FIJIAN ELECTIONS OFFICE



SOCIAL SCIENCE

Tection, My Fiji

TEACHERS MANUAL

| Name: |
|---------|
| |
| School: |
| |
| Year: |

Website: www.votereducation.feo.org.fj Facebook: @Fijianelectionsoffice

A LEARNING MODULE FOR



SOCIAL SCIENCE

FIJIAN ELECTIONS OFFICE My Election, My Fiji

This *Introduction to Elections: A Learning Module for Year 10 Social Science – Teachers Manual* is developed to act as a guide to the Fijian electoral system and an important resource in understanding the Fijian electoral processes. Although this manual substantially covers the concepts related to elections, it is not to be deemed as an exhaustive or definite guide to the way elections are conducted in Fiji.

Lesson Five (5) of this module is the culminating mock election simulation exercise. This mock election simulation exercise aims to familiarize students with the basic electoral processes and therefore, the election process is simplified for classroom use and it in no way forms an exhaustive or definite guide to the way elections are conducted in Fiji.

This *Teachers Manual* is subject to change and review by the Fijian Elections Office on a periodic basis. All users of this *Students Workbook* need to update themselves with any changes made in the electoral laws, policies and procedures. The Fijian Elections Office will not be liable for any misinterpretation of this *Teachers Manual*.

Copyright © 2019 by Fijian Elections Office ISBN: 978-982-9176-04-2

Message from THE SUPERVISOR OF ELECTIONS

Bula Vinaka!

On behalf of the Fijian Elections Office, it is my pleasure to welcome you to the *Introduction to Elections: A Learning Module for Year 10 Social Science – Teachers Manual.*

This *Teachers Manual* has been created as a guide to the Fijian electoral system and an important resource in understanding our electoral processes. It is also the first module for high school students that allows them to participate in a mock electoral process.



Our mock election gives students a glimpse into the Fijian electoral process by simulating a polling station, along with mock Ballot Boxes, Voting Screens and Ballot Papers, and then carrying out seat allocation. It also provides an opportunity to better understand and participate in an election, and prepares students to become informed and motivated citizens in the Fijian electoral process.

Our high school students will one day go on to inherit our democracy and systems of governance, and they need to be prepared for that enormous responsibility. By teaching how to analyse and apply information in casting votes, this workbook, as part of our mock election process, helps build the capacity of our students in making their voices heard in our democracy, and in shaping Fiji's future.

I would like to acknowledge the contribution by Yvonne Gouldie (lead consultant), Ravneel Chand (FEO Project Lead), and the team at the Ministry of Education and my other colleagues at the Fijian Elections Office for their commitment and tireless efforts in finalizing this workbook.

I have no doubt that teachers will enjoy this opportunity, and go on to become engaged participants during elections in the years ahead.

Vinaka Vakalevu

Mohammed Saneem Supervisor of Elections INTRODUCTION TO ELECTIONS: A LEARNING MODULE FOR YEAR 10 SOCIAL SCIENCE (V2.3/13/12/18)

Contents

| Overview | 4 |
|--|----|
| Lessons | |
| Lesson 1- Introduction To Elections | 11 |
| Lesson 2- Why Vote? | 25 |
| Lesson 3- The Fijian Elections Office [FEO] | 31 |
| Lesson 4- Conduct Of Elections In Fiji | 41 |
| Lesson 5- Mock Election | 53 |
| Assessment Questions and Other Important Notes | |
| Sample Questions | 88 |
| Glossary | 95 |





Overview

The Link

This module complements the teaching of the Government and Democracy sub-strand of the Fiji National Curriculum Framework 2014 for Year 10.

The module is not intended to be a stand alone curriculum but a teacher resource to incorporate into their usual Social Science curriculum.

| KLA Outcome | Explore and express relationship between people and events in relation to their culture, resources and environment and apply their knowledge and skills to become responsible and productive citizens. | | |
|---|--|--|-------------------|
| Strand Name | Social Organisation and Processes | | |
| Strand Outcome | Investigate how and why people organize themselves into cultural and social groups and the processes involved and demonstrate acceptable cultural and social behaviours | | |
| Sub-strand | Content Learning Outcomes Concepts, skills and Attitudes | Achievement Indicators Students will be able to: | Scope and Content |
| 1.1SS10.1.1.2Government and DemocracyStudy the election processes and demonstrate its application to ensure civic pride | Examine and illustrate the stages involved in preparing for an election | Election Personnel: Administrative (Electoral Commission, SOE, PO, Polling Agent, Observers, Police) | |
| | Enact a hypothetical election using the information gathered | Conduct of Elections Preparation for the poll The poll The count Tabulation and declaration of results | |
| | Compare and contrast the voting systems used in prior and present elections | Voting Systems First past the post Preferential /alternative voting One man, one vote, one representative | |

The curriculum will also link with other strands and sub-strands, and possibly with some other subjects, such as mathematics (e.g. relevant to tabulating votes and applying voting system formula to convert votes into parliamentary seats).

Objective of this Module

This module has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of module. The module aims to develop in students the knowledge, skills, attitudes and values necessary to participate actively in national election processes.

Rationale for this Module

A healthy democracy requires an engaged, informed populace to ensure meaningful participation in democratic processes. One way to enhance informed participation by citizens is through civic education which provides the means by which the knowledge, skills and values considered essential to a well-functioning democracy are imparted to its citizenry. Electoral education is a vital component of civic education, and ideally, should be undertaken on an on-going basis through formal school curriculum. Electoral education and preparedness to participate fully in elections. It comprises information about voting and the electoral process and covers concepts such as the link between basic human rights and voting rights; the role, responsibilities and rights of voters; the relationship between elections and democracy and the conditions necessary for democratic elections; secrecy of the ballot; why each vote is important and its impact on public accountability; and how votes translate into seats.

Scope of this Module

Module duration is approximately 5 Lessons of 40 minutes in duration; recommended to be delivered sequentially, one or two lessons a week, ideally delivered within one school term. But as the module is completely flexible, you may like to use some or all of the lessons in this module.

Relevance to National Elections

This module can be used for any election, as the activities are generic, and not tied to one specific election.

Module Audience

This module is designed to be delivered to Year 10 students, but activities can be adapted for use with lower secondary students and more senior students. Many activities can also be adapted to provide extension activities students. Lessons can be adapted according to the grade level and ability of the students.

Who Is This Manual For?

This manual is designed for all secondary teachers of Social Science in Fiji to improve the provision of electoral education.

The lessons are not designed to cover all the learning outcomes of the Year 10 outcomes for the Social Studies strand (sub-strand 'Democracy and Government', as teachers will want some flexibility in how they deliver outcomes (and which resources they use).

Each lesson includes:

- The learning outcomes for the lesson;
- Step by step instructions to deliver the activities; and
- Extension and homework ideas.

Each lesson is designed to be delivered in one 40 minute class but all lessons can be modified. The activities are not prescriptive, and are designed to be easily customised.

How to Use this Manual

It is suggested that teachers skim through the whole document to understand its structure and the resources in different sections, before undertaking delivery in the classroom.

Teachers are to use these activities in the way they were intended, i.e. sequential delivery of all lessons and activities in the module over a 5-week period.

Teachers also need to update themselves with the latest news pertaining to the Fijian Elections Office and the developments in the field of elections in Fiji. As the lessons provide extensive discussion and questioning activities, it is recommended that teachers keep anecdotal notes during the classes. Teachers are to use the Voter Education website dedicated to this curriculum for other materials (*www.votereducation.feo.org.fj*)

Assessment Activities

Whilst prescriptive testing of electoral education (and civic education more broadly) is not advocated, it is acknowledged that testing is mandated in Fiji at all year levels. The lessons provided have practical assessment ideas that will support the teacher in tracking students' understanding. Also, sample assessment questions are provided at the end of the Teachers Manual.

The Students Workbook

The *Students Workbook* is designed to be given to every student in the class. It is both a valuable learning tool and forms the basis of assessment of students by teachers. The *Students Workbook* should be distributed during the first session or it may be distributed prior to this. Students should write their name, school and year on the cover of the *Students Workbook*.

Prior to this Curriculum

This module assumes students have covered or have some prior knowledge of introductory concepts relating to parliament, democracy and elections.

If the students have not covered these concepts in school, you could introduce your students to basic information from the parliament website (*www. parliament.gov.fj*) or from other educational sites. It is recommended that the teachers use videos, parliamentary sources, or flowchart to demonstrate the passage of legislation through Parliament. Before starting this module, teachers should briefly review the basic structure of the Fijian government (e.g., parliamentary structure, branches of government and so on).

Ideally, students would have already completed a unit of work on parliament and democracy. There are many good resources for teaching about parliament and democracy, such as:

- 'Our S.a.Y' Modules, Civic Education and Media Unit Parliament of the Republic of Fiji, Suva 2017 (Year 8, 9 and 10);
- Ministry of Education, UNDP 'Citizenship Education Democracy Education Module A Teacher and Student Learning Resource;
- Discover Parliament Information Cards ('How Do We Choose Who Will Represent Us?') Parliament of the Republic of Fiji; and
- Citizens' Constitutional Forum (CCF), 'Education Manual' (A documentation of the skills and experiences of the CCF Education Team) 2014.

After completing the Module

Ideally this module would be followed or be part of a larger module where all the institutions of democracy are explored. Students could be encouraged to apply for the Youth Parliament and other opportunities for youth engagement and participation organised by civil society, government organisations, development organisations and youth organisations. The Parliament of Fiji organises the 'Parliament Bus' programme and the Youth Parliament programme – which complements this module.

Key Resources

The Introduction to Elections module comprises:

A Teachers Manual (this manual);

- A Students Workbook;
- A Mock Election Kit;
- A dedicated voter education website to supplement this curriculum www.votereducation.feo.org.fj

Other recommended resources include:

- Election Information Booklet 2018 General Election, Fijian Elections Office;
- Parliament of Fiji Handbook, Fiji Parliament and UNDP, 2016;
- The Constitution of Fiji, 2013;
- The Electoral Act, 2014;
- Electoral Registration of Voters Act 2012 No 54 of 2012;
- Political Parties Registration Conduct Funding and Disclosures Act 2013 No 4 of 2013;
- Polling Agents Handbook, 2017;
- Media Handbook, 2018;
- Presiding Officers Manual, 2018;
- Polling Day Workers Manual, 2018; and

As well as voter education or information materials produced by educative organisations, non-government organisations which is politically neutral and non-partisan.

Key Terms or Concepts

This is a list of some key terms or concepts that will be used throughout this module. Teachers should try and familiarize themselves with these terms or concepts.

| Electoral Commission [EC] | Fijian Elections Office [FEO] | Polling Day Worker [PDW] | Representation |
|---------------------------------------|---|---|-------------------------------------|
| Democracy | Representative Democracy | Suffrage | Ballot |
| Election | By-Election | First-past-the-post | Alternative/ Preferential Voting |
| Proportional Representation | Closed List Proportional Representation | Open List Proportional Representation | Threshold |
| Writ | Candidate | Political Party | Member of Parliament |
| Presiding Officer | Results | Voter Registration | Ballot Paper |
| Observer | Polling Agent | Independent Candidate | Vote |

JIAN ELECTIONS OFFICE

Help from the FEO

Teachers may want technical help while teaching some topics. The FEO welcomes contact by any teachers to assist them in delivering this module or any other electoral education activities.

