

VOTE NAME

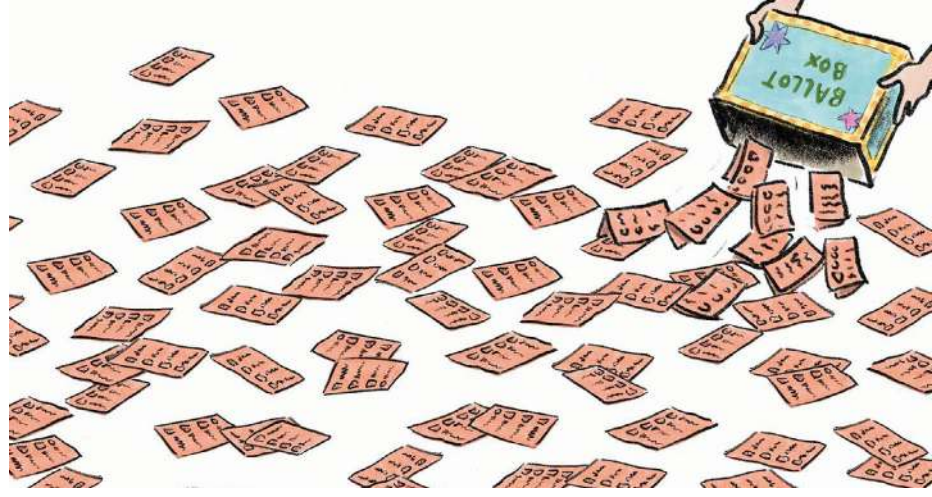


KRYS
SACLIER
ILLUSTRATED BY
CATHY
WILCOX



TEACHERS' NOTES

VOTE 4 ME



Synopsis

The students of Mount Mayhem School are fed up. Their uniform is hideous, the tuckshop is full of health food, while the sports cupboard is empty. It's time for an election to find a student who will speak on everyone's behalf and make some changes. But who will it be?

There's more to voting than you think. *Vote 4 Me* will show you how preferential voting works (and you'll know more about it than the average adult in Australia).

About the book

Vote 4 Me explains preferential voting through the story of a classroom election. Full preferential voting is used to elect Australia's federal Members of Parliament to the House of Representatives.

Vote 4 Me is a great introduction to elections and voting for students, orienting them to the idea of democracy in a familiar scenario, with characters they will recognise from their own school.

It is illustrated by Cathy Wilcox, the brilliant political cartoonist for the Sydney Morning Herald, and written by electoral educator and author, Krys Saclier.

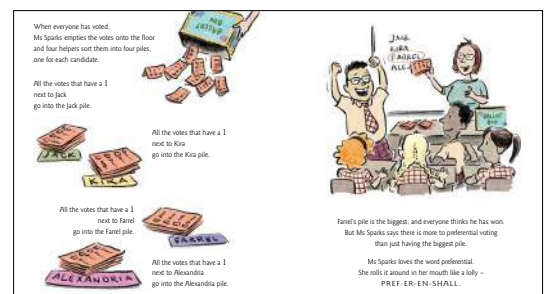
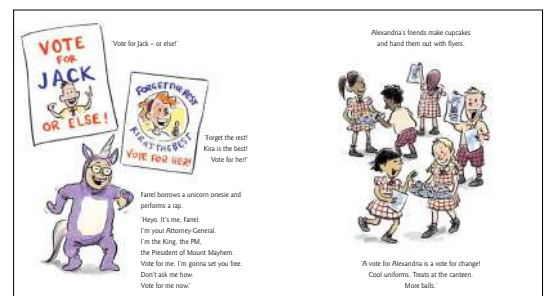
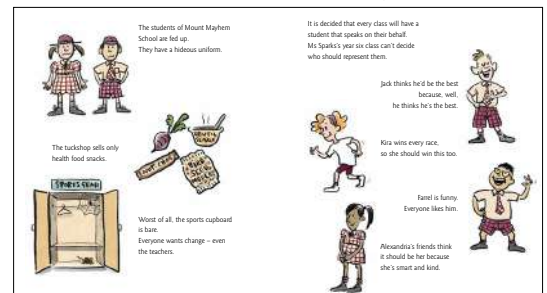
Recommended Age Range

Perfect for Year 5 and 6. Also great for any year group studying Civics and Citizenship.

