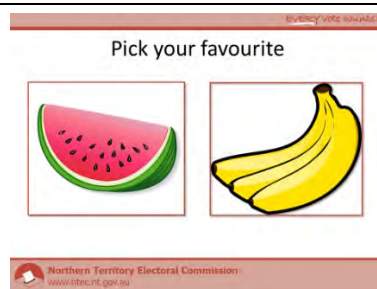|	
FACILITATOR NOTES : REMOTE SCHOOL PROGRAM **–** primary and middle years **VOTING AND DEMOCRACY** 60 minutes	**Northern Territory** **Electoral Commission** *EVERY vote counts!*

Australian Curriculum - CIVICS AND CITIZENSHIP – Knowledge and understanding:
- *The key values that underpin Australia's democracy - meaning of democracy.*
- *The key features of the electoral process in Australia – secret ballot, compulsory voting, elections that are open, free and fair, who has right to vote and stand for election.*
- *The roles and responsibilities of Australia's three levels of government.*
- *Responsibilities of electors and representatives in Australia's democracy.*
- *How citizens can participate in Australia's democracy – use of electoral system, contact with elected representatives*

What you need:
- PowerPoint presentation (on NTEC website)
- Activities (numerous – on NTEC website)
- Ballot papers (attached – also NTEC website)
- Teacher instructions for vote and count (attached - also on NTEC website)
- Voting area where students can vote privately
- Ballot box or something to collect ballot papers in

	Please note: this PowerPoint presentation contains some slides that are customised to the specific community it is being presented in. You should be able to find appropriate photos, logos and maps online, otherwise we are happy to adapt the slides for you. Just email ntec@nt.gov.au or phone 1800 698 683.
	To start – ask students to pick their favourite fruit out of watermelon and bananas. Hands up for watermelon (count the hands). Then hands up for bananas (count the hands). Ask students: Which one was the winner?
	Ask students: "What did you just do?" What do we call this, when we show which one is our favourite? Give first letter as a clue with a click. Show remaining letters on click → Vote. Ask students if they know this word. Tell students there are other words that have a similar meaning to vote, can they guess these words? Show initial letters for 'choose' with a click, then show remaining letters. Repeat for decide. Repeat for elect. Tell students, from this word elect, we get the word for the activity of voting, can they guess with clues?

	Tell students when they voted for watermelon and bananas, they had a class election. We will have another election at the end of this presentation.
	Tell students: In Australia, we vote for people. We vote for the people in parliament, who make laws (show first sentence). And, we vote for the people in government and councils who make the big decisions (show second sentence). If you want to elaborate you can say: Often the big decisions are about how and where to spend money. Show first picture. Ask students if they know either of these people (say who they are – local member and Chief Minister). Tell students they are in the Northern Territory Parliament, so they make laws for the Northern Territory. The Northern Territory Government is a group of people from the parliament. Show the next picture. Tell students this a picture of the Australian Parliament who make laws for all of Australia. From the people in this parliament we get the Australian government. Show the next picture: Do you know these people? They were voted in to be on your regional council (give name of council and point to logo). The council makes decisions about your community and also .... (list other nearby communities covered by the same council).
	Point to the people in the pictures: Do you know these people? They are the decisions makers from the [insert correct name] regional council. They make decisions for [insert your community's name]. Who voted for these decision makers? What are the missing words from this sentence? Show full sentence once students have guessed correctly. These decision makers in council also make decisions for... (say other communities under same local council area). You may like to use the Northern Territory councils map (on our website) to assist. Councillor photos will be harder to find, some will be online, but we have copies of the candidate photos provided for ballot papers. You should be able to find all council maps on our website. However, we are happy to customise the slides for you. Contact us at ntec@nt.gov.au or 1800 698 683.
	Let's look at the Northern Territory Parliament, the people who make laws for the Northern Territory. Show second picture: This is all the people who have been voted in to make laws for the Northern Territory. Point out: here is where your local member sits, here is where the Chief Minister sits.