The FEO can be contacted on *voter.edu@feo.org.fj*.

Tell Us What You Think

The FEO would love to hear feedback on what you and your students thought of the module.

Introduction to Elections Website

The FEO placed an electronic version of all the materials in this module on their website, as well as some promotional material for the module. We welcome photos of students work and students engaged in the module exercises so we can add them to the website. Please send us high quality photos of student work (such as posters, videos of their presentations or photos of them during the mock election) at any time. If you do send photos that include student images, it is necessary to have the permission of the photographed students to use their images. An authorization form on the website (*www.votereducation.feo.org.ff*) should be used for this purpose.



Contact Details

You can contact us on:

Fijian Elections Office Headquarters
59/63 High Street, Toorak, Suva.
P.O. Box 2528, Government Buildings, Suva.
Phone: +679 331 6225 | Email: voter.edu@feo.org.fj
Fax: +679 331 6026 | Website: www.votereducation.feo.org.fj

Acronyms and Abbreviations

| APO | Assistant Presiding Officer |
|-------|---|
| FEO | Fijian Elections Office |
| EC | Electoral Commission |
| EMB | Electoral Management Body |
| FAQ | Frequently Asked Question |
| MP | Member of Parliament |
| PWD | Persons with Disabilities |
| PDW | Polling Day Worker |
| PO | Presiding Officer |
| PS | Polling Station |
| SoE | Supervisor of Elections |
| SSoE | Student Supervisor of Elections (Mock Election) |
| UNDHR | United Nations Declaration of Human Rights |
| VL | Voter List |



INTRODUCTION TO ELECTIONS

1.1 Learning Outcome

By the end of this lesson students will be able to:

- 1. Define 'election' and some other key electoral terms; and
- 2. State reasons why elections are important in a democracy.
- 3. Identify rights and responsiblities of citizen in a democracy.

1.2 Introduction

Step 1: Class Discussion

Ask students:

- Have you ever voted?
- What sort of an election was it?

Make a Point: Tell them that they have voted in Prefect, Class Captain Elections and etc.

- How did you vote?
- Why did you vote?
- Have you ever attended a General Election with a parent?
- Why do you think older people vote in political elections?
- What might motivate you to vote for an elected representative when they are 18?

Ask students:

"Raise your hands if you think students should be allowed to bring mobile phones into their classrooms".

Take a quick count of the students who voted 'yes'. Tell students that this quick exercise was a vote. Remind students that they vote sometimes, even if not yet in government elections.

Ask students:

To read '1.2 Introduction' in their student work book in class or as individuals. Once they are done the teacher will now explain the concepts contained in 1.2.

Teachers could ask students what things they would like to see changed in their local communities or in Fiji generally. Invite students to write some of their ideas on the board. Review the list of items on the board. Identify those items that would require changing the legislation or introducing new legislation. Tell them it is the government who make or amend the laws of Fiji. This is why it is important to make sure you vote for people who will make the laws you want.

13

FIJIAN ELECTIONS OFFICE

1.3 Election Basics

Step 1

Ask students: To quietly read '1.3 Election Basics' in their Students Workbook. Step 2

Ask students:

To explain or summarise the main points of '1.3 *Election Basics*' and share with the rest of the class. The teacher can choose one student to do this.

1.4 The Origins of Democracy and Voting

Step 1

The Teacher should explain the key concepts relating to the origins of democracy and voting to the student.

Step 2

Ask Students:

To quietly read '1.4 The Origins of Democracy and Voting' in their Students Workbook.

Step 3

Once the students have read '1.4 *The Origins of Democracy and Voting*' the teacher will explain some of the key concepts relating to it.

Step 4

Ask Students:

To complete *Activity 1.4'* in their *Students Workbook*.

Step 5

Once the students have completed '*Activity 1.4*' the teacher can discuss the answers with the students.

The answers are as follows:

- 1. Democracy
- 2. Greece
- 3. power
- 4. frequent
- 5. vote
- 6. decisions
- 7. laws

1.5 Democracy and Elections

Step 1

Ask students:

To read '1.5 Democracy and Elections' in their Students Workbook.

Step 2

The teacher should now explain the key concepts in this extract to the students.

Step 3

The teacher should now divide the students in to four groups and ask them to brainstorm the following points/ questions and then present it to the class:

- 1. The importance of having Gentral Elections;
- 2. The importance of having government;
- 3. What is the alternative to holding regular elections;
- 4. What could happen if there were no regular elections?

Step 4

The teacher should record all major discussion points on the board. Ask students to take note of these.

Optional Activity: Ask students to draw a flow chart of the consequences of not having elections.

Step 5

The teacher should tell students about this famous phrase by Abraham Lincoln:

"Government of the people, for the people and by the people"

Step 6

Ask students: To complete '*Activity 1.5*'.

Step 7

The teacher should now discuss the answers for Activity 1.5'.

The teacher should now write the following phrase on the board and ask students what they understand by this. *"The Ballot is stronger than the bullet"*

1.6 Rights and Responsibilities in a Democracy

Step 1

The teacher should write on the board: *Voting is a privilege, nobody has to vote*

Discuss this statement.

Ask students:

If they agree with this statement.

Step 2

Let the students know that voting is both a right and responsibility.

Ask students:

To brainstorm why they think it is both a right and a responsibility. The teacher should list reasons why voting is both a right and a responsibility on the board.

Step 3

Make a point:

The following points should be made:

- 1. Our democratic rights include the right for every Fijian citizen, aged 18 and older, to vote in a national/ General Election;
- 2. Elections are the process by which our elected representatives and government are chosen;
- 3. With rights come responsibilities;
- 4. A responsibility is a duty or obligation. It is something you should do in order to respect, promote and maintain certain rights. For example, the right to vote comes with the responsibility to cast a ballot in an informed and purposeful manner.

The teacher should discuss the '*Rights and Responsibilities*' table with the students.

| Rights | Responsibilities |
|--|---|
| Freedom to express yourself. | Support and defend the Constitution. |
| Freedom of religion. | Stay informed of the issues affecting your community. |
| Right to a prompt and fair trial. | Participate in the democratic process. |
| Right to vote in elections. | Respect and obey laws. |
| Right to run for elected offices. | Respect the rights, beliefs, and opinions of others. |
| Freedom to pursue life, liberty, and the pursuit of happiness. | Pay income and other taxes honestly and on time. |
| | Defend the country if the need should arise. |

Step 5

Make a point:

The secret ballot is a voting method in which a voter's choice in an election is anonymous, which aims to prevent voter influence, intimidation, blackmailing, and potential votebuying or bribery. Voters cast their voting in a private voting screen, then fold and put their ballot paper in a box so that no one knows how the voters voted – not even the polling officials.

In the ancient Greek city-states, the men who voted on important issues in the city square (Agora) had to raise their hands to vote – which wasn't secret.

Ask students : Why do you think it is important that you are able to vote in secret?

Exercise - Where Do You Stand?

Step 1

In an open space in the classroom, the teacher should put a sign on one side of the room that says "**Strongly Agree**" and a sign on the other side that says "**Strongly Disagree**." The teacher should also mark the midpoint between the two walls with tape or string.

Ask all students to stand in the middle of the room and explain that he/she is going to read out some statements and wants the students to move to a spot in the room that represents the degree to which they agree or disagree with the statements. Teacher should warn the students that he/she might ask them to explain why they chose a certain spot.

Step 3

The following statements should be read by the teacher one by one:

- 1. People who don't vote should have the right to vote taken away from them;
- 2. There's no point in voting nothing will change;
- 3. Government doesn't affect me;
- 4. My vote won't make a difference;
- 5. Politics is boring; and any other relevant statement.

Step 4

Teacher should read the statements and give students a chance to move to their chosen positions.

Teacher should ask various students to explain their responses, and allow an opportunity for other students to change locations if the answers affect their decisions.



NOTE: Make sure that students understand there are no right or wrong answers, and take time to discuss the ideas and opinions that arise.

Step 5

Make a point:

The following points should be made:

- 1. An election is the procedure by which citizens of a country choose their representatives and leaders and assign authority;
- 2. Elections must be held regularly so that elected officials remain accountable to the population; if they do not uphold their responsibilities to the electorate, they can be voted out of office in the next election;
- 3. Elections are the central institution of democratic representative governments. Why? Because, in a democracy, the authority of the government derives solely from the consent of the governed. The principal mechanism for translating that consent into governmental authority is the holding of free and fair elections;
- 4. There is no viable alternative to popular elections as a way to legitimize the actions of representatives in a democratic political system;
- 5. Elections legitimize public authority and provide public officials with a mandate for specific action; and
- 6. Elections are also a crucial means of promoting public accountability.

1.7 Free and Fair Elections

Step 1

Ask students:

To read '1.7 Free and Fair Elections' and also '1.7.1, 1.7.2, 1.7.3 and 1.7.4'.

Step 2

Make a Point:

The following points should be made:

- 1. When an election is free it means that people can nominate for candidature anyone who is legally entitled to be nominated and people can vote for those people without fear of punishment;
- 2. When an election is fair it means that all voters and candidates are treated equally. There is no miscounting, bribery or fraud; and
- 3. The election must offer a real choice, that is, the electorate must be free to choose between alternatives. In addition to these basic criteria the following conditions must also be met: Democratic elections have to be equal, secret & free.

Step 3

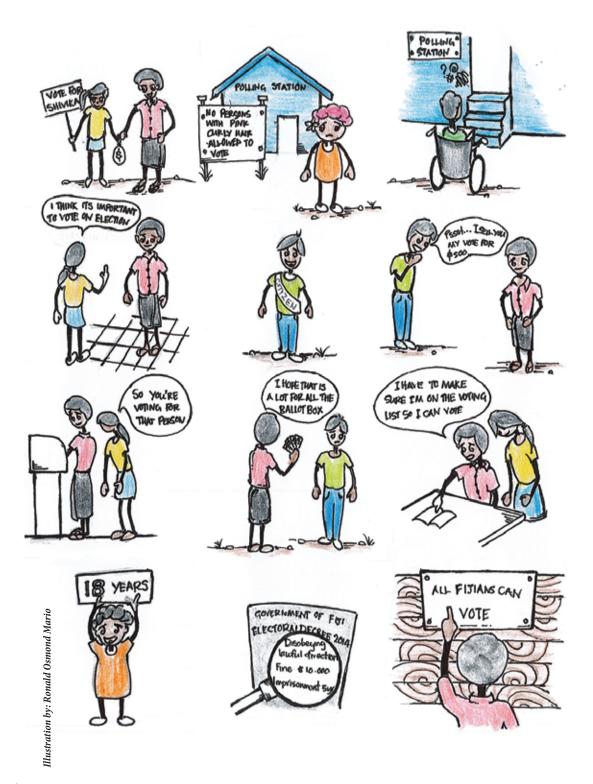
Ask students:

- 1. Do you think elections in Fiji are free and fair?
- 2. Why is the Secret Ballot important?

