

ROTORUA
LAKES COUNCIL
Te kaunihera o ngā roto o Rotorua

VISION 2030

The **ROTORUA**
way

TEACHING RESOURCE



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Resources:

Vision 2030: The Rotorua Way factsheet

Vision 2030: The Rotorua Way Fortune Teller

Vision 2030: The Rotorua Way Postcards



Vision 2030: The Rotorua Way (© Copyright 2017: Illustrations by Sally Smyth not to be reproduced)



Introduction

Identifying what's special about Rotorua and what our strengths are will be key to our district's future progress. We also need to identify the key opportunities that will help us to build on the district's strengths.

Rotorua 2030 identified a future vision and set of priorities out to 2016. These priorities focused on immediate issues for the district.

With this review we want to identify priorities which build on our real strengths and will direct projects for the next term of Council.

During the past few years we have seen the district progress and current indicators point to continued growth and investment. The local economy is performing above the national average, unemployment has been dropping and sectors like tourism, retail and hospitality are doing very well. It's important we keep that momentum going.

Our population passed 70,000 during 2016 which is a reversal of a decade-long decline pre-2014.

We acknowledge that with growth and progress come pressures – on infrastructure like roads, water supplies and wastewater systems, on public facilities, on housing stock and accommodation and on service and hospitality sectors. These challenges need to be dealt with but many also present as opportunities.

Establishing what is special to us and our district provides the blueprint for how we want Rotorua to be known. Being clear about our strengths and the opportunities will allow us to be specific about our focus, and to identify priorities that will have the greatest impact and will support our progress toward the Rotorua 2030 Vision. Elected members and key stakeholders have started this process. This provides the basis for a discussion with you, the wider community, and we now want your help to shape our district and priorities.



Links to The New Zealand Curriculum

VISION	<p>This resource focuses on students being:</p> <ul style="list-style-type: none"> connected: as members of their families, whānau, and communities actively involved: by contributing to the social, cultural, economic, and environmental well-being of their communities lifelong learners: as critical thinkers and informed decision makers.
PRINCIPLES	<p>This resource supports the principles of:</p> <ul style="list-style-type: none"> inclusion: being non-discriminatory community engagement: connecting and engaging with their families, whānau, and communities future focus: citizenship
VALUES	<p>This resource models and explores the key value of:</p> <ul style="list-style-type: none"> community and participation for the common good
KEY COMPETENCIES	<p>This resource fosters in students the key competencies of:</p> <ul style="list-style-type: none"> thinking: to make sense of information, experiences, and ideas participating and contributing: contributing as a group member and being actively involved in their communities

Achievement objectives

SOCIAL SCIENCES (SOCIAL STUDIES)	
<p>Conceptual strand: Identity, Culture and Organisation</p> <p>Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects on the participation of groups and individuals.</p>	
LEVEL 2	<p>Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> 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	<p>Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> Understand how groups make and implement rules and laws. Understand how people make decisions about access to and use of resources.



Pedagogical approach

This resource is based on a social inquiry approach. Social inquiry is a process for examining social issues, ideas, and themes and significant aspects of human society.

Using a social inquiry approach, students may follow these steps:

- **find out information:** ask questions, gather information and background ideas, and examine relevant current issues
- **explore values and perspectives:** explore and analyse people's values and perspectives
- **consider responses and decisions:** consider ways in which people make decisions and participate in social action
- **reflect and evaluate:** reflect on and evaluate the understandings they have developed and the responses that may be required
- **so what? Now what?:** identify what they now know, what their new learning means to themselves and others, what further learning they need, and what responses they could make.

For further information on the social inquiry approach, see Approaches to Social Inquiry (Ministry of Education, 2008). This can be downloaded from: <http://ssol.tki.org.nz>

Developing conceptual understandings

Conceptual understandings to be developed in the resource are:

- people's beliefs and values towards issues in society can be different
- people can have more influence on what happens if they act collectively rather than alone
- democracy is an inclusive process because it gives people a say in policies that affect our cities future

Concepts:

- participation
- contributing
- democracy
- decision-making

For further information on building conceptual understandings in the social inquiry approach, see Building Conceptual Understandings in the Social Sciences: Approaches to Building Conceptual Understandings (Ministry of Education, 2009). This can be downloaded from: <http://ssol.tki.org.nz>

Assessment

This resource supports formative assessment. Formative assessment is a way of showing student development of conceptual understandings. After individual activities or the entire unit have been completed, allow students time to reflect on what they have learnt, identify ideas that need further work, and review key points. Encourage students to think independently about how they have learned as well as what they have learned from the activities. These reflections provide valuable formative assessment data.



Learning experiences

The following learning experiences may be taught sequentially. However, you are encouraged to adapt the activities to meet the specific learning needs and experiences of your students.

