



## **Issuing votes module**

## Issuing votes



This module is excellent to learn about election processes and for pairing with a class election using the [AEC's Get Voting resource](#).



In this module, students take on the role of assisting in a polling place by locating voters on the certified list and issuing them with ballot papers. Guided by the Officer in Charge (OIC) and DemocraBot, students learn the three questions to ask before issuing a ballot paper, how to accurately find voters on the certified list, and how to provide clear instructions for filling out ballot papers. Students have an opportunity to practise issuing ballot papers with other voters.

This module also introduces students to declaration votes, using examples such as silent voters and absent voters. They explore the differences in issuing a declaration vote and how the AEC verifies that these votes are only issued to eligible voters.



### Learning outcomes

By the end of the first module, students will:

- Recall the three mandatory questions asked when being issued a ballot paper.
- Understand why the three mandatory questions are needed.
- Identify the purpose of ordinary and declaration votes.
- Demonstrate the process of issuing a ballot paper.



### 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' in this module to conduct a class election.



## Key questions

1. What are the three mandatory questions voters get asked when being issued a ballot paper?

**Answer:**

- What's your full name?
- Where do you live?
- Have you voted in *this* election?

2. Why are these questions asked before voters are issued their ballot paper?

**Answer:** You are asked your name to find your name on the electoral roll. You are asked your address to ensure it is the correct person and not someone else with the same name. The third question is a legal question. It is asked to make sure people are only voting once. After the election, the certified lists (where your name has been crossed off) are scanned looking for those who have not voted and to identify any who appear to have voted more than once, which will be investigated as part of maintaining electoral integrity.

3. What's a declaration vote?

**Answer:** A declaration vote is issued if your name and/or address details cannot be found on the certified list at the polling place, or if your name has already been marked as having voted. Declaration votes ensure all voters who are entitled to vote are able to do so.



## UNIT OF WORK

# 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

By the end of the activities, students will:

- 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.





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