



# DEMOCRACITY

## **DemocraCity Classroom Resource Booklet**



**AEC**

Australian Electoral Commission

# Contents

Introduction	3
Modules:	
• Enrolment	4
• Representation	17
• Voting options	26
• Nominations	31
• Election day	42
• Election night	44
• Distribution of preferences	46
Key questions	51
Australian Curriculum matrix	55



# Introduction

## For teachers

Welcome to DemocraCity! This resource is designed by AEC electoral educators to support teachers in delivering engaging classroom experiences alongside *DemocraCity*— a free, immersive 3D game that brings the Australian electoral process to life. Aligned with Version 9.0 of the Australian Curriculum, these resources provide experiential learning opportunities across key topics such as enrolment, representation, election day, media literacy, and democratic principles. Through hands-on digital exploration, students learn about the unique aspects of Australia's democracy. To enhance classroom impact, this guide offers application-style activities, suggested assessment rubrics, and clearly defined learning outcomes. Each game module is supported by robust educational resources designed to help teachers plan and deliver targeted lessons, consolidate student understanding, and assess civic knowledge in creative, inclusive ways.

To take the learning further, the [‘Get Voting’](#) resource provides all the resources and supports to deliver a hands-on election in your classroom.

More information to support the teaching and learning can be found at [www.aec.gov.au](http://www.aec.gov.au). For clarification of terminology see [‘Glossary - Australian Electoral Commission’](#)

The following pages contain the resources to support each of the modules. All content was accurate at the time of publication but may change, please see the AEC website.



**Caption:** Screenshots throughout the game

# Enrolment



This module introduces students to DemocraCity and explains the importance and process of enrolment.



In the game, students are at the counter of an AEC information stall, and are active participants in DemocraCity, helping community members determine their eligibility to enrol and how to enrol.



## Learning outcomes

By the end of the activities, students will:

- Identify the eligibility for enrolment in Australia.
- Explain different scenarios for enrolling.
- Outline the rules and methods for enrolling and updating enrolment details.
- Recall that voters need to be enrolled to vote in a federal election.



## Suggested extension knowledge and understanding activities

- Use the [Enrolment quiz questions](#) to test their enrolment knowledge with the answers available on the [Enrolment quiz answers](#) sheet.
- Use the [Enrolment scenario recall](#) PowerPoint or [Enrolment scenario cards](#) for students to recall different community members options for enrolment. Read the [guide](#) on how to use these.



## Suggested extension application activity:

**UNIT OF WORK:** Your vote helps shape Australia.

The unit includes these suggested learning activities:

- As a lead-in to a classroom/school election, provide an opportunity for students to enrol to be able to vote.
- Consider representation of the population through enrolment. If people don't enrol, they can't have their say. Consider whether representation is important and why?



## Supplementary links with AEC resources

### Links to other AEC education and information resources:

- [Democracy Rules Activity 5: Your vote, your choice p122](#)
- Get Voting: [Voter list template generator](#)
- AEC Factsheet: [A guide to enrolling and voting](#)

### Video resources:

- **English:** [Why it's important to enrol and vote](#)
- **Auslan:** [Enrol to vote](#)

### First Nations Languages:

- [Alyawarra – why it's important to enrol and vote](#)
- [Anindilyakwa – why it's important to enrol and vote](#)
- [Arrernte – why it's important to enrol and vote](#)
- [Burarra – why it's important to enrol and vote](#)
- [Kriol – why it's important to enrol and vote](#)
- [Kukatja – why it's important to enrol and vote](#)
- [Martu – why it's important to enrol and vote](#)
- [Murrinh Patha – why it's important to enrol and vote](#)
- [Ndjebanna – why it's important to enrol and vote](#)
- [Ngaayatjarra – why it's important to enrol and vote](#)
- [Nyangumarta – why it's important to enrol and vote](#)
- [Pitjanjatjarra – why it's important to enrol and vote](#)
- [Pintupi Luritja – why it's important to enrol and vote](#)
- [Tiwi – why it's important to enrol and vote](#)
- [Yolngu Matha – why it's important to enrol and vote](#)
- [Walmajarri – why it's important to enrol and vote](#)
- [Walpiri – why it's important to enrol and vote](#)
- [Waramungu – why it's important to enrol and vote](#)



## WORKSHEET

# Enrolment quiz

### Question 1: What is enrolling to vote?

- A. It is an act of signing up for school or extra-curricula classes.
- B. It is an activity to allow you to register for a democracy sausage on election day.
- C. It is a registration process for you to gain a licence to drive when you are old enough.
- D. It is a registration process to ensure you can vote at an election.

### Question 2: How can you enrol?

- A. You can visit the Australian Taxation website and enrol online.
- B. You can use the 'MyGov' app and enrol online.
- C. Attend a police station and have a character interview.
- D. Online at [aec.gov.au/enrol](https://aec.gov.au/enrol) or you can visit any AEC office for an enrolment form.

### Question 3: What do you do if you move house?

- A. Check your neighbours know which voting division they can vote in.
- B. Every time you move or change your name, you need to update your details with the AEC.
- C. Inform your local post office of your new details so they can change your enrolment for you.
- D. Tell your local police station your new details, obtain a paper form, provide your ID and ask them to witness your form.

### Question 4: If you are an American and an Australian permanent resident, but not a citizen can you enrol?

- A. Yes, American permanent residents have voting rights in federal elections in Australia.
- B. No, only Australian citizens can enrol.
- C. Yes, American permanent residents can enrol for federal elections, but not state or local elections.
- D. Yes, American permanent residents can vote in all elections in Australia.

### Question 5: What age can you enrol?

- A. At 14 and 15 years old, as you will be ready to vote as you near completion of secondary school.
- B. At 12 and 13 years old, as this age is the transition to secondary school.
- C. At 10-12 years old as you have already voted in a class election and are in Senior Primary School, ready to enrol.
- D. If you are 16 or 17, you can enrol so when you turn 18, you will be ready to vote.



### **Question 6:** You are required by law to enrol if you are?

- A. 15 years old and an Australian citizen.
- B. A permanent Australian resident only and 18 years old.
- C. A dual citizen of any country and 15 years old.
- D. 18 years of age or older and an Australian citizen.

### **Question 7:** Why is enrolment important?

- A. Because it means you will get a democracy sausage on voting day.
- B. It ensures members get to vote in the House of Representatives.
- C. It ensures Senators can scrutinise legislation.
- D. It ensures that every eligible citizen has the opportunity to participate in the democratic process by having their voice heard through voting.

### **Question 8:** Why is it important to keep your enrolment up to date?

- A. So you can vote online at the next federal election.
- B. So you can vote in the next school election.
- C. To ensure that you are eligible to obtain your driving licence.
- D. To maintain an accurate electoral roll for the AEC which means every eligible citizen is able to vote in the electorate to which they're entitled.

### **Question 9:** Is it compulsory to vote?

- A. No, enrolment and voting in elections is optional in Australia according to the Australian Constitution, the rule book for the federal government.
- B. Yes, it is compulsory for all Australian citizens who have turned 18 and have lived at their residential address for a period of one month to enrol.
- C. Yes, it is compulsory for Australian citizens, who have turned 15 and living with their parents/guardians.
- D. No, enrolment is only compulsory for people interested in politics.

### **Question 10:** Does the AEC protect personal enrolment information for people on the electoral roll?

- A. Yes, the AEC takes commitment to privacy seriously. It protects personal information on the electoral roll under the Privacy Act 1988.
- B. The Australian Communications and Media Authority (ACMA) administers the SPAM Act, and they maintain personal enrolment information for the AEC electoral roll, ensuring privacy.
- C. By law, the AEC is required to share all personal information with anyone that asks for it, this includes police officers.
- D. Disclosure to political parties is expected by politicians for any texts to anyone at election time.