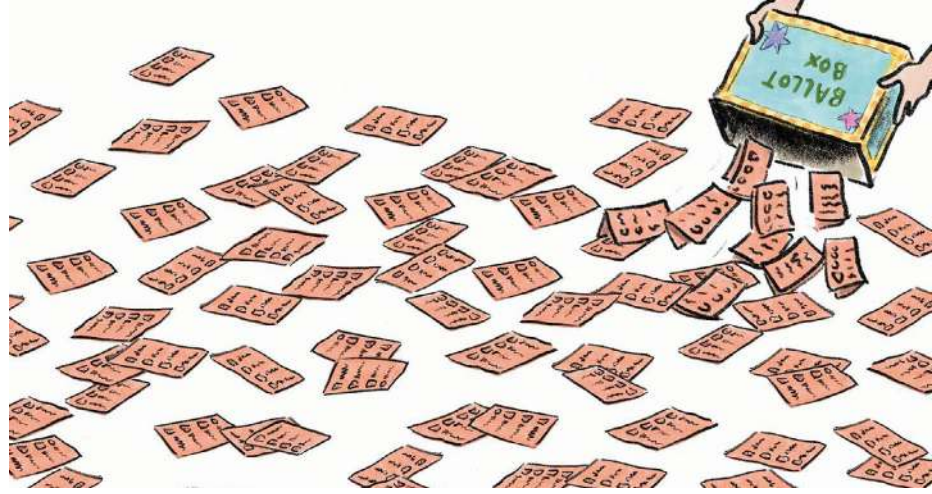
Specifications

Author	Krys Saclier
Illustrator	Cathy Wilcox
ISBN	9781742035956
Format	270mm x 230mm
Extent	32p + cover
Binding	Hardback
Reading level	8+
Interest level	Years 5 & 6
Category	Junior Non-Fiction

Example spreads taken from the book



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Explanation of the Following Classroom Activities

There are excellent online resources for Civics and Citizenship activities referenced in these notes which are well worth exploring. The concept of 'democracy' can be difficult for some primary students to grasp immediately. The classroom activities below are aimed at introducing civics and citizenship in a way that is personally meaningful to students and their own experiences.

Curriculum Links and Classroom Activities

HASS

Knowledge and Understanding

Civics and Citizenship

Year 5

The key values that underpin Australia's democracy (ACHASSK115)

The key features of the electoral process in Australia (ACHASSK116)

Classroom Activity – Vote 4 Fun

Aim

Students are introduced to the concept of democracy and experience Australian democracy by organising an election, voting, and using the full preferential counting style.

Materials and Resources

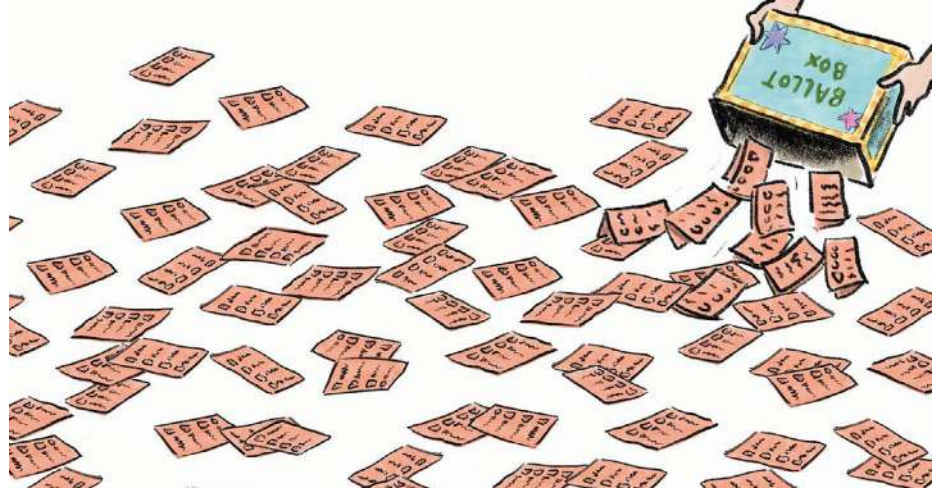
The National Electoral Education Centre (NEEC) has a comprehensive step by step guide to running a school election and access to free resources on their website:

<https://education.aec.gov.au/getvoting/>

Give yourself three weeks from your election to order a *Get Voting* pack, which contains a ballot box, seals and posters. You will also be able to generate ballot papers and an electoral list from this site. Read through the site to familiarise yourself with running an election.



