

Working paper 2012/03: EmpowerNZ: Drafting a constitution for the 21st century

Participant Feedback

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Preamble

This working paper, written by Rory Sarten, provides an overview of the feedback we have received from participants of *EmpowerNZ: Drafting a constitution for the 21st century*, with particular emphasis on identifying ways of improving future events. I have added a further section at the end, 'The Way Forward', in which I reflect on and respond to the observations included in this paper. Thank you again for your constructive feedback.

Wendy McGuinness
Chief Executive

Purpose

The aim of this working paper is to synthesise participant feedback collected by the McGuinness Institute following the *EmpowerNZ: Drafting a Constitution for the 21st Century* workshop. *EmpowerNZ* was an experimental workshop that addressed long term issues within a limited timeframe. It is important to learn as much as we can from the workshop, not only to improve future workshops, but also to provide insight and lessons for others interested in hosting civic or youth-focused workshops.

About EmpowerNZ: Drafting a constitution for the 21st century, August 2012

The *EmpowerNZ* workshop took place on 28–29 August 2012 at Parliament. The workshop was designed to foster youth engagement in the constitutional review process and related civic debates. The constitutional review is a wide-ranging examination of New Zealand's political, cultural and electoral landscape undertaken by the Constitutional Advisory Panel. The workshop was specifically aimed at law and history students and people engaged in youth networks. Participants spent two days exploring New Zealand's constitutional arrangements, looking at whether changes needed to be made for the 21st century, and if so, what these changes might look like. The format of the workshop was unique both in terms of process and output. It gave young people from all around New Zealand a platform to discuss constitutional issues with like-minded peers and experts, and challenged them to produce a *Draft Constitution* and present their findings to the public in just two days.

Methodology

Overall *EmpowerNZ* was rated very highly by the participants. We are appreciative that so many took the time to give detailed feedback on all aspects of the workshop.

The feedback used to inform this working paper is taken from an online feedback survey conducted by the Institute after the workshop. This feedback has at times been supplemented with feedback collected during the workshop by lead facilitator Dean Knight. The online survey contained 11 questions that covered the key elements of the workshop as well as asking for further thoughts on related issues. Though the majority of questions included a quantitative element, the focus of the survey was on open-ended responses. A total of twenty-nine participants (sixty per cent) completed the survey.

The feedback received from the survey has been summarized and divided into the following sections:

1. Overview
2. Inputs
3. Process
4. Output
5. Outcomes

1 Overview

The Institute asked participants to reflect on their overall impressions of the *EmpowerNZ* workshop and to indicate how well the workshop met their expectations. The feedback we received was overwhelmingly positive. More than two-thirds of participants indicated that the workshop exceeded their expectations. The main feedback we received for this question suggested two key reflections.

i. Quality of participants and speakers

Many of the participants commented on the calibre of the other people in the room. As one participant noted, ‘Do you know how hard it is to find someone to discuss these things with in NZ!’ It was seen as a great way to have conversation among interesting and ‘intelligent people’ with a ‘wide range of opinions and viewpoints’. Some also commented on the presence of ‘future leaders’ at the workshop. One stated:

At the conference I came to the realisation that the youth of NZ today are ready for better change and I am confident that with leaders like those present at the conference, will take up national leadership in the future of NZ.

It was also described as a safe environment for this kind of discussion to take place.

Participants remarked on the level of expertise and knowledge in the room and how ‘intellectually stimulating’ this was. In particular, the facilitators were described as being ‘extremely generous with their knowledge and time.’ One respondent said ‘The facilitators were incredible, personally and intellectually, and were great role models for all attendees.’

ii. Great way to learn and become confident with the issues

Another strong theme that came through in the feedback was the amount of learning that took place during the workshop. Participants generally felt that over the course of the workshop their knowledge and understanding of constitutional issues grew considerably. This came from the experts and speakers during the workshop, but also from discussion that took place. The workshop also encouraged participants to understand the relevance of constitutional issues to current issues:

I really enjoyed thinking about the constitution in a far deeper way than I had ever anticipated, and thinking about its importance to New Zealand's cultural identity.

Many participants felt more confident or positive about being involved in constitutional and civic discussions in future. For some it also changed their opinion of the value of the constitutional review process. One participant remarked that the workshop made them ‘feel a lot more positive about the contributions that I can make to society.’ Two more responses reinforced this view:

I think the biggest lesson I learned was through the consensus decision making process. I am finding it a lot easier to discuss hot issues with my friends and family and understand their point of view than I did before.

So thankful for the initiative which has inspired me to become interested and more importantly involved in expanding a conversation I didn't previously think I could contribute meaningfully to - now I know that I can and that I must!!

2 Inputs

EmpowerNZ featured presentations from a range of prominent experts in political, legal and historical fields.

The speakers were very positively received, both individually and as a group overall. The majority of speakers were rated ‘excellent’ and most others were rated ‘good’. Participants remarked on the diversity of the opinions presented. The ‘thought-provoking’ presentations were viewed as a great way to ‘set the scene’ for what would follow. In the words of one participant ‘they got us ready for “take off”.’