**Final score:** /10



## ACTIVITY

# Enrolment quiz answers

Question	Answer
1. What is enrolling to vote?	It is a registration process to ensure you can vote at an election.
2. How can you enrol?	Online at <a href="http://www.aec.gov.au/enrol">www.aec.gov.au/enrol</a> or you can visit any AEC office for an enrolment form.
3. What do you do if you move house?	Every time you move or change your name, you need to update your details with the AEC.
4. If you are an American and an Australian permanent resident, but not a citizen can you enrol?	No, only Australian citizens can enrol.
5. What age can you enrol?	If you are 16 or 17, you can enrol so when you turn 18, you will be ready to vote.
6. You are required by law to enrol if you are?	18 years of age or older, you are an Australian citizen.
7. Why is enrolment important?	It ensures that every eligible citizen has the opportunity to participate in the democratic process by having their voice heard through voting.
8. Why is it important to keep your enrolment up to date?	To maintain an accurate electoral roll for the AEC which means every eligible citizen is able to vote in the electorate to which they're entitled.
9. Is it compulsory to enrol?	Yes, it is compulsory for all Australian citizens who have turned 18 and have lived at their residential address for a period of one month to enrol.
10. Does the AEC protect personal enrolment information for people on the electoral roll?	Yes, the Australian Electoral Commission (AEC) takes commitment to privacy seriously. It protects personal information on the electoral roll under the Privacy Act 1988.





**Suraj**

I am in my first year at university and am going to be 18 before the next election.

What should I do?



**Izzy**

I am an American citizen and a permanent Australian resident. I don't plan on becoming a citizen any time soon though.

Can I enrol for the next federal election?



**Tyler**

I have just moved house.

What should I do?

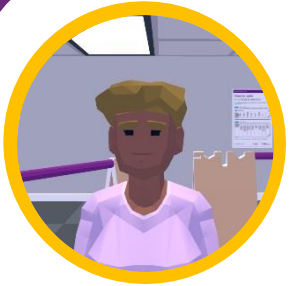


**Madison**

I am 16 years old and a dual citizen, Australian and American.

What should I do before the next federal election?





**Bailey**

My dad works as a policeman, and he does not want people to know our home address.

How should I enrol?



**RJ**

I have an Australian passport, and I am 17 years old.

What should I do?



**Sinead**

I am a new Australian, I have just become a citizen. I am 21 years old.

What should I do?





## ACTIVITY

# Enrolment scenario activity

This activity provides an opportunity for students to work together to practice identifying different enrolment eligibility situations.



### Materials:

- PowerPoint [Enrolment scenario recall details - Objective](#).
- Optional: Enrolment scenario cards [Enrolment scenario cards details - Objective](#).



### Teacher Preparation:

- Display PowerPoint slide 2 for students to see the different enrolment scenarios.
- Optional: Cut scenarios into cards.



### Task:

- Students are to problem solve 'What should the community member do?' with the provided scenarios. Use PowerPoint Slide 2 – Enrolment Scenarios (or provide scenario cards cut and trimmed) for students for problem solving.
- After students problem solve the scenarios, go through the solutions together using PowerPoint slide 3 and the following 'Answer sheet' overleaf.



### Going further

- Discuss: 'Why do you think the AEC provides different enrolment categories for members of the public?'
- Example: Enrolment for silent electors, prisoners and voters with no fixed address [Special enrolment options - Australian Electoral Commission](#)

### Additional Information

The AEC provides enrolment FAQs for the public. If any specific enrolment questions arise in classroom activity, you may find the answers on the website [Enrolment – frequently asked questions - Australian Electoral Commission](#).



## Enrolment scenario answer sheet

Scenario	Answer	More information
I am in my first year at university and am going to be 18 before the next election. What should I do?	Enrol	By enrolling before the next election you can make sure you're eligible to vote in that election.
I am an American citizen and a permanent Australian resident. I don't plan on becoming a citizen any time soon though. Can I enrol for the next federal election?	No, I cannot enrol	To enrol and vote in Australian federal elections you must be 18 years old and an Australian citizen.
I have just moved house. I plan on living there permanently. What should I do?	Update my enrolment	It's important to update your enrolment details each time your situation changes to make sure you're able to vote in your correct electorate and your vote counts.
I am 16 years old and a dual citizen, Australian and American. What should I do before the next federal election?	Enrol	As an Australian citizen you have the right and the responsibility to enrol and vote in federal elections.
My dad works as a policeman, and he does not want people to know our home address. How should I enrol?	Enrol as a silent voter	You can apply to be enrolled as a silent elector through the AEC website if you believe that having your address shown on the publicly available electoral roll could put your personal safety, or your family's safety, at risk.
I have an Australian passport, and I am 17 years old. What should I do?	Enrol	As an Australian citizen you have the right and the responsibility to enrol and vote in federal elections. By enrolling at 17 you are ready to vote whenever an election is called once you turn 18.
I am a new Australian, I have just become a citizen. I am 21 years old. What should I do?	Enrol	As a new Australian citizen you can enrol now so you are ready to vote whenever an election is called.



## ACTIVITY

# Enrolment activity for class election

Below is a suggestion for an opening activity to discuss enrolling to vote and to open enrolment for your class election. You will need to determine the cutoff time for enrolment – the close of rolls. After this time, new enrolments can't be accepted onto the electoral roll, and students will not be able to vote in your class election.

This provides useful opportunities for the class to explore the idea of representation, either before close of rolls to encourage enrolment or after the election when discussing the results.



## Enrolment Guide

The AEC has enrolment guidelines to help voters to enrol to vote on the AEC website at [Enrol to vote - Australian Electoral Commission](https://www.aec.gov.au/enrol-to-vote).

You can decide the enrolment guidelines appropriate for your class election. This might include students being a member of your class and being a particular age.

## Messaging for students

Just like in federal elections, to vote in our class election you will need to enrol. Enrolling to vote places your name on a list – the electoral roll – which means you can then have your say in the next election.

## Messaging for students

Rolls are open now for enrolment but close at .....

If you are not enrolled by the time the roll closes, you will not be able to vote in our election.



## Going further: guided questions

- If you don't enrol, should you still have a say in the election outcome?
- What might happen if only a small group of students enrol – does the result of the election truly represent the class?
- How could low enrolment affect the fairness and transparency of a class election?



## ACTIVITY

# Representation of the population: enrolment activity

This activity provides information and guided questions about enrolment and representation in Australia's democracy.

You may like to have a class discussion, small group discussion and sharing, or individual responses which can be shared.

## Activity

To vote in Australian elections you need to enrol. If you don't enrol, you miss your opportunity to have your say in decisions that may impact you.



### Consider

- If people only from a particular age group, demographic or geographical area enrol, what would that mean for representation in our democracy?
- Who is represented and, conversely, who isn't?

If you've planned a class election requiring enrolment, you could relate the concept of representation there. People who either didn't enrol or who missed the 'close of rolls' aren't represented in the class decision.

- Why is this a problem?
- How might this impact the results of an election?
- What can be done to encourage participation in enrolling and voting?



### Going further

Ask students to design a campaign which encourages people to enrol. They can present their findings and 'campaign' in the mode of their choice e.g. digital posters, social media post or reel, or a speech. You could ask them to consider:

- How does voter enrolment impact democratic representation and equity?
- What are common enrolment barriers to voter enrolment for different groups (e.g. young people, First Nations communities, people with disability)?
- What motivates different demographic groups to take action?
- How can a campaign be designed to be culturally responsive and accessible?
- Which communication methods are most effective for reaching target audiences?



# Your vote helps shape Australia - Understanding enrolment.

**DEMOCRACY MODULE**

Enrolment

**KEY CONCEPT**

Citizenship

**RELATED CONCEPTS**

- **Power** - who holds it, how it's shared, and exercised through voting.
- **Participation** - civic responsibilities and barriers to engagement.
- **Representation in our democracy** - electing officials to represent the Australian people.

**Overarching questions**

What role does enrolment play in ensuring fair and inclusive participation in Australia's democracy?

Inquiry questions:

**Factual** – What is the process of enrolling to vote in Australia?

**Conceptual** – How does enrolment impact democratic participation and representation?

**Learning outcomes**

- Demonstrate knowledge and understanding of civic systems and electoral processes.
- Communicate understanding through advocacy pieces (e.g. campaign)
- Reflect on civic responsibilities and propose solutions to improve voter enrolment rates.

**Suggested extension learning experiences and activities:**

- **Opening activity:** As a lead-in to a classroom/school election, provide opportunities for students to enrol to be able to vote. [See Enrolment for class election](#) for guided questions.
- Consider representation of the population through enrolment.
  - ↳ **Take it further:** Ask students to design a campaign which encourages enrolment (digital posters, speeches, social media). See [Representation of the population activity](#) for more details.