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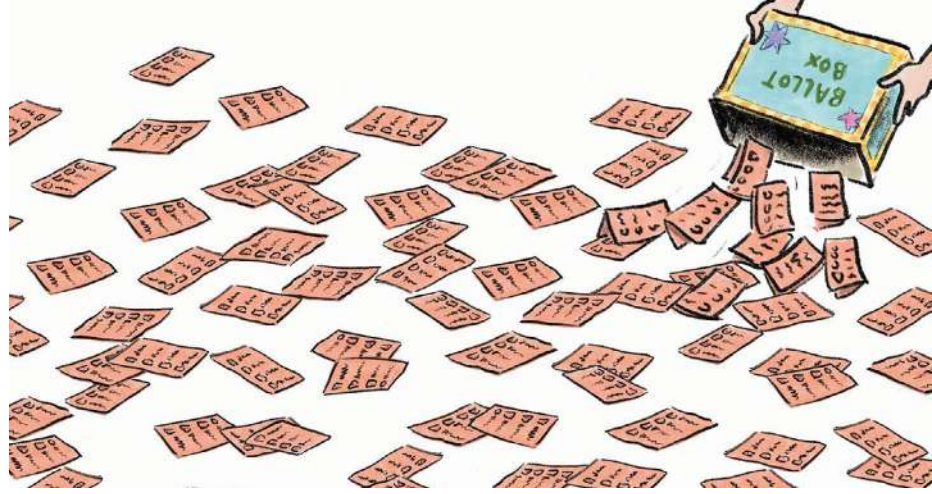
Classroom Activity – Vote 4 Fun (continued)

Note: Although full preferential voting is a good option for student positions such as sports captains or SRC, and the NEEC website focuses on elections for those purposes, using students as candidates in an election where the count is public needs to be done with care. For this reason, the election in this classroom activity is for an end of term activity, which is engaging, without being too personal.

1. End Of Term Fun
 - Let the students know that there will be a fun end of term activity.
 - Ask the students how they think the activity should be chosen:
 - a. Let the principal decide.
 - b. Put all the student's names in a hat, pick one out, and let that person decide.
 - c. Choose what the majority of students would like to do.
 - Students will most likely choose option 3 (if not, perhaps suggest that the principal's idea of a fun end of term activity is cleaning desks).
 - Ask for activity ideas from the students, and have a helper write them up on a board.
 - There can only be one activity. How can the students choose one activity that the majority will enjoy? Take answers from the students. As soon as one suggests voting or similar let the class know that they are going to run a full election to find the most preferred activity. This election will be run along the same lines as an Australian federal election.
2. What Do You Know About Elections
 - Ask the students if they have been with their parents to vote at an election. What did they remember? Discuss some of the answers. E.g. Where did you vote? (Was it a big hall that could fit a lot of people? Voting is compulsory in Australia, so we need large spaces to fit all the people who can vote).
 - Do they remember the partitions between the voting screens? Why do they think they were there? (Secret ballot, so people don't feel pressured to vote a particular way).



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Classroom Activity – Vote 4 Fun (continued)

- Did their parents get their names marked off a list? (This is a print out of the electoral roll. It's used to check that everyone voted and that they voted only once).
- Did the ballot papers have to be numbered? (Ballot papers have to be numbered at federal elections, this is important for the preferential counting style).
- Did they get a sausage afterward? (Not significant but a nice symbol of Australian elections being safe and organised enough to have a sausage sizzle near by. Not every country has that experience).
- Could they vote? (You need to be 18 or over to vote in Australia. You also need to be enrolled and an Australian citizen)



