

# Policy. for Schools

## General resources for using Policy.nz



This teacher resource is designed to provide starting points when guiding students to engage with the policies on Policy.nz, the complete guide to Election 2023

- Go to [Policy.nz](https://www.policy.nz)
- Use the party profiles to learn about the parties
- Browse each parties policies across a range of topics and issues
- Click on policies to read more detail. Save policies by clicking the heart icon.

We suggest that you first model the process with your students (you choose one issue and move through this together as a class) and then ask them to carry-out their own social inquiry into a particular policy area or series of policies that are meaningful to them. For example, an inquiry into the issues that will affect children and young people.

For each of the issues, you will need to guide students through a discussion of values, priorities, impacts upon different groups of people - both potential benefits and harms. These discussions will lead to strengthening students' ability to make value-based decisions and understand why different people and groups make decisions that are different to their own. It is also important that students see the varied positions that people have on the policy issues. When you lead discussions and set activities for students, move away from simplistic for/against arguments and foster critical thinking that grapples with the complexities of the issues. This is the perfect opportunity to bring the structure of the MMP system into your lessons; to critically evaluate what it means to have representation or be represented in parliament; to look at policies of the smaller parties and discuss why it is important for smaller parties to have a voice.

Throughout this process the role of the teacher is to make it clear that there are no right or wrong answers. Remind students to keep discussions about the issues rather than attacking people and groups of people. Disagreement and dissent is a necessary part of the democratic process, but prejudice and personal attacks are not acceptable.

For further professional reading we recommend 'Issues-based social inquiry in social studies and citizenship education' by Andrea Milligan, Philippa Hunter and Michael Harcourt: chapter 3 in [Teaching social studies for critical, active citizenship in Aotearoa New Zealand](#).

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VICTORIA UNIVERSITY OF  
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### Questions for understanding political agendas

1. Based on the policies for each major topic can you tell what priorities each political party has? Discuss.
2. What do the set of policies each party has tell us about who they are appealing to? What demographics do you think different parties appeal most to?
3. What insight do the parties' policy priorities give us into the overarching political agenda of the parties?
4. Look at the party profile pages. Do the parties' policies seem to line up with their histories?

### Questions for looking at policies through different lenses

1. Select an issue that you are interested in, or will affect your community, and compare the policies between two parties. What are the differences in the policy? How do you think these will affect your community?
2. On an issue of interest to you – save the policies that you agree with by clicking the heart icon. Explain what you perceive the benefits of these policies to be. Discuss with another person in the class. Have you learnt anything new about this person as a result of this discussion? Have you learnt something about yourself as a result of this discussion?
3. As a class, select an issue that affects children and young people. Save the policies that you think will clearly benefit children and young people. Do you have any suggestions for how to make the policies on your chosen issue more beneficial for young people's lives?
4. As a class, select an issue that affects the environment. Save the policies that you think will clearly benefit the environment. Find someone in your class who has saved different policies to you. Talk to them about why they have made their selections. What have you learned about their values (what is important to them) in your discussion? Has the conversation made you think about why you chose the policies you did? Has it made you want to change the policies you have selected? Do you have any suggestions about how to make the policies on your chosen issue more beneficial for the environment?



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### **Continuum activity: take a stance and be prepared to justify it**

*Note for teachers: This activity should be completed after students have completed their inquiry into the issue and can be used to prompt meaningful reflection. Students could also draw a continuum and place themselves on it initially, before browsing the Policy.nz tool, and then place themselves on the continuum again in a different colour after the inquiry to reflect upon any changes to their position on the statements. Doing this privately rather than publicly will encourage deeper reflection.*

1. People should vote for the party that benefits them the most personally.
2. People should vote for the party that will have the most benefit for the most people.
3. People should vote for the party that will benefit the most vulnerable.
4. People should vote for the Prime Minister they want rather than the party whose policies appeal to them.
5. People should only take policies into account when deciding who to vote for.
6. Policies are not important. It is more important that voters trust the people they vote for.
7. Policies are not important, because after the election the government doesn't necessarily enact the policies it campaigned on.
8. Politicians' life experiences are more important than their level of expertise in policy.
9. Policy.nz expertise is the most important quality a politicians should have.
10. Health policies should be designed to prevent people from getting sick rather than waiting for them to be sick and then trying to help them.
11. The most important issue for New Zealanders voting in this election is poverty.
12. The most important issue for New Zealanders voting in this election is Covid-19.
13. The most important issue for New Zealanders voting in this election is climate change.
14. The voting age should be reduced to 16.



