

Topic 1:

You and me, the decision-makers

- **Investigation A:**
What do we mean by democracy?p 15
Upper primary
- **Investigation B:**
Can we all make the decisions?p 23
Upper primary



Topic 1: You and me, the decision-makers

We are all decision-makers. Our decisions range from those that impact only on our own lives to decisions that affect the way we participate in and contribute to society. We make many decisions individually or collaboratively but other decisions are made for us or are made indirectly through representatives.

'You and me, the decision-makers' provides students with the opportunity to explore the purpose and meaning of voting as a democratic form of decision-making.

The topic contains two investigations:

- Investigation A: What do we mean by democracy?
- Investigation B: Can we all make the decisions?

These investigations explore the democratic principles and values that underpin the individual's right to a free and fair vote, the concept of representation, and the electoral systems that facilitate the election of parliamentary representatives.

Introductory activity

Randomly choose four students to be the class decision-makers for a day or two. Draw colour-coded paper or discs out of a box to ensure random selection.

Inform the class that you will only be consulting these four students on classroom decisions over the next one to two days. They are to be the 'decision-makers' who will be making the decisions for the entire class over this time. Tell the decision-makers that they are not to consult the rest of the class about the decisions that they will make.

Decisions could include the choice of any games played, which students go to recess first, group structures for activities, where students sit, timing of an activity, medium of activity, sport, and so on.

If students become agitated about their lack of consultation during this time, reassure them that in a few days they will be told the reasons for deciding class activities in this way.

Provide all students with a reflective journal and ask them to record their feelings and perceptions of the situations they encounter during the day. Prompts could include these:

- Did you agree with the way the decision-makers were chosen?
- How are you feeling about the situation?
- Are decisions being made fairly?
- Is your opinion changing, and if so, in what way?

After one or two days (according to teacher judgement), conduct a classroom discussion directing the following questions to the decision-makers and to the rest of the class. Their answers should be summarised and recorded on poster paper as a PMI (plus, minus, interesting) chart:



Figure 2: Being marked off the roll in a class election

	Decision-makers	Other class members
Plus (positive points)		
Minus (negative points)		
Interesting		

Decision-makers

- How did you make the decisions? What did you take into account?
- Did you mainly consider yourself, your friends or everybody?
- How did you feel about yourself and other class members when making these decisions?
- Did you feel you were able to 'represent' other class members?
- Would you feel the same if you had been making decisions with the help of everyone in the class?
- Did you like or dislike this role? Why?

Other class members

- Did you like the decisions being made for you?
- Did you feel that they 'represented' you?
- What did you think about the decision-makers? How did they make you feel?
- What did you think about the way the decision-makers made their decisions?
- Would you have felt any different if there was a different group of decision-makers?

Whole class

Was this a fair way of organising the decision-making in the class?

- What did you like or dislike about it?
- How could it have been fairer?
- How can you have your say?

Teachers should now contrast this undemocratic system by asking the class about issues in school life that concern them. Make a list of contributions on the board. Then ask the students to consider what skills and personal qualities a representative would need if one person was to be chosen to speak on behalf of the class on the issues listed on the board. Make a list of these qualities. Finally, ask the group to nominate candidates who would be good class representatives and who could take class concerns to the principal or year-level coordinator. Elect one or two representatives by a show of hands. Arrange a meeting between the representatives and the principal or year-level coordinator, and have the representatives report the results to the rest of the class in a subsequent lesson.



Figure 3: Receiving a ballot paper before voting in a school election



Investigation A

What do we mean by democracy?

Recommended level | Upper primary

In this investigation students explore the principles and values that underlie the right of all individuals to a free and fair vote. They will learn about the exercise of the franchise, and link the act of voting with democratic decision-making. The investigation emphasises the formalities of the voting process and the different kinds of voting in Australian elections, especially full preferential voting. Students will participate in an 'election' using the procedures followed by the Australian Electoral Commission (AEC) to ensure a free and fair vote.

The investigation at a glance

Background briefings for teacher reference

- Australian Electoral Commission; Constitution; democracy; electoral division; full preferential voting; House of Representatives; Senate

Suggested classroom teaching time

- **Activity 1:** What is democracy? (40 minutes)
- **Activity 2:** How do we make decisions in a democratic society? (80 minutes)
- **Activity 3:** Who has the right to vote and choose our representatives? (40 minutes)
- **Activity 4:** How do we make sure that elections reflect democratic values? (80 minutes)

Indicators of student achievement

- Understand how the Australian electoral system accords with democratic principles and values
- Understand how voting and electoral systems facilitate representation
- Describe the key features of the Australian electoral system including the franchise, preferential voting and electoral processes
- Explain the role of the Australian Electoral Commission (AEC) in administering the electoral system



Figure 4: The Australian Electoral Commission works with other countries to improve their electoral processes

Activity 1

What is democracy?

Focus questions

- What do you know and understand about democracy?
- What are democratic values?

Resources

- [BLM 1](#) Concept cards



Gathering information

Review the ideas about fairness that students arrived at in the introductory activity. Then ask them what they think the term 'democratic' means. For example: 'We say that Australia is a democratic society; what does this mean?' Briefly discuss and write class responses on poster paper or the board.



Identifying and analysing

Have students sit in a circle on the floor. In the middle of the circle place signs labelled 'democratic', 'undemocratic' and 'not sure'. Cut out and distribute the concept cards ([BLM 1](#)), which list a range of democratic and undemocratic values, behaviours and systems. Ensure there is enough room for students to place their concept cards around each of the signs.