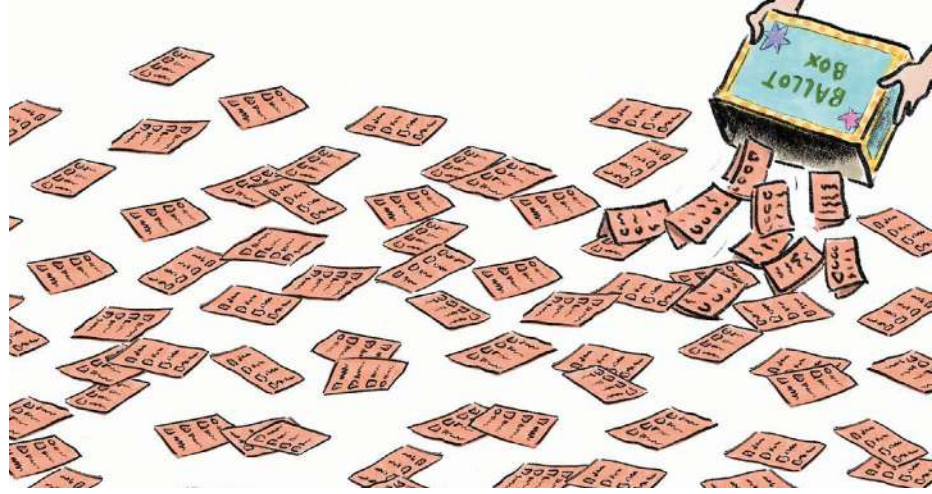
For this election the rules are being changed slightly – because they will be able to vote.

3. Preparation For An Election

- Choose the most viable end of term activity suggestions to be the ‘candidates’ (four candidates is a good number). E.g. Gaming Session, Wild Hair Parade, Sports Rotations, Movies and Popcorn.
- Divide class up into five groups. Four of the groups will be ‘parties’ that support one of the activities (e.g. The Gaming Party). The fifth group will be ‘electoral officials’ and will be organising the election.
- Each ‘party’ needs to design posters and a presentation to convince others to vote for them.
- The ‘electoral officials’ need to prepare for the election using the Get Voting website (these students will need the most guidance – please read through the Get Voting site to assist them):
 - Produce enough [ballot papers](#) for all the voters.
 - Produce an [electoral list](#) so they can they cross off the names of all the voters.
 - Produce a [tally board](#) so they can keep track of the votes.
 - Prepare a presentation to show everyone how to vote ([How to vote information – preferential](#)).
 - Assign roles: Polling Officials will give out ballot papers and check names off the voter list, Ballot Box Guard looks after the ballot box, Counters will count the votes. The teacher should tally the votes.



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Classroom Activity – Vote 4 Fun (continued)

4. Presentations

- Each group presents their ‘party’ to the voters.
- The electoral officials explain how to vote to the voters.

5. The Election

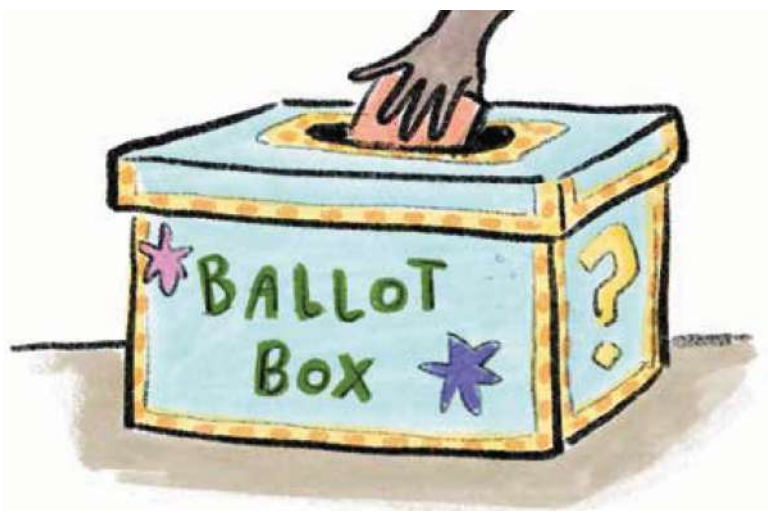
- Check [Election Day](#) on the Get Voting website for instructions.
- Remind students of how to vote – that they need to number all the boxes in the order of their choice. If they don’t number all the boxes, their vote won’t count.