We all participate in the economy every day: we contribute when we go to work to earn money, and we contribute when we spend money. Jobs are the way most people earn an income. They allow us to provide for ourselves and for family members who may not be able to work themselves. Governments do different things to create jobs, and to help Kiwis find them. In this activity we'll explore the different ways government can support employment.

→ Go to [policy.nz/2023/party-vote/policies/incomes-and-employment](https://policy.nz/2023/party-vote/policies/incomes-and-employment)

→ Find and read the 'Jobs and employment' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. People can work in the private sector (like businesses) or the public sector (like teachers, nurses, and government officials). Some people believe the government should not interfere with the private sector job market. Others believe that creating, supporting and finding jobs in the public and private sector is one of the most roles a government has. What do you think?

2. The "unemployment rate" measures the number of Kiwis of working age who don't have a job. Have a look at the Statistics New Zealand data on unemployment in Aotearoa New Zealand [here](#) and answer the following questions:

- What happened to the unemployment rate between June 2008 and June 2009? Why do you think this happened? How did the Global Financial Crisis impact New Zealand?
- Is there a difference in unemployment rates between men and women? Why do you think this might be? Consider the different roles that men and women have traditionally held in many families. Do you think this gap will change in the future? Why or why not?

→ Go back to Policy.nz and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

3. For one of the policies you have chosen, think about its effects on these people:

- A Kiwi who owns a small business and is struggling to pay the bills because of Covid-19.
- A 22-year-old Kiwi who has just graduated from university and is looking for their first job.
- A young Kiwi who wants to go into the trades (such as plumbing, hairdressing, or building).
- A large international company employing 100 highly-skilled Kiwis.

4. Imagine you are the Prime Minister. What three policies would you implement first to support jobs and employment? Why did you choose those policies?



Our Ministry for the Environment says: “Climate change is the biggest environmental challenge of our time. It [affects] our agriculture, native ecosystems, infrastructure, health and biosecurity. If left unchecked it will have broad social and economic impacts.” Different parties propose different solutions, and some question whether climate change will really be as bad as scientists warn. In this activity we will explore responses to climate change.

→ Go to [policy.nz/2023/party-vote/policies/environment](https://policy.nz/2023/party-vote/policies/environment)

→ Find and read the ‘Climate change’ section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Read the Ministry for the Environment’s website on the likely effects of climate change [here](#). With the people around you discuss the likely effects of climate change on our economy; on our health; on our water resources, and on summers at the beach. How might climate change affect you and your friends?
2. Carbon emissions are one of the main sources of climate change. One way to respond to climate change is reducing carbon emissions. Read the Ministry of Foreign Affairs and Trade’s website on New Zealand’s emissions reduction targets [here](#). How do we decide our targets? How have our targets changed over time? Why do you think this might be?
3. One way to reduce the amount of carbon dioxide in the atmosphere is planting trees. New Zealand has a lot of land where trees could be planted, but much is already being used for activities like farming. Why might a farmer convert a farm from dairy to forestry? Write a PMI Chart (plus, minus, interesting) for converting farms into forests.

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. Some people believe reducing our carbon emissions will benefit everyone eventually, while others believe it will hurt our economy. Identify two negative effects of a policy you’ve saved.
5. Converting farms to forestry would reduce net emissions, but would also change the land and might reduce the number of farming jobs available. You can read about this topic [here](#). What policies do parties have on this issue? What do you think the government should do?
6. New technologies could help reduce our emissions *and* benefit the economy. Can you think of a policy idea that could encourage people to invent technologies that reduce emissions?



Many of us have enjoyed swimming in our rivers and lakes. We drink fresh water from the tap every day. Our waterways are a part of who we are—many of us have deep connections to our rivers and lakes. But the more we use our water, the more we introduce risks to its quality. So how do we enact kaitiakitanga and protect our water resources for generations to come? In this activity we will explore the importance of freshwater and the policies that can protect it.

→ Go to [policy.nz/2023/party-vote/policies/environment](https://policy.nz/2023/party-vote/policies/environment)

→ Find and read the ‘Fresh water’ section

→ Explore answers to these questions and share your ideas and reasoning with others

1. “Te Mana o te Wai”—the mana of our freshwater. That’s the term the New Zealand Ministry for the Environment use to talk about the importance of our water. Read [this](#) website.