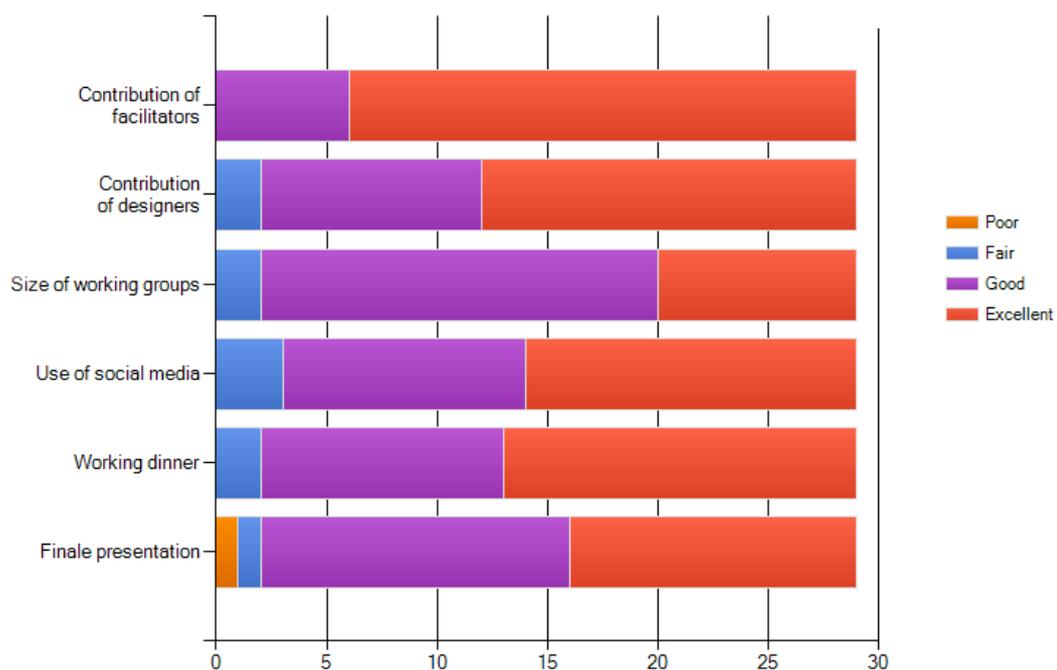
Hon. Jim McLay’s account of the constitutional crisis was singled out for praise because he revealed details about his role in the crisis that were not already available in the public domain. Sir Tipene O’Regan also received special mention for his speech, with one respondent stating that he ‘just oozed mana’. The contribution of the constitutional experts was also seen as invaluable for the workshop:

I think we were very privileged to hear from Professor Phillip, Dame Claudia and Professor John Burrows. Their knowledge and experience on Constitutional issues in particular was invaluable for us as "drafters" to hear from.

While the variety of the presentations was praised, it was suggested by one participant that it would have been good to have some younger speakers featured in the line-up.

We also asked participants to reflect on a number of important components of the workshop. These included the contribution of facilitators, contribution of designers, size of working groups, use of social media, working dinner, and finale presentation. The results can be seen in Figure 1.

Figure 1: Survey response to question – Please rate the following aspects of the workshop



a) Facilitators

The contribution of the workshop facilitators received the highest rating of all the workshop elements, with Dean Knight being singled out for praise. The feedback described them as ‘great’, ‘really smart’, ‘focused’, ‘fantastic’, ‘encouraging’, ‘passionate’, ‘unfailable’, and ‘well chosen’. Of particular value was their contribution to the group decision making format. Participants said the facilitators encouraged them to compromise and constructively contribute despite the many strong positions in the room:

Given that we are all students, we are all quite opinionated. Despite this, the facilitator has done a great job of helping reach consensus.

Although one participant suggested that the process could have benefited from having facilitators with practical facilitating experience in addition to legal knowledge, many of the respondents noted the instructive value of observing the facilitators, with one stating, ‘I also gained the most from watching the facilitation of the policy activity in terms of policy development and group facilitation techniques in time-sensitive environments.’

b) Designers

The contribution of the designers also received very positive feedback. Their work was considered to be of a very high quality. One respondent requested ‘PLEASE PLEASE PLEASE – more designers next time!’ It was noted that their role was somewhat isolated from the rest of proceedings, with one participant suggesting that they could have played a more interactive role with the groups. Another commented that:

The designers were the most unnoticed, which is kind of a compliment. They just got stuff done! Behind the scenes, the engine was roaring so I really appreciated the products of the unknown working area. There was clearly a lot of mahi that went into creating what happened.

c) Working groups

The size of the working groups was generally viewed favourably; however, for many participants there was a stark distinction between the working environment of the facilitator-led groups and the larger plenary sessions. The smaller working groups were seen as ‘a great aid to meaningful deliberation’ with the quality of discussion driven by the ‘emphasis on convincing others’; ‘the smaller sizes allowed for easier compromise and progress whilst still having robust engagement.’ Respondents also attributed the success of this format to the involvement of the facilitators.