Students individually classify their concept cards as 'democratic', 'undemocratic' or 'not sure' and place cards around the appropriate sign.

When all cards have been positioned, ask students whether they agree or disagree with the placements. Ask them to clarify and justify their reasons for placement. At this stage, some cards may be changed to different positions because cards next to the 'not sure' position might be explained by others. Cards are moved with the agreement of the person who placed that card and by class consensus. Any cards that students disagree about can be classified in the 'not sure' category and be revisited later.

Teachers should keep a checklist of the card placements so the concepts can be revisited in 'Going further' at the end of this investigation.



Presenting findings

Ask students to use the cards grouped around the 'democratic' sign to develop their own short definition of democracy. After writing their definitions on sticky notes, students place them on a class poster where they can be displayed under the heading 'Our definitions of democracy'.

From the margin

Voting for the prime minister

The prime minister is not directly elected by the Australian people. By convention, the party or coalition of parties with a majority (more than half) of the members elected to the House of Representatives, form the government. The position of the leader of the government is known as the prime minister and this position is determined by the members of the elected government. The members of the government can also decide to change their leader at any time.

Activity 2

How do we make decisions in a democratic society?

Focus questions

- What is representative democracy?
- How does choosing representatives reflect democratic principles?
- How are we represented in the Australian Federal Parliament?

Resources

- [BLM 2 Representation – Federal Parliament](#)
- [Electoral division profiles and maps](#): www.aec.gov.au/profiles/index.htm
- Parliamentary Education Office, [Understand our Parliament](#): www.peo.gov.au/understand-our-parliament/
- Parliament of Australia, a [list of members of the House of Representatives](#): www.aph.gov.au/Senators_and_Members/Members
- Parliament of Australia, a [list of senators](#) of the Senate: www.aph.gov.au/Senators_and_Members/Senators



Gathering information

Tell students that the word ‘democracy’ comes from two Greek words: *demos* meaning ‘the people’ and *kratos* meaning ‘power’. Effectively, the word ‘democracy’ means ‘people power’ – the right of the people of a nation to make decisions about how they are governed.

Discuss the practicality of a country the size of Australia, with 16.4 million voters (in 2019), all taking part in democratic decision-making. Is it possible? (Canvass factors such as size of population, remoteness, time to make a decision and vote counting.) Could it be an effective way of making decisions and would it be fair?

Using the analogy of school, discuss the ways students take part in decision-making in different situations. For example:

- between friends – discussion and mutual agreement
- in the classroom – discussion, hands-up voting, decisions made by the teacher
- within the school – Junior School Council through representatives, elections.



Identifying and analysing

Use a PMI chart on an electronic whiteboard, blackboard or a sheet of poster paper to analyse these three examples and comment on the effectiveness of different decision-making processes.

For example, agreement between friends is direct involvement, gives ownership to the decision and is quickly decided. Classroom decisions can be made quickly in small groups of people who know each other. Hands-up voting is fast and allows majority decisions within a larger group, but can be intimidating and subject to peer pressure. Decisions made by the teacher alone are fast but imposed without agreement, and free students of responsibility. Junior School Council involves lengthier processes and representatives, rather than direct participation, but allows a larger group to be involved in decision-making.

From the margin

Joining the party

Political parties are organised groups of like-minded people with broadly similar views. They aim to influence or control government by having members elected to parliament. Parties are a key feature of Australia’s representative democracy as the majority party or coalition of parties in the House of Representatives forms the government.



Making connections

Explain to students that Australia is a representative democracy, meaning that we choose representatives to make decisions on our behalf, similar to a Junior School Council.

Confirm student understanding of what we mean by the terms 'representative' and 'representation'. Clarify any misconceptions (refer to Investigation B: 'Can we all make the decisions?', Activity 1: 'Who makes the decisions?').

Briefly explain that Australia has three levels of government with different responsibilities and law-making powers.

Provide students with [BLM 2](#) and photos and seating plans of the Parliament of Australia.

Explain to students that the citizens of Australia have chosen representatives in both houses of parliament to make the laws that govern all Australians.

Ask students to fill out the two blank maps of Australia in [BLM 2](#) with the number of members in the House of Representatives and the number of senators for each state and territory.

Divide students into two broad groups: one to find information about the House of Representatives and one to find information about the Senate. Allocate an electorate (House of Representatives) or state or territory (Senate) to individual students or groups of students to investigate. They should use the AEC website and the Australian Parliament website with its details of the Parliament of Australia to complete the listed questions.



Figure 5: Parliament House, Canberra

From the margin

Gerrymander

A gerrymander is the deliberate drawing of electoral boundaries to maximise the number of seats that one party might win while minimising the number of seats that might be won by another. The term comes from America where in 1812 Governor Eldridge Gerry, of Massachusetts, rigged the boundaries of electoral districts to give maximum advantage to the Republican Party. On a map, one of these electorates looked like a salamander (a type of amphibian) – thus the term gerrymander.

House of Representatives

- What is the name of the electorate you are investigating?
- What is the size (in square kilometres) of the electorate?
- What is the total enrolment for the electorate?
- How many members of the House of Representatives come from the state or territory in which the electorate is located?
- What is the history of the electorate's name?
- Who is the representative?

Have students compare the electorates they are investigating, using the above questions.

The Senate

- Which state or territory are you investigating?
- What is the total enrolment for the state or territory?
- How many senators represent the state or territory?
- Who are they?