- How do you understand what mana means when we think about freshwater?
- Does Te Mana o te Wai matter to you? Why or why not?

2. Read [this](#) website, and with the people around you discuss the following questions:

- Where and how are our waterways polluted?
- Why are our freshwater species and ecosystems under threat?
- How might climate change affect our freshwater?
- How might tourists affect our freshwater?

3. Agriculture and tourism are important to New Zealand’s economy—but both can harm our waterways. What could we do to balance their benefits with the costs to our rivers and lakes?

→ Go back to [Policy.nz](#) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. For one of the policies you have chosen, write a PMI Chart (plus, minus, interesting).

5. Think back to what you said about how climate change could affect our freshwater. Imagine you are the Minister for the Environment? Can you think of a policy that would reduce our carbon emissions and improve our freshwater at the same time?

6. Imagine you are the Prime Minister, and you need to give a speech about freshwater in New Zealand. Write at least the first five sentences of your speech, thinking especially about including the idea of kaitiakitanga as a strong message in your speech.



The number of people living in our largest cities is increasing quickly, so more people need to move around the city. People need to get to work, to events, shops and other places they need to go. However, our roads and railways were built to cope with much fewer people. Urban Transport policy is about how people can move around in cities. In this activity we'll think about the kinds of policies that are available, and the different costs they have.

→ Go to [policy.nz/2023/party-vote/policies/transport-and-infrastructure](https://policy.nz/2023/party-vote/policies/transport-and-infrastructure)

→ Find and read the 'Urban transport' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Read [this](#) website on Te Ara, showing the increase in the number of people living in our cities. Why do you think more people live in cities now? Do you think our cities will keep growing? Why or why not?
2. Now have a look at [this](#) map on the New Zealand Transport Agency's website. It shows current transport projects. Use the map to find a project happening near you:
  - How much is the project estimated to cost? Of the project benefits listed, which do you think is most important? Why? Can you think of a downside to the project?
3. Some people believe roads will remain important, while others believe roads are a thing of the past, and that we should focus on trains, bikes and other forms of public transport. When might roads and private cars be better to use than public transport like trains or buses? Where could public transport replace roads and cars without negative effects?

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. Transport projects are often very expensive, and usually only benefit people in one city. One example is the proposal to build a Light Rail system from Auckland city to Auckland airport.
  - Imagine you live in Auckland. Would the Light Rail system help you? Do you think you, your family or friends would use it?
  - Now imagine you live somewhere else in New Zealand, and don't visit Auckland often. How do you feel about some of your tax money being spent on the Auckland Light Rail?
5. For a policy you saved, think about its effect on emissions. Does it help us respond to climate change? How might it impact our emissions? Which policies may result in lower emissions?



The amount of money in people's wallets is not just the result of how much they get paid: it's also the result of policy decisions. The government decides how much tax each person pays, and how much each person receives in support from the government. Different parties have different ideas about how much the government should take in tax, or on how much it should provide in support. In this activity we will explore and discuss different approaches to tax.

→ Go to [policy.nz/2023/party-vote/policies/incomes-and-employment](https://policy.nz/2023/party-vote/policies/incomes-and-employment)

→ Find and read the 'Tax and income support' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Why does the government need to collect tax? What are some examples of the different taxes the government collects? Read about New Zealand's tax system [here](#) to get started.
2. When do you have to start paying tax? Are there any types of income you don't have to pay tax on? Why might the government decide not to tax certain types of income? The Inland Revenue Department guide [here](#) might help you get started.
3. People have strong feelings about tax. Some people describe tax as 'love', while others describe tax as 'theft' or 'violence'. Do you agree with either of these views? Read the following resources to help you think about your answers.
  - [A crazy little thing called tax](#) and [Why are you so afraid of tax?](#) explain why tax is more similar to love. [Tax is not love, it's violence](#) explains why tax is more similar to theft.

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. What are the main differences between the parties' policies on taxes? Which parties want people to pay more tax? Which parties want people to pay less tax? What are their reasons?
5. For one of the policies you have saved, and write a PMI (plus, minus, interesting). How would the policy impact you? How would it impact your family?
6. If you were in the government, what would your tax policies be? How would these affect you, your family and your friends? How will you persuade others to agree with your policy? Write three arguments for you tax policy idea.