6. The Count

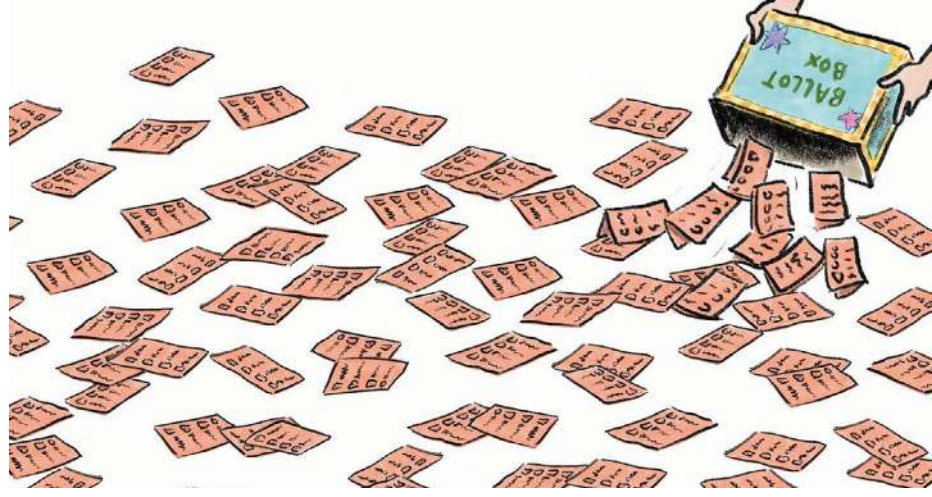
- Check Instructions for Counting (preferential) on the [Get Voting website](#) for instructions.
- If possible, use the tally sheet in a large format – either on a board or smart board so the students can see how the votes are counted.
- Whichever activity is elected is the activity that the majority of students want to do at the end of term.

7. Democracy

- Voting is something we do in a democracy. Ask students if they know what the word ‘democracy’ means.
- Explain the origins of the word. It is from Ancient Greece (where democracy started), and is made up from the words ‘demos’ which means *the people* and ‘kratos’ which means *power*, or ‘the power of the people’.
- There are different types of democracy. The election the students just did was an example of *direct democracy*, because they were directly voting for a specific decision. Do they think they could run an election for every decision that



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Classroom Activity – Vote 4 Fun (continued)

- the school had to make? What about the decisions that need to be made for a country? (Would it be time consuming and use a lot of resources?)
- Australia is a *representative democracy*. Instead of everyone voting on every decision that needs to be made, we vote for a representative who we think will make good decisions on our behalf.
- Ask the students to write (or draw) about their experience of democracy during the election. Did they think it was fair? If so, how was it fair? (E.g. Everyone got to vote, people couldn't vote twice, all the parties had a chance to present their ideas).



Year 6

The roles and responsibilities of the three levels of government (ACHASSK144)

The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)

Classroom Activity – Representation

Aim

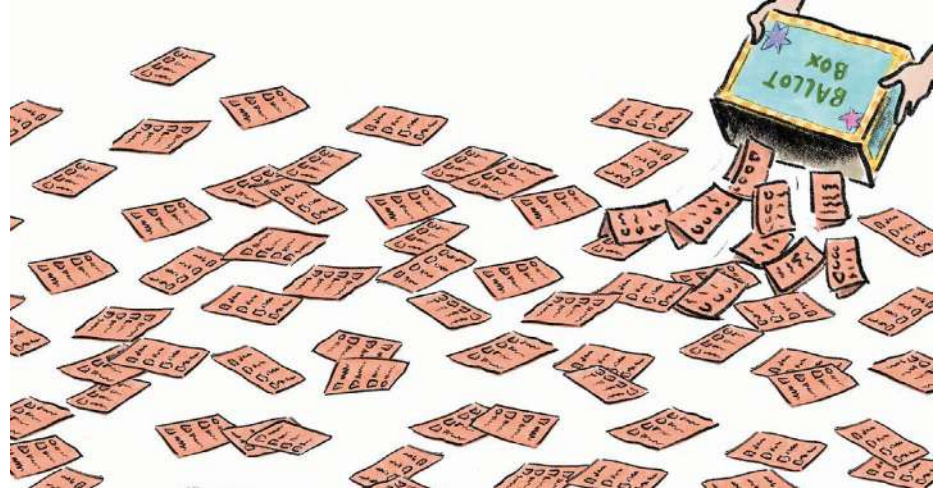
To introduce students to the levels of government, their electorates and who represents them. Students can experience democracy first hand by contacting their representative about something that concerns them.