Teacher should discuss the responses of the students with the class.

Step 4

Teacher should now discuss with the class whether the election process are free and fair (stating the reasons) in the following pictures:



Ask students:

To brainstorm a definition and criteria for free and fair elections and share it with their groups and then with the whole class.

Step 6

Teacher should discuss Article 21 of United Nations Declaration of Human Rights with students.

FIJIAN ELECTIONS OFFICE 20

Make a Point: Human rights are:

- 1. Those entitlements that a person has because he/she is human (right to life, education, food, shelter, etc.);
- 2. The basic standards without which people cannot live in dignity;
- 3. The natural and God-given rights; and
- 4. Rights that cannot be taken away.

Step 8

Ask students:

- 1. Do we have human rights in Fiji? (The answer to this is 'Yes')
- 2. If so, are they enshrined in law? (The human rights are enshrined in the Bill of Rights in the Constitution as well as in international law (Article 21, UNDHR)

Step 9

Make a Point:

The following points should be made:

- 1. The Bill of Rights in the Fijian Constitution states that every citizen has the freedom or right to make political choices and to form or join a political party;
- 2. It also means that citizens have the right to vote in credible, free and fair elections.
- 3. This means that citizens have a Secret Ballot and can choose their party, candidates or representatives free from intimidation and influence.
- 4. It also means that the FEO who conducts the elections, must act in a fair, transparent and in a non-partisan or impartial manner.

1.8 Voting Systems

Step 1

Make a Point:

The following points should be made:

- 1. There are many different voting systems used in the world;
- 2. A voting system translate the votes cast in an election into results i.e. the offices/seats won by parties and candidates; and
- 3. The choice of Electoral System is one of the most important institutional decisions for any democracy. In translating the votes cast in a general election into seats in the legislature, the choice of electoral system can effectively determine who is elected and which party gains power.

Ask students: To read '1.8 Voting Systems' and the table '1.8.1 Different Voting Systems'.

Step 3

Ask students:

To complete 'Activity 1.8'.

Teacher should discuss this with the class once students have completed it.

Homework Activity

Ask students:

In pairs or small groups, to make an illustrated time line of Fiji's voting history, starting from independence.

Provide guidelines and background material to help students locate relevant information.

Teachers should monitor that this activity is done.

Extension Activity 1

Ask students:

- 1. To go to the FEO Voter Education Website *www.votereducation.feo.org.fj*, find the 2013 Constitution of the Republic of Fiji and find out which provision(s) of the Constitution talks about General Elections in Fiji; and
- 2. To discuss in their own words what do they understand from these provisions.

For those schools that do not have access to internet, teachers are required to give students a copy of the Constitution.

Extention Activity 2

Show the student some short simple videos from YouTube that explain the differences between voting systems. There are hundreds of excellent video that provide simulated results of elections using the main different voting systems (First Past the Post, Absolute Majority or Preferential, and Proprotional Representation)

Many election managment bodies, educational bodies and electural reform organisations produce these videos.

Glossary

At the end of the lesson, teachers should reflect on the topic as a whole with the class and also discuss lesson ending definitions that are provided in the *Students Workbook*.



INTRODUCTION TO ELECTIONS: A LEARNING MODULE FOR YEAR 10 SOCIAL SCIENCE (V2.3/13/12/18)



WHY VOTE ?

2.1 Learning Outcome

By the end of this lesson students will be able to:

- 1. Identify right and responsibilites of citizens in a democracy; and
- 2. State reasons why voting by all eligible citizens is important in a democracy.

2.2 Introduction

Step 1

Ask students:

To read '2.2 Introduction' in their Students Workbook.

Step 2

Teacher should discuss in the class, the reasons why people don't vote in Fiji and in other countries using the table below.

| Reasons To Vote | Reasons Not To Vote |
|------------------------|---|
| To make a change | Not a citizen |
| To support a candidate | Do not know how to vote |
| It is your right | Do not understand the Ballot Paper |
| To have a say | Do not think voting makes a difference |
| | Not interested in voting |
| | Do not like Political Parties or Candidates |
| | Do not care about issues |
| | Too busy or out of town |
| | Not on the Voter List |

2.3 Why Should I Vote?

Step 1

Teacher should explain to students that each vote matters. Teacher should let the students know the following:

Here's proof that each person's vote counts:

- 1. One vote made Oliver Cromwell Lord Protector of England in 1653;
- 2. One vote caused Charles 1 to be executed in 1649;
- 3. One vote changed France from a monarchy to a republic in 1875;
- 4. One vote decided that Americans would speak English rather than German in 1776;

5. One vote made Adolf Hitler leader of the Nazi Party in 1923; and Sydney was awarded the 2000 Olympic Games by two votes.

Visualization Exercise

As students probably have no experience of General Election, this activity is designed to encourage them to imagine the steps of voting, to help familiarise them with the steps so they do not feel intimidated by the process. Teachers should create their own visualization script based on knowledge of their students interests and experiences.

Step 2

Ask students:

To close their eyes and imagine the first time they will vote. Take them through the procedure of voting, and slowly ask them to think about any of the following processes and experiences:

- Registering to vote;
- Evaluating candidates and parties in the lead-up to the election, and discussing the election with family and friends;
- Finding out about where and how to vote;
- Selecting a time to go and vote;
- Who you will go with when you go to vote;
- Where you will go to vote (and how you will get there);
- What you might feel when you wake up on election day;
- What you might feel as you are heading towards the Polling Station (will you see political campaign posters? See other people going to or coming from the Polling Station;
- What would you normally be doing on a public holiday?
- What happens when you arrive (e.g. what you see, what signs you see, what people are doing around you, who you talk to, what formal procedures happen):
- Showing your VoterCard;
- Having finger inked which finger will you use index or little finger? (How long will the ink stay on your finger?);
- Taking the Ballot Paper issued to you and going to the Voting Screen;
- Placing a tick or cross or circling the candidate number on the Ballot Paper;
- Folding the Ballot Paper and putting the Ballot Paper in Ballot Box;
- Leaving the Polling Station;
- Will you tell anyone who you voted for?
- Will you be interested in finding out who won the election?
- Will you watch the election results?

Step 3

Ask students to complete 'Activity 2.3' in their Students Workbook.

Values Clarification Exercise

Step 4

This is a reflection and debate exercise where the teacher should divide the class into two (2) groups.

The teacher would write the following statements on the board revealing one statement at a time for dicussion and ask one group to be the affirmative group (i.e. agreeing with the statement) and the other to oppose the statement:

- Voting should be mandatory and those that do not vote should be fined;
- The voting age should be lowered to 16 years of age;
- Voting day should be a holiday so that people have ample time to vote; and
- Online voting would make it easier to cast a ballot.

Make a Point: There are no wrong and right answers, this exercise just asks you to express your views and values on different statements. It demonstrates how society comprises diverse views, and the government must make legislation taking into account such diversity of values and views.

Extension Activity 1

Teachers should tell students that their task is to develop a voter education poster to encourage young people to register and vote. They can do this in pairs or small groups. Give the criteria for their activity, e.g. Develop an A4 voter education poster to encourage young people to register and vote. Make it original, creative and as graphical as possible.

Teachers should encourage students to take a photograph of their poster and send it to the FEO by email at *voter.edu@feo.org.fj* for it to be featured on the FEO Voter Education Website *www.votereducation.feo.org.fj* and Facebook Page.

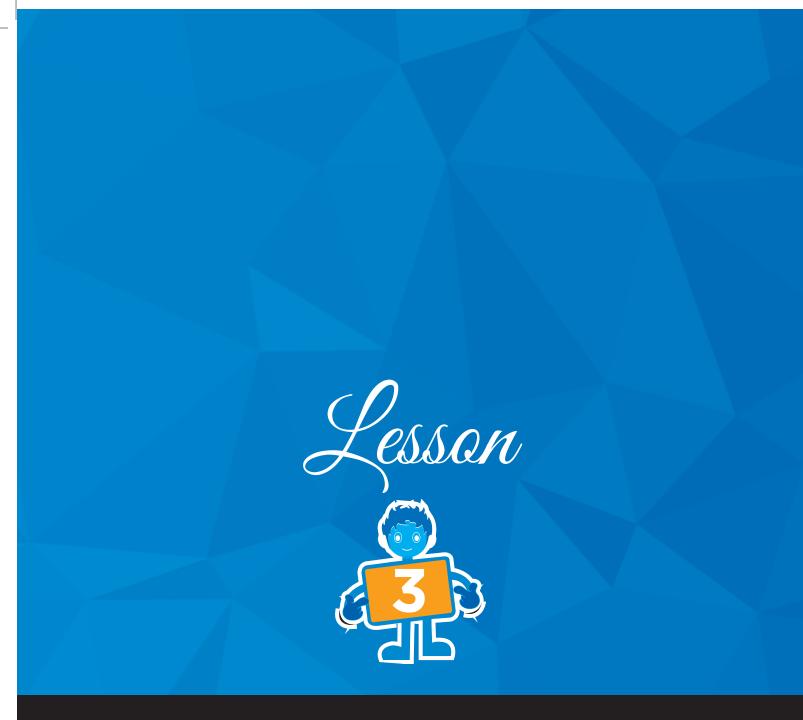
Extension Activity 2

Ask students to research what Fiji's voter turn-out rate was in the last General Election

Glossary

At the end of the lesson, teacher should reflect on the topic as a whole with the class and also discuss lesson ending definitions that are provided in the *Students Workbook*.

INTRODUCTION TO ELECTIONS: A LEARNING MODULE FOR YEAR 10 SOCIAL SCIENCE (V2.3/13/12/18)



THE FIJIAN ELECTIONS OFFICE [FEO]

3.1 Learning Outcome

- 1. Understand how the FEO operates;
- 2. Identify voter registration requirements or criteria; and
- 3. Identify candidate qualification criteria.

3.2 Introduction

Step 1

Teacher should recap on the previous lessons relating to the rights and responsibilities of citizens, including their rights and responsibility to vote and their right to stand as a candidate for elections. Also, the teacher should re-emphasise that elections are central to democracy. Unless they are free and fair – they cannot be said to be democratic.

Step 2

Teacher should make the point that conducting an election is like umpiring or refreeing a game of competitive sport. Competing teams are trying to win, and a umpire or referee is arbitrating to ensure that the rules of the game are adhered to, and that people who breach the rules are penalized. For this reason, the organization that administrates and conducts elections must be independent or neutral i.e. not having any sides or teams – by ensuring that everyone is treated equally (like a umpire or referee).

Step 3

Ask students:

1. Who conducts elections in Fiji?

2. Do you know what these organizations are called?

In Fiji the Electoral Commission [EC] and the FEO are the two organisations responsible for conducting General Elections in Fiji, the FEO being the main organisation responsible. Briefly explain the main roles of the EC + FEO. Refer to "Teachers Notes - Difference Between EC + FEO".

Step 4

Ask students:

To read '3.2 Introduction' in their Students Workbook.

Step 5

Ask students:

Once the students have read '3.2 Introduction', teacher should ask students if they have read anything about the FEO in the news lately. Teacher should reinforce that the role of the FEO is to provide impartial information about the process of registering to vote and voting.