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→ Go to [policy.nz/2023/party-vote/policies/incomes-and-employment](https://policy.nz/2023/party-vote/policies/incomes-and-employment)

→ Find and read the 'Tax and income support' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Almost all parties agree that some of the money the government collects from taxes should go towards providing income support to some people. Why does the government provide income support?
2. Who is eligible for income support from the government? What types of income support are available to people? Read the government's [Financial Assistance](#) page to get started.
3. People in different age groups are eligible for different types of income support. For example, people older than 65 are eligible for a payment called superannuation paid every two weeks (sometimes called a 'pension'). Young people can access income support for activities like job training or study. Why might the government target income support based on people's age? How are the types of income support different for different age groups?
  - You can read more about income support for 16-19 years olds [here](#)
  - You can read more about superannuation [here](#)

→ Go back to [Policy.nz](#) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. What are the main differences between the parties' policies on income support? Which parties want to increase the amount of income support the government provides to people? Which parties want to decrease the amount? What are their reasons?
5. For one of the policies you have saved, write a PMI Chart (plus, minus, interesting). How would the policy impact you? How would it impact your family?
6. If you were in the government, what would your income support policies be?

## Incomes and employment

### Wages and working conditions



The government sets rules about how employers must treat their staff, such as minimum wages and the conditions that must be in place to keep people safe while they're at work. These policies have a huge impact on the lives and well-being of all workers in Aotearoa New Zealand. In this activity, we will explore wages and the workplace.

→ Go to [policy.nz/2023/party-vote/policies/incomes-and-employment](https://policy.nz/2023/party-vote/policies/incomes-and-employment)

→ Find and read the 'Wages and working conditions' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. What is the difference between the minimum wage and a [living wage](#)? Do you think there should be a difference?
2. How is a [universal basic income](#) (UBI) different to a wage? White a PMI Chart for a UBI.
3. What are the current rules about the minimum wage in Aotearoa? Read [this summary](#). Pay close attention to the exemptions section, which covers groups of people that do not have to be paid the minimum wage. Discuss the following points in a small group:
  - Should the minimum wage apply to people under 16? Why or why not?
  - What are the advantages and disadvantages of having [starting-out and training minimum wage](#) categories? Do you think trainees should be paid less?
  - Should inmates (prisoners) be exempt from minimum wage for their work? How is their work different to work that people do outside of prison?
  - Is it fair that people with disabilities be exempt from minimum wage for the work they do?
4. Read this article on [wage theft](#). Is wage theft different to stealing? Discuss with a friend.

→ Go back to Policy.nz and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. Which parties advocate for higher minimum wages? Do any parties advocate for lower minimum wages? What might explain the difference in their views? Tip: consider if policies appeal to or benefit workers, or if they appeal to and benefit employers.
5. Are workers interests and employer's interests always the same? How might they be different? Explain your reasoning using a policy you have saved as an example.
6. Some employers think the government should not interfere with their workplaces. Which parties are more likely to create rules and guidelines for workplaces? Why do you think this is?



Our cities are wealthier than our rural regions, and some rural areas are much wealthier than others. Regional development policy is about how the government can stimulate growth in less wealthy regions, helping to spread opportunity equally across all parts of the country. It's about being able to live a good quality of life, wherever we live. In this activity you will explore and discuss the kinds of regional development policies the government can use.

→ Go to [policy.nz/2023/party-vote/policies/economy](https://policy.nz/2023/party-vote/policies/economy)

→ Find and read the 'Regional development' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Use the Regional Economic Activity Web Tool available [here](#) to explore our regions. Auckland has the biggest population. Which region has the second biggest population? Which region has the fewest people? Which region is New Zealand's wealthiest, and which is the least wealthy? Are regions with more people wealthier? Why or why not?
2. 'Development' refers to more than just the amount of money people make—it's how much money people have left after paying bills or accessing services like education or health.
  - Use the [tool](#) to explore other kinds of differences between regions. For example, are there greater gaps in income between men and women in different regions? Which region has the fewest number of people attending university and which has the most? Why might this be?
3. Do you think these differences between regions have to be like this? Do you think the government should try to make life opportunities more equitable or similar for people living in all parts of New Zealand?