Have students compare the states or territories they are investigating, using the above questions.

Bring students together to discuss what they have learnt about parliamentary representation from these maps, pictures and electoral research, including reasons for the different numbers of representatives.

Confirm student understanding of the House of Representatives being based on single-member, population-based electorates, and the Senate electorates as multi-member, with senators chosen to represent their state or territory.



Presenting findings

Students may work as individuals or in pairs to present their research on electoral representation as a poster or booklet or in digital form.

They could title the posters or booklets 'Electorates and representatives' and display them in the classroom or school library.

Activity 3

Who has the right to vote and choose our representatives?

Focus questions

- What is the meaning of the word 'franchise'?
- How has the franchise changed over time?

Resources

- [BLM 3](#) Franchise cards
- [BLM 4](#) Franchise timeline
- Magazines, textas, scissors and glue
- [Animation: History of voting](#)
- [Interactive: The history of voting game](#)
- [Interactive: History challenge](#) – Test your knowledge



Gathering information

Cut out and distribute the cards on [BLM 3](#) to students. Copy extra cards to ensure that each class member has a card. Read [BLM 4](#) to students and ask individuals to stand in line as their 'person' is read out. (Suggested teaching points have been provided on the BLM in italics.) Explain to students that people remaining seated would not have been able to vote for representatives at that time in history and would not have had a voice in decisions that affected their daily lives. In practice, they were disenfranchised. Continue until all 'persons' are standing.



Identifying and analysing

Remind students of the introductory activity and discuss how they felt about not being able to vote because of colour, race, gender or financial status. Was this fair? Was this democratic? Why do they think the right to vote has changed over time?

Ask students to draw a picture of their 'person' and paste it onto their own history of the franchise in Australia timeline.

Provide students with the opportunity to explore the [animation 'History of voting'](#) during this stage of the activity.

Bring students together and discuss the following:

- Who do you think is eligible to vote in Australia today?
- Is this a reasonable and democratic franchise?
- Who is disenfranchised?
- Should the franchise be extended? If so, why and to whom?



Presenting findings

Using online images, magazines or hand-drawn illustrations, create a class collage or poster headed 'The faces of our voters' to show who can vote in Australia today. Use multiple pictures of people who look over 18, and create labels for them, such as university student, apprentice, wait staff, rock band member, teacher, parent, sky diver and grandparent. The poster should also include an image of an Australian birth certificate, passport or Australian citizenship certificate to remind the class that citizenship is a necessary qualification for voting. Display the finished poster or collage in the classroom or school library.

From the margin

On a roll

It is compulsory for Australian citizens who have turned 18 to enrol and to vote (*Commonwealth Electoral Act 1918*, section 101). The AEC maintains the electoral rolls for federal elections. Eligible voters only need to enrol once, but need to ensure that their details, such as name and address, remain up to date.

Activity 4

How do we make sure that elections reflect democratic values?

Focus questions

- What are the features of our voting system that ensure a free and fair vote? What are the rights and responsibilities of voters?
- What is meant by preferential voting and compulsory voting? What role does the AEC have in ensuring free and fair elections?

Resources

- [BLM 5](#) Participating in free and fair elections
- [BLM 6](#) The wild residents of Blackwattle Swamp
- [BLM 7](#) What makes an election free and fair?
- [Running an election in your school](#)
- [Animation: Election day](#)
- [Animation: Preferential voting](#)
- [Interactive: Voting challenge](#)
- [Interactive: Voting tool](#)



Gathering information

Provide students with [BLM 5](#) and briefly discuss the rights and responsibilities of the voter.

Take the following steps as preparation for the running of a classroom election.

Show students the [animation 'Preferential voting'](#). Discuss the following with students:

- The differences between first-past-the-post and preferential voting. Which method of voting could be considered more democratic and why?
- Why the secret ballot is important in a democracy.

Show students the [animation 'Election day'](#). Discuss with students what steps are taken by the AEC to ensure free and fair elections.

Run an election in your classroom following the procedures outlined in the ['Running an election in your school'](#) section of this teacher guide. Mock election scenarios have been provided in the guide to facilitate this activity. Outline the chosen scenario and explain to students that they will be taking part in an election using the voting formalities and practices that are used in a federal election to elect members to the House of Representatives. The animations and interactives will also assist in explaining these features and concepts.

Explain full preferential voting to students and how to cast a formal vote. Choose polling officials and scrutineers and explain their roles – these are outlined in 'Running an election in your school'. Use the class list as the electoral roll and provide ballot papers, a sealed ballot box and a place for voters to vote in secret. Conduct the election and count according to the guidelines.



Identifying and analysing

Reflecting on the experience and drawing on understandings and information from previous activities, ask students to critically evaluate the election, discussing:

- Was it a fair and free election? Why or why not?
- What processes and features were used?
- Did the election follow AEC procedures?
- What were the benefits and/or problems of this model of voting and election?

Have students use the [interactive 'Voting tool'](#) as an activity to reinforce their understanding of voting.

From the margin

Compulsory voting

What do Singapore, Cyprus, the Philippines, Uruguay and Egypt have in common? Like Australia, they have compulsory voting. Other countries with compulsory voting include Argentina, Austria, Belgium, Bolivia, Brazil, Dominican Republic, Greece, Guatemala, Honduras, Liechtenstein, Luxembourg, Panama, Switzerland (some cantons only) and Venezuela.



Making connections

Provide students with a copy of **BLM 6** and ask them to read it individually. Alternatively, the reading could be conducted as a whole-class activity.