There was some concern about how the open and democratic nature of the small groups was transposed to the larger plenary sessions. It was suggested that the plenary sessions were less effective as they could be more easily dominated by a small number of participants. This was partly due to the physical elements such as the varying heights of participants and some difficulty in hearing everyone during the plenary discussions, but also because that some participants had a stronger agenda than others. Some also thought that these sessions got side-tracked easily with people arguing over details.

However, there was also value in transitioning between the different groups sizes. One participant commented: ‘the process of reporting back to the plenary group is important – it keeps the group accountable and having to justify their opinions.’ As a way to address these issues some respondents suggested that more inter-group liaising should be encouraged.

d) Social media

The use of social media was positively rated by participants. It was suggested that Facebook could have been run alongside Twitter during the workshop to pick up a larger audience.

e) Working dinner

The working dinner was greatly enjoyed by most. Participants enjoyed the opportunity to speak with guests and various experts. This was particularly true for those who had the fortune of sitting with those they were most interested in talking to. Some participants felt they struggled to make the most of the opportunity due to exhaustion from the day or not having enough time at the dinner. One participant commented that ‘At the working dinner I would have preferred to sit with different people, just to get the view of others.’

f) Finale presentation

The Finale was also rated positively and the participants enjoyed the opportunity to relax after a hard two days of work. A number of people approached it nervously because they had not seen the final document and were not sure what the end result would look like. People enjoyed the speeches and atmosphere, although some felt that it did not fully capture the ideas and discussion behind the document. Some respondents felt that ‘not enough was said about the substance of the constitution’. Another commented:

I’m not sure the Finale presentation accurately represented the intense intellectual and creative process going on throughout the workshop.

g) Logistic aspects

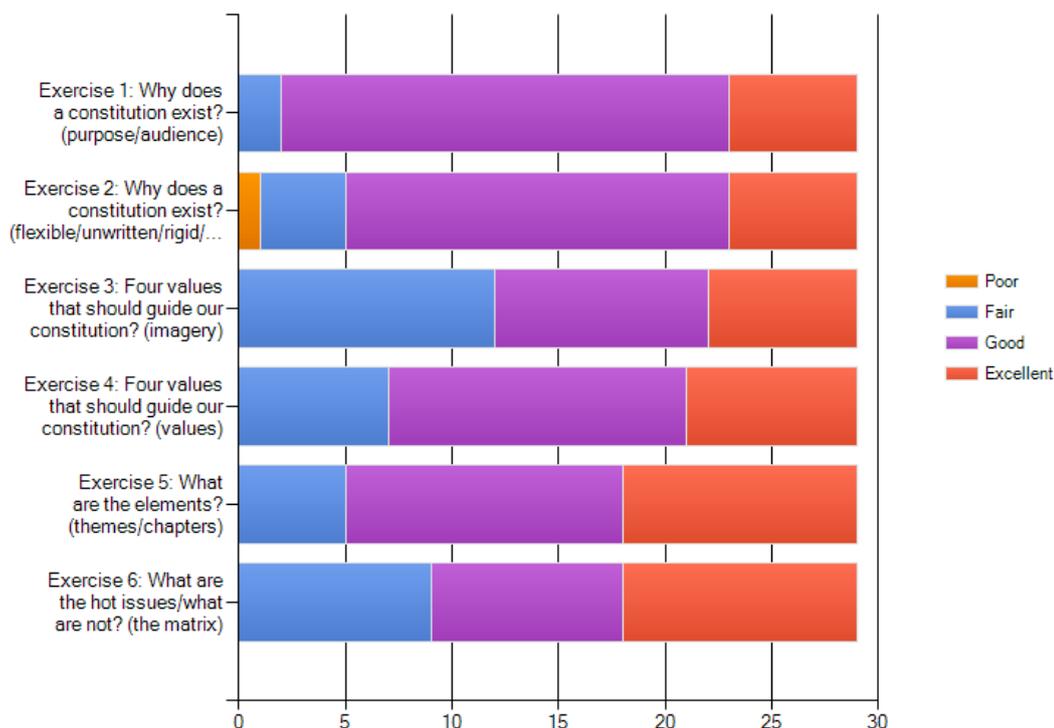
EmpowerNZ involved a number of logistical aspects ranging from organising travel arrangements for participants, to accommodation, food and communication with participants before, during and after the event. The feedback survey asked participants to rate these aspects and provide comment. All the logistical aspects were very positively rated by participants. The food provided during the first day of the workshop by Parliament was considered somewhat disappointing, but this was ‘fantastically turned around for the following day.’

3 Process

The workshop process was divided into six exercises. They moved from high level (such as the purpose behind a constitution) toward more specific tasks (such as identifying themes and chapters).