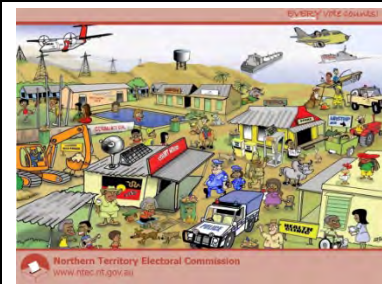|	
	Ask the question: who votes for the law makers of the Northern Territory? Show sentence, and read through it carefully. Tell students their local member was voted in by the people who live in their community and.... (list nearby communities in same electorate). You may like to use the <u>Northern Territory electorate map </u>(on our website) to help show the electorate where your community is located. Reiterate the main sentence – repeat it slowly. Tell students to remember the sentence.
 Australian Parliament The people of Australia vote for the law makers of Australia. Northern Territory Electoral Commission	Now we are looking at the Australian parliament. This is the group of people who make laws for all of Australia. Ask students the same question: Who votes for the law makers in the Australian Parliament? Show sentence: Ask students if they know the words missing in this sentence? Show answers once students have guessed correctly. If students can't get the words, go back to the previous slide and read out the sentence again. Read over the sentence in full.
 What types of decisions do they make? Australian Government NT Government Local Councils Northern Territory Electoral Commission	Let's look at the types of decisions that each government makes. There is the Australian government, the NT government and the local councils, which are also called local government. (Click each heading as you mention them.) Here are some pictures that show the different types of decisions that each government makes. **ACTIVITY: 3 levels of government lists** Students are to identify what the pictures (i.e. decision making areas) are. There are different options for how to run this activity: • There are resources for a hands on version where students work in small groups. Groups are given the 3 headings, plus the 30 pictures as written words (also with the picture next to the words). They need to put the 10 correct words under each heading to match the slide above. • We also have a larger version of the resources if you want to do this as a whole class activity. *The resources for both these activities are available online or we can send you a hard copy version (laminated). Just contact us at ntec@nt.gov.au or 1800 698 683* • You could do a verbal version where you elicit most of the words from the students, or you give a word (like "police") and have the students tell you which level of government makes decisions about that by finding the relevant picture from the slide. • Any other version that you can think of! Note: The areas from the Australian Government are difficult as they will be the most unfamiliar to students – they should find state and local areas quite manageable.
 What decisions do they make? Australian Government NT Government Local Councils Northern Territory Electoral Commission	Answers to activity.

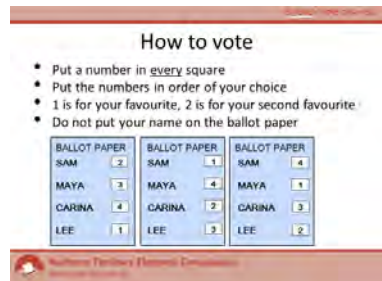|	
	ACTIVITY – 3 levels of government poster Again there are several versions of how this activity can be run: • Straight from the slide, point to different parts of the picture and ask students which government (Australian, NT or local) makes the decisions for this? (There is about 20 things in this picture you could point out – some not included in the previous activity are fishing jetty (NT), ranger (NT), women's centre (local), store not run by government, but laws about petrol/any mining (except uranium) come from NT.) • Students work in small groups around a poster of the above picture and they label each thing in the picture with a level of government. *This activity is available online or we can send you a hard copy version (A1 poster with laminated labels). Just contact us at ntec@nt.gov.au or 1800 698 683*
	Ask students: "Who can vote in government elections?" "Can you vote?" "Why not?" (usually say too young). Ask students how old do you have to be to vote? Show first answer on slide. (Students usually know age for voting. The second answer will be more difficult.) You could ask students what country they have to be from to vote in government elections in Australia? Show second answer. Tell students that everyone born in Australia is an Australian *citizen*, they belong to Australia. If you are born somewhere else, but you come to live in Australia, you can choose to become an Australian citizen too, then you will belong to Australia instead of your old country. **OR ACTIVITY: Who can vote?** • Working in small groups students are given 12 answers to the question "who can vote?" - but only 2 are correct. Students must identify which two are correct. *This activity is available online or we can send you a hard copy version (laminated). Just contact us at ntec@nt.gov.au or 1800 698 683* Show third answer (enrolled correctly). Tell students: Before you can vote, you need to get onto the list of voters. This means you need to fill out a form, and this is called enrolling to vote. You can enrol to vote early, when you are 16 years old. Your enrolment shows where you live, so if you move, you have to change your enrolment. Tell students: In Australia, it is compulsory to vote (show sentence). This means you <u>must</u> vote. You must vote for the Australian government, NT government and your local council. Tell students: Don't be scared to vote. (Point to the picture) if you need help, there is always someone to help you. Someone should be able to help you in language, and there are videos to show how to vote in language too.
	Tell students: This is what a voting place looks like – although this is a very busy one! (Point to the different parts of the picture as you explain them)