Draw the class together and discuss the election described in the article. Ask students to compare that election with their classroom election based on AEC procedures.

Questions could include:

- Were there any similarities?
- How did they differ?
- Which election reflected the democratic principles of a free and fair election?



Presenting findings

Group students in pairs or small groups and distribute **BLM 7**, a large sheet of poster paper, scissors and glue.

Using information from **BLM 5** and **BLM 6** and the classroom experience of participating in an election, ask students to complete a table classifying illustrations from **BLM 7** under the following heading:

What makes an election free and fair?	
Fair	Unfair

As a class draw on the information from the table and summarise the democratic voting/electoral system in Australia in a statement beginning: 'The electoral rights of Australian citizens are protected by ... As Australian citizens we have the responsibility to ...'

From the margin

Are you qualified?

Australian citizens aged 16 years or older are eligible to enrol, but only those who have turned 18 years of age are able to vote. British subjects who were on the electoral roll prior to 26 January 1984 are also eligible to enrol and to vote (*Commonwealth Electoral Act 1918*, sections 93 and 100).

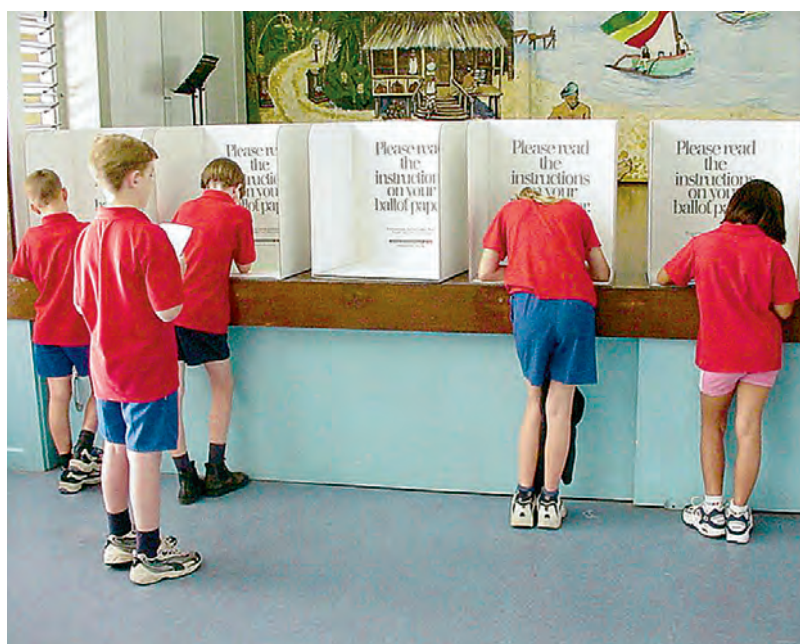


Figure 6: Respecting the secret ballot in a school election



Going further

Focus questions

- What are the key features of our democratic society?
- What processes facilitate democratic representation?

Ask students individually to reflect and draw on their understandings from the previous activities in the investigation to complete a Y-chart (looks like, feels like, sounds like) on the features of Australian democracy.

Drawing on individual Y-charts, combine responses into a class 'Democracy' Y-chart and display.

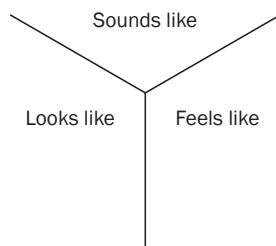


Figure 7: Australian Democracy Y-chart

Revisit the original democratic values concepts chart from Activity 1 and discuss with students whether there are any additions or changes they wish to make, and any further clarifications.

Ask students to rewrite their definition of democracy and to compare it with their original definitions. Discuss the changes they made, and inquire if their definitions are more comprehensive.

What have they added or changed?

Write a combined class statement beginning with: 'We say that Australia is a democratic country because it has the following values, systems and features ...'

Examples could include:

- the people of the country make the decisions on how it is governed
- it has free and fair elections
- the ballot is secret
- we choose our representatives.

From the margin

Fair share

Each original state (New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania) is entitled to a minimum of five members in the House of Representatives, regardless of its population. This is outlined in the Australian Constitution section 24.



Figure 8: Voters being checked against the electoral roll



Investigation B

Can we all make the decisions?

Recommended level

Upper primary

In this investigation students consider the concept of representation and the role of voting and electoral systems in facilitating representation. Students consider how electoral representation translates into parliamentary representation and accountability. The need for informed choices about candidates and criteria for selecting candidates is examined.

The investigation at a glance

Background briefings for teacher reference

- Democracy; Parliament; representation

Suggested classroom teaching time

- **Activity 1:** Who makes the decisions? (40 minutes)
- **Activity 2:** What should we consider when choosing a representative? (80 minutes)
- **Activity 3:** Who represents you? (40 minutes)

Indicators of student achievement

- Understand the importance of making informed decisions
- Evaluate the qualities and characteristics of good representatives
- Analyse the role of representatives at school and in the general community



Figure 9: House of Representatives

Activity 1

Who makes the decisions?

Focus questions

- How do we make decisions?
- Who makes decisions on our behalf?

Resources

- **BLM 8** Who makes the decisions?
- Government websites, such as the following:
Local: www.darebin.vic.gov.au; www.randwick.nsw.gov.au; www.cottesloe.wa.gov.au
State or territory: www.qld.gov.au; www.vic.gov.au; www.nsw.gov.au
Federal: www.australia.gov.au



Gathering information

Provide students with **BLM 8** and website addresses to assist them to investigate decision-making responsibility at different levels of government.