The comments collected from this question suggest that some saw a lot of value in establishing values and imagery, while others found these exercises too abstract and wanted to get stuck into the practical details. This resulted in far more widely distributed ratings for exercise 3 and 4 than for other parts of the feedback survey. Results for this question can be seen in Figure 2.

Figure 2: Survey response to the question – How valuable did you find each of the exercises?



Exercise 1: Why does a constitution exist?

Participants found this exercise a useful icebreaker and a good way to establish a common platform for the work to follow: ‘Purpose – insightful. Helps to think of what needs to be in a constitution and what actually is a constitution.’ Some also found it more difficult than expected:

Formulating terms of reference and the proper ambit (and audience) of a constitution proved a much more difficult task than I had anticipated. Whilst it was not an onerous task, it was well-nigh impossible to reach group consensus on the purpose of, and the audience of a constitution for New Zealand.

Exercise 2: Why does a constitution exist?

Many saw this as a useful exercise for establishing common ground. However, some also thought it had minimal bearing on the final *Draft Constitution*; the assumption that a written document would be created ‘meant half the exercise was made redundant.’ One participant also questioned what they saw as the premise of the exercise, that an unwritten constitution is more flexible than a written constitution. They argued that:

When a constitution is unwritten, and the people do not know where or what it is, they can barely talk about it, let alone change it. Unwritten constitutions are only flexible in regard to the elites, who can make changes without legal constraint. Incrementalism is elitism.

Exercise 3: Four values that should guide our constitution? (imagery)

This exercise received very mixed ratings from participants, with the lowest average rating of any exercise. It was highly regarded in terms of the creativity that was exposed, with comments such as ‘The image part – amazing – what a collection of creative minds’ and ‘awe inspiring thoughts from some impressive young leaders-images far and away the best session.’ The divergence of opinion appears to have been driven by disagreement over the relevance of the imagery exercise to the rest of the drafting process. Some thought it was ‘valuable in seeing how we all envisage similar ideals’, that it was ‘good to engage with issues by thinking in metaphors as well as words’, or that it was a ‘good session to broaden the scope of the discussion.’ In contrast, some felt that it had limited use in the process, particular given the time frames:

A lot of time was spent on this section with limited use beyond the aesthetic. While appropriate given the intended goal, inappropriate given the allotted time overall.

Another participant also picked up on this idea, stating:

The purpose of the image exercise seemed vague and it didn't seem to add any influence onto my thought processes. The first step was well discussed and worked very well-enjoyable and stimulating.

Exercise 4: Four Values that should guide our constitution? (values)

Most rated this exercise highly. The initial brainstorming was seen as particularly productive and participants felt the exercise highlighted the importance and subtlety of language. One participant noted that:

Different people attribute their own personal meaning to different terms; how do you achieve comprehension and consensus despite that? The process of reaching that point is as important as the endpoint.

Many people said they would have liked more clarity over the nature and purpose of the task. Some were unsure about whether they were meant to identify values to be included in their constitution or values to consider when drafting the constitution. There was also some confusion about the distinction between constitutional values and cultural or national values.

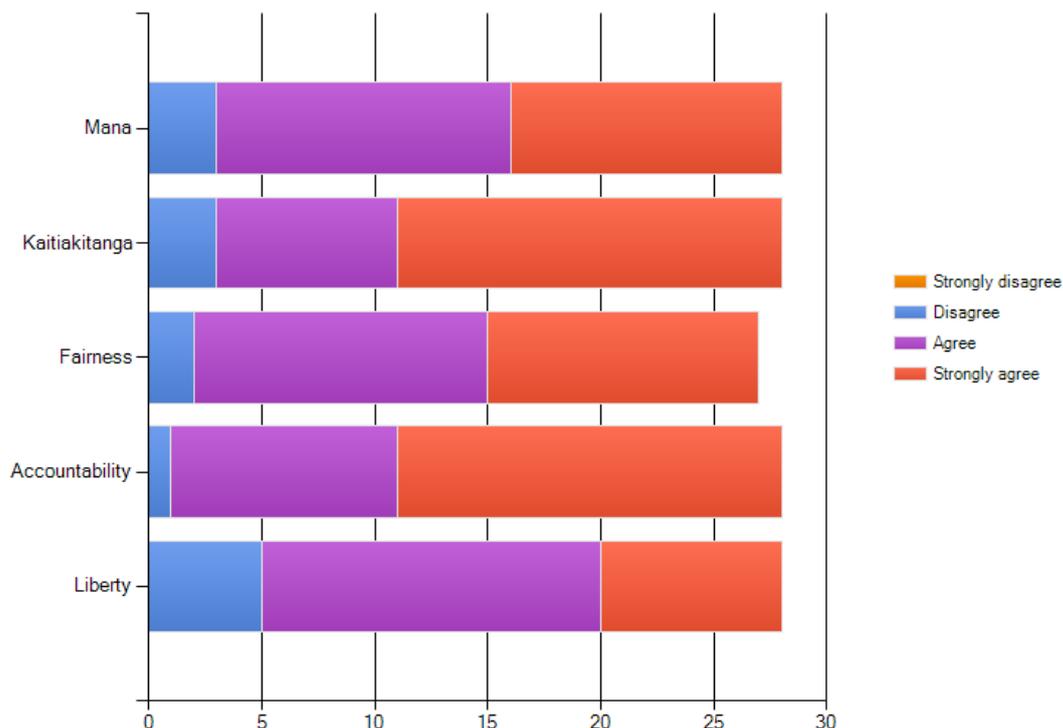
The challenge of taking this exercise to a national level was not lost on the participants. In particular, it was observed that agreeing on values became more difficult as the plenary group came together. One participant observed:

I think it shows that in the event of an actual drafting of a New Zealand constitution widespread public consultation would be critical in ensuring people have a correct understanding of what is being debated, and in making their positions heard. Very productive to be able to reach generalised consensus on fundamental issues even if there remains some disagreement.

The values of mana, kaitiakitanga, fairness, accountability and liberty were agreed on during the workshop, so we would expect most participants to support them. However, the Institute was interested in getting more detailed feedback for each of the five values that were selected for the *Draft Constitution*. Participants were asked to rate how strongly they agreed with each value and to provide some explanation. Their responses are shown in Figure 3.

Several respondents made observations about the dual use of Māori and English. A concern was raised that the Māori terms may not mean the same thing for all New Zealanders. Another participant suggested that the values should be 'all in Māori to illustrate the concept, but distilled into a single English word that encapsulates the main purpose of the value.'

Figure 3: Survey response to question – Do you generally agree or disagree with the five values in the Draft Constitution?



i. Mana

Most participants agreed with the inclusion of this value, although more ‘agreed’ than ‘strongly agreed’. Some saw its inclusion very positively; one participant stated that ‘Mana is fantastic – speaks to me about pride, honour, responsibility, respect for history.’ Another respondent found difficulty with its application:

Conceptually, mana is attached to a person - it is not a concept which exists in and of itself wholly independently as a value to strive for. So the question becomes whose mana? And for what purpose?

ii. Kaitiakitanga

Alongside accountability, kaitiakitanga was the most highly-rated value. The chief challenge in adopting this value was to understand its meaning. Once the term was explained it was quickly adopted, though the distinction between kaitiakitanga and sustainability remained unclear for some. Most participants thought it was important to include this value in the constitution, particularly because of its long term connotations:

I need to know a bit more about Kaitiakitanga but I think the idea of responsibilities to things and guardianship should definitely be in our constitution i.e. to look after the environment, look after our most vulnerable.

Kaitiakitanga is for me the best descriptor used for the values required in the constitution, all of the others do not entirely capture what I personally felt was required.

I particularly agree with ‘kaitiakitanga’ - it's quite a broad concept which encapsulates what I think a Constitution should do for our country and people. We are all guardians of past, present and future generations. A constitution should look at preserving the interests and rights of all New Zealanders, not just of today but to follow.

iii. Fairness

Participants strongly supported including ‘fairness’ as a value but there was some disagreement over what idea lay behind the term. It was viewed by some as a ‘well meaning’ value that is too subjective to be a guiding value. As one respondent asked, ‘Fair to whom? The rich? The old?’ Another stated:

I agree with what we were trying to get across by using the term “fairness” but I view this term rather dangerously. It isn't clear what sort of fairness we are referring to and is a little but too open to interpretation, I would have preferred something narrower.

One participant suggested that ‘equity would have better reflected the progressive nature of our Constitution.’

iv. Accountability

Accountability was rated highly by respondents. One respondent was concerned about the possible ‘dog-whistle politics’ surrounding the term but still felt that the idea was sound. Another felt that the term ‘sets itself apart as a value that government and other powerful organisations should strive to have.’

v. Liberty

More participants disagreed with the inclusion of ‘liberty’ than with any other value. It was the last value to be settled on and some felt that the discussion over its inclusion was shorter than for the other values. Some respondents commented that they strongly agreed with its inclusion, but others felt that it was ‘vague’, ‘dangerously individualistic, or ‘too “American”’.

Exercise 5: What are the elements?

This exercise took place at a stage in the workshop when participants were beginning to feel the pressure of the time constraint. Nevertheless, it was well regarded. One participant commented that Stages 5 and 6 were ‘the most valuable to the process as they really got us moving forward in terms of producing something written and tangible.’

Exercise 6: What are the hot issues/what are not?

This exercise proved challenging for some participants, because it highlighted the differences of opinion that existed within the groups. It was seen as a good way to begin addressing the many topics that the constitution needed to address and ‘allowed substantial preparation for the tasks to follow.’ However, as a participant pointed out, ‘when we actually came to draft the constitution, things that we didn't think were hot issues during Exercise 6 often did turn out to be contentious after all.’ Another participant felt that while the exercise was interesting, it was also misconceived:

As an exercise in identifying conflict, divorced from any attempt to reconcile that tension, it served only to create conflict and entrench positions.