Make a Point: In Fiji's constitution, electoral functions are divided between, the EC (Section 75), and the FEO (Section 76).

The following information is provided for the teacher's information only to clarify the difference between the two institutions.

Teachers Notes - Difference Between EC + FEO

The Electoral Commission [EC]

Under section 75 of the Constitution, the Electoral Commission is responsible for conducting free and fair elections in accordance with the legal and electoral framework. The Electoral Commission is responsible for the implementation of credible, free and fair, or democratic elections in Fiji It is the overall managing body of the elections and has the final say in most disputes, processes and decision that impact the running of the elections, subject to appeal to the courts for breaches of electoral legislation.

The Commission is made up of 7 members including a Chairperson who leads the commision.

They are in charge of:

- The registration of citizens as voters, and the regular revision of the Register of Voters;
- Registration of candidates for election;
- Settling of electoral disputes; and
- Monitoring and enforcing of any laws that fall under the Electoral Act, 2014 (Section 3).

The Fijian Elections Office [FEO]

The FEO is an independent Electoral Management Body [EMB] formally established in March 2014 under the Electoral Act, 2014. The mandate of the FEO is to conduct general and other elections in Fiji. The headquarters of the FEO is based in Suva and it has 2 other branches in Lautoka and Labasa. The FEO has a permanent Voter Services Centre in Suva and other Voter Services Centre are set up as and when required throughout Fiji.

The Supervisor of Elections [SoE] is the head of the FEO and reports to the Electoral Commission under the legal framework. The FEO is made up of fifty-two [52] core staff in the non-election years and up to three hundred and fifty [350] staff in an election year. The FEO's strict adherence to merit based recruitment has allowed it to attract professional and committed personnel to deliver its mandate.

| The Electoral Commission | The Fijian Elections Office |
|---|--|
| Made up of 7 members who volunteer their time for this position | Headed by the Supervisor of Elections (full-time position) |

3.3 The FEO Vision, Mission and Core Values

Step 1

Ask students:

To read '3.3 The FEO Vision, Mission and Core Values' from their Students Workbook.

Step 2

Teacher should briefly explain students '3.3 The FEO Vision, Mission and Core Values'.

Teachers may wish to explain the meanings of '**Vision**', '**Mission**' and '**Values**' to students if necessary/time available.

Quick Definitions

Vision and mission statement are important documents created by most organizations. Knowing why you're doing what you're doing (your mission), where you're trying to go (your vision), and how you're going to go about it (your values) are an organization's key guiding operating principles and ideals.

A **mission statement** is a declaration of an organization's core purpose or reason for existence

A **vision statement** is a declaration of where you are headed – your future state. It is inspirational and aspirational and should challenge employees.

A **values statement** lists the core principles that guide and direct the organization and its culture, HOW they will do that work - the talk they want to walk. The values should explain what you stand for and what you believe in. In a values-led organization, the values create a moral compass for the organization and its employees. It guides decision-making and establishes a standard against which actions can be assessed.

Step 3

Ask students:

What do they think about FEO's vision, mission and core values?

3.4 Organisational Structure of the FEO

Step 1

Ask students:

To read '3.4 Organisational Structure of the FEO' from their Students Workbook.

Teacher should discuss '3.4 Organisational Structure of the FEO' with the class.

It is important that teacher tells the students that this is only a summary organisational chart and not an exhaustive one.

3.5 Responsibilities of the FEO

Step 1

Teacher should read out '3.5 Responsibilities of the FEO' to the students.

Teachers Notes

- In terms of assisting in overseas elections, the FEO mostly helps by providing observers to elections in the Pacific region.
- Trade union examples include: The Fiji Teachers Union, the Fiji Public Service Union, Fiji Nurses Association

3.6 Voter Registration

Step 1

Make a Point:

- Only registered voters can vote in an election in Fiji;
- Voters are given a VoterCard once they get registered.
- Voter qualification and registration rules are highlighted in Section 55 of the Fijian Constitution.

Step 2

Ask students:

To read '3.6 Voter Registration' from their Students Workbook.

Step 4

Ask students:

At what age can you register to vote?

Step 5

Make a Point: The FEO constantly updates the voter list, so it is up to the voters to inform the FEO on changes or corrections needed to their registration details.

FIJIAN ELECTIONS OFFICE 36

Ask students:

1. Who do you think is eligible to vote in Fiji today?

Answer:

Any person who is:

- Over the age of 18 years on or before the day the Writ is issued.
- A Fijian citizen.
- Those who are not disenfranchised, i.e.
 - Not serving a sentence of imprisonment of 12 months or longer.
 - > Not declared to have mental disorder.
 - > Not serving a period of disqualification from registration as a voter.
- 2. Is this a reasonable and democratic criteria?
- 3. Should the criteria be extended? If so, why and to whom?

3.7 Documents Required for Voter Registration

Step 1

Ask students:

To read '3.7 Documents Required for Voter Registration' from their Students Workbook.

Step 2

Ask students:

What is required for registration?

- A birth certificate; and
- A valid photo ID; OR
- A valid Fijian passport.

Step 3

Ask students:

To complete 'Activity 3.7' in their Students Workbook.

Teacher should guide the students closely when they are filling the '*Application to Register as Voter*' form. It would be ideal if the teacher goes through one example together to demonstrate how they are filled accurately.

Instruct students a use a pencil when filling the form.

3.8 Becoming A Candidate

Step 1

Teacher should discuss the concept of 'Representation' in a democracy.

Teachers Notes

In modern democracies voters elect representatives to parliaments, or other representative institutions, at periodic elections. These representatives, who are usually members of political parties, participate in the legislative process, and are entrusted to make decisions on behalf of electors for which they are accountable at elections. In the Fijian democratic system, citizens elect representatives to make decisions on their behalf. Because voting is such an important part of a democratic representation, electoral laws and the systems that are used to elect representatives are critical in ensuring that democratic principles and values are upheld – and the worth of each citizen's vote is maintained.

The political idea of representation is based on the idea that some person or institution acts on behalf of the people, by representing their beliefs, attitudes and perspectives.

Step 2 Characteristics Exercise

Teacher should draw and outline of a person on the board (stick figures). Ask students to write three characteristics or qualities of good representatives on three different slips of paper.

Teacher should now ask students to stick them onto the person.

After all slips have been stuck, the teacher should go through them and summarise them all. Teacher should ask students if they agree or disagree with certain ones. E.g. if someone writes "must be good looking" ask if others agree (giving reasons for their views). Encourage students to think about the skills and character of representatives, rather than their physical characteristics or their wealth. Such as honesty, compassion, integrity, confidence, flexibility, excellent communicator (speaker and listener).

Discuss what most people think are the three most important characteristics or qualities of a good representative.

Step 3

Teacher should now tell students to explore how to become a representative or candidate.

Make a Point: Part of your political rights is to be able to run for elections as a candidate, however, a person cannot become a candidate if a person is:

- Bankrupt;
- A Public Officer;
- Not a citizen of Fiji;
- Member of the EC;
- Serving a prison term;
- Convicted of any offence with a 12 months' imprisonment term prior to nomination; or
- Disqualified for an electoral offence.

Step 4

Ask students:

To complete 'Activity 3.8' in their Students Workbook.

Extension Activity 3

Teachers should encourage students to complete this extension activity.

Students are to design a sample of VoterCard for their class, which students can use to vote for class prefects.

Ask the students to take a photograph of their VoterCard and send it to the FEO by email on *voter.edu@feo.org.fj* for it to be featured on the FEO Voter Education Website *www.votereducation.feo.org.fj* and Facebook Page.

Glossary

At the end of the lesson, teacher should reflect on the topic as a whole with the class and also discuss lesson ending definitions that are provided in the *Students Workbook*.



INTRODUCTION TO ELECTIONS: A LEARNING MODULE FOR YEAR 10 SOCIAL SCIENCE (V2.3/13/12/18)



CONDUCT OF ELECTIONS IN FIJI

4.1 Learning Outcome

- 1. State the section in the Fijian constitution relating to free and fair elections;
- 2. List the main steps involved in casting a vote;
- 3. Describe how to mark a Ballot Paper in Fiji; and
- 4. Describe how the counting process works and how to determine the threshold.

4.2 Introduction

Reviewing of Constitution Exercise

Step 1

Teacher should divide the students in groups and give them copies of the Fijian Constitution from the library (or ask the students beforehand to bring a copy of the Fijian Constitution).

Step 2

Ask students:

To find the sections in the Constitution relating to elections. Ask the students to refer to: 'CHAPTER 3—PARLIAMENT' (Part B—COMPOSITION).

Step 3

Teacher should go through the sections one by one and ensure that students understand the terms and meaning. Ask students to read important sections, and say what they think the section means.

Step 4

Ask students:

To read and highlight Section 52 of the Constitution.

Members of Parliament

Section of The Constitution:

52. The members of Parliament shall be chosen by secret ballot in free and fair elections administered by the Electoral Commission, in accordance with this Constitution and any written law governing elections.

Step 5

Ask students:

- 1. What is meant by 'secret ballot'?
- 2. What is meant by 'free and fair elections'?

The teacher should refresh students memory from earlier lessons on the same concepts.

Ask students:

To read '4.2 Introduction' in their Students Workbook.

Step 7

Teacher should now go to FEO Voter Education website *www.votereducation.feo.org.fj* and show 2014 General Election videos to students.

These videos are a best way to prepare students for the mock election.

Make a Point:

- An election is the single biggest logistical event in peacetime and it occurs in a highly charged environment. The FEO has a hard but very important job.
- Voting Day in Fiji is a public holiday to allow everyone access to a Polling Venue so they are able to exercise their democratic right to vote. The Polling Venues are advertised several months in advance, so voters know which Polling Venue they can or should attend.

4.3 Important Electoral Processes

Step 1

Teacher should tell students that now we are going to look at some of the very important electoral processes, including what happens **before** Election Day, what happens **on** Election Day, and what happens **after** Election Day.

Teachers Notes

A democratic election is the single biggest logistical event in peacetime and it occurs in a highly charged environment. The FEO has a hard but very important job to ensure all competing candidates and parties and supporters exercise their rights and responsibilities in a safe, fair and free environment.

Step 2

Ask students:

To read '4.3 Important Electoral Processes' (including all sub topics) in their Students Workbook.

Step 3

Ask students:

1. What happens if you are unable to vote on Election Day?

Teacher should tell students about Pre-Poll Voting and Postal Voting. Teacher can refer to the *Polling Agents Handbook* which can be found on *www.votereducation.feo.org.fj*.

2. Where is your closest Polling Venue?

Teacher should allow time for students to guess this. The teacher should find the '*National Polling Venue Directory*' in your school library and show it to the class. The FEO distributed *Fiji National Polling Venue Directory* to all Secondary School Libraries in Fiji in 2017.

Teacher should also encourage students to use FEO's 'Polling Venue Locator' (on the FEO website) to locate their closest Polling Venue.

Teachers Notes

A **Polling Venue** is a location that has one or more **Polling Stations** whereas a **Polling Station** is a building, structure or enclosure within the **Polling Venue** where voters will vote.