## Your vote helps shape Australia: Understanding enrolment - Suggested assessment rubric

Criteria	Level 1-2	Level 3-4	Level 5-6	Level 7-8
<b>Criterion A: Knowing and understanding</b>	Demonstrates limited knowledge of enrolment processes or civic systems.	Demonstrates basic knowledge with some relevant examples.	Demonstrates clear understanding supported by relevant examples and connections.	Demonstrates thorough knowledge with detailed understanding and insightful connections.
<b>Criterion B: Investigating</b>	Investigates with minimal focus or clarity; sources may be irrelevant or unclear.	Investigates with some focus; uses sources with partial relevance or analysis.	Investigates effectively using relevant sources; shows sound reasoning.	Investigates thoroughly, critically evaluates sources, and provides compelling analysis of enrolment issues.
<b>Criterion C: Communicating</b>	Communication lacks clarity or structure; message may be difficult to follow.	Communicates with some clarity and structure; message gets across but inconsistently.	Communicates effectively with clear structure and engaging presentation.	Communicates with clarity, creativity, and persuasive impact; presentation is compelling and well-executed.
<b>Criterion D: Thinking critically</b>	Offers limited reflection; conclusions may be unsupported or superficial.	Reflects with some depth; conclusions show basic understanding.	Reflects thoughtfully; conclusions are well-reasoned and supported.	Reflects critically and creatively; conclusions demonstrate deep understanding and propose innovative civic solutions.

# Representation



This unit explores the two houses of Parliament and examines representation in each chamber, how representatives organise themselves into political parties or independents and how government is formed. The two units in this module are completed with a revision quiz.

Students are taken to Parliament House where specific topics include:

- the role of the House of Representatives and the Senate,
- how representatives are elected to each chamber,
- what an electoral division is,
- how states and territories are allocated seats in the Senate,
- the seating plan of each chamber and how government is formed.



## Learning outcomes

By the end of the activities, students will:

- Recognise Australia as a representative democracy and describe what that means.
- Recall the two houses of Parliament and how representatives are elected to the House of Representatives and the Senate.
- Understand how representation works in the House of Representatives and the Senate.
- Understand the difference between government, opposition and the crossbench and their role within the Parliament.



## Suggested extension knowledge and understanding activities

- Use this [Representation quiz](#) to test your students' knowledge. Topics include the Parliament, the House of Representatives, Senate, house composition and forming government. Download the [quiz answers](#).



## Suggested extension application activities:

UNIT OF WORK: How are we represented?

The unit includes these suggested learning activities:

- Recall representation in the House of Representatives. Students research their electorate and current member.
- Research 'redistributions' on the AEC website. Students investigate their purpose in representation and why they are important.



## Supplementary links with AEC resources

### Links to other AEC education and information resources:

- Democracy Rules – Topic 1 - [‘You and me, the decision-makers’](#) –
  - Investigation A: What do we mean by democracy?
  - Investigation B: Can we all make the decisions?
- Democracy Rules – Topic 2 - [‘Representing everyone’](#)
  - Investigation A: How do you have your say? (activity 1 and 2).
- Democracy Rules – Topic 3 – [‘What’s your vote worth? - Investigation A’](#)
- Democracy Rules – Topic 3 – [‘What’s your vote worth?’- Investigation B’](#)





## WORKSHEET

# Representation quiz

**Question 1:** Australia is a representative democracy. This means:

- A. The people elect representatives to Parliament to make decisions on behalf of all Australians.
- B. The Prime Minister makes all the decisions based on the number of seats they have.
- C. Decisions on the democratic process are made by the representative high council.
- D. All of the above.

**Question 2:** True or false: the House of Representatives and the Senate are the two houses that make up Parliament.

- A. True
- B. False

**Question 3:** Currently, how many senators represent each state and territory in the Senate?

- A. 6 Senators from each state and 2 from each territory.
- B. 12 senators from each state and 2 from each territory.
- C. 10 from New South Wales, Victoria and Queensland. 8 from every other state and territory.
- D. It depends on the formula in the Constitution.

**Question 4:** What determines the number of senators each state can have?

- A. Parliament but the Constitution dictates states must have an equal number of senators each.
- B. The Constitution.
- C. The Prime Minister and the Cabinet.
- D. The people – it depends on how many people vote on election day.

**Question 5:** Government is formed in which house?

- A. The House of Representatives.
- B. The Senate.

### Question 6:

**Who sits on the crossbench?**

- A. The government.
- B. The media.
- C. The opposition.
- D. Minor parties and independents.

### Question 7:

**True or false: Each electorate in the House of Representatives within a given state/territory has roughly the same number of enrolled voters.**

- A. True
- B. False

### Question 8:

**What is the role of the Speaker of the House of Parliament?**

- A. They tell the government how to run Parliament.
- B. They help the government negotiate with the opposition and the crossbench.
- C. They are the official source of information from the Parliament to the people.
- D. They oversee the House of Representatives and ensure that members are obeying the rules of the House.

### Question 9:

**True or false: A political party is an organisation made up of like-minded people with similar ideas and aims.**

- A. True
- B. False

### Question 10:

**To form government, how many seats does a party or group of parties need in the House of Representatives?**

- A. An absolute majority (More than 50% of the seats).
- B. A super majority (More than 65% of the seats).
- C. Any number – it depends on who has the biggest number of representatives.
- D. It doesn't matter – the government can negotiate with the Senate.



**Question 11:**

How many years are House of Representatives members elected for?

- A. Until they retire.
- B. 6 years.
- C. 4 years.
- D. 3 years.

**Question 12:**

How many years are senators elected for?

- A. 3 years.
- B. 6 years for state senators and 3 years for territory senators.
- C. 4 years for state senators and 3 years for territory senators.
- D. Until they retire.

**Question 13:**

During a double dissolution election, who is up for election?

- A. All senators only.
- B. All members of the House of Representatives and half the number of senators.
- C. Just the members of the House of Representatives.
- D. All members of the House and all senators.

**Question 14:**

True or false: A political party requires a majority in the Senate to form government.

- A. True
- B. False

**Question 15:**

What is the role of the President of the Senate?

- A. To determine how many senators each state gets.
- B. To oversee the Senate.
- C. To decide who is eligible to be a senator.
- D. To veto the decisions of the government if they think it's unconstitutional.

**Final score:**

**/15**



## ACTIVITY

# Representation quiz answers

Question	Answer
1. Australia is a representative democracy. This means:	The people elect representatives to Parliament to make decisions on behalf of all Australians.
2. True or false: the House of Representatives and the Senate are the two houses that make up Parliament.	True.
3. Currently, how many senators represent each state and territory in the Senate?	12 senators from each state and 2 from each territory.
4. What dictates the number of senators each state can have?	Parliament but the Constitution dictates states must have an equal number of senators each.
5. Government is formed in which house?	The House of Representatives.
6. Who sits on the crossbench?	Minor parties and independents.
7. True or false: Each electorate in the House of Representatives within a given state/territory has roughly the same number of enrolled voters.	True.
8. What is the role of the Speaker of the House of Parliament?	They oversee the House of Representatives and ensure that members are obeying the rules of the House.
9. True or false: A political party is an organisation made up of like-minded people with similar ideas and aims.	True.



Question	Answer
10. To form government, how many seats does a party or group of parties need in the House of Representatives?	An absolute majority (More than 50% of the seats).
11. How many years are House of Representatives members elected for?	3 years.
12. How many years are senators elected for?	6 years for state senators and 3 years for territory senators.
13. During a double dissolution election, who is up for election?	All members of the House and all senators.
14. True or false: A political party requires a majority in the Senate to form government.	False.
15. What is the role of the President of the Senate?	To oversee the Senate.



# Representation - How are we represented?



## DEMOCRACY MODULE

Representation



## KEY CONCEPT

Representation in parliament



## RELATED CONCEPTS

- **Participation** – your vote will help shape Australia.
- **Voting** – eligible citizens determining who should represent them.
- **Representative democracy** – where elected officials advocate and make decisions on our behalf.



## Overarching questions

How are citizens represented in Australia's Parliament? How do elected officials represent the Australian people?

Inquiry questions:

**Factual** – How are representatives elected to Australia's Parliament?

**Conceptual** – How do the planning and structure of electorates make voting more equitable?



## Learning outcomes

- Explain parliamentary structures, the functions of each house and how members and senators represent their constituencies.
- Explain the difference between government, opposition and the crossbench and their role within the p .
- Investigate representation in the House of Representatives and the role of redistributions.