Materials

- The Parliamentary Education Office has a huge amount of resources on their website: <https://peo.gov.au>
- Three Levels of Government and their Responsibilities document which can be printed and cut out for the game.
- Representatives worksheet.



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Classroom Activity – Representation (continued)

1. Introduction to the Three Levels of Government

- Show students [this video](#) from the Parliamentary Education Office, NB. The territories only have two levels of government: federal and their territory legislative assembly.

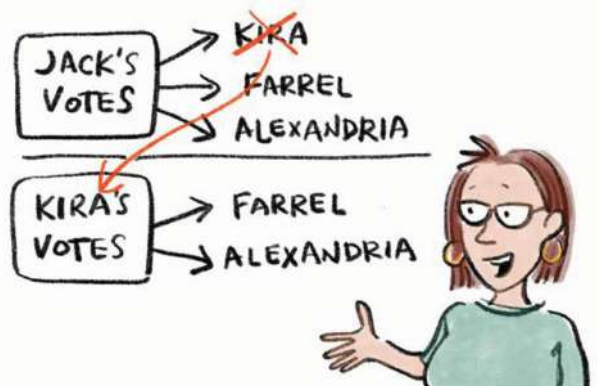
2. Find Your Responsibilities Game

- Using the Three Levels of Government print-out, cut up each label and hand out randomly to students (two students to a label depending on class numbers). NB. Territory students do not have to use the 'Local' label. All Local responsibilities will go to Territory.
- The students need to find their 'level of government' or their 'responsibilities'. E.g. The two students with the 'federal' label will need to find the students with the 'trade', 'foreign affairs', 'defence', and 'social security' labels.
- The first complete and correct group wins.
- Ask each group why they think their level of government is responsible for their particular labels. Can they think of other things they might be responsible for? E.g. Federal – tax, Local – public swimming pools.

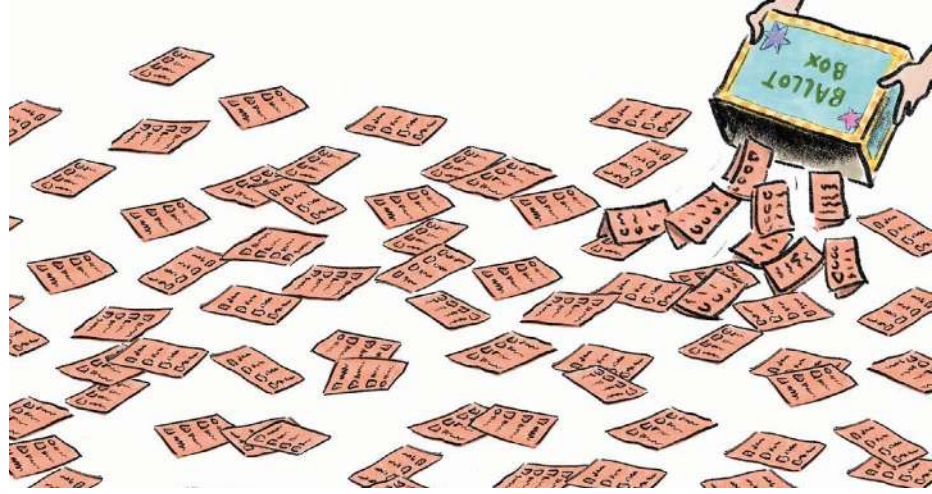


3. What's on Your Mind?

- Brainstorm with the class any public issues or concerns they might have. They might like to do some on line research first. It could be anything from their local playground being in disrepair, their internet being too slow, a family member not having access to medical treatment, the environment etc.
- Order these concerns according to the relevant levels of government (there may be some overlap with some issues).