4 Output

Participants developed a *Draft Constitution* document over the course of the workshop and presented it at the Finale. Feedback on the *Draft Constitution* tended to reflect some disappointment with the quality and completeness of the document. A number of people commented positively on the document; they felt that, given the ambitious nature of the task and the time constraints, they had ‘given it a crack’ and produced an ‘excellent document.’ One respondent commented, ‘Even if we don’t cover everything, we at least have the opportunity to seriously put our main concerns out there.’ The drafting process was also seen as a powerful tool for directing the conversation taking place in the room. However, a strong theme in the feedback was that the inability to review the document before the Finale meant that it was not always reflective of the group as a whole.

i. Expectations

Some participants felt that, on reflection, writing a constitution in two days was too ambitious a goal. One participant commented that ‘If the expectations around a written document had been lower, I would have felt more content with the outcome, and I think we would have achieved more as well.’ Some suggested that the focus on producing a written constitution may have distracted people from recognizing the real value of the workshop; ‘The constitution seems relatively unimportant at this stage. What I see as important were the discussions we had around the issues.’ Another participant also made the interesting observation:

I wonder if the focus on a document has also meant that people haven't taken leadership beyond the conference? If the goal of the conference had been to equip us to go out and have conversations with people, to become constitutional ambassadors, I think that would have been more powerful. Imagine training us in facilitation, in the basics of constitutions, and then creating a process where we could go and engage NZers in a constitutional discussion.

ii. Completeness

Because of time constraints, there was no opportunity for participants to review the document before the Finale. This meant the group felt less ownership over the final document:

No final group discussion meant that no one really knows what’s going into the final document – undermining the point of the exercise to produce something that is representative of our group. But no one has seen the document and probably doesn’t agree with what is in it!

In particular this led to the inclusion of elements in the *Draft Constitution* that had not been agreed on by many of the participants. The main example raised in the feedback was the decision to declare New Zealand a Republic. As one participant observed, ‘I am disappointed that there was no consensus or consultation about contentious and fundamental issues, such as New Zealand becoming a republic.’

Where the document was interpreted as representing the views of all the participants, the group was exposed to media criticism from commentators that presumed they had all signed off on the content.

We needed more time; our efforts have been roundly and perhaps rightly criticised in the press as a result of an inevitably flawed product. That in and of itself is no issue, as it would have been flawed and criticised irrespective of what we did. However, since there appears to be an impression in the media that we uniformly agreed on the final product, that we were acting under the duplicitous Empower umbrella, and that we intended our document to be workable, then I would have liked to have longer to correct the product as a group to remove the ‘rolling of the dice’ element that made our final Constitution product piecemeal in places. This would mean a more polished document, which we could debate rather than defend... and we can blame the media for taking a great idea and trying to discredit it.

We should not have attempted to write a constitution in two days. Much less should this have been made publicly available to journalists for comment in mainstream New Zealand papers. I was surprised to see that the event was reported, and shocked that they took the draft constitution aspect seriously. Of course it was a serious task, which is exactly why the rushed effort should not have been available to the media. The document undermined the incredibly valuable experience and opportunity that was the workshop in that it did not tackle any imminent issues critically, omitted issues, and was not well drafted.