Step 4

Ask students:

To complete 'Activity 4.3'.

Step 5

Teacher should discuss this exercise with the students to ensure understanding.

The correct order is as follows:

STEP 1

Venue Queue Control: When you enter the Polling Venue, you will be directed to your correct Polling Station by the Venue Queue Controller. You will now proceed to your Polling Station.

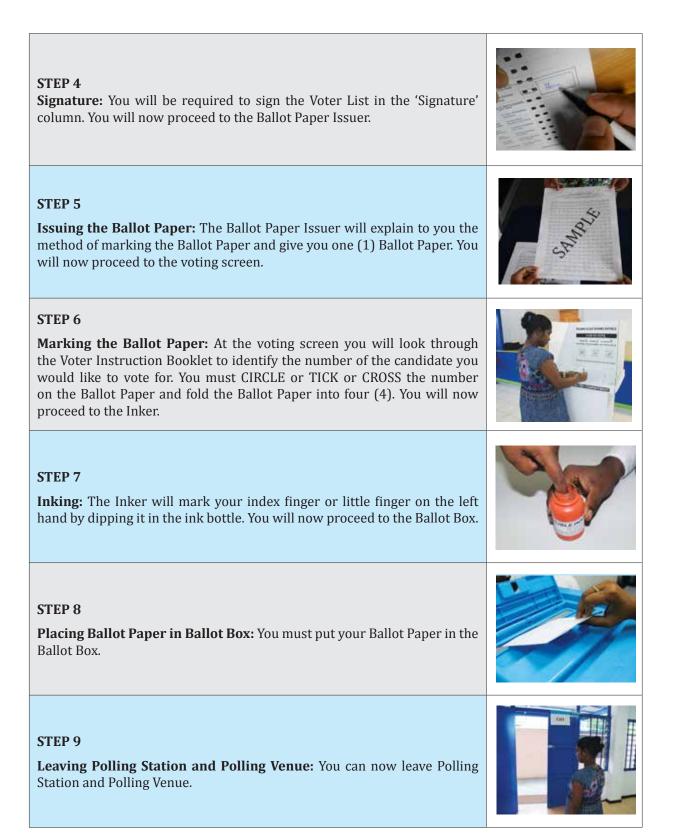
STEP 2

Inside Queue Control: When you enter the Polling Station the Inside Queue Controller will check your finger for ink before giving you the Voter Instruction Booklet. You will now proceed to the ID Officer.

STEP 3

Identification: When you reach the ID Officer you will have to show your VoterCard or valid photo ID to ID Officer. The ID Officer will confirm your ID before drawing a line to join the two (2) arrowheads in the check off column of the Voter List.





Teacher should now ask students to have a look at the illustration of Counting Set Up in the *Students Workbook*.



Make a Point: All votes cast at the Polling Station on the Election Day is counted at the Polling Station. Only the Pre-Poll Votes and Postal Votes are counted at the National Count Centre.

4.4 Ballot Paper

Step 1

Ask students:

To read '4.4 Ballot Paper' in their Students Workbook.

Step 2

Teacher should discuss '4.4 Ballot Paper'.

Step 3

Teacher should now display sample papers from different countries with these different features – examples can be found on the web (search 'Ballot Paper images').

Step 4

Teacher should emphasize on the following points:

Some Ballot Papers:

- Have all the names of the candidates and political parties taking party in an election on it;
- Have a photo of the candidates and/or a party logo and/ or symbol; and
- Have numbers representing candidates and political parties.

Some Ballot Papers are marked by:

- Writing in the name of candidates you want to vote for;
- Crossing out the candidates names or photos you don't want to vote for;
- Placing a tick, cross or mark (or fingerprint) on or next to the candidates names or photos you want to vote for; and

47

• Pressing a hole through the candidates names and photos you want to vote for.

Step 5

Ask students:

- 1. What does a Fiji Ballot Paper look like?
- 2. How does a voter indicate who they wish to vote for?
- 3. Why does the Fiji Ballot Paper have numbers?
- 4. Why the numbers do not start with the number 1?

In 2018 General Election the Ballot Paper began with number 508.

Teacher should now refer to 2014 Fiji's General Election Ballot Paper and explain the different features in it.

| | | | 2016 | | 1.1 | | ER OF | | | | | 1010 | IE P |
|-----|-----|-----|------|-----|-----|-----|-------|-----|-----|------|-----|------|------|
| 135 | 155 | 175 | 195 | 215 | 235 | 255 | 275 | 295 | 315 | 335 | 355 | 375 | 39 |
| 136 | 156 | 176 | 196 | 215 | 236 | 256 | 276 | 295 | 316 | 336 | 356 | 375 | 39 |
| 137 | 157 | 177 | 197 | 217 | 257 | 257 | 277 | 297 | 317 | 337 | 357 | 377 | 39 |
| 138 | 158 | 178 | 198 | 218 | 238 | 258 | 278 | 298 | 318 | 338 | 358 | 378 | 39 |
| 139 | 159 | 179 | 199 | 219 | 239 | 259 | 279 | 299 | 319 | 339 | 359 | 379 | 39 |
| 140 | 160 | 180 | 200 | 220 | 240 | 250 | 280 | 300 | 320 | 3.40 | 360 | 380 | 40 |
| 141 | 161 | 181 | 201 | 221 | 243 | 261 | 281 | 301 | 321 | 341 | 361 | 381 | 40 |
| 142 | 162 | 182 | 202 | 222 | 242 | 362 | 282 | 302 | 322 | 342 | 362 | -382 | -40 |
| 143 | 163 | 183 | 203 | 223 | 243 | 263 | 283 | 303 | 323 | 343 | 363 | 383 | 40 |
| 144 | 164 | 184 | 204 | 224 | 244 | 264 | 284 | 304 | 324 | 344 | 364 | 384 | -40 |
| 145 | 165 | 185 | 205 | 225 | 245 | 265 | 285 | 305 | 325 | 345 | 365 | 385 | 40 |
| 146 | 166 | 186 | 206 | 226 | 246 | 266 | 286 | 306 | 326 | 346 | 366 | 386 | 40 |
| 147 | 167 | 187 | 207 | 227 | 247 | 267 | 287 | 307 | 327 | 347 | 367 | 387 | 40 |
| 148 | 168 | 188 | 208 | 228 | 248 | 268 | 288 | 308 | 328 | 348 | 368 | 388 | 40 |
| 149 | 169 | 189 | 209 | 229 | 249 | 269 | 289 | 309 | 329 | 349 | 369 | 389 | 40 |
| 150 | 170 | 190 | 210 | 230 | 250 | 270 | 290 | 310 | 330 | 150 | 370 | 390 | 41 |
| 151 | 171 | 191 | 211 | 231 | 251 | 271 | 291 | 311 | 331 | 351 | 371 | 391 | 41 |
| 152 | 172 | 192 | 212 | 232 | 252 | 272 | 292 | 312 | 332 | 352 | 372 | 392 | 41 |

Teacher should read the instructions on the Ballot Paper word for word.

'Circle or tick or cross the number of the candidate you wish to vote for. Do not circle, tick or cross more than one number'

Step 7

Teacher should now explain to the students that Ballot Papers can either be valid or invalid i.e which will be counted, or not counted.

Teacher should explain the following:

Valid Ballot Papers are those where the intention of the voter is clear whereas invalid Ballot Papers are those where it is not.

An invalid Ballot Paper is one:

- Which has any writing or marks on it which in the opinion of the Presiding Officer, can identify the voter;
- Which has no vote indicated on it;
- Which does not clearly indicate the candidate the voter wishes to vote for; or
- Which indicates a vote for more than one (1) candidate.

4.5 Working Out the Threshold

Step 1

Make a Point: By law, candidates or parties must receive 5% of the total votes to win a seat in the parliament. This is called the 'threshold'.

Step 2

Teacher should now go through the formula for threshold and the example given in the *Students Workbook*, with the students.

Threshold = Total Number of votes x 0.05

Example:

1. What is the threshold if the total number of votes cast were 500,000? *Solution:*

Threshold = 500,000 X 0.05 = 25,000 votes

2. If Party A received 30,000 votes will they qualify to win a seat in the parliament? *Solution:*

Threshold= 25,000 votesVotes received by Party A= 30,000 votes

30,000 > 25,000

Step 3

Ask students:

To complete 'Activity 4.5'.

Step 4

Teacher should now ask for volunteers to go up to the board and show the working. The cal:

1. a. Thershold = 200×0.05 = 10 votesb. Thershold = $700,000 \times 0.05$ = 35,000 votesc. Thershold = $1,000,000 \times 0.05$ = 50,000 votes

49 FIJIAN ELECTIONS OFFICE

4.6 Seats in the Parliament

Ask students if they know how many seats there are in Fiji's parliament (answer = 51). Tell students, to form 'government', the party must win a majority of the total number of seats at a General Election. As students, so how many seats must a party win to form government? (50% = 1, so, 25+1=26)

4.7 Election Stakeholders

Step 1

Teacher needs to explain that an EMB has different stakeholders involved for the election process to be successful.

Step 2

Teacher should discuss roles of different stakeholders listed in the *Students Workbook* with the students.

Students are supposed to fill in the table after discussions.

4.8 Making Elections Accessible

Step 1

Make a Point:

The following points must be made:

- 1. The right to vote is one of the most fundamental rights of Fijian citizens.
- 2. It is not only about taking part in the political process, but about being included in society and having our voice heard. However, some groups of people are denied this right to vote, due to the fact that national elections are not accessible for them.
- 3. Persons with disabilities have the right to participate in political and public life.
- 4. The FEO has a strong commitment to working with both election officials and voters with disabilities to ensure that the election process, Polling Venues and voting services are accessible.
- 5. Fiji ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2017.
- 6. Fiji ratified CEDAW (Convention on the Elimination of All Forms of Discrimination against Women) in 1995 (but did not ratify the Optional Protocol as at 2017).

Step 2

Ask students:

To read '4.8 Making Elections Accessible' in their Students Workbook and then ask one volunteer to explain what it means.

The teacher should now ask students to brainstorm the different special needs groups in society that may have difficulty accessing election processes. Ask them to guess why each of these groups may be disadvantaged in accessing electoral processes.

Optional Activity: Once the students have identified the different groups and the difficulty that they face the teacher should tell the students to write an essay of 150-200 words explaining what the FEO has done to make it more accessible to these marginalised people.

The teacher can then send the best essay to the FEO at *voter.edu@feo.org.fj* for it to be featured on the FEO Voter Education Website *www.votereducation.feo.org.fj* and Facebook Page.

Step 4

Ask students:

To complete Activity 4.7' In their Student Workbook

Step 5

Teacher should now discuss the answers.

1. Voter 2. vote 3. once 4. Station 5. Ballot 6. invalid

Extension Activity 1

Teachers should ask students to go to the FEO website on *www.votereducation.feo.org.fj*, explore the website and then try to list down all the disability friendly features that they found.

Ask students to send it to the FEO by email on *voter.edu@feo.org.fj* for it to be featured on the FEO Voter Education Website *www.votereducation.feo.org.fj* and Facebook Page.