## Suggested extension learning experiences and activities:

- Recall representation in the House of Representatives. Look up your electorate. How many enrolled voters live in that area? Who is the current representative? Use resources such as [find my electorate](#) and the AEC's [enrolment statistics](#).
- Research 'redistributions' on the AEC website. Investigate their purpose in representation and why they are important. More information can be found on the AEC's [Federal redistributions](#) website and on [Redistributions – Frequently Asked Questions](#).

Section continues next page...

- Explore members or senators in your electorate. [Home - Parliamentary Handbook](#). [Home – Parliament of Australia](#) What are their roles and responsibilities? They've been elected to represent your electorate – research what they do.
- The Australian people vote for candidates to represent them in parliament. They don't, however, vote for the Prime Minister. Research how the Prime Minister is appointed and discuss.

## How are we represented? - Suggested assessment rubric

Criteria	Level 1-2	Level 3-4	Level 5-6	Level 7-8
<b>Criterion A: Knowing and understanding</b>  Recall of structures and facts about representation, electorates and redistributions.	Demonstrates limited understanding of parliamentary representation or voting concepts.	Demonstrates basic understanding with partial accuracy and some relevant facts.	Demonstrates sound understanding with mostly accurate facts and clear explanations.	Demonstrates thorough understanding with insightful connections between electoral data, representation, and democratic structures.
<b>Criterion B: Investigating</b>  Research into representatives, redistributions and voter data.	Uses limited research and relies on general or unclear sources.	Uses basic research methods; sources are somewhat relevant.	Uses effective research strategies; synthesises relevant information clearly.	Uses thorough, critical research to draw meaningful conclusions from data and sources.
<b>Criterion C: Communicating</b>  Presentation of ideas, comparisons, and fairness discussions.	Communicates ideas in a limited or unclear manner; lacks structure.	Communicates adequately with some structure and clarity.	Communicates effectively with clear structure, appropriate comparisons and terminology.	Communicates persuasively with clarity, depth, and insight; compares scenarios with strong logic and cohesion.
<b>Criterion D: Thinking critically</b>  Evaluation of redistribution fairness and representation equity.	Attempts basic evaluation; ideas may be undeveloped or unsupported.	Evaluates with some insight; draws basic comparisons between electoral and classroom situations.	Evaluates thoughtfully; reflects on fairness and links ideas to real-world representation.	Evaluates critically and creatively; integrates fairness principles with real-world electoral implications and presents informed recommendations.

## Voting options

In this module, students will be introduced to different voting options by helping DemocraCity citizens. The activity has students meeting people with different circumstances and recommending voting options to them from a multiple-choice list.



### Learning outcomes

By the end of the activities, students will:

- Recall that voting in Australia is compulsory.
- Identify different voting options during an election.
- Understand when each voting option may be used.



### Suggested extension knowledge and understanding activities

- Match the voting scenario: Have students match the different situations of voters to the most suited voting options on the [Voting scenarios](#) worksheet.



### Suggested extension application activities:

**UNIT OF WORK:** Free and fair – Voting options in Australia

- The linked unit includes an opportunity for students to reflect on Australia's voting options and features and design a 'free and fair' classroom election based on these features.



### Supplementary links with AEC resources

Links to other AEC education and information resources:

- Democracy Rules – Topic 3 [‘What's your vote worth?’](#)
- Democracy Rules – Topic 5 - [‘Young people and the vote’](#)
- AEC TV: [Check voting options – Referendum](#)
- AEC TV: [The count - getting the votes home](#)
- [Election safeguards](#)





## WORKSHEET

# Voting scenarios

## Instructions

Now that you have explored the voting options citizens of DemocraCity have during an election, below are some voters who have unique voting situations.

Think back to those voting options from DemocraCity and do some research on other voting options from the column on the right. Use your knowledge to recommend a voting option to the people below and justify your answer.



**Sally**

I am blind and live at home. I know that AEC staff can assist me if I can get to a polling place, but the nearest polling place is too far away.

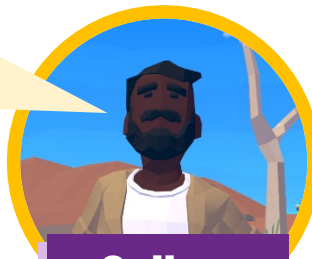
Do I have any other options?

Your answer:

I live with my family on Country in a remote community in the Kimberley in Western Australia. The closest town to me with a polling place is 3 hours away. I'll be here for the whole election.

Are there any voting options for me?

Your answer:



**Callum**

I'm a researcher studying emperor penguins at Mawson Station in Antarctica for 12 months and won't be home for the election.

Do I have to vote? What are my options?

Your answer:



**Keiko**

I'm currently backpacking in Europe and heard there is an election happening back home. Since I'm traveling, I don't have a postal address. I'll be in London for most of the pre-poll period.

Your answer:



**Liam**

## Other voting options

### Overseas voting



In-person voting may be available for those outside of Australia. Find out how people can vote overseas [by watching this video.](#)



### Telephone voting



The AEC has a dedicated telephone voting service available to eligible voters. [Check out the AEC's website to find out more.](#)



### Mobile polling



Did you know the AEC has an in-person voting services that travels around remote parts of the country? [Watch this video to find out more.](#)



# Free and fair – Voting options in Australia

**DEMOCRACY MODULE**

Voting options

**KEY CONCEPT**

Characteristics of democracy

**RELATED CONCEPTS**

- **Equity** – representation, fairness and impartiality.
- **Rights and responsibilities** – civic privilege and compulsory voting.
- **Accessibility** – addressing barriers to participation.

**Overarching questions**

There are a variety of voting options, why is that important for Australia's democracy?

Inquiry questions:

**Factual** – What voting options exist in Australia?

**Conceptual** – What could be the possible impact on equity and representation if voting wasn't compulsory?

**Learning outcomes**

- Identify and describe voting options used in Australia.
- Evaluate voting rules (including compulsory voting, timeframes and methods) and how it relates to equity and representation.
- Consider and design class election parameters that reflect principles of free and fair voting.

**Suggested extension learning experiences and activities:**

Designing a 'Free and fair' class election. Students apply their understanding of voting options and features by planning a class election that reflects democratic principles.

**'Free and fair' class election activity overview**

1. **Group brainstorm:** What makes an election free and fair?
2. **Design phase:**
  - Choose a voting method (e.g. preferential, first-past-the-post).
  - Decide on rules: eligibility, campaigning, ballot secrecy, vote counting.

*Continues next page...*

Continued from previous page... 

- Consider accessibility: how will all classmates participate, what voting options will be available?

**3. Reflection:**

- Justify choices using concepts of equity and fairness.
- Compare with Australian electoral practices.
- Compare and contrast with one of our regional neighbours.

## Teacher scaffolding: Voting options and features in Australia

Voting option/aspect	Feature	Impact on 'Free and fair'
Compulsory voting	It is compulsory for enrolled voters to vote in federal elections. As voting is compulsory, people are given several ways to cast their vote.	Positively impacts participation and therefore representation in decisions made in Australian elections.
Postal voting	Ballots mailed in for those unable to attend polling stations.	Increases accessibility. Provides an option for people who may not be able to get to a polling place.
Early (pre-poll) voting	Voting before election day with valid reason.	Convenient. Means people can still vote if they're unavailable on election day.
Provisional (Absentee) voting	Voting outside one's electorate. Also available if someone can't be found on the electoral roll.	Ensures participation; people aren't disenfranchised by not being found on the roll – they still have the opportunity to vote and then the AEC checks after election day.
Telephone voting	Telephone voting made available to people who are blind or with low vision and for voters in Antarctica.	Provides an accessible option for participation.
Preferential voting	Voters rank candidates in order of preference.	Promotes majority support - ensures the person elected is chosen by more than half of the voters.
Electoral roll accuracy	High enrolment rates and regular updates.	Enhances legitimacy and inclusivity.