• Voting is private
• Don't put your name on the ballot paper | Tell students: First you line up. You say your name to the person at the desk and they will find you in the list of voters. Once they have found your name, they will give you a piece of paper. This is the paper you vote on, it is called a ballot paper [point to the one in the picture] and ballot means vote. Take your paper to the voting screens. Here is where you write down your vote. You go to a voting screen so that you can make a secret vote, and no one can bully you while you are voting. Your vote is your decision, and no one can force you to vote in another way. If you want to take someone with you to help you vote, like a family member, that's okay, just tell the person at the desk.
Once you have written down your vote, you put it in the ballot box. Remember ballot means vote, so it's a voting box. That's it, you have finished voting.
Bring up dot points. Tell students: Because voting is private, don't put your name on the ballot paper. Just your vote. |
|
How to vote | Tell students: Now we need to learn how to vote.
Show picture: For government elections, we use numbers to vote, like this...
1st dot point: You must write a number in the square next to every person on the voting paper, don't leave one out.
2nd dot point: The numbers should be *in order,* so the order of your choice.
3rd dot point: Write number 1 next to your favourite person, your first choice, the one you want to make decisions in government. Write number 2 next to your second choice, write number 3 next to your third choice, and you keep going until you have written a number next to every person on your paper.
4th dot point: don't forget, you don't need to write your name on the paper, you only have to write the numbers. |
|
Pretend election
What will you vote for?
Arts and music centre   Big playground
School pool   School farm | Tell students: It's time to vote! We will have our election now, and all of you will vote.
Set the scene: Tell students this is just a pretend election and we are not voting for people in government. We are not even voting for people. Let's pretend that the school is going to build something new for the students, and students will get to choose, or vote for, what it will be. Here are the (pretend) choices...
(Click them in and read each one out as it comes up)
Optional: You could try to elicit from students some things that would be good about each one, or what kinds of things they could do with each one.
Ballot papers for this election are on our website
Refer also to the Teacher instructions for vote and count on our website |
|
Who wins the election?
The winner must get more than half of all the votes counted.
50% + 1 | Tell students it is now time to vote.
To win this election, one of the choices on the ballot paper has to get *more than half* the votes. This is different to the "most votes" or "more votes than anyone else". In this picture, which colour has more than half?
Using maths, *more than half* means 50% + 1. |

	Example: what if there were 20 votes in total in an election, how many votes do you need to win that election? What is half of 20? (or you can say what is 20 divided by 2?) → 10, then add 1 → 11. You would need to get 11 votes to win that election. Tell students: "Let's count the number of votes in our election" Follow the counting votes instructions in <u>Teacher instructions for vote and count</u> on our website
Questions? For further information **ntec.nt.gov.au** Facebook.com/NTElectioncommission @NTElecComm Northern Territory Electoral Commission	*[Final slide – no notes]*

BALLOT PAPER

Election of

PRETEND ELECTION

Number the squares **1,2,3 and 4** in the order of your choice.

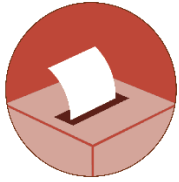|	
☐	**ARTS/MUSIC CENTRE**
☐	PLAYGROUND
☐	**POOL**
☐	**FARM**

Remember... Number every square to make your vote count.

TEACHER INSTRUCTIONS FOR MOCK ELECTIONS AND VOTE COUNTING

HOW TO RUN PRETEND ELECTION:

- Go through each choice and elaborate on what they would offer to your school. With the younger students you could ask them to tell you some things that would be good about each choice, or what kind of things they could do with each one. Some examples:

  - Arts and Music Centre – place to learn about art, dance, music and cultural activities. Learn how to play musical instruments and make songs.
  - Big playground – for play at recess and lunch and after school
  - School pool – for swimming lessons and community use
  - School Farm – learn how to grow food, look after animals and about bush tucker.

- Hand out ballot papers

- Have an area in classroom set up where students can vote individually, and privately. You don't have to have voting screens. Provide pens or pencils to vote with. Students to go to voting area to vote.

- Keep reiterating voting instructions – "put a number in every square, number 1 is your favourite choice, don't write your name, etc."

- If students make a mistake, replace the ballot paper for them. Tell them this is possible in real elections too (make sure they return the incorrect paper).

- Ballot papers to go in a 'ballot box', this can be anything to collect the votes in. Preferably something that has a lid that you can put a hole in – like a real ballot box.

HOW TO COUNT VOTES:

- It is easiest to count the votes using sorting cards. These just need to be pieces of paper that each have the name of one of the 'candidates' or choices from your election. You may need an extra one for 'informal votes'.

- Run through the next slide in the PowerPoint with the students, the one after the pretend election slide → *Who wins this election?*

- Depending on the size of your group, you can gather students to one area (on grouped desks or mat) or choose around 4 students to assist with the counting at the front of the class. To set up, lay out the sorting cards in the same order as ballot paper.