Glossary

At the end of the lesson, teacher should reflect on the topic as a whole with the class and also discuss lesson ending definitions that are provided in the *Students Workbook*.

INTRODUCTION TO ELECTIONS: A LEARNING MODULE FOR YEAR 10 SOCIAL SCIENCE (V2.3/13/12/18)



MOCK ELECTION



5.1 Learning Outcome

- 1. Explain the main steps, equipment, layout of a Polling Station;
- 2. Describe the experiences as a voter and/or a Polling Day Worker [**PDW**];
- 3. Explain the need to keep the Polling Station politically neutral;
- 4. Explain the need to follow procedures; and
- 5. Explain how counting works in Fiji and how votes are translated into parliamentary seats.

Preparation for Students

Teacher should instruct the students to read through Lesson 5 of their *Students Workbook*.

Teachers Preparation for Mock Elections

This lesson is the culminating activity of the module – designed to give students an authentic experience in a simulated vote.

This module includes a Mock Election kit which includes authentic FEO materials such as ballot boxes and voting screens.

Teachers should have read the FEO 2018 '*Polling Agents Handbook*' to inform them of the steps and processes involved in conducting polling day and the counting of votes.

Mock Election Kit Contents

All materials provided is listed in the following Mock Election Inventory List.

| Мо | Mock Election Kit Inventory List | | |
|----|---|----|--|
| А. | Preliminary Materials | | |
| 1 | Notice of Poll Template | 1 | |
| 2 | Mock Voter Identification Cards | 50 | |
| 3 | Inventory List for Materials | 1 | |
| 4 | Candidates List | 1 | |
| 5 | How to Conduct Mock Election Guide | 1 | |
| B. | Polling Materials | | |
| 1 | Ballot Box | 1 | |
| 2 | Voting Screen | 2 | |
| 3 | Voter Instruction Booklet | 50 | |
| 4 | Voter List | 1 | |
| 5 | Pre-Marked Batch of Ballot Paper (Book 1 & 2) | 2 | |
| 6 | Unmarked Book of Ballot Paper (Book 1 & 2) | 2 | |

| 7Sob: Task Sheet18PO Task Sheet and Code of Conduct19Queue Controller Task Sheet and Code of Conduct111Ballot Paper Issuer Task Sheet and Code of Conduct112Inker Task Sheet and Code of Conduct113Ballot Bax Cuard Task Sheet and Code of Conduct114Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117SSoE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)6628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plasite Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Seat Allocation1 <th>_</th> <th></th> <th></th> | _ | | |
|--|----|---|--------|
| 9Queue Controller Task Sheet and Code of Conduct110Identification Officer Task Sheet and Code of Conduct111Ballot Paper Issuer Task Sheet and Code of Conduct112Inker Task Sheet and Code of Conduct113Ballot Box Guard Task Sheet and Code of Conduct114Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117SoE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Grad Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Pre-Marked Sorting Card for Landidates (101-130)304Rubber Bands15Pistic Bag (See through-clear AZ Size)16Examples of Valid and Invalid Votes Diagram17Stati Bag (See through-clear AZ Size)17Isales Gradi Grad Invalid Votes Diagram1 <trr>7<td< td=""><td>7</td><td>SSoE Task Sheet</td><td>1</td></td<></trr> | 7 | SSoE Task Sheet | 1 |
| Identification Officer Task Sheet and Code of Conduct111Ballot Paper Issuer Task Sheet and Code of Conduct112Inker Task Sheet and Code of Conduct113Ballot Box Guard Task Sheet and Code of Conduct114Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117SSoE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)6628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)331Observer Schecklist14Protocol Results14Rubber Bands15Picturing Card for Invalid Votes331Pre-Marked Sorting Card for Andidates (101-130)304Rubber Bands15Piastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Inales Sults Tally Template1 | | | 1 |
| 11Ballot Paper Issuer Task Sheet and Code of Conduct112Inker Task Sheet and Code of Conduct113Ballot Box Guard Task Sheet and Code of Conduct114Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117SoE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observer Schecklist132Per-Marked Sorting Card for Invalid Votes133Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Seat Allocation17Inalesults Tally Template1 | 9 | Queue Controller Task Sheet and Code of Conduct | 1 |
| 1Inker Task Sheet and Code of Conduct113Ballot Box Guard Task Sheet and Code of Conduct114Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117SSGE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist132Pre-Marked Sorting Card for Invalid Votes133Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 10 | Identification Officer Task Sheet and Code of Conduct | 1 |
| 13Ballot Box Guard Task Sheet and Code of Conduct114Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117Sofe Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist132Pre-Marked Sorting Card for Invalid Votes133Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 11 | Ballot Paper Issuer Task Sheet and Code of Conduct | 1 |
| 14Media Official Task Sheet and Code of Conduct115Polling Agent Task Sheet and Code of Conduct116Observer Task Sheet and Code of Conduct117Sofe Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge123Ballot Paper Issuer Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observer Shecklist132Pre-Marked Sorting Card for Invalid Votes133Pre-Marked Sorting Card for Invalid Votes34Rubber Bands14Rubber Bands15Pearked Sorting Card for Candidates (101-130)304Rubber Bands15Peark Ibac Station16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 12 | Inker Task Sheet and Code of Conduct | 1 |
| 15Polling Agent Task Sheet and Code of Conduct1116Observer Task Sheet and Code of Conduct117SSoE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cabler Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Protocol of Results133Pre-Marked Sorting Card for Invalid Votes134Rubber Bands135Piastic Bag (See through-clear A2 Size)136Seat Allocation137Final Results Tally Template1 | 13 | Ballot Box Guard Task Sheet and Code of Conduct | 1 |
| Index of the section | 14 | Media Official Task Sheet and Code of Conduct | 1 |
| 17SSoE Badge118PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Rox Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observer Schecklist14Protocol of Results130Pre-Marked Sorting Card for Invalid Votes304Rubber Bands11Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 15 | Polling Agent Task Sheet and Code of Conduct | 1 |
| NoteNote18PO Badge119Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Protocol of Results131Protocol of Results132Pre-Marked Sorting Card for Invalid Votes304Rubber Bands11Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 16 | Observer Task Sheet and Code of Conduct | 1 |
| 19Queue Controller Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 17 | SSoE Badge | 1 |
| Identification Officer Badge120Identification Officer Badge121Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram11Final Results Tally Template1 | 18 | PO Badge | 1 |
| 21Ballot Paper Issuer Badge122Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Protocol of Results132Pre-Marked Sorting Card for Invalid Votes133Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 19 | Queue Controller Badge | 1 |
| 22Inking Official Badge123Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Protocol of Results13Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 20 | Identification Officer Badge | 1 |
| 23Ballot Box Guard Badge124Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist14Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram11Final Results Tally Template1 | 21 | Ballot Paper Issuer Badge | 1 |
| 24Media Official Badge125Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist94Protocol of Results13Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Seat Allocation11Final Results Tally Template1 | 22 | Inking Official Badge | 1 |
| 25Polling Agent Badge126Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist94Protocol of Results12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Seat Allocation11Final Results Tally Template1 | 23 | Ballot Box Guard Badge | 1 |
| 26Observer Badge127Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist | 24 | Media Official Badge | 1 |
| 27Tunics (Bips)628Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist931Observers Checklist14Protocol of Results15Pre-Marked Sorting Card for Invalid Votes (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Seat Allocation17Final Results Tally Template1 | 25 | Polling Agent Badge | 1 |
| 28Cable Tie (To act as Ballot Box Seals)2029Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist931Observers Checklist14Protocol of Results15Pre-Marked Sorting Card for Invalid Votes Oil (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram17Final Results Tally Template1 | 26 | Observer Badge | 1 |
| 29Permanent Marker (To act as indelible ink)330Polling Station Signs931Observers Checklist9C.Counting11Protocol of Results12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram11Final Results Tally Template1 | 27 | Tunics (Bips) | 6 |
| 30Polling Station Signs931Observers Checklist9C.Counting11Protocol of Results12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands15Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram11Final Results Tally Template1 | 28 | Cable Tie (To act as Ballot Box Seals) | 20 |
| 31Observers ChecklistImage: Constraint of the cons | 29 | Permanent Marker (To act as indelible ink) | 3 |
| C.Counting1Protocol of Results12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands1 Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram11Final Results Tally Template1 | 30 | Polling Station Signs | 9 |
| 1Protocol of Results12Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands1 Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram11Final Results Tally Template1 | 31 | Observers Checklist | |
| 2Pre-Marked Sorting Card for Invalid Votes13Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands1 Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram1 D. Seat Allocation11Final Results Tally Template1 | C. | Counting | |
| 3Pre-Marked Sorting Card for Candidates (101-130)304Rubber Bands1 Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram1 D. Seat Allocation11Final Results Tally Template1 | 1 | Protocol of Results | 1 |
| 4Rubber Bands1 Pack5Plastic Bag (See through-clear A2 Size)16Examples of Valid and Invalid Votes Diagram1 D. Seat Allocation11Final Results Tally Template1 | 2 | Pre-Marked Sorting Card for Invalid Votes | 1 |
| 5 Plastic Bag (See through-clear A2 Size) 1 6 Examples of Valid and Invalid Votes Diagram 1 D. Seat Allocation 1 1 Final Results Tally Template 1 | 3 | Pre-Marked Sorting Card for Candidates (101-130) | 30 |
| 6 Examples of Valid and Invalid Votes Diagram 1 D. Seat Allocation 1 1 Final Results Tally Template 1 | 4 | Rubber Bands | 1 Pack |
| D. Seat Allocation 1 Final Results Tally Template | 5 | Plastic Bag (See through-clear A2 Size) | 1 |
| 1 Final Results Tally Template 1 | 6 | Examples of Valid and Invalid Votes Diagram | 1 |
| | D. | Seat Allocation | |
| 2 Seat Allocation Worksheet 1 | 1 | Final Results Tally Template | 1 |
| | 2 | Seat Allocation Worksheet | 1 |

| E. | Supplementary Materials | |
|----|-------------------------|---|
| 1 | FEO Resource CD | 1 |

This activity should be as authentic as the real experience of voting and counting votes as possible. To make the exercise as authentic as possible, use real equipment as would be used in Fiji's General Elections.

Teachers could consider joining with other classes or making the mock election a big event in the school – to make it exciting and a learning experience for others. The class teacher may also enlist the help of other teachers to manage the mock election, especially when the students voting are waiting outside the Polling Station at the start and end of the voting (as the class teacher will be busy briefing and supporting the student election workers on their duties inside the Polling Station).

In this simulated election, pre-prepared parties and candidates have been provided; but teachers could substitute these for other dummy parties/candidates (that are relevant/ interesting to their context).

This activity cannot realistically be completed in one class (45 minutes), it would be better to spread it over 120 minutes if possible.

The election can be modified depending on the time and space restrictions.

The mock election and counting is conducted in two lessons and the seat allocation is done in another lesson. Teachers can change this as it suits their contexts. The ideal time allocation for each part of the mock election is:

- 1. The first part of the simulated election where students vote and act as Polling Day Workers in the election approximately 1 hour.
- 2. The counting of votes this can be done in the same room as the election took place, or it can be done in another space, immediately after the voting, or at another time (e.g. another lesson). This is done on the board/matrix. Approximately 45 mins- 1 hour.
- 3. The seat allocation activity can take place after the counting, or in a separate lesson (approx. 30 minutes).