## Free and fair: Voting options in Australia – Suggested assessment rubric

Criteria	Level 1-2	Level 3-4	Level 5-6	Level 7-8
<b>Criterion A: Knowing and understanding</b>	Identifies limited voting methods and shows minimal understanding of electoral fairness.	Describes several voting options with basic explanation of fairness.	Explains voting methods with accurate understanding of fairness, equity, and representation.	Analyses voting options comprehensively, clearly linking electoral systems to fairness and equity.
<b>Criterion B: Investigating</b>	Gathers minimal information and uses it with limited relevance.	Collects some relevant data but lacks depth or organization.	Uses relevant evidence to support planning and decisions in election design.	Researches thoroughly, using clear, relevant evidence to critically support election decisions.
<b>Criterion C: Communicating</b>	Shares ideas with limited clarity or structure.	Communicates decisions clearly but lacks coherence or justification.	Communicates election design clearly and logically with some justification.	Communicates persuasively and with clarity, thoroughly justifying election choices using key concepts.
<b>Criterion D: Thinking critically</b>	Provides basic reflection with minimal evaluation of fairness.	Reflects on fairness with some evaluation but lacks depth.	Evaluates election design using fairness and development concepts with some insight.	Thoughtfully evaluates and refines election design, showing deep understanding of fairness and development.



# Nominations



This module explains how to nominate to become a candidate.

Students are invited into a virtual divisional office where they explore eligibility requirements for nominees in the House of Representatives or Senate. Various scenarios are presented for students to learn about the nomination process including how to nominate, eligibility requirements and how the candidates appear on the ballot paper.

The 'Ballot draw' module outlines the transparent process to determine the order of names on the House of Representatives ballot paper using the process of 'double randomisation'.



## Learning outcomes

By the end of the first module, students will:

- Recall the eligibility requirements to nominate to be a candidate for Parliament.
- Recognise the role of the AEC in the nomination process.

By the end of the second module, students will:

- Outline the process of double randomisation and its key role in the nominations process.
- Examine how the eligibility criteria of candidates interact with the broader democratic process.



## Suggested extension knowledge and understanding activities

- Use this [Nominations quiz questions](#) to test your student's knowledge. Download the [Nominations quiz answers](#).



## Suggested extension application activities:

UNIT OF WORK: Pathways to representation

The linked unit includes these suggested learning activities:

- Students consider what requirements a class representative should have? If you wish to run for class representative, what makes you a good candidate?
- Conduct a class election nomination eligibility activity and ballot draw.



## Supplementary links with AEC resources

Links to other AEC education and information resources:

- Get Voting resources: [Step 1 - get started planning and nomination](#)
- Formal AEC procedures: [Conducting the ballot draw](#)
- Get Voting resource: [Instructions for candidates – campaign](#)
- More information for nominating as a candidate: [Nomination guide for candidates](#)





## WORKSHEET

# Nominations quiz

**Question 1:** What is a divisional returning officer in charge of?

- A. Printing the ballot papers.
- B. Running the election in an electoral division.
- C. Informing the Prime Minister of how people are voting.
- D. Providing updates to Parliament about news and events in an electoral division.

**Question 2:** To become a candidate for the House of Representatives or the Senate, you must be:

- A. An Australian citizen.
- B. Enrolled or eligible to enrol.
- C. 18 years or older.
- D. All of the above.

**Question 3:** True or false: You can be a dual citizen and nominate to be a candidate.

- A. True
- B. False

**Question 4:** If a candidate has dual citizenship, how can they become eligible to be a candidate?

- A. Give up their non-Australian citizenship.
- B. Write to the divisional returning officer for an exemption.
- C. Pay a higher candidate fee.
- D. Not applicable – dual citizens are allowed to nominate as a candidate.

**Question 5:** If an independent candidate nominates for the House of Representatives, how many signatures do they need from the public to nominate?

- A. 151
- B. Depends on the electoral division
- C. 100
- D. 1000

**Question 6:** When do nominations need to be lodged by?

- A. By the start of the ballot draw.
- B. By the close of nominations.
- C. Before the election is announced.
- D. Before the pre-poll period starts.

**Question 7:** Who can attend the ballot draw of candidates?

- A. The media.
- B. Candidates.
- C. Members of the public.
- D. All of the above.

**Question 8:** During the ballot draw, what does the first ball draw decide?

- A. The number that will represent the candidate during the second draw.
- B. The date of the election.
- C. How many candidates can run.
- D. The position of the candidate on the ballot paper.

**Question 9:** During the ballot draw, what does the second ball draw decide?

- A. The date of the election.
- B. The number that will represent the candidate during the second draw.
- C. How many candidates will appear on the ballot paper.
- D. The position of the candidate on the ballot paper.

**Question 10:** True or false: Anyone in attendance at the ballot draw is allowed to spin the bingo barrel.

- A. True
- B. False

**Final score:** /10



## ACTIVITY

# Nominations quiz answers

Question	Answer
1. What is a divisional returning officer in-charge of?	Running the election in an electoral division.
2. To become a candidate for the House of Representatives or the Senate, you must be:	All of the above.
3. True or false: You can be a dual citizen and nominate to be a candidate?	False.
4. If a candidate has dual citizenship, how can they become eligible to be a candidate?	Give up their non-Australian citizenship.
5. If an Independent candidate nominates for the House of Representatives, how many signatures do they need from the public to nominate?	100.
6. When do nominations need to be lodged by?	By the close of nominations.
7. Who can attend the ballot draw of candidates?	All of the above.
8. During the ballot draw, what does the first ball draw decide?	The number that will represent the candidate during the second draw.
9. During the ballot draw, what does the second ball draw decide?	The position of the candidate on the ballot paper.
10. True or false: Anyone in attendance at the ballot draw is allowed to spin the bingo ball.	True.

# Pathways to representation in Australian elections

**DEMOCRACY MODULE**

Nominations

**KEY CONCEPT**

Representation

**RELATED CONCEPTS**

- **Participation** – who can stand for election, and how?
- **Structure** – electoral systems, nomination rules, ballot order.



## Overarching questions

**How do nomination and ballot draw processes contribute to representation and equity in Australia's electoral processes?**

Inquiry questions:

**Factual** – What are the requirements for nominating as a candidate in Australia?

**Conceptual** – How does the ballot draw contribute to fairness and impartiality in elections?



## Learning outcomes

- Understand the nomination process and ballot draw procedures in federal elections.
- Investigate if ballot position can affect voter behaviour.
- Evaluate the strengths and limitations of the nomination process and propose informed improvements.



## Suggested extension learning experiences and activities:

- Not everyone can be a representative; there are mandatory requirements. If you were to elect a class representative, what requirements for the role should they have? Develop a list for class discussion.
- Conduct a class election [nomination eligibility activity](#). Use this [nomination form](#) for your election.
- Set up ballot draw for your class election. [Ballot draw activity](#).
- Analyse research on ballot position effect. Conduct a classroom poll or experiment to analyse the impact of placement on outcomes.
- Debate ballot fairness – develop a proposal for improving fairness or accessibility in the nomination process.

## Pathways to representation in Australian Elections - Suggested assessment rubric

Criteria	Level 1-2	Level 3-4	Level 5-6	Level 7-8
<b>Criterion A: Knowing and understanding</b> Understanding of nomination processes, eligibility, and ballot draw systems.	Demonstrates limited understanding of democratic processes or terminology.	Demonstrates basic understanding with some accurate information.	Demonstrates clear understanding with accurate use of civic terms and examples.	Demonstrates thorough understanding with detailed explanations and insightful connections between electoral procedures and fairness.
<b>Criterion B: Investigating</b> Research into nomination requirements and the impact of ballot draw.	Investigation lacks clarity; sources are minimal or unrelated.	Investigates with partial relevance; basic conclusions are drawn.	Investigates effectively with relevant sources and sound analysis.	Investigates thoroughly using reliable sources, critically examines implications of ballot positioning and candidate accessibility.
<b>Criterion C: Communicating</b> Presentation of civic processes and impacts.	Communicates with limited clarity or structure; ideas may be confusing.	Communicates with some structure; ideas are mostly clear.	Communicates effectively using appropriate format, structure, and terminology.	Communicates with clarity, creativity, and coherence; presentation is persuasive and well-reasoned.
<b>Criterion D: Thinking critically</b> Evaluation of fairness, accessibility, and electoral outcomes.	Demonstrates limited reflection or basic conclusions.	Reflects on electoral fairness with some supporting ideas.	Reflects thoughtfully; evaluates current systems and offers suggestions.	Evaluates thoroughly with nuanced understanding; presents informed, impartial recommendations for improving democratic processes.



