Issues For Our Community?* Worksheet** for referring to in Lesson 10.

## RESOURCES



- ***What Are The Issues For Our Community?* Worksheet**

# EXPLORE

## LESSON

# 7

## One Person Speaks At A Time

### METHOD



1. **Explain that the class will be doing a role play.** Read the role play scenario to the class.

**Scenario:** A local contractor has applied to their local council for resource consent (permission to use a specific resource) to open up a landfill on nearby farmland. Several different members of the community have requested the chance to speak at the resource consent hearing (a public meeting to let all interested parties have their say on the proposal) so that they may present their views.

2. **Divide the class into 7 groups.** Give each group one of the *One Person Speaks At A Time* Role Cards.
3. **Explain that each group will need a spokesperson** and will have only 5 minutes to present their case at the resource consent hearing to discuss the issue.
4. **Have each group do research** to gather information to assist their argument.
5. **Using the results** of the research have each group identify the key points of their argument and prepare their presentation.
6. **Bring all the role players together** into a simulated 'resource consent hearing' situation.
7. **After the hearing** have the whole class vote on the final outcome for the landfill.

### RESOURCES



- ***One Person Speaks At A Time*** Role Cards (7 cards)



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

- List of useful internet sites for research

# EXPLORE

## LESSON 8 Making A Change

### METHOD



1. **Divide the class into 6 groups.** Give
  - groups 1 and 2 the Maclean Street Skate Park Lighting Case Study
  - groups 3 and 4 the Paraparaumu Beach School Travel Plan Case Study and
  - groups 5 and 6 the Wharemauku Stream Case Study.
2. **Give each group a copy of the *Making A Change – Case Study Analysis* Handout.**
3. **Have each group,** read their case study and complete the **Case Study Analysis** Handout.
4. **Have groups 1, 3 and 5 work together and groups 2, 4 and 6 work together** and compare their case study analysis. Ask each group to highlight the strengths and weaknesses of the case study they looked at.

### RESOURCES



- ***Making A Change – Case Study*** Maclean Street Skate Park Lighting
- ***Making A Change – Case Study*** Paraparaumu Beach School Travel Plan
- ***Making A Change – Case Study*** Wharemauku Stream
- ***Making A Change – Case Study Analysis*** Handout



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

- ***Making A Change***
  - more case studies from our community

# EXPLORE

## LESSON



# Finding Out About A Local Campaign For Change

## METHOD



1. **Arrange a visit** by a local campaigner or Community Board member to talk about local campaigning for change.
2. **Have students pre-prepare a list of questions** that will help them learn about the interviewee's experience with campaigns to make a change in their community.
3. **Conduct the interview.**
4. **Have a discussion** as a class to discuss what they learned about running campaigns.

## RESOURCES



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

### List of:

- elected members of the Community Boards and Council and
- staff members of the Kāpiti Coast District Council who are available to be contacted for an interview.

## Learning Outcomes

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### **LEARNING OUTCOMES SPECIFIC TO TAKING ACTION IN MY COMMUNITY**

**On completion of this section, students will have:**

- developed an action plan for their action project.
  - developed an awareness of a citizen's role within the community and their partnership with the council.
  - understood the possibility of individual and collective capacity for change.
  - developed a sense of empowerment and thus be encouraged into active citizenship.
- 

### **BROADER LEARNING OUTCOMES**

**On completion of this section, students will have:**

- integrated individual ideas/priorities into a shared framework of issues and values.
- developed self confidence in public speaking.
- developed skills of communication and participatory competence.
- developed skills to enable critical reflection.
- been provided with multiple opportunities for learning and personal growth.

# TAKE ACTION

## LESSON **10** Choosing Our Action Project

### TEACHER NOTE

Although the choice of action project will be directed by the students, teacher guidance will be required to ensure that the project chosen is of an appropriate size and scope to achieve some successes within a short timeframe.

### METHOD



1. **Revisit the completed *What Are The Issues For Our Community?*** Worksheet showing the things students disliked and wanted to change about their local community from Lesson 6.
2. **Assess the class ideas against the *Kāpiti Coast: Choosing Futures; Community Plan* and *Kāpiti Coast: Choosing Futures; Community Outcomes*** documents on the Kāpiti Coast District Council's website.
4. **Identify a short list** of things you would like changed in your local community that could be possible 'Take Action' issues.
5. **Undertake a class vote** to agree the issue you are going to choose as your action project.

### RESOURCES



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

- *Kāpiti Coast: Choosing Futures; Community Plan*
- *Kāpiti Coast: Choosing Futures; Community Outcomes*

# TAKE ACTION

## LESSON **11** Developing Your Action Plan

### METHOD



1. **Give half the students** a copy of **Completed Action Plan A** and the other half a copy of **Completed Action Plan B**. Ask them to read it to identify the issue people wanted changed and then what they planned to do to make the changes.
2. **Pair each student with Completed Action Plan A** with a student who looked at **Completed Action Plan B**. Ask them to identify the similarities and differences between each Action Plan.
3. **Come together as a class** to identify the key features of both action plans.
4. **Divide into small groups**. Give each group a **Blank Action Plan** and ask them to complete it for the action project the class identified in Lesson 10.
5. **Come together as a class** to compare plans and to agree a single Action Plan for the whole class action project.

### RESOURCES



- **Developing Your Action Plan** – Completed Action Plan A and B
- **Developing Your Action Plan** – Blank Action Plan

# TAKE ACTION

## LESSON **12** + Taking Action

### TEACHER NOTE

Your action project may take anything from a few weeks, months or even years to come to fruition. The students will need to be thorough, patient and persistent. They may also have to be prepared to compromise.

### METHOD



1. Use the agreed Action Plan.
2. Develop a work plan with timeframes.
3. Decide who is going to do what and in which order.
4. Divide the class into groups responsible for achieving certain parts of the Action Plan.
5. Proceed with your Action Plan.

### RESOURCES



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

- Local Care Groups List
- *Kāpiti Coast: Choosing Futures; Community Plan*
- *Kāpiti Coast: Choosing Futures; Community Outcomes*
- List of:
  - elected members of the Community Boards and Council and
  - staff members of the Kāpiti Coast District Council who are available to be contacted for an interview.





me huri whakamuri, ka titiro whakamua

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