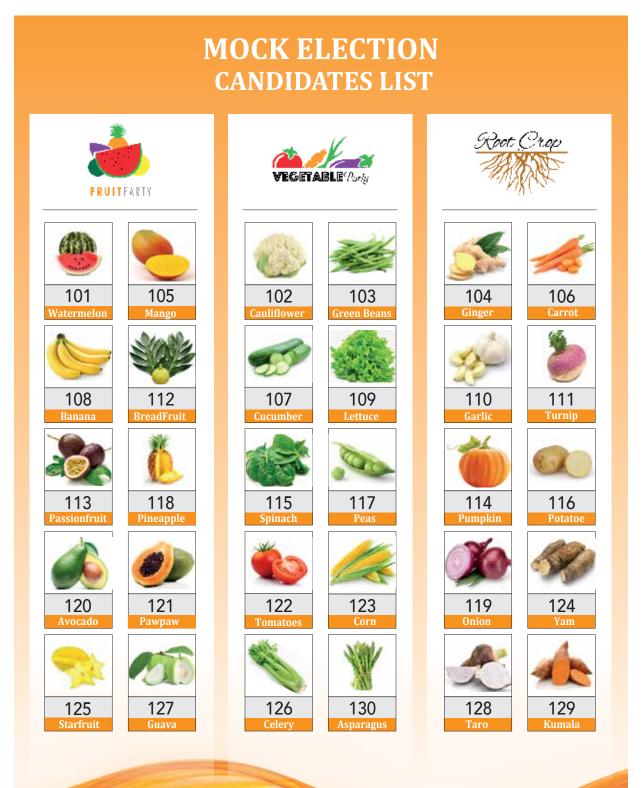
The following guidelines are to help the teachers prepare for and run the mock election with the help of some students. Times are indicative and can be modified as required by teachers.

Whom Students Can Vote For?

The students have a Candidates List in their Students Workbook (5.5 Whom you can Vote for). The Candidates List has the name of three parties (Fruit Party, Vegetable Party and Root Crop Party), each party has ten candidates (each candidate having a different Candidates Number).



Candidates List



Step by Step Instructions

| | Preparatory Steps |
|------|--|
| Step | Three (3) Days Before the Election Day |
| 1 | The SSoE and the teacher needs to check their election materials. Cut the cable ties off and take out all the contents from the Mock Election Kit. This could be done in front of the class so they can see the materials and teachers can explain their use in an election. |
| 2 | The SSoE and the teacher should ensure that all the materials listed in the <i>Inventory List</i> (which will be found inside the Ballot Box) are available. If more materials are needed the teacher can print them out or photocopy them according to the needs of the school. An e-copy of all the materials can be found on <i>www.votereducation.feo.org.fj</i>. The teacher and the SSoE should also check if the Voting Screen is in good condition. NOTE: Cable ties are used instead of Ballot Box Seals. |
| 3 | The teacher should take out all Task Sheet/ Code of Conduct (SSoE, PO, Queue Controller, Identification Officer, Ballot Paper Issuer, Inking Officer, Ballot Box Guard, Media, Polling Agent and Observer Task Sheet/ Code of Conduct), Notice of Poll Template, Voter Identification Cards x50 and five (5) cable ties and keep it aside. This is kept aside because the teacher and SSoE would require this materials to be used before Election Day. It is important to note that once the Ballot Paper is sealed (next step) it would only be opened on the day of the election. |
| 4 | The SSoE then seals the Ballot Box using the five (5) cable ties with all other materials inside. |



| Step | Two (2) Days Before Election |
|------|---|
| 1 | The SSoE fills out the <i>Notice of Poll Template</i> and pastes it on the school notice board. |
| 2 | The SSoE (in consultation with the teacher) chooses a PO and five (5) PDWs. The five(5) PDWs are: Queue Controller; Identification Officer; Ballot Paper Issuer; Inking Officer; and Ballot Box Guard. |
| 3 | The teacher hands out the Task Sheet/ Code of Conduct to the PO and PDWs and briefs them on their roles and responsibilities. |
| 4 | The teacher randomly chooses students to be: i. Media Official ii. Observer; and iii. Polling Agent. |
| 5 | The teacher hands out the Task Sheet to the Media Official, Observer and Polling Agent and briefs them on their roles and responsibilities. |
| 6 | The teacher shows the FEO Student Mock Election Video to all students either on a projector or in the laptop. The teacher also encourages students to go and view this on the <i>www.votereducation.feo.org.fj</i> . |

| | Preparatory Steps On The Day Of The Election |
|------|---|
| Step | Process |
| 1 | The teacher randomly issues students their Mock Voter Identification Card and asks the students who are going to play the role of voters to go outside of the classroom or hall (which will act as the Polling Station) and wait. This could be done in a lesson before the mock election, or at any appropriate time arranged by the teacher. |
| 2 | The PO and the teacher will then organize the classroom or the hall with the PDWs, as it is done in actual Polling Stations. Furniture needs to be set up in a manner ensuring: That there are adequate tables; One table where names can be marked off the Voter List; One table for inking process; One table for holding the Voting Screen (where the voter votes); One table or chair to hold the Ballot Box. |
| 3 | The SSoE hands over the Mock Election Kit to the PO. The PO cuts the cable ties off, takes out all the materials from the Ballot Box and keeps it aside. |
| 4 | The PO ensures that the Ballot Box is empty and seals the four (4) side slots with cable ties leaving the top slot open (so that Ballot Papers can be placed from this top open slot). |
| 5 | The PO will hand over the materials required by each PDW: Queue Controller- Voter Instruction Booklet x50; Identification Officer- Voter List x1; Ballot Paper Issuer- Unmarked Book of Ballot Paper x1; Inking Officer- Permanent Marker x1; and Ballot Box Guard- Sealed Empty Ballot Box x1 The PO will brief the PDWs accordingly by refereeing to their task sheets. The PO will then give them their badge which also has their respective task sheet on the overside and Tunics (Bibs) for them to wear at all times. The PO also needs to wear a Badge and Tunic. |
| 6 | The PDWs will set up the Voting Screen and place a ball-point pen on it for voters to use for marking the Ballot Papers. |
| 7 | The PDWs will also place the election signs inside and outside the Polling Station respectively. |

| | Once the PO and his/her team is ready. The teacher will call all the students into the Polling Station and explain them the process that needs to be followed. |
|----|--|
| | The teacher will also explain that each voter should be well behaved and adhere to the instructions given by the PO or PDWs. |
| | The teacher will also hand over the <i>Observers Checklist</i> to the student who is playing the role of Observer. |
| 8 | The student appointed as the Observer needs to observe and complete the <i>Checklist</i> during the voting process. |
| | The teacher will brief the Observer, Media Official and Polling Agent on their roles. |
| | The teacher needs to highlight to the Media Official that he/she would be required to write an article for the school magazine or newsletter. |
| | The teacher will also ask the PO to hand over the Observer, Media Official and Polling Agent badge to the respective students who are playing these roles. |
| 9 | The teacher will now ask the PO and PDWs to take out two batches of Pre-Marked Ballot Papers (100 Ballot Papers in total), fold them into halves and place them in the Ballot Box. |
| 10 | The teacher will explain to the students that this is done only to get reasonable, practical and meaningful results when counting takes place. The teacher also makes note that by doing this we are assuming that 100 voters have already voted. |
| | The teacher could explain and/or demonstrate the voting steps prior to the election, with all students watching, so they are familiar with what they will be doing. |
| 11 | Alternatively, one student (or the teacher) could-simulate the voting process as the first voter with all students watching. The PDWs would practice their roles, reading their script word for word, in a loud voice, so all the class can see and hear the process. |
| 12 | After this is done and the students have understood the process the teacher will ask them to go out of the Polling Station and make a line. |
| 13 | The PO will ask the PDWs to take their positions. |

| | During Election |
|------|--|
| Step | Voting Process |
| 1 | Teacher's role during election: the teacher can perform the role of the PO, or will just support the SSoE and PO in performing their roles. The teacher needs to manage the general flow and momentum of the mock election, keep it moving and manage the students so the process is not too noisy, unruly or slow. The PO and/or teacher may need help from other teachers to manage the student voters who will be standing outside the Polling Station before and after the election. |
| 2 | Voters make a queue outside of the Polling Station. |
| 3 | The PO should announce that the Polling Station is open by reading the following script: |
| | I <u>name of the PO</u> , as the Presiding Officer for this Polling Station hereby declare that this Polling Station is open for voting. |
| | Once the PO announces that the Polling Station is open the voters will one by one go to the Queue Controller, who will greet the voters and check the voter's hands for any traces of indelible or permanent marker markings. |
| | This is what the Queue Controller will say to all voters who comes to him/her: |
| 4 | Bula!!! How are you Sir/Madam? Can I check your hands for any indelible or permanent marker markings please?_ |
| | After this the voter will show the Queue Controller their hands. |
| | If there is no trace of indelible or permanent marker markings then the Queue Controller will issue one (1) Voter Instruction Booklet to the voter. |
| 5 | The Queue Controller will say the following to the voter: |
| | Thank you Sir/Madam. Here is a copy of your Voter Instruction Booklet. You will have to refer to this in order to see which candidate you are voting for. You can now go to the Identification Officer. |
| 6 | The voter will now go to the Identification Officer. |



| 7 | The Identification Officer will greet the voter and ask for the voter's Voter Identification Card. The Identification Officer will say the following to the voter: Bula!!! Can I have your Voter Identification Card please? The voter will now give their Voter Identification Card to the Identification Officer. |
|----|---|
| 8 | The Identification Officer will look for the voter's name on the Voter List and once found will join the two (2) arrowheads in the check column by using a blue or black pen. |
| 9 | The Identification Officer will ask the voter to sign next to their name. The Identification Officer will say the following to the voter: <i>Sir/Madam kindly requesting if you can sign here (by pointing where to sign)</i> The voter will then sign accordingly. |
| 10 | The Identification Officer will return the voter's Voter Identification Card and direct the voter to the Ballot Paper Issuer. The Identification Officer will now say the following to the voter: <i>Thank you, here is your Voter Identification Card, now you can go to the Ballot Paper Issuer to get your Ballot Paper.</i> The voter now goes to the Ballot Paper Issuer. |

| | The Ballot Paper Issuer will greet the voter and give one (1) Ballot Paper to the voter telling them that they can go to the Voting Screen have a look at the Voter Instruction Booklet and either circle, tick or cross the number of candidate on the Ballot Paper that the voter wants to vote for. |
|----|--|
| | The Ballot Paper Issuer will say the following to the voter: |
| 11 | Bula!!! Here is your Ballot Paper. You will have to go to the Voting Screen, refer to the Voter Instruction Booklet and either tick, circle or cross the number of candidate that you wish to vote for. |
| | The Ballot Paper Issuer will also tell the voter that after marking the Ballot Paper fold it into half and go to the Inking Officer. |
| | The Ballot Paper Issuer will also tell the voter: |
| | After marking your Ballot Paper fold it into half and go to the Inking Officer. |
| | The voter will now go to the Voting Screen. |
| 12 | The voter will mark the Ballot Paper by either circling, ticking or crossing the number of candidate the voter wants to vote for. |
| 13 | After marking the Ballot Paper the voter will fold the Ballot Paper into half and proceed to the Inking Officer. |
| | The Inking Officer will greet the voter and ask the voter to hold their Ballot Paper, Voter Instruction Booklet and Voter Identification Card in their right hand. |
| | |
| 14 | The Inking Officer will say the following to the voter: |
| | |
| | Bula!!! Sir/Madam kindly requesting if you can hold your Ballot Paper, Voter Instruction Booklet and Voter Identification Card in your right hand. |
| | Sir/Madam kindly requesting if you can hold your Ballot Paper, Voter |