## ACTIVITY

# Nomination eligibility activity

To nominate as a candidate for election into the Australian parliament, there are several steps to make sure that the person is eligible.

To nominate for either the Senate or the House of Representatives, you must be:

- at least 18 years old
- an Australian citizen
- either enrolled or eligible to be enrolled on the Commonwealth electoral roll.

You cannot nominate for the Senate or the House of Representatives if you are:

- currently a member of a state parliament or territory legislative assembly and have not resigned before the hour of nomination.
- disqualified by section 44 of the Constitution. See examples here: [Candidate eligibility - Australian Electoral Commission](#).



### Consider

- What criteria do you think are important for being eligible to nominate in our election?

For our class election, we will choose our own eligibility criteria. This could be things like involvement in an extracurricular activity, attendance criteria, or something else we think is important for someone who will represent the class.

What criteria do you consider essential to nominate for the class election? Why are these criteria important?



### Finalised your criteria?

Use the accompanying '[Nomination Form](#)' to include your chosen requirements and make it available to those wishing to nominate for election.



## ACTIVITY

# Nomination Form

Use this form to nominate to run for the class election. All sections must be completed and submitted no later than \_\_\_\_\_

1. Your name as it appears on the class roll:

2. The class you are a member of:

3. Contact email:

## Eligibility checklist

Yes

No

Criteria A:

☐☐

Criteria B:

☐☐

Criteria C:

☐☐

**I confirm the information in the checklist above to be true and correct.**

Signature of candidate

Date





## ACTIVITY

# Ballot draw activity

The candidate positions on a ballot paper are determined by a ballot draw. The ballot draw is a randomised system that keeps it fair for all candidates. The AEC conducts the draw publicly.



**Prior activity:** Complete the nomination activity.

**Note:** If time does not allow to conduct a ballot draw you can use the 'randomiser' option on the [ballot paper generator](#) in Get Voting.

To see an example of a 'nomination ballot draw' in action watch this AEC [video](#).



### Materials required:

- [Number Picker Wheel - Pick Random Number by Spinning](#)
- [Ballot order table](#)



### Conducting the draw

On the 'Number picker wheel', type the number of candidates into the MAX range box. For example, if you will have four candidates enter 4. After each spin, click 'remove choice' to reset the wheel.

Student assistants:

- 1 x student to 'spin' the Number Picker Wheel.
- 1 x student to write up the candidate names using the template provided.
- 1 x student to write the numbers as they're drawn.

### Draw 1: The first draw (wheel spin) assigns a number to each candidate.

1. Insert candidate names under 'Draw 1' in the first column of the ballot order table.
2. 'Spin' the wheel to reveal the first number.
3. Record the number in column 1 for 'assigned number'. The first number called is written against the first candidate on the list. Each candidate keeps this number for draw 2.

### Draw 2: The second draw (wheel spin) determines the order in which each candidate appears on the ballot paper.

1. Reset the Number Picker Wheel with correct number of candidates.
2. 'Spin' the wheel to reveal the first number.
3. Record the number in the top row of the second column of the table.
4. Ensure 'remove choice' is clicked after each spin.

You can now prepare ballot papers using the Get Voting [ballot paper generator](#).

**Going further:** For a full explanation of how the AEC conducts the draw see the [AEC website](#).



## ACTIVITY

# Ballot order

Draw 1: Assigned number	Draw 2: Ballot paper position
Candidate name:	Ballot position 1:
Assigned number:	

Candidate name:

Ballot position 2:

Assigned number:

Candidate name:	Ballot position 3:
Assigned number:	

Candidate name:

Ballot position 4:

Assigned number:

---



## Election day



This module is an excellent introduction to what happens on election day and to running a class election.



In the first module, students are transported to a polling place to be guided through the process of voting on election day and practise filling in ballot papers for the House of Representatives and the Senate.

In the second module, students walk around and explore the polling place, finding key people and important objects. By doing so, students develop greater understanding of the voting process and how the AEC maintains election integrity.



### Learning outcomes

By the end of the first module, students will:

- Recall the three questions each voter is asked before being issued a ballot paper.
- Recall that voters can vote above or below the line in the Senate.
- Demonstrate how to correctly fill in a House of Representatives and Senate ballot paper.

By the end of the second module, students will:

- Recall the key areas and objects within a polling place.
- Recall the roles different people fill on polling day.
- Identify that the AEC ensures election integrity by having various process and people present in a polling place.

By the end of the Declaration voting module, students will:

- Recognise that voters can still vote even if they cannot be found on the electoral roll.
- Recognise that people with a variety of needs can be assisted in voting.
- Identify the purpose of a declaration vote.



### Suggested extension knowledge and understanding activities

- Organise a mock polling place for a class election. Refer to the [Get Voting](#) site for information on election roles, components and supplies. [Setting up a polling place checklist](#).
- Visit the AEC website and [practise](#) completing a ballot paper for the House of Representatives.

- Research the role of campaigners in supporting candidates. Also consider the rules around their involvement at the polling place. Create a poster for your classroom election explaining the rules campaigners must abide by. More information available here: [Party & Campaign Workers](#).



## **Suggested extension application activities:**

### **UNIT OF WORK: Election day in action**

A good election encourages democratic decision making and a respected outcome. A good election is based on principles that ensure it is free and fair.

- Use the 'Unit of work' on page 25 to conduct a class election.



## **Supplementary links with AEC resources**

### **Links to other AEC education and information resources:**

- AEC TV video: [Preferential Voting](#)
- AEC website get voting tool - [Practise voting - House of Representatives](#)
- AEC [Preferential voting: House of Representatives explainer](#)
- AEC [Preferential voting: Senate explainer](#)
- AEC [Ballot paper formality guidelines](#)

## Election night



**This module is excellent to learn about election night and for pairing with a class election.**



Students are transported to the polling place after it closes on election night. Students will help conduct a House of Representative first preference count.

Students will also learn about the various security and transparency measures used when opening ballot boxes and sorting ballot papers.

In the second module, students will help conduct a House of Representatives two-candidate preferred (TCP) count. The TCP is conducted on election night after the first preference count to give an early indication of results.



### Learning outcomes

**By the end of the first module, students will:**

- Recall that ballot papers are first sorted by first preference on election night.
- Recall what a first preference count is.
- Identify an informal ballot paper.
- Demonstrate how to sort ballot papers by first preference.
- Recall that there are processes to ensure transparency and election integrity in the counting of ballot papers.

**By the end of the second module, students will:**

- Recall that a two-candidate preferred (TCP) count is conducted after a first preference count on election night.
- Recognise the role of the TCP count.
- Demonstrate how to sort ballot papers in a TCP count.
- Recall that there are processes to ensure transparency and election integrity in the counting of ballot papers.



### Suggested extension application activities:

**UNIT OF WORK: Election day in action**

A good election encourages democratic decision making and a respected outcome. A good election is based on principles that ensure it is free and fair.

- Use the 'Unit of work' on page 47 to conduct a class election.



## Supplementary links with AEC resources

### Links to other AEC education and information resources:

- Get Voting resources - [Get Voting - School elections made easy](#)
- Get Voting: Instructions for counting [First-past-the-post and Preferential including tally sheet](#)
- AEC poster: [Counting House of Representatives preferential voting](#)
- AEC [Ballot paper formality guidelines](#)
- AEC [House of Representatives count](#)
- AEC TV video: [Scrutineers look but don't touch](#)

## Distribution of preferences



This module is excellent to learn about election night and for pairing with a class election.



Students are transported to an AEC count centre where they help to conduct a distribution of preferences. Distribution of preferences is the process of excluding House of Representative candidates with the least number of votes and transferring those votes to other candidates. Through this process a candidate is elected.



### Learning outcomes

By the end of the first module, students will:

- Demonstrate how to distribute ballot papers based on 2nd and 3rd preferences.
- Identify why a candidate is excluded in each exclusion round.
- Describe what happens to the votes of a candidate that is excluded.
- Recognise that a candidate must get an absolute majority to be elected.



### Suggested extension knowledge and understanding activities

- Students research both preferential and first-past-the-post voting including what other countries use. Using this information, compare and contrast the different systems.