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. What policies are different parties proposing for regional development? Which parties seem more concerned with regional development and which seem less concerned? Why do you think this might be? Which parties seem to be focused on helping your region?
5. Imagine you live in Kaitia, Westport, Te Awamutu, Gore, Russell or another New Zealand town. Which parties' policies do you think might improve your quality of life? Do the policies have any downsides for people who live in cities?
6. How do you think Covid-19 might affect different regions?



Tourism is one of the largest contributors to our economy and is made up of international visitors and Kiwis exploring their own country. Thousands of businesses rely on tourism—and many of us love exploring parts of our country. But tourism can have negative effects: it can damage the environment, and international visitors can ‘crowd out’ locals from enjoying our own country. In this activity you will explore and discuss government approaches to tourism.

→ Go to [policy.nz/2023/party-vote/policies/economy](https://policy.nz/2023/party-vote/policies/economy)

→ Find and read the ‘Tourism’ section

→ Explore answers to these questions and share your ideas and reasoning with others

1. The government promotes tourism through an agency called New Zealand Trade & Enterprise (NZTE). Read about NZTE [here](#) to get started.
  - How much has tourism increased in New Zealand since 2009? How much money does tourism usually contribute to our economy? Where do our visitors come from?
2. Our values, like manaakitanga, make us great hosts to visitors. Read [this](#) summary of a recent report by the Parliamentary Commissioner for the Environment. What does the Commissioner say about manaakitanga? What other values affect our views on tourism?
3. Our country is far away from most of the rest of the world. How do you think the global environmental sustainability movement encouraging people to fly less might affect New Zealand’s tourism industry? How might Covid-19 change our tourism industry in the near future and further ahead?

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. Imagine you are the Minister for Tourism. Would you want to grow tourism? Why or why not? Would you introduce policies to stop tourism damaging the environment? If so, how, and if not, why not? What policies would demonstrate effective kaitiakitanga?
5. Now compare your policies to some of the parties’ tourism policies. How do the policies reflect kaitiakitanga and manaakitanga? What other values do they prioritise? How have the parties’ tourism policies accounted for the effects of Covid-19 on our tourism?
6. Choose one policy, and consider how it affects you. Will it bring tourists to your region? Why would this be a good or a bad thing?

## Housing

### Housing affordability



We all need somewhere to live, but our houses are some of the most unaffordable in the world. In our country, the average house price is seven times the average income, which is high by international standards. While rising house prices are good for people who own homes, the increasing housing costs shut many of us out of the market forever, increasing inequality. In this activity you will explore and discuss the nature of housing policies.

→ Go to [policy.nz/2023/party-vote/policies/housing](https://policy.nz/2023/party-vote/policies/housing)

→ Find and read the 'Housing affordability' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. What are some advantages and disadvantages of owning your own home? Why might some people rent a house instead of owning a home?
2. Read [this](#) article from 2019 on housing affordability in New Zealand, looking closely at Figure 5. Which is the only country with less affordable housing than us? Why is our housing so expensive? Do you think anything has changed since 2019?
3. The government deals with housing affordability through an agency called the Ministry of Housing and Urban Development (HUD). You can read more about HUD [here](#).
  - What five factors does HUD say it can use to improve housing affordability? Can you think of any other factors that can affect the price of a house?
4. Another agency called [Kāinga Ora](#) builds public housing, and supports Kiwis to buy or rent affordable homes. Does everyone in New Zealand have the 'right' to own their own home, or is this a 'privilege' that not everyone may be able to attain? Why do you think this? Should the government intervene to make houses more affordable to buy or rent? Why or why not?

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

5. What are the main differences between the parties' approaches to housing affordability? Do some parties seem more concerned about this issue than others?
6. For one of the policies you have saved, think about the advantages and disadvantages of the policy. How would it affect someone who owns a house? How would it affect someone renting?
7. Imagine you were Minister of Housing. Would it be important to you that people own their own homes? What are two policy ideas that could increase home ownership?



Our government interacts with other countries either one-to-one or as part of international organisations, like the [United Nations](#). How we interact with other countries can change in response to world events or events at home. Good relationships mean we can trade freely and travel overseas; on the other hand, bad relationships can hurt our economy and limit our travel freedoms. In this activity, we will explore international relations policy.