The Inking Officer would now mark the left index or little finger using a permanent marker.

| 16 | The Inking Officer will now direct the voter to the Ballot Box by saying the following:Sir/Madam thank you for getting your finger marked. Now you can go to the Ballot Box and place your Ballot Paper inside the Ballot Box.The voter will go to the Ballot Box. |
|----|--|
| 17 | As soon as the voter reaches to the Ballot Box, the Ballot Box Guard will greet the voter and ask for the Voter Instruction Booklet from the voter and put it aside. Bula!!! Just before you cast your vote, kindly requesting if you can give back the Voter Instruction Booklet to me please. The voter will give his/her Voter Instruction Booklet to the Ballot Box Guard who will keep it aside. |
| 18 | The Ballot Box Guard will now ask the voter to place only the Ballot Paper in the Ballot Box and not any other materials such as Voter Identification Card: Sir/Madam, now you can place your Ballot Paper in the Ballot Box. Make sure you do not put the Voter Identification Card in the Ballot Box. |
| 19 | The voter will now place only the Ballot Paper in the Ballot Box. |
| 20 | After the voter has placed his/her Ballot Paper in the Ballot Box. The Ballot Box Guard will direct the voter to the exiting door.Thank you for voting Sir/Madam. Now you can exit from this door (pointing towards the door).The voter will go out through the exit door. |
| 21 | Once all the voters have voted the PO will declare that the Polling Station is closed by reading out the following to all: <i>I</i> |

| After Voting Finishes- Counting | | |
|---------------------------------|---|--|
| Step | Counting Process | |
| 1 | Once the PO declares that the Polling Station is closed, the teacher calls all the students inside to witness the count. | |
| 2 | The PO: i. Asks the Identification Officer to count the number of signatures, record the total number of signatures at the bottom of each page and then record it in the 'Summary of Signatures' page on the Voter List. All the signatures recorded in the 'Summary of Signatures' page must be added and recorded. ii. Asks the Ballot Paper Issuer to count the number of Ballot Papers Issued (This can be simply determined by looking at the series number of Ballot Paper last teared or given away or by counting the buds of teared Ballot Papers manually). | |
| 3 | After this is done the PDWs will return all materials except their tunics and badges (this will be worn by the PDWs and PO even when they are conducting counting) to the PO who will keep it on his/her table. | |
| 4 | The PO needs to ask the other PDWs to set up the Polling Station for counting. Furniture should be set up in a manner ensuring that thirty- one (31) sorting cards can be placed on top of it, side by side. | |
| 5 | The PO takes out the materials that are necessary for the count and places them on the table: These are: Sealed Ballot Box (with the Ballot Papers inside); Pre-Marked Sorting Cards; Rubber Bands; Calculator; Re-Sealable Plastic Bag; and Protocol of Results. No other materials should be on the table. No PDWs are supposed to have any pen or pencil with them. Only the PO will have a pen which he/she will use to write on the <i>Protocol of Results</i>. | |
| 6 | The PO would now make the following announcement: Ladies and Gentlemen before the Ballot Box is opened we will reconcile the number of signatures with the number of Ballot Papers that should be inside the Ballot Box. | |

67 FIJIAN ELECTIONS OFFICE

| 7 | The PO will ask the Identification Officer to announce the number of signatures on the Voter List (This includes the number of students' signatures + Pre-Marked Signatures, which is 100). |
|----|---|
| 8 | The Identification Officer will announce the number of signatures by saying: |
| | <i>There arenumber of signatures on the Voter List.</i> |
| 9 | The PO will explain to the students' seated thatnumber of signatures mean the number of people who have voted. The teacher here needs to make a note that there are 100 Pre-Marked Signatures that means that there were 100 more voters. The teacher needs to link this with 100 Pre-Marked Ballot Papers which was initially placed inside the Ballot Box to get reasonable, practical and meaningful results when counting takes place. |
| 10 | The PO will record the number of signatures in <i>Section 1.1, A</i> of the Protocol of Results. |
| 11 | The PO will now explain again to the students that 100 Pre- Marked Ballot Papers were initially placed in the Ballot Box to get reasonable, practical and meaningful results when counting takes place. |
| | The PO will record this in <i>Section 1.1, B</i> of the Protocol of Results. |
| 12 | The PO will now ask the Ballot Paper Issuer to announce the number of Ballot Papers issued. |
| 13 | The Ballot Paper Issuer will announce by saying: |
| | There were number of Ballot Papers that were issued. |
| 14 | The PO will record this in <i>Section 1.1, C</i> of the Protocol of Results. |
| | Now the PO will complete <i>Section 1.1, D</i> of the Protocol of Results by adding the Number of Pre-Marked Ballot Papers placed in the Ballot Box and the Number of Ballot Papers issued to the voters. |
| | The PO needs to ensure that this equals to the Number of Signatures on the Voter List (including the pre-marked signatures). |
| 15 | If it does not equal the PO may need to check the figures again. The teacher may intervene if the problem is not solved. |
| | However, after re-checking the number of signatures, Ballot Papers issued and Pre-Marked Ballot Papers placed in Ballot Box numerous times the results don't match, the PO can move to the next step and once the count is finished the teacher can let the students know what might have gone wrong. |
| | |

| | Once, this is done the PO announces the following to the students: |
|----|---|
| 16 | Ladies and gentlemen, we have finished with the reconciliation of Ballot Papers. The total number of Ballot Papers has/ has not reconciled with the number of signatures on the Voter List. |
| | Now we will open the Ballot Box to count the number of Ballot Papers or votes cast. |
| 17 | The PO will now cut the cable ties of the Ballot Box, and pour all the Ballot Papers on the table. The PO needs to ensure that no Ballot Paper is left in the Ballot Box or dropped down from the table. |
| 18 | The PO will ask the PDWs to unfold the Ballot Papers and stack them in a pile. The PO and PDWs at all times must look at the students, careful that they never obstruct the students' views. |
| 19 | Once all the Ballot Papers are placed in a pile. The PO will ask one of the PDWs to count the number of Ballot Papers in the pile out loud. |
| 20 | Once all the Ballot Papers are counted the PO will record it in <i>Section 1.2, E</i> of the Protocol of Results. |
| | The PO will then complete <i>Section 1.2, F</i> of the Protocol of Results by subtracting the Total number of Ballot Papers in the Ballot Box from the Total number of Ballot Papers issued, this should equal to nil (0). If the answer is not nil (0) then the PO should ask another PDW to count the pile and another and another if the calculated result does not come to nil (0). |
| 24 | The PO will tell the students': |
| 21 | Ladies and Gentlemen we have completed counting the number of Ballot Papers in the Ballot Box. The total number of Ballot Papers in the Ballot Box is and this equals/does not equal the number of Ballot Papers Issued. |
| | Even after counting numerous times if the results doesn't match the PO can move to the next step and once the count is finished the teacher can let the students know what might have gone wrong. |
| 22 | The PO will now put the pile of Ballot Papers on one side of the table and ask the PDWs to put the sorting cards on the table. 'Invalid Votes' sorting card should be placed first and the rest is placed in an ascending order (starting from 101 to 130). |
| | The PO will now tell the students: |
| 23 | We will begin counting of votes now. |

| 24 | The PO will now pick one Ballot Paper at a time from the pile and show the Ballot Paper to the students' present and read out the number of the candidate that has been voted for aloud and put it under the relevant sorting card. Vote Validity: Remind students of the rules relating to valid and invalid votes. Also, remind them that to determine whether an ambiguous vote is valid or invalid the principle of "intention of voter" is used. If the intention of the voter is clear than the vote is valid and if it is not clear it is invalid. The PO will refer to the <i>Examples Sheet for Valid and Invalid Votes</i> for direction on validity. This will continue until all Ballot Papers are finished. |
|----|--|
| 25 | Once all Ballot Papers are finished. The PO will pick up the Ballot Papers under the 'Invalid Votes' Sorting Card, put the sorting card with the Ballot Papers, make a bundle, bind it with rubber band and place it in the empty Ballot Box. Then the PO will do the same for all other Ballot Papers under all other respective sorting cards. PDWs and the teacher can help the students with these. Bundles should be placed in an ascending order in the Ballot Box. For those sorting cards where there are no Ballot Papers (i.e. for those candidates who did not receive any votes) the PO will pick the sorting card up, write nil (0) for that candidate in <i>Section 2.1</i> of the Protocol of Results and put it in the Ballot Box in ascending order. |
| 26 | Once, all the Ballot Papers under each sorting card is bundled and placed inside the Ballot Box in ascending order. The PO will make the following announcement: <i>Ladies and Gentlemen now we will be taking out each bundle of Ballot Papers</i> <i>from the Ballot Box and counting them. We will first take out 'Invalid Votes'</i> <i>bundle followed by bundles of candidate numbers from ascending order.</i> |
| 27 | The PO will now take out the bundle of 'Invalid Votes', take out the rubber band and tell one of the PDWs to count aloud the number of Ballot Papers. The PO will record this in Section 2.1 of the Protocol of Results. The bundle will then be placed in a plastic bag. This will continue for all subsequent bundles in ascending order of the Candidate Number. To speed up this process, ask several PDWs to help with the counting and bundling of votes. |



| 28 | Once all the bundles are finished the PO will add the total number of votes received by each candidate and complete the table in <i>Section 2.1</i> of the Protocol of Results. The teacher should assist the PO to complete this. The PO will announce to the students' that: <i>The counting has now finished. One copy of the Protocol of Results will be</i> <i>pasted on the school notice board for you to view.</i> |
|----|---|
| 29 | The Presiding Officer will now ask the PDWs to pack all the materials and rearrange the furniture. |
| 30 | The PO will write his/her Name and Sign on the Protocol of Results. |
| 31 | The PO will photocopy the Protocol of Results, paste the photocopied copy on the school notice board and give the original copy to the SSoE for him/her to make the Results Tally. |
| 32 | The teacher will collect the Voter Identification Cards from the students and give it to the PO to put it in the Mock Election Kit. |
| 33 | The PO will ensure that all the materials are packed in the Mock Election Kit. The PO will hand over the Mock Election Kit to the teacher. |
| 34 | The teacher will invite the Media Official to present what they will be writing in their article. Invite the Observer to