5 Outcomes

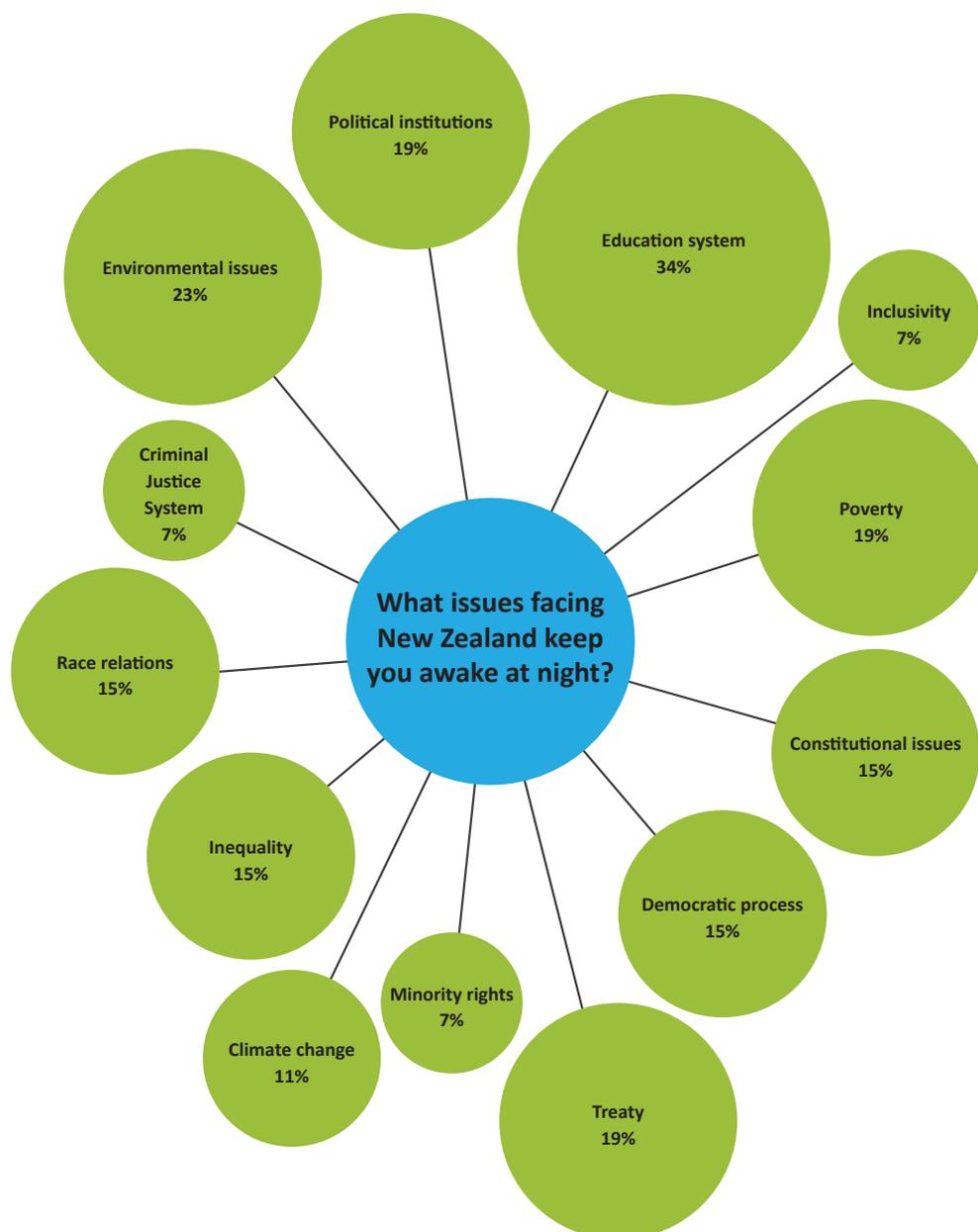
There were two particular ideas that we wanted to explore further in the feedback survey. These arose from discussions both individually and collectively during the workshop.

Significant issues facing New Zealand

Participants were asked which issues facing New Zealand keep them awake at night. The question is derived from Harvard Business School Professor Robert Simon's book *Seven Strategy Questions: A simple approach for better execution* (2010). The last of Simon's seven questions is: 'What strategic uncertainties keep you awake at night?' In order to gain an insight into the challenges the workshop participants see ahead for New Zealand, we adapted this question for our survey. The results are shown below.

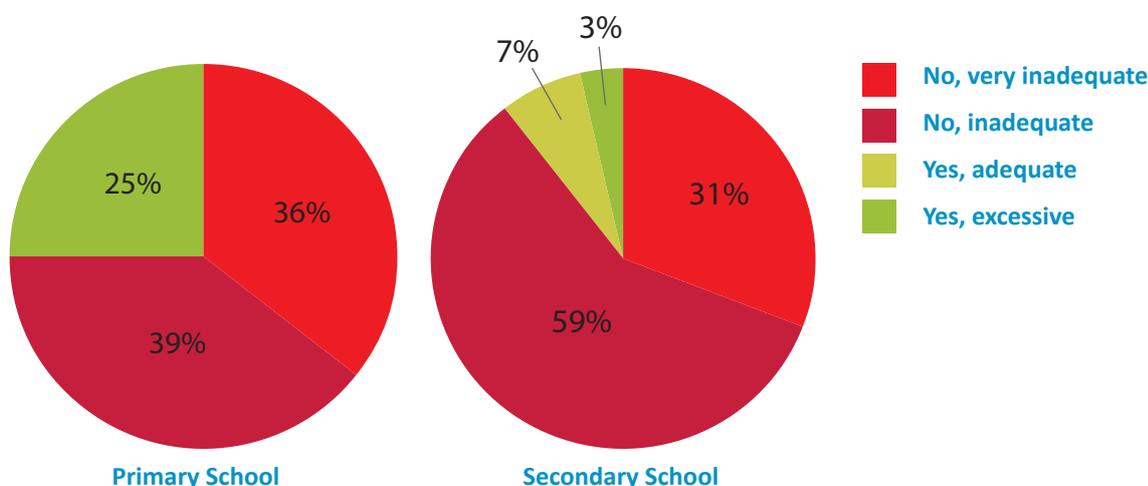
We also asked participants to indicate which, if any, of the issues facing New Zealand they would be interested in discussing at a workshop similar to EmpowerNZ. The feedback suggests that they would be interested in addressing all the issues above, as well as New Zealand's national identity, including matters such as the National Anthem and the flag, the challenges of an ageing population, and economic issues literacy and growth.