- Empty the ballot box and make one pile of ballot papers. Check for informal votes (i.e. votes that cannot be counted: not every square is numbered, numbers not sequential, full name written on ballot paper) and put these on the 'informal votes' sorting card. (If you can read

the voter's intention, even if it's difficult, and even if there is other things written on the ballot paper, you always want to include as many ballot papers as possible to the count.)

- After removing the informal votes, count the total number of <u>formal</u> ballot papers.

- Record these on a blank results table (provided below). You should draw a results table on the white board or print a large copy of one below to fill in. It is much easier for students to understand the counting of preferential votes if they can see all the steps in this process.

- Write in the total votes, informal votes (if any) and total formal votes. (You could call them correct votes / incorrect votes for plainer English.)

- Remind students that to win this election you must get 'more than half the total votes'. Mathematically this is 50% +1 of the total formal votes. It might happen that 50% of your total votes has a decimal (if an odd number) so rather than '+ 1' you just need to add '+ 0.5' to get 'more than half'. For example. If 31 students voted, you need to find 50% of 31 → 31 divided by 2 = 15.5, then to get 'more than half' this becomes 16. (Because you cannot have half a vote.)

- Calculate the 'more than half' figure. Tell students: *This is the number of votes the winner must get to win this election*.

- Sort ballot papers → look at the number 1 votes and place onto sorting cards accordingly.

- Count each pile separately and record these results in the table as the primary count. If one of the choices gets 'more than half' (or the 50%+1 number) declare that one the winner.

- If no choice gets 'more than half', ask students who has the smallest amount of votes so far, i.e. who got the smallest amount of number 1s?

- This choice will be excluded, so take this pile of ballot papers – ONLY this pile – and distribute these according to the number 2 votes, making a <u>second pile</u> under each of the remaining piles. E.g. if Choice 3 got the smallest amount of number 1s, take the ballot papers with number 1 for Choice 3, turn over Choice 3's sorting card, put these ballot papers on the remaining sorting cards according to the number 2 votes. Make this a separate pile to the primary count. See sample table.

- Record results and add up sub-totals (make one pile on each sorting card now). Is there a winner yet (i.e. has anyone reached the 'more than half' amount)?

- If not, repeat the process. Exclude (or take out) the choice with the lowest number of votes so far. Turn over that sorting card. Distribute these ballot papers according to the number **2 votes first**, making a separate pile to the main pile on the sorting card. If the number 2 choice is unavailable (it's been taken out already) look at number 3 choice. ALWAYS look at number 2 first.

- Record the distributed votes in the results table. Add up the totals.

- This should result in a winner. See sample results table below.

<u>If there's a **tie** at any stage of counting</u>:
a) If there is a tie for which choice to exclude or take out – go back to the most recent count when there was a difference and the choice with lowest number of preferences is *excluded* from count.
b) If there's a tie at the primary count (number 1s), conduct a draw (like a raffle) to choose one. The choice chosen in the draw is *excluded* from the count.
c) If there is a tie at the last count, when there are only 2 choices left, conduct a draw (like a raffle) to choose one. This time, the choice that is chosen in the draw is the winner.

SAMPLE RESULTS TABLE

TOTAL VOTES	INFORMAL VOTES	TOTAL FORMAL VOTES	MORE THAN HALF 50% + 1	
32	2	30	16	
CANDIDATES →	ARTS/MUSIC	PLAYGROUND	POOL	FARM
PRIMARY COUNT	12	8	~~4~~	6
FIRST DISTRIBUTION	1	2	-	1
SUB TOTAL	13	10	-	~~7~~
SECOND DISTRIBUTION	1	6	-	-
TOTAL	14	16	-	-
		WINNER		

RESULTS TABLE FOR PRETEND ELECTION – younger students

TOTAL VOTES	INFORMAL VOTES	TOTAL FORMAL VOTES	MORE THAN HALF 50% + 1	
CANDIDATES →	ARTS/MUSIC	PLAYGROUND	POOL	FARM
PRIMARY COUNT				
FIRST DISTRIBUTION				
SUB TOTAL				
SECOND DISTRIBUTION				
TOTAL				

RESULTS TABLE FOR PRETEND ELECTION – senior students

TOTAL VOTES	INFORMAL VOTES	TOTAL FORMAL VOTES	MORE THAN HALF 50% + 1	
CANDIDATES →	MR JOBS	MS EDUCATION	MR ENVIRONMENT	MS HOUSING
PRIMARY COUNT				
FIRST DISTRIBUTION				
SUB TOTAL				
SECOND DISTRIBUTION				
TOTAL				