### Suggested extension application activities:

**UNIT OF WORK: Election day in action**

A good election encourages democratic decision making and a respected outcome. A good election is based on principles that ensure it is free and fair.

- Use the 'Unit of Work' on page 47 to conduct a class election.



### Supplementary links with AEC resources

**Links to other AEC education and information resources:**

- [Get Voting - school elections made easy](#)
- Get Voting: [Instructions for counting](#)
- AEC poster: [Counting House of Representatives Preferential voting](#)
- AEC [Ballot paper formality guidelines](#)
- AEC [House of Representatives count](#)
- AEC TV video: [Scrutineers look but don't touch](#)
- AEC TV video: [Counting the votes](#)
- [Preferential voting - Australian Electoral Commission](#)



# Election day in action



## DEMOCRACY MODULES

Election day, Election night and Distribution of preferences



## KEY CONCEPT

Citizenship



## RELATED CONCEPTS

- **Participation** – active engagement in democracy through voting.
- **Processes** – electoral systems (including preferential voting) and election roles.
- **Integrity** – fairness and accessibility of voting processes.



## Overarching questions

**How do electoral structures and safeguards support participation and a trusted outcome in democratic societies?**

Inquiry questions:

**Factual** – What is preferential voting and how is it conducted on election day?

**Conceptual** – How do polling procedures contribute to secure and accessible voting?



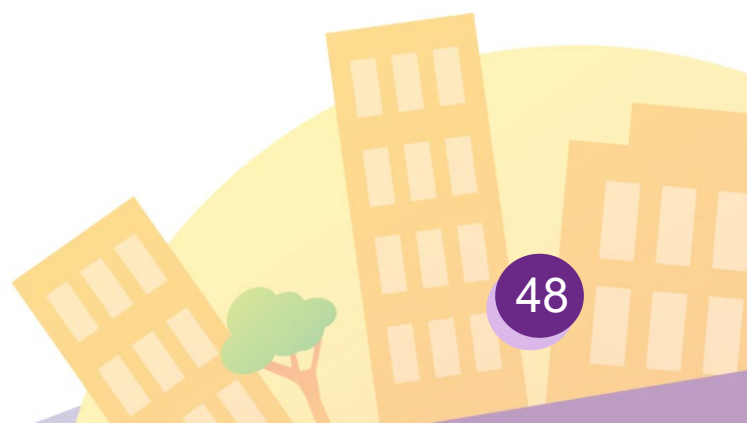
## Learning outcomes

- Explore and explain measures like ballot box integrity, accessible tools, and voter assistance options.
- Explain how the AEC ensures elections are secure and conducted transparently through the various roles and checks present in a polling place.
- Demonstrate how to complete a formal vote for the House of Representatives.
- Demonstrate understanding of the first preference count by determining ballot paper formality.
- Demonstrate understanding of the full distribution of preferences in a House of Representatives count.
- Recall the differences between full preferential voting and first past the post and critically evaluate how each affects representation.



## **Suggested extension learning experiences and activities:**

- Develop a resource pack (poster, video, guide) for educating first-time voters about polling place procedures and electoral integrity safeguards.
- Create an informative poster for 'completing a formal vote' for display in your polling place explaining how to vote and why it's important.
- Conduct a class election using '[Get Voting](#)' resources. Conduct a full distribution of preferences to achieve an election result.
- Research full preferential versus first past the post voting and write an evaluation on how each impacts representation.



## Election day in action - Suggested assessment rubric

Criteria	Level 1-2	Level 3-4	Level 5-6	Level 7-8
<b>Criterion A: Knowing and understanding</b> Use knowledge to explain concepts and ideas in familiar and unfamiliar contexts.	Demonstrates minimal knowledge of electoral systems and voting processes.	Demonstrates some knowledge, with limited application to unfamiliar scenarios.	Demonstrates accurate and relevant understanding of electoral systems in varied contexts.	Demonstrates comprehensive and insightful understanding of electoral processes and safeguards.
<b>Criterion B: Investigating</b> Formulate questions, plan investigations, and use methods effectively.	Identifies a basic question or hypothesis with minimal planning or reference to sources.	Develops questions and conducts investigations with some source variety or procedural structure.	Designs purposeful investigations using credible sources and clear methodology.	Conducts sophisticated inquiry with critical use of diverse sources and rigorous investigative planning.
<b>Criterion C: Communicating</b> Organise and express information in appropriate formats and styles.	Communicates with limited clarity or structure; errors interfere with understanding.	Communicates ideas using some structure and conventions; meaning is mostly clear.	Organises ideas clearly using appropriate formats and terminology relevant to electoral contexts.	Communicates persuasively and fluently using discipline-specific vocabulary and engaging formats.
<b>Criterion D: Thinking critically</b> Analyse concepts, arguments, evidence and draw reasoned conclusions.	Shows minimal analysis or evaluation; conclusions lack justification.	Attempts analysis with some logical reasoning; conclusions are basic or unsupported.	Evaluates evidence and arguments with reasoned conclusions relevant to civic contexts.	Demonstrates insightful analysis and synthesis, drawing well-substantiated conclusions about democracy.





# Setting up a polling place

The [‘Get Voting’ resources](#) provide all you need to prepare for and conduct your own election.

To help transform your learning space into a polling place we have the following checklist:

Task	More information	Check
Establish voting route.	It's important to make sure voters can enter, participate and leave the polling place. This maintains some order, illustrates the importance of fairness and integrity through visible voting systems and mirrors real life participation in Australia.	
Set up a table near the entry for polling officials with your 'electoral roll', pencils and ballot papers.	Making it clear that voters need to visit the issuing table first will help with the flow of traffic. You can also have a polling official at the door to direct voters and control any line that begins.	
Position voting screens with adequate spacing.	By spacing voting areas appropriately you increase the accessibility of the space while also modelling and encouraging the secret ballot. You can also consider adding some seated booths to ensure greater accessibility.	
Position ballot box between the voting screens and the exit.	This positioning encourages voters to deposit their ballot papers in the ballot box before leaving the polling place. A ballot box guard can also be in place to assist voters and ensure all ballot papers are placed in the box.	



## Key questions

The key questions in this section are designed to highlight the central ideas students should understand after completing the game module. Answers are provided to support teachers in guiding discussion, clarifying concepts, and responding to student enquiries with confidence.

Module	Key questions
Enrolment	<ol style="list-style-type: none"> <li>What do you need to be able to enrol to vote? <b>Answer:</b> 16 years old and an Australian citizen.</li> <li>Who can vote in a federal election? <b>Answer:</b> Anyone who is 18 years old and enrolled to vote.</li> </ol>
Representation	<ol style="list-style-type: none"> <li>What are the two houses of parliament and what colour are they? <b>Answer:</b> House of Representatives, green and Senate, red</li> <li>Does each electorate have the roughly the same number of voters or different? <b>Answer:</b> About the same. Even though some electorates cover a really big area and others a really small area, they all have roughly the same number of people in them.  <i>Give an example from your state or use the following – “In the Northern Territory, Darwin (Solomon) is one electorate, but all of the rest of the Northern Territory (Lingiari)- a really large area - is one electorate. They are very different in size but they have a similar number of people.</i></li> <li>Does each representative in the House of Representatives represent roughly the same number of people? <b>Answer:</b> Yes, each member represents an electorate, which has roughly the same number of people.</li> <li>Does each Senator represent the same number of people? Or does representation work differently in the Senate? <b>Answer:</b> Senators don't represent the same number of people. They represent states or territories. There are 12 Senators for each state and the territories have 2 Senators each.  <i>If students ask, ‘why do the territories only have two Senators?’: When the states agreed to federate, they agreed to have the same number of senators. The territories were created after the Constitution was written, so only have two each.</i></li> </ol>

Voting options	<ol style="list-style-type: none"> <li>1. Do you have to vote at your local polling place on election day? <b>Answer:</b> No, there are many other ways you can vote in certain circumstances.</li> <li>2. What are some reasons you might be able to vote before election day? <b>Answer:</b> Some of the reasons include you are working on the day, you are going to be travelling, are not well or going to give birth.</li> <li>3. Can you post your vote if you can't go to the polling place? <b>Answer:</b> Yes, you can.</li> <li>4. Can you email your vote? <b>Answer:</b> No, you can't.</li> </ol>
Nominations	<p><b>Nominations (level 1)</b></p> <ol style="list-style-type: none"> <li>1. Who can nominate to be in parliament? Do you need a qualification or some experience? <b>Answer:</b> Australian citizens, 18 years or over and enrolled to vote. You don't need any special qualifications or experience. However, some people might not qualify such as people who are dual citizens.</li> <li>2. Do you have to be part of a political party to nominate to be in Parliament? <b>Answer:</b> No, you don't. You can nominate to be part of a party, but you also can be an independent.</li> <li>3. If you want to nominate, where should you go to get the right form? <b>Answer:</b> AEC website.</li> </ol> <p><b>Ballot draw (level 2)</b></p> <ol style="list-style-type: none"> <li>1. Why do you think the ballot draw is done in the public? <b>Answer:</b> So it's transparent and we can trust in the electoral system.</li> <li>2. Is the order of candidates on the ballot paper random or determined by when candidates hand in their nomination papers? <b>Answer:</b> The order is random. It starts off with the order in which they handed it in and then a whole process takes places to make sure it's random.</li> </ol>

52

Election day	<p><b>Election day (level 1)</b></p> <ol style="list-style-type: none"> <li>1. What are the three questions voters are asked before being issued a ballot paper?  <b>Answer:</b> <ul style="list-style-type: none"> <li>○ What's your full name?</li> <li>○ Where do you live?</li> <li>○ Have you voted in <i>this</i> election?</li> </ul> </li> <li>2. What do you write on a House of Representatives ballot paper to vote?  <b>Answer:</b> Write a number next to each candidate from your most preferred candidate to your least preferred.</li> <li>3. What are the two ways you can vote on a Senate ballot paper?  <b>Answer:</b> Either above the line for groups of candidates OR below the line for individual candidates.</li> </ol> <p><b>Election day (level 2)</b></p> <ol style="list-style-type: none"> <li>1. What are some ways that people's votes are kept a secret?  <b>Answer:</b> <ul style="list-style-type: none"> <li>○ Voting screens allow people to mark the ballot paper in secret.</li> <li>○ Voters drop their folded ballot papers into a sealed ballot box.</li> <li>○ Ballot papers don't have anything that can identify the voter.</li> </ul> </li> <li>2. What are some of the things the AEC does to make sure votes aren't interfered with, that elections are fair and all votes count?  <b>Answer:</b> <ul style="list-style-type: none"> <li>○ A ballot paper guard makes sure the ballot boxes are secure.</li> <li>○ Ballot boxes have secure seals with seal numbers. It's checked each day to make sure it's not been tampered with.</li> <li>○ When not in use, ballot papers are stored in 'Ballot paper secure zones' under the watch of the Office in Charge (OIC).</li> <li>○ Scrutineers – work for the candidates and can be in the polling place to observe.</li> </ul> </li> </ol>
Election night	<ol style="list-style-type: none"> <li>1. Are the following examples of ballot papers formal or informal? <ul style="list-style-type: none"> <li>• Not numbering all the boxes? [<b>Answer: informal</b>]</li> <li>• Numbering all the boxes correctly, but drawing a cartoon on the ballot? [<b>Answer: formal</b>]</li> </ul> </li> <li>2. What do we do in a first preference count?  <b>Answer:</b> Sort ballot papers into piles based on what the voter marked as their first preference – '1' - on the ballot paper.</li> </ol>



	<p>3. What are some of ways that the voting count on election night is fair and transparent?</p> <ul style="list-style-type: none"> <li>• <b>Answer:</b> Scrutineers who represent candidates observing the vote, seals on the ballot boxes.</li> </ul>
Distribution of Preferences	<p>1. What percentage of votes does a candidate need to reach an absolute majority?</p> <p><b>Answer:</b> more than 50%.</p> <p>2. Does the candidate need to reach more than 50% on 'first preference' votes?</p> <ul style="list-style-type: none"> <li>• <b>Answer:</b> No. First preference votes are those which the voter marked '1' next to the candidate. Candidates often don't get more than 50% of first preference votes.</li> </ul> <p>3. What happens when no one reaches an absolute majority on first preferences?</p> <ul style="list-style-type: none"> <li>• <b>Answer:</b> The candidate with the lowest first preference votes is excluded – or ruled out. Then that candidate's votes are distributed – or moved – to the other candidates.</li> </ul> <p>4. How do you decide how the excluded candidate's votes are redistributed to other candidates</p> <ul style="list-style-type: none"> <li>• <b>Answer:</b> You check each ballot paper to see what the voter put as their second preference – number 2 on the ballot paper. You then move the votes from the excluded candidate to the candidate that had number 2 next to them.</li> </ul> <p>5. What happens if the first candidate is excluded and none of the remaining candidates have an absolute majority?</p> <ul style="list-style-type: none"> <li>• <b>Answer:</b> The same process of excluding the candidate with the fewest preferences happens until only two candidates remain. Mathematically, a candidate should have an absolute majority by this point.</li> </ul>



## Australian Curriculum

### Australian Curriculum V.9 Matrix: Civics and Citizenship

The table below outlines summarised points of relevant curriculum content that relates to the DemocraCity game.

	Year 5	Year 6	Year 7
Achievement Standards – excerpts from the Australian Curriculum v.9	<i>Students explain the key values and features of Australia's democracy and how people achieve civic goals.</i>	<i>Students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship.</i>  <i>explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs.</i>	<i>Students describe the key features of Australia's system of government.</i>  <i>They explain the characteristics of Australian democracy.</i>
Knowledge & understanding	<a href="#">AC9HS5K06</a> the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives.	<a href="#">AC9HS6K06</a> the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies.  <a href="#">AC9HS6K07</a> the roles and responsibilities of the 3 levels of government in Australia.	<a href="#">AC9HC7K01</a> the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism.  <a href="#">AC9HC7K02</a> the characteristics of Australia's democracy.
Related DemocraCity modules	Enrolment Voting options Nominations Election day Election night Distribution of preferences Media literacy Australia's democracy Remote voting Central Senate Scrutiny	Enrolment Representation Election day Election night Distribution of preferences Media literacy Australia's democracy Remote voting	Enrolment Representation Voting options Election day Election night Distribution of preferences Media literacy Australia's democracy Remote voting Central Senate Scrutiny

	Year 8	Year 9	Year 10
Achievement Standards – excerpts from the Australian Curriculum v.9	<p><i>Students explain how Australians are informed about and participate in their democracy.</i></p> <p><i>They describe the roles of political parties and elected representatives in Australian government.</i></p>	<p><i>Students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change.</i></p> <p><i>explain policy development and legislative processes in Australia's democracy.</i></p>	<p><i>Students compare the key features and values of Australia's system of government to those of another system of government.</i></p> <p><i>They identify and explain challenges to a resilient democracy and a cohesive society in Australia and/or in our region or globally.</i></p>
Knowledge & understanding	<p><b>AC9HC8K01</b> how Australians are informed about and participate in democracy.</p> <p><b>AC9HC8K02</b> the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments.</p>	<p><b>AC9HC9K01</b> the role of the Australian Constitution in providing the basis for Australia's federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum.</p> <p><b>AC9HC9K02</b> the legislative processes through which federal government policy is shaped, developed and implemented.</p>	<p><b>AC9HC10K01</b> the key features and values of Australia's system of government compared with at least one other democratic or non-democratic system of government in the Asia-Pacific region.</p> <p><b>AC9HC10K05</b> the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally.</p>
Related DemocraCity modules	<p>Enrolment</p> <p>Voting options</p> <p>Ballot paper issuing</p> <p>Election day</p> <p>Election night</p> <p>Distribution of preferences</p> <p>Counting declaration votes</p> <p>Media literacy</p> <p>Australia's democracy</p> <p>Remote voting</p> <p>Central Senate Scrutiny</p>	<p>Enrolment</p> <p>Election day</p> <p>Election night</p> <p>Distribution of preferences</p> <p>Media literacy</p> <p>Remote voting</p> <p>Referendums</p> <p>Australia's democracy</p> <p>Counting declaration votes</p>	<p>Enrolment</p> <p>Voting options</p> <p>Election day</p> <p>Election night</p> <p>Distribution of preferences</p> <p>Media literacy</p> <p>Australia's democracy</p> <p>Counting declaration votes</p>

**SOURCE:** <https://v9.australiancurriculum.edu.au/>