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- Ask each student to keep note of a concern that means something to them and they would like to see change.
- 4. Who is Responsible?
 - Each level of government has elected representatives. Each of these representatives looks after an area of Australia – called an electorate. Each level of government has different electorates – and different representatives. Everyone lives in an electorate for every level of government.
 - Demonstrate how students can find their electorates and representatives on the internet using the school's address (for a list of 'find my electorate' websites – see the next point). NB. Some websites will



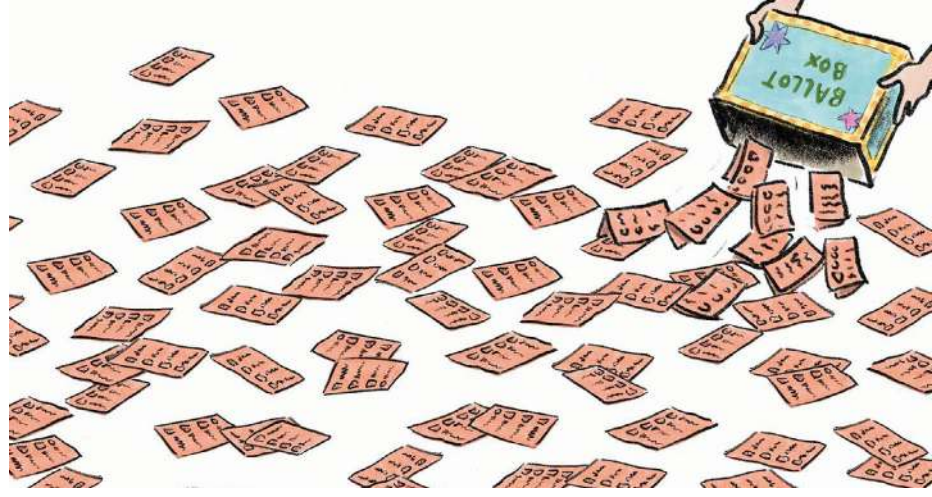
also detail the representatives for the electorates. If this information is not there – the students can still google the names of the representatives using the name of the electorate.

- The students will discover their electorates and representatives at each level of government and fill in the 'Who represents me?' work sheet with the relevant details. Provide students with the appropriate websites to find their electorates and representatives according to their state:
 - For [federal electorates](#)
 - For various state and local electorates:

[ACT](#) [NSW](#) [NT](#) [QLD](#) [SA](#) [TAS](#) [WA](#) [VIC](#)



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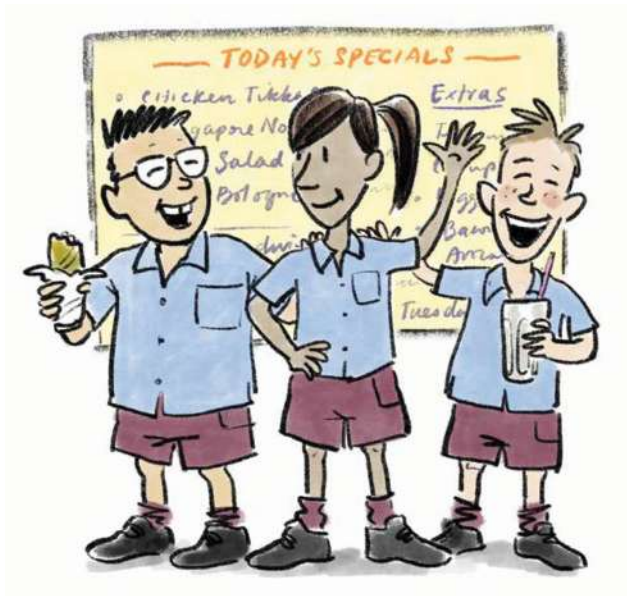
5. Make Yourself Count

Students can now look back at their original concern and check against their list to see who is responsible for their issue.

Students write a letter or email to that person with their concerns, or if they prefer, an invitation to speak at a school assembly about their work.

Other Resources

- The [Museum of Australian Democracy](#) has a great range of digital resources about Australian democracy and its history.
- Every state and territory has its own electoral commission. Check their websites for resources about state/territory and local elections.



Past one-off titles