Ask students to read through the examples of decision-making and check for understanding. Explain or give examples to clarify. Students individually complete **BLM 8**, drawing on their own experience. They also research personal, community, local, state and federal areas of decision-making responsibility while completing their investigation.



Identifying and analysing

Following completion of **BLM 8**, discuss responses with the class. Suitable prompts to elicit understanding of direct, indirect and consultative representation could include the following:

- What decisions do you make personally, without consultation, or in direct consultation? (Note: Some answers will differ according to family dynamics.)
- Are many decisions made through representation? If so, what are they?
- How do others know what we want?
- How important is it for us to have good representatives to make decisions on our behalf?



Presenting findings

Organise students into pairs or small groups and instruct them to design a decision-making concept map based on their understanding of direct, indirect, personal, group, consultative and representative decision-making. Ask students to include examples of each.

Draw the class together and allow each group to present their maps, justifying their links and placements.

From the margin

Ballot papers

For the 2019 federal election, 52 million ballot papers were printed.

Strict security during the printing, handling and storage of ballot papers ensures the integrity of the electoral process.

Activity 2

What should we consider when choosing a representative?

Focus questions

- What are the qualities and characteristics of a good representative? Why is it important to make informed decisions about candidates when electing representatives?

Resources

- [BLM 9](#) Qualities in a good representative



Gathering information

Linking to the previous discussion of decision-makers as representatives and the need for 'good representation', discuss with students what they think are the qualities and characteristics of a 'good' representative. If students have difficulty with this, try to initiate discussion by asking whether they would choose someone with qualities such as aggression, impressive sporting achievements, assertiveness, effective communication, knowledge, kindness, fairness, intelligence or good looks. Students then conduct a survey of other students, teachers, family and friends using [BLM 9](#). This could be a homework assignment where students report their findings in the following lesson.



Identifying and analysing

Using results from the survey, list all the qualities and rank the qualities according to the number of responses. Students could graph the results as part of a related mathematics activity.

Discuss what most people think are the three or four most important qualities of a good representative. Do students personally agree with these responses? Record responses on a sheet of poster paper for display.

Further analysis could include classifying the responses according to groups interviewed, for example, qualities parents thought were important and qualities different age groups thought were important.

From the margin

Pumping flesh

Not a new gym program but a colourful term that describes the kind of campaigning some candidates use to gain votes – they shake the hand and slap the back of every citizen they meet. Some even hold and kiss lots of babies during campaigning!



Figure 10: Receiving information about the candidates outside a polling place



Making connections

Explain to students that representation relies on people in the community being willing to take on the responsibility to represent others. Our representative democracy could not function without people willing to stand as candidates. In Australia, any Australian citizen who is over 18 years of age and enrolled to vote is eligible to stand as a candidate in federal, state or local elections. (There are some exceptions, such as people serving prison terms of more than 3 years and people of unsound mind.)

Discuss with students why they think people are willing to stand as candidates, considering motives and benefits. Drawing an analogy with the Junior School Council could be a useful starting point.

Questions could include:

- Why do you think people are willing to be candidates?
- Do all candidates seek election for the 'right' reasons?
- What other reasons could there be?
- What are the benefits of being able to choose from a range of candidates?
- How does choice of candidates improve our representation?
- How important is it that we make an informed decision when choosing candidates?

Summarise discussion points, linking the qualities of a good representative to making informed decisions when electing candidates.



Presenting findings

Ask students to use the information they have gathered from the survey and through discussion to design their ideal representative. They could work in pairs or in small groups to present their ideas in a choice of mediums: cardboard cut-out, role-play, outline of a person, model, poster, comic, cartoon, illustration, jigsaw or slide presentation. The final product should clearly display the qualities of a good representative.

From the margin

An informed decision?

In 1974, the voters of a town in Western Australia re-elected a mayor whose death had caused the election in the first place. The town clerk explained that the bad mistake was caused by confusion while preparing the ballot papers. The sister-in-law of the deceased mayor said, 'I know that George was very popular with the townsfolk, but I was surprised to hear his election victory announced on the radio, driving back from the crematorium'. (NSW Electoral Commission website)



Figure 11: A polling official assisting a voter at a polling place

Activity 3

Who represents you?

Focus questions

- How are you represented?
- Why is it important for electors be informed about their representatives?
- Why is representative accountability important?

Resources

- Parliament of Australia, profiles of senators and members of the House of Representatives: www.aph.gov.au/Senators_and_Members
- Media articles and websites involving community representatives, for example, from environmental groups, sporting clubs, volunteer organisations



Gathering information

Provide students with a selected range of media articles and online links and ask them to read and select articles that refer to issues, profile representatives, describe candidates or present viewpoints.

Instruct students to look for a range of articles that reflect different types of representation, for example, local clubs, lobby groups, local councils and government.

Ask students to bring further examples to build up profiles of a range of representatives. Encourage students to also include representatives from Junior School Council, School Council, clubs and sports organisations.



Identifying and analysing

Distribute one or two photos and articles to pairs or small groups of students and ask them to analyse the articles to find the name of the representative, who they represent, the issues discussed, and viewpoints expressed by the representative. Record accompanying summaries as representative profiles.



Presenting findings

Draw the class together and allow students to present their representative profiles to the class. Discuss with students the importance of being informed about how our representatives represent us, reinforcing the concept of representative accountability. Combine work to make a book entitled *Our representatives at work*.