Figure 4: Survey response to question – Which issues facing New Zealand keep you awake at night?



Quality of civic education in Schools

Figure 5: Survey response to question – Do you believe that you have received adequate civics education at school?



Many participants remarked that after EmpowerNZ they felt much better educated about NZ's constitutional system and the issues it faces. They drew a direct link between this increase in knowledge and a sense of increased ability to engage in the current reform debate. When asked about the civic education they received in school, many suggested that there is currently not enough focus on civic matters. Most respondents had learnt about the Treaty of Waitangi, but they noted problems with the way the Treaty is taught as an historical document, with little exploration of its present-day applicability:

We received quite a bit of education on the Treaty of Waitangi, but pretty much nothing else. Even the Treaty was more taught as history and sometimes as a 'current issue' but never its current legal/constitutional status.

When we learned about the Treaty, it was always focused on 1840. That's all well and good, but it was ridiculous when we were doing the same thing year on year. I would have preferred a look at how the Treaty is part of NZ in the present day, and how it is relevant in modern times. I didn't enjoy Treaty studies until I came to university.

No real education apart from a few periods on the treaty however that was also very basic i.e. two versions and discrepancies with the translation.

Several respondents called attention to a broad apathy among the public, perhaps partly caused by a lack of understanding about the importance of constitutional issues. Some participants had gained a better grounding in constitutional issues through their family, or by pursuing their own individual interest in politics or law.

I gained most of my early knowledge from my parents, who are politically aware and educated, and the rest from my university studies.

However, many participants felt this sort of education should be institutionalized within the secondary system. There was broad support for increasing the amount of civic education in secondary schools, within the framework of the social studies curriculum or elsewhere.

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Appendix: Workshop exercise sheets

Exercise 1: WHY DOES A CONSTITUTION EXIST

Step 1: Framing the Mission: the purpose of our constitution and its audience

PURPOSE

AUDIENCE

WHY DOES A CONSTITUTION EXIST?

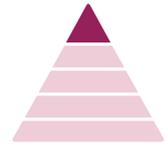
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1. Brainstorm in groups and capture statements of purpose on post-it notes
2. Brainstorm in groups the audience on post-it notes
3. Have a group discussion to group ideas around purpose, flesh out who the audience is and extract the essence of the mission in one sentence



Exercise 2: WHY DOES A CONSTITUTION EXIST

Step 1: Framing the Mission: the purpose of our constitution and its audience

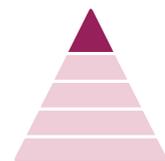
CONTINUUM

FLEXIBLE | UNWRITTEN

RIGID | WRITTEN



1. Mark on the continuum a (provisional) view on the balance between an unwritten and a written constitution.



Exercise 3: FOUR VALUES THAT SHOULD GUIDE OUR CONSTITUTION

Step 2: Expressing the Vision: the imagery and values of our constitution

IMAGERY

SELECT ONE IMAGE THAT CAPTURES THE ESSENCE OF THE CONSTITUTION

1. Brainstorm in groups and capture the narrative on post-it notes (what imagery reflects your thoughts – find your creative place – look at the item, image, quote or photo you brought to the workshop; look at the groups – is there anything in common)
2. Have a group discussion about the imagery and extract the group's favourite image



Exercise 4: FOUR VALUES THAT SHOULD GUIDE OUR CONSTITUTION

Step 2: Expressing the Vision: the imagery and values of our constitution

VALUES

SELECT FOUR VALUES THAT SHOULD GUIDE OUR CONSTITUTION

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1. Brainstorm in groups the values that should drive everything you do over the two days; what values do you want our constitution to stand for
2. Have a group discussion to group ideas around values, flesh out and extract the essence of these ideas into four values



Exercise 5: WHAT ARE THE ELEMENTS

Step 3: Identifying the Elements: the themes and chapters of our constitution

ELEMENTS

1. Brainstorm in groups and capture on post-it notes any elements that you think might/should be considered for inclusion in a constitution (think blank canvas)



Exercise 6: WHAT ARE THE HOT ISSUES AND WHAT ARE NOT?

Step 3: Identifying the Elements: the themes and chapters of our constitution

	THEMES	CHAPTERS
HOT ISSUES (LITTLE CONSENSUS)		
NOT HOT ISSUES (CONSENSUS)		

1. Write your ten Final Themes and your ten final Chapters (or whatever number you have) on to Post-it's
2. Place your Final Themes Post-it notes into Hot issues or not hot issues
3. Place your Final Chapters Post-it notes into Hot issues or not hot issues
4. Then look at your matrix, discuss whether this matrix best reflects your thinking as a group – if yes why, if no why not.
5. Write on each Post-it whether for each theme or chapter has an element that can be (a) borrowed from our existing constitution; (b) borrowed but requires revision; (c) or invented completely from scratch.