LINKS TO THE SOCIAL INQUIRY APPROACH	LEARNING EXPERIENCES	WHAT YOU NEED
Topic 1: Getting started – who makes decisions?		
Find out information	<p>Activity 1</p> <p>Divide the class into four groups. Tell them that each group is going to create a team game to play against another team. The only equipment they can use in the game is one ball, two hoops, and one skipping rope. The students are to decide the rules of the game and where it is played, for example, on a netball court, on a playing field, or inside the school hall. Allow ten minutes of planning time. Then ask each group to explain how the decisions were made about the game and the rules. Ask: “Was everyone part of the decision-making?” The students could play the games they designed as part of a PE lesson.</p>	<ul style="list-style-type: none"> Open field or hall
Topic 2: Is your voice heard?		
<p>Explore values and perspectives</p> <p>What do I think?</p>	<p>Activity 2</p> <p>Explain that everyone has the right to participate in decision-making that affects them. Ask students to stand in the middle of the space. Explain that you will read out some statements and that they are to place themselves along a continuum going from “always” to “never”. Read the following statements:</p> <ul style="list-style-type: none"> “Adults at home listen to what I have to say (about things that affect me).” “Adults at school listen to what I have to say (about things that affect me).” “Adults in the community listen to what I have to say (about things that affect me).” <p>Have the students place themselves on the continuum (or allocate spaces in the classroom) for the following responses:</p> <div style="text-align: center;"> <p>ALWAYS MOST OF THE TIME SOMETIMES HARDLY EVER NEVER</p> </div> <p>Give students the opportunity to discuss the kinds of decision-making they participate in/do not participate in after each statement is read.</p>	<ul style="list-style-type: none"> Open field or hall

Topic 3: Rights and responsibilities (rules and laws)		
<p>Find out information</p> <p>What groups do I belong to?</p> <p>What are my rights and responsibilities in decision-making within these groups?</p>	<p>Activity 3</p> <p>Ask students to think-pair-share on the following questions:</p> <ul style="list-style-type: none"> What groups do you belong to? (For example: home, school, sport, or community groups.) What is your role in decision-making in these groups? <p>List the groups on a chart or the board. As a class, discuss the decision-making of each group. Prompting questions may include:</p> <ul style="list-style-type: none"> Who makes the rules for these groups? Who makes the rules at home/school/in the community? How are students' voices heard? Who ensures rules are followed? <p>As a class, discuss the current class/school rules, including questions such as:</p> <ul style="list-style-type: none"> Who makes them? What is taken into consideration when making these rules? (For example: health and safety or laws.) 	
Topic 4: Taking action		
<p>Find out information</p> <p>How can people have their voices heard?</p>	<p>Activity 4 - Explain that people can have more influence on what happens if they act together rather than alone, and that groups are able to share opinions and solve problems.</p> <p>Have the class brainstorm the types of activities that people can do to have their voices heard (such as: petitions, protests, referenda, letters to the editor, action groups/pressure groups). Record their ideas on the board. Explain that actions should not be irresponsible or aggressive.</p>	
Topic 5: Being part of decision-making		
<p>So what? Now what?</p> <p>How can we have our voices heard?</p>	<p>Activity 5 - Read the factsheet (Vision 2030 The Rotorua Way) with the class. Discuss ways that students could comment on, and be part of the consultation. Discuss which would be best, and implement it. There are many ways to give feedback:</p> <ul style="list-style-type: none"> Register online at www.letstalk.rotorualakescouncil.nz take a photo and upload it to the photo competition submit an idea submit your story Write some ideas and thoughts on a postcard and submit to council 	<ul style="list-style-type: none"> Vision 2030 Factsheet Vision 2030 postcards Internet Access to www.letstalk.rotorualakescouncil.nz

Topic 5: Being part of decision-making (continued)

How do our voices differ from others?	Activity 6 <ul style="list-style-type: none">• Cut out and fold the origami fortune teller• Divide the class into pairs and play the fortune teller with each student asking their partner the question.• Ask the student to write in the fortune teller the answers they hear from their partner.• Once complete, have a class discussion on the results, use a white board or chart to tally the results to see if there are any common themes.	<ul style="list-style-type: none">• Vision 2030 The Rotorua Way Fortune Teller• Scissors
Can you encourage others?	Activity 7 <p>Encourage the students to take what they have learnt back to their family to discuss the importance of being involved in their community and to discuss what the student believes is The Rotorua Way. Encourage the students to bring back to the class what they have learnt from their families. Have a discussion in class about what their families said and discuss if that differs from what they believe. Ask the students to encourage their family to get involved online.</p>	<ul style="list-style-type: none">• Vision 2030 The Rotorua Way Small cards and postcards for distribution

Topic 6: What do we now know?

Reflecting and evaluating What have you learned? So what do we now know about participating in the decision making process?	Activity 8 <p>Have students, either independently or in small groups, reflect on what they've learned about the importance of having a voice in decision-making. Ask:</p> <ul style="list-style-type: none">• How do people have a say in decision-making in our democratic community?• In what ways can you voice your opinions to decision-makers when you are not yet eligible to vote?• What are the possible consequences of non-participation processes?	
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