Going further

Provide students with the opportunity to compose a series of questions they can use in an interview with a local representative. If an interview is not possible, students can use the questions to frame a letter that can then be sent to a representative.

Ask students to choose one of their representatives (community, local, state, federal) and write a series of questions about being a representative. They could ask what the person likes about the job, the main difficulties faced, their views about representation, how they deal with community issues, what qualities and characteristics they think make a good representative, why they chose to be a candidate seeking election and so on.

OR

Arrange for a representative to visit the school so students can conduct an interview based on questions that have been collaboratively constructed by the class.

Concept cards

Elections	Freedom	Being responsible for your behaviour	Acknowledging that people have rights	Displaying tolerance
Respecting others	Fairness	Secret ballot	Free speech	Allowing citizens to elect representatives
Understanding	Giving people a fair go	Including others in activities	Understanding	Excluding people because of their background or gender
Racism	Decisions made by one	Laws	Voting	Behaving in a violent way towards others
Treating people equally	Providing people with opportunities to reach their potential regardless of race, age or gender	Being allowed to express your opinions	Citizenship	Bullying
Punishing people without reference to the law	Freedom	Having one vote, one value	Rigging elections	Bribing people with money to get your own way
Franchise	Living in fear	Dictatorship	Corruption	Intolerance
Elected government	Punishment according to the agreed laws	Being given choice	Constitution	Leadership
Being able to demonstrate against a decision	Respecting diversity	Trustworthiness	Interference by governments in our daily lives	Justice
Actions that match words	Caring for self and others	DEMOCRATIC	UNDEMOCRATIC	NOT SURE

Representation – Federal Parliament

THE HOUSE OF REPRESENTATIVES

Electorate name:

Size (square kilometres):

Total enrolment:

Number of members in the House of Representatives from the state or territory in which the electorate is located:

.....

History of the electorate's name:.....

Member's name:.....

Number of members for each state or territory:



THE SENATE

State or territory:

Total enrolment for the state or territory:

Number of senators who represent the state or territory:

.....

Senators' names:

.....

.....

.....

.....

.....

.....

Number of senators for each state or territory:



Franchise cards

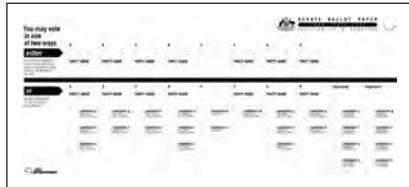
Male who owns land in 1843	Victorian male aged 21 years or over
South Australian male aged 21 years or over	New South Wales male aged 21 years or over
Queensland male aged 21 years or over	South Australian female aged 21 years or over
Western Australian male aged 21 years or over	Tasmanian male aged 21 years or over
New South Wales female aged 21 years or over	Western Australian female aged 21 years or over
Victorian female aged 21 years or over	Queensland female aged 21 years or over
Aboriginal or Torres Strait Islander man who served in the defence forces	Aboriginal or Torres Strait Islander person aged 21 years or over
18-year-old person	Governor of the colony of New South Wales

Franchise timeline

Pre-European settlement	<p>Prior to European settlement Australia was occupied by groups of Aboriginal and Torres Strait Islander people led by elders and subject to traditional laws. These groups governed themselves through a corporate decision-making process.</p> <p><i>Acknowledge the rule of law pre-European settlement before starting the timeline.</i></p>
European settlement prior to 1843	<p>Autocratic government</p> <p><i>New South Wales was a British penal colony with a governor appointed by the Crown who made all decisions concerning the policies and laws of the colony, both for convicts and free settlers.</i></p>
1843	<p>Only men who owned or paid rent on property could vote.</p> <p><i>Most men, all women and Indigenous Australians could not vote.</i></p>
1856	<p>The right to vote in South Australia was granted to males 21 years of age or over.</p>
1857	<p>The right to vote in Victoria was granted to all males 21 years of age or over.</p> <p><i>This was the time of the gold rush in Victoria. There were many people from around the world living there – Chinese, Americans, Europeans – and many had settled permanently, but they had no right to vote.</i></p>
1858	<p>The right to vote was granted in New South Wales to all males 21 years of age or over.</p>
1872	<p>The right to vote in Queensland was granted to all males 21 years of age or over.</p> <p><i>Remind students that Australia was six independent colonies at this time with separate laws and policies, including franchise laws.</i></p>
1893	<p>The right to vote in Western Australia was granted to all males 21 years of age or over.</p>
1895	<p>Women 21 years or over were given the right to vote in South Australia.</p> <p><i>This was the first time in Australia's European history that women could vote – it was one of the first places in the world to give women the vote.</i></p>
1896	<p>The right to vote in Tasmania was granted to all males 21 years of age or over.</p>
1899	<p>Women 21 years or over were given the right to vote in Western Australia.</p>
1901	<p>The first federal elections were held under state legislation – state franchises applied.</p> <p><i>This meant that the only people allowed to vote in the first federal elections were men 21 years or over from NSW, Vic, Qld, Tas, SA and WA; and women from SA and WA. How many people are still not included on the timeline?</i></p>
1902	<p>Universal suffrage at federal elections (most men and women over 21) <i>but there were some exceptions.</i></p> <p><i>Indigenous Australians and natives of Asia, Africa and the Pacific Islands (except New Zealand) were excluded from enrolment and voting unless they had the franchise at state level. Australia at this time thought of itself as a 'white' society, still a British society.</i></p> <p>Women over 21 were given the right to vote in New South Wales state elections.</p>
1903	<p>Women over 21 were given the right to vote in Tasmanian state elections.</p>
1905	<p>Women over 21 were given the right to vote in Queensland state elections.</p>
1908	<p>Women over 21 were given the right to vote in Victorian state elections.</p>
1949	<p>Indigenous Australians, as long as they had the right to enrol at state elections (NSW, SA, Vic, Tas) or had served in the defence forces, were given the right to vote in federal elections.</p> <p><i>Many Indigenous Australians served during the Second World War. Indigenous Australians in Qld, WA and NT were still not able to vote, unless they had served in the defence forces.</i></p>
1962	<p>Indigenous Australians were entitled to enrol and vote at federal elections and referendums.</p> <p><i>Voluntary, not compulsory enrolment and voting.</i></p>
1973	<p>Franchise was lowered from 21 to 18 years of age.</p>
1984	<p>Compulsory enrolment and voting for Indigenous Australians.</p> <p>Franchise qualification changed to Australian citizenship.</p>

