



Teacher's Guide

A step-by-step guide for passing a mock bill through the legislative process in the classroom using the *Legislative Process Tool*.

This teacher's guide is designed to support teachers to cover how a bill becomes a law with tips, tricks, and further links on using the *Legislative Process Tool*.

This tool can be used and adapted for a variety of class sizes, curriculum levels, and both in person or online. Additionally, it can be used in conjunction with the [Create your own Parliament](#) and the [Debating Role Play](#) resources.

Visit the [Educators and Students](#) section of the New Zealand Parliament website to find supporting learning resources to further develop your students knowledge and understanding of Parliamentary processes.

Preparation Activities

Overview

This tool has been developed to guide you through the legislative process, the process to turn a bill from an idea into a law for Aotearoa New Zealand.

Political parties

Group students to form political parties. This can be done by the teacher or students.

Decide whether the bill will be voted on by party vote or conscience vote. Most bills are passed via party vote where the party reaches a consensus and votes as a group. If the bill idea is polarising, a conscience (personal) vote may be more appropriate.

Helpful tips

This can be used in conjunction with the:

- **Create your own Parliament** tool
<https://www.parliament.nz/en/visit-and-learn/educators-and-students/create-your-own-parliament/>
- the **Debating Role Play** resource to roleplay how Parliament typically interact when debating legislation.
<https://www.parliament.nz/en/visit-and-learn/educators-and-students/resources/debating-role-play/>

You might like to use the **Create your own Parliament** tool to form political parties.

To learn more about how a bill becomes a law, check out our legislative process resource.
<https://www.parliament.nz/en/visit-and-learn/resources-about-new-zealand-parliament/resources-about-parliament/how-a-bill-becomes-law/>



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Come up with bill idea

The *Legislative Process Tool* includes interactive functions to allow you to debate and vote on an idea for a law in the classroom.

There are many ways you can come up with a bill idea for your class to discuss. This could include:

- Visiting Parliament's website to see what bills are currently progressing through the legislative process.
- Having a class brainstorm to find out issues that interest your students and they can pick one.
- Reading about current events and choosing an issue that is currently discussed in the media. Your students could research this too.

Currently, the Parliament Education Team run a Speaker's outreach with MPs which includes a debating role play. You could look at previous topics debated and choose one of those options as well.

Ways to vote

There are different ways you can manage the voting process.

Party vote: Pick one person in each party to be the whip. In Parliament, the party whip supports House related tasks such as preparing the order of who in their party will speak in debates and when.

This person is also responsible for sharing how their party will vote. They stand and say "X votes in favour" or "X votes against" and sit down.

Hand based votes: An option for conscience voting or if time is limited. Students put their hands up and their votes are counted for or against the bill.

Follow the link to find current bills progressing at Parliament:

<https://bills.parliament.nz/bills-proposed-laws?Tab=Current>

Check out previous Speaker Outreaches to see examples of bill ideas covered by students:

<https://www.parliament.nz/en/visit-and-learn/speakers-outreach-programme/>

To find out more about the role of a whip:

<https://www.parliament.nz/en/get-involved/features/what-is-a-party-whip-and-what-do-they-do/>

An example of a party vote:

https://www.youtube.com/watch?v=mJrIhbyvD_s

An example of a conscience vote:

<https://www.youtube.com/watch?v=KZVRxIUhYf0>



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Role play options

A reading will typically have speeches before a vote. You could call on some students to give speeches at each stage of the process.

You can incorporate group discussions during this programme. Starter perspectives to consider could include:

- Asking students to consider what they think about the bill.
- Is there anyone in the class who disagrees with this bill? Why? What could we do to change it again?

The Legislative Process Tool

Below are some ideas for how you could use the tool for throughout the legislative process. If a bill is voted down at any stage, you can try again with a new bill.

Introduction

Teacher to introduce the bill to the students by reading aloud.

Please see our guide on the **Debating Role Play** if you would like to incorporate this with the *Legislative Process Tool*.

<https://www.parliament.nz/en/visit-and-learn/educators-and-students/resources/debating-role-play/>

Disclaimer: the video examples provided are from the Election Access Fund Bill. This bill passed all reading stages on voice and had support from all parties. Please note that political views may be given.

Find out more about this bill here:

<https://bills.parliament.nz/v/6/f025891f-692e-4c5c-86f6-dbc716cb7408?Tab=history>

<https://www.youtube.com/watch?v=MtPGwclsPJo>

Introduction starts from the 50 second mark.

Once the bill has been introduced by the Clerk, there is a delay of at least 3 sitting days before the First Reading so MPs can learn about the bill.



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First Reading

If you are also using the Debating Role Play resource, this would be the first opportunity for speeches.

At the end, students could vote on the idea/principle of the bill.

Select Committee

The Select Committee stage may call for submissions, allowing anyone to share their views. You could approach this by:

- A group brainstorm activity on who the bill might affect and who's perspective would be good to hear from in this stage.
- Teacher to provide additional background information on the topic.
- Students to break into groups to do additional research on the topic and report back to the class at the second reading.

This also provides opportunity for students to make changes to the bill based on what they have found out.

Second Reading

Students to vote based on the main idea/principle of their bill as well as any in depth, additional information and changes recommended from the Select Committee stage.

A speech from the first reading:

<https://www.youtube.com/watch?v=EUNhhQGRwgA>

A first reading will typically include a brief overview of the bill and which select committee it should move on to if successful. A vote is taken at the end.

<https://www.facebook.com/GASCNZ/videos/election-access-fund-bill-oral-submissions-5-september-2018-pt-1/2122007051392316>

Please note this video is one of three public hearings where MPs heard from public submissions.

The first speech for the second reading:

<https://vimeo.com/377217531>

A second reading will typically include findings from the report and any amendments that have been recommended to the bill as a result of the select committee hearings.



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Committee of the Whole House

This is a chance for all MPs to examine the bill in detail, agree or disagree with Select Committee recommendations, and propose any changes. At this stage, students from each party could give short speeches to share their views.

Third Reading

The final vote to get overall agreement of whether they want to pass this into law or not. If the bill is passed at this stage, it would receive Royal Assent and become law.

Post-activity reflection

A moment for students to reflect on what they've learnt about how laws are made and the different stages bills pass through. Some example reflection questions could include:

- What changes were made to your bill from the Introduction through to Royal Assent? How did these changes strengthen your bill?
- What did you enjoy most about taking part in the legislative process?
- Name something you found interesting about the legislative process. Are there any stages that you would like to learn more about?

The beginning of the Committee of the Whole House:
<https://vimeo.com/378625180>

The final speech for the third reading including the final vote:
<https://vimeo.com/396861699>

The final vote to royal assent may include applause or a waiata from the public gallery.