→ Go to [policy.nz/2023/party-vote/policies/defence-and-foreign-affairs/](https://policy.nz/2023/party-vote/policies/defence-and-foreign-affairs/)

→ Find and read the ‘International relations’ section

→ Explore answers to these questions and share your ideas and reasoning with others

1. We are a small country, but we interact with countries far bigger than us. How do differences in countries’ sizes affect how we interact? Read [this](#) page to get started.
2. Our international relations are managed by the Ministry of Foreign Affairs and Trade. Foreign affairs and trade were not always managed by the same ministry, so what do you think it says about New Zealand that we now combine them in the same organisation? Read the information on the MFAT website [here](#) to guide your thinking.
3. Read [this](#) page on NZHistory for information on many of the major events in our international relations history in the last century. Which events do you think changed our international relations the most? Why do you think this? Read the history of our nuclear free policy. Do you think this policy still affects our relations with the USA today? Why or why not?

→ Go back to Policy.nz and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. How might other policy areas affect our international relations? Start by looking at policies under ‘Immigration’, ‘Te Tiriti o Waitangi and governance’ and ‘Travel and border restrictions’.
5. Political parties often have more similar approaches to foreign affairs than they do to issues within our country, like housing or tax. Why might this be?
6. Imagine you are the Minister of Foreign Affairs. What relationships should we have with the USA, China, Great Britain, Australia, and why? Choose where you stand on this spectrum:
  - Where they go, we go: Very similar foreign policy and trade goals
  - Closely aligned: Maintain a defense partnership and strong trade relations
  - A mixed bag: Maximise trade opportunities, but hold different foreign policy goals
  - Cautious: Maintain different views on most areas of policy



In July 2020, our refugee quota increased from 1000 to 1500 per year. Some people saw this as a long overdue increase, while others were reluctant to increase the number of refugees we accept. The government decides how many refugees we accept and how we support them once they are here. In this activity, you will think, explore and discuss how different policies around refugee resettlement affect the refugees and the communities they become a part of.

→ Go to [policy.nz/2023/party-vote/policies/migration](https://policy.nz/2023/party-vote/policies/migration)

→ Find and read the 'Refugees' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Who are refugees? Why does our government think it's a good idea for us to accept 1500 new refugees every year? Read [this page](#) on the Red Cross NZ website to help you.
2. Some people who believe that we already do enough to help refugees are concerned about the costs of taking in refugees and helping them to get used to life here (called the 'resettlement process'). What do you think these costs include? Do you think [the benefits](#) will outweigh the costs over time? Why or why not?
3. During the Covid-19 pandemic, a side effect of the government closing our borders to non-citizens to help limit the spread of Covid-19 was that no new refugees were able to enter under the refugee quota. Do you think this was fair?

→ Go back to Policy.nz and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. What are the main differences between the parties' approaches to refugees and resettlement? Do some parties seem more concerned about this issue than others?
5. Some parties have policies that refer to climate change and refugees. What is the connection between climate change and becoming a refugee? Do you think the next government should deal with climate change refugees differently than other refugees? Why or why not?
6. For one of the policies you have saved, think about the advantages and disadvantages of the policy. How would it affect someone who lives in a town or city where refugees settle, such as Auckland, Palmerston North, Levin, Timaru, Dunedin, or Invercargill? How would it affect someone who is a former refugee?
7. If you were in the government, what would your policies on refugees be?



People from all around the world move to Aotearoa New Zealand to work and live. Some parties make strong arguments for policies that restrict the numbers of international migrants allowed to live and work here; others think we should welcome people with certain educational and professional skills, or people who have family members already here. In this activity, we will explore the policies that determine who gets to live and work in our country.

→ Go to [policy.nz/2023/party-vote/policies/migration](https://policy.nz/2023/party-vote/policies/migration)

→ Find and read the 'Immigration' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Net migration is the difference between how many people arrive and leave a country. It's an important consideration for any government, to ensure we can plan to have enough services (like roads, schools, hospitals) for everyone who needs them.

- Why do you think it is so important to know how many people are either arriving to live here or leaving Aotearoa New Zealand to live somewhere else?
- Have a look at [this graph](#) which shows net migration of New Zealand citizens from 2017 to 2023. What do you notice about 2020 and 2023? What might some implications of these changes in net migration trends be for our country?

2. 2020 and 2023 are not normal years when it comes to international migration. Use the data on [this page](#) to create your own graphs. Discuss with your classmates what you want to show in your graph, and the best way to represent the data. Remember to title and label your axes!