Participating in free and fair elections

Our rights	Our responsibilities
<p>To vote in elections</p> <p>Australian citizens, 18 years of age or over and enrolled, have the right to vote. In Australia enrolment and voting is compulsory.</p> <p>No person can be prevented from voting because of their appearance, religion, wealth, disability, racial background, or where they live.</p>	<p>Enrol as voters</p> <p>Australia has compulsory enrolment. Only people who have enrolled to vote may vote in an election. People can enrol to vote from when they are 16 years old so that they are on the electoral roll ready to vote at the first election after they turn 18. Voters are required to keep their details (address) up to date.</p>
<p>Equal vote</p> <p>All voters have one vote in each election. This is the same for everyone. Votes cannot be bought or sold, nor can extra votes be given to people. Every vote has the same value. For example, an 18-year-old's vote is worth the same as the vote of someone twice their age.</p>	<p>Vote in elections</p> <p>Australia has compulsory voting, so it is against the law not to vote in an election.</p>
<p>Secret ballot</p> <p>Citizens vote in secret. A screen is provided to prevent others from seeing how they voted. The secret ballot allows people to vote without fear of intimidation from others and reduces the risk of bribery.</p>	<p>Know how to fill out a ballot paper correctly</p> <p>Voters should understand how the voting system works, from filling out a ballot paper correctly to how it is counted when all the votes are collected. If a ballot paper is not filled out correctly, an elector's vote cannot be counted.</p>
<p>Participate in regular elections</p> <p>Elections must be held regularly. This is outlined in the Australian Constitution. Each member of parliament must go before the people in an election to be re-elected to parliament. New candidates can also stand for election.</p>	<p>Be 'active citizens'</p> <p>This means having your say in choosing representatives who make decisions that affect your life. Citizens need to be aware of the issues that affect their lives and choose representatives who will take action on those issues.</p>
<p>Participate in elections that are free and fair</p> <p>The Australian Electoral Commission conducts federal parliamentary elections according to the provisions of the Australian Constitution and the <i>Commonwealth Electoral Act 1918</i>.</p>	<p>Make informed decisions</p> <p>This means that electors know who the candidates are in an election, and understand their viewpoint and opinions on issues, because if elected they will be making decisions on behalf of the people of Australia.</p>



Participating in free and fair elections

Australia is a representative democracy where voters elect people to represent them in parliaments. It is important that its citizens are able to participate in free and fair elections. It is also important that we take our right to vote and participate in elections seriously as we are electing representatives to parliaments to make the policies and laws that govern us.

How are our rights protected?

Federal elections are organised by the Australian Electoral Commission (AEC). The AEC is an independent statutory body. This means that it organises and conducts elections without interference from government, political parties, businesses or other groups. It is against the law for anyone to interfere with the organising and running of elections.

The AEC protects the rights of the voter by:

- ensuring candidates follow nomination rules
- planning, setting up and controlling polling places on election day
- training staff to run polling places
- producing the ballot papers used and keeping them secure
- counting votes and announcing election results
- maintaining the electoral roll
- educating the public on Australian voting systems, enrolling to vote and how to vote correctly.



The Australian Electoral Commission ensures that everyone has an opportunity to vote in elections

The wild residents of Blackwattle Swamp

This is a description of a NSW Legislative Council election in 1843. It was written by the manager of the *Sydney Morning Herald*, FG Brewer.

The **nomination** took place on Tuesday, June 13th at the **hustings** in front of the old Star Hotel. Mr Wentworth, Mr Bland and Captain O'Connell were three of the **candidates** standing for election. Each had his own colours. Those of Wentworth and Bland were blue, and O'Connell's were green.

Separate processions escorted each candidate to the hustings. However, the processions all reached Macquarie Place at the same time and a fierce struggle took place. The O'Connellites took over the area occupied by the **returning officer** and his staff so the Wentworth and Bland group stormed the platform. Many people were hurled to the ground.

It was so noisy that orderly speaking was impossible. Mr Cooper spoke loudly to the mob and stated his claims to election. His supporters were the wild residents of Blackwattle Swamp. They attacked anybody who had different opinions so Cooper was able to talk away for some time without interruption.

Election day finally arrived. The **polling** started at nine o'clock on June 15th, and went fairly well for the first two hours. About twelve o'clock, a mob of some 500 O'Connellites went to the **polling booth** in Gipps Ward on Flagstaff Hill, tore down the colours of Wentworth and Bland, flattened their booth and made a furious attack on their supporters, who ran away in all directions.

The polling booth was surrounded. For a while, the mob stopped anybody entering except people who wanted to vote for O'Connell. They attacked Mr John Jones, the owner of some whaling ships. He ran down to his wharf in Windmill Street and returned with a number of sailors, armed with **whale lances**. Luckily the mob had gone to another place, and the whalers were met by a unit of the mounted police, who chased them back to their ships and disarmed them.

Meanwhile, there was such a **riot** on Flagstaff Hill that the returning officer decided to put off the poll until the following morning. The same mob then

went to other polling places. It stopped outside the residence and auction rooms of Mr Samuel Lyons, who was a strong supporter of Wentworth and Bland. Large stones were hurled through the plate-glass windows of the auction rooms and smaller ones were used on the windows of the first and second floors.

The mob proceeded to Hyde Park. They chased Captain Innes, one of the police magistrates but he escaped by jumping his horse over a fence. Then there was a short battle with fists against friends of the popular candidates. The rioters were driven from the park but returned with fence palings they tore from some houses in Elizabeth Street. They attacked again until some mounted police arrived to restore order.

In the evening a group of some thirty or forty men, with as many boys, carrying O'Connell's colours, paraded some of the streets, violently assaulted a peaceable passer-by and broke a number of windows. So ended the first election day in Sydney.

(Source: Adapted from *A Century of Journalism: The Sydney Morning Herald and Its Record of Australian Life 1831-1931*, John Fairfax & Sons, Sydney, 1931)

Glossary

candidate – a person running for election to a political position

hustings – a platform where speakers stand to address a crowd of listeners

nomination – somebody put forward as a suitable person for election

polling – what happens at a political election including the casting, recording and counting of votes

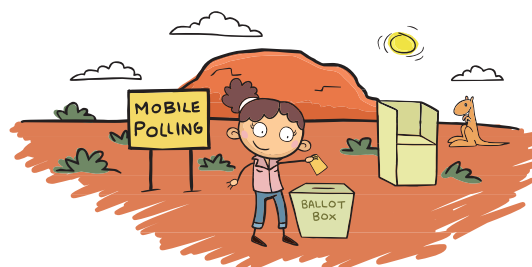
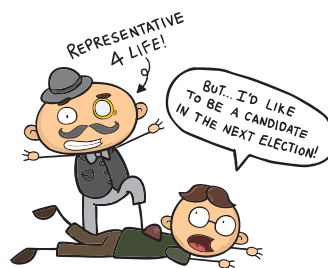
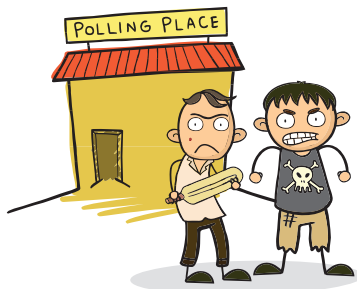
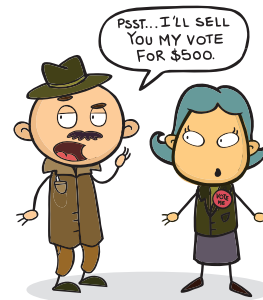
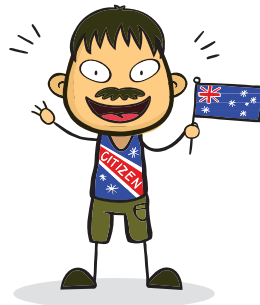
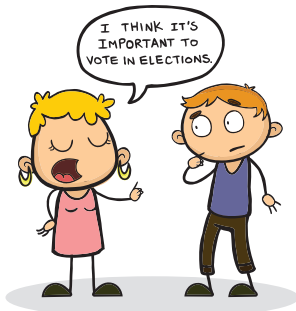
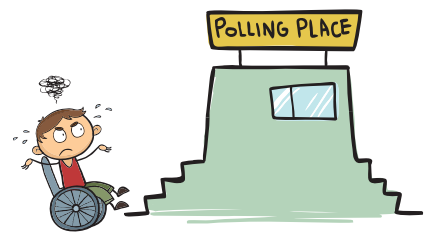
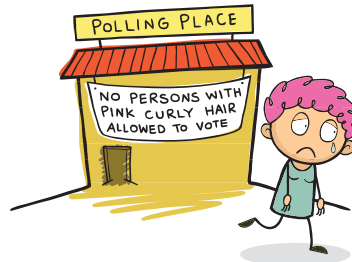
polling booth – a small cubicle where people can vote

returning officer – an election official who supervises the counting of votes and announces the result

riot – a violent public disturbance where people are noisy and out of control

whale lance – a long spear with a metal point used to kill whales

What makes an election free and fair?



Who makes the decisions?

	Me	I ask others to help me Who?	Others make it for me Who?
Sports team selection			
Family holiday destinations			
Style of school uniform			
Garbage collection days			
School fundraising			
Granting Australian citizenship			
Road and traffic rules			
My bedtime			
Where Australian defence forces serve			
Funding for schools			
Pet registration fees			
Postal services			
Public transport			
Local parks			
Homework			
School crossings			
Television viewing			
Movie ratings (e.g. PG, M15+)			
Amount of pocket money			
Spending pocket money			
Street tree planting			
Who can come and live in Australia			
National parks			
Seeing a movie with friends			

Can we all make the decisions?

Qualities in a good representative

Name of person interviewed	Age group (e.g. primary student, secondary student, adult)	Gender	Three or four most important qualities of a good representative and why