→ Go back to Policy.nz and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

3. Choose one policy you saved and find a partner who also saved that policy. Discuss the reasons that you like this policy. Then find another pair of students who did not save that policy. Can you explain your reasons to each other? Complete a PMI for the policy you saved and the policy the other students you spoke with saved.

4. Some people argue certain immigration policies are racist, or at least perpetuate racism. Read this [this NZHistory](#) page to look for historical examples of racist policies, and [this article](#) about a policy change made in 2019. Think, pair and share the different points of view that are made in the article. Do you think it is fair to accuse the government of passing a racist policy?

5. If you were in government, what would your immigration policy be? Why?





New Zealand legalised same sex marriage in 2014, but the Rainbow (or LGBTQIA+) community still face many challenges that other New Zealanders don't, including significantly higher rates of mental illness and suicide. In previous elections, some political parties have not had specific policies to address the Rainbow community. Will this election be different? In this activity, you will explore and discuss different policies to assist the Rainbow community.

→ Go to [policy.nz/2023/party-vote/policies/community-and-inclusion](https://policy.nz/2023/party-vote/policies/community-and-inclusion)

→ Find the 'Rainbow community' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. Government policies towards the Rainbow community have changed a lot over the past 35 years. Read this article on [Homosexual Law reform](#). Research and find two other pieces of legislation since 1987 designed to reduce discrimination against the Rainbow community. How have people's perspectives on the Rainbow community's rights shifted since 1987?
2. Watch the "[Big, Gay, Rainbow Speech](#)". This speech made in New Zealand Parliament was shared widely around the world. What was the Marriage Amendment Bill? Who is this politician, and what is his perspective on the bill he is speaking about? Why do you think his speech received global attention?
3. What challenges do the Rainbow community currently face in New Zealand? [This report](#), released by the New Zealand Commission of Human Rights, identified six human rights issues related to improving the lives of people in the Rainbow community. What are these six issues?

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. From the NZCHR report in question 3, select one issue of particular interest to you. Do any parties have policies on this issue? Do you think their policies would make a difference?
5. What are the main differences between the parties' approaches to address the challenges faced by the Rainbow community? Are there any parties that do not have policy on this issue at all? Does this surprise you? Why or why not?
6. What policy ideas do you think could make a positive difference to the lives of people in the Rainbow community? Share and discuss with a friend.



New Zealanders often feel proud about their record on women's rights, being the first country in the world to give women the vote. We are ranked fourth out of 146 countries in the [2023 Global Gender Gap Report](#). Many people argue that we can do better still: New Zealand women still earn 9.3 percent less than men and receive less equitable treatment in many other areas of life. In this activity, you will explore and discuss policies on equity for women.

→ Go to [policy.nz/2023/party-vote/policies/community-and-inclusion](https://policy.nz/2023/party-vote/policies/community-and-inclusion)

→ Find the 'Women' section

→ Explore answers to these questions and share your ideas and reasoning with others

1. 'Gender equity' and 'gender equality' might sound very similar, but they mean different things. What is the difference between these two terms?
2. What is the gender pay gap? Why does it exist? Read the Ministry of Women's [website](#). The gender pay gap can be measured in different ways: find then compare and contrast two methods of measuring the gender pay gap. Which measure do you think is more accurate?
3. Read this article on the [Equal Pay Amendment Bill](#) that was passed in July 2020. Does the bill reflect the concept of equity or equality? How might policies that focus on gender equity differ to policies that focus on gender equality?
4. What areas do you think need to be addressed to ensure gender equity in Aotearoa New Zealand? Read the [United Nations Gender Equality targets](#) and identify those that you believe are most important for our country to address. What specific barriers do women face that people of other genders do not?

→ Go back to [Policy.nz](https://policy.nz) and browse the policies. Click on policies to read more detail

→ Save the policies you agree with by clicking the heart icon

4. Women are not all the same: indigenous women, Pasifika women, Asian women, women with disabilities, trans women, and migrant women often face greater challenges.
  - Why might a party target a policy at specific groups of women instead of all women, or the population as a whole?
  - Can you find an example of a policy targeted at a certain group of women?
5. If you were in government, would you take gender into account when designing policies? What is one argument for focusing on improving specific aspects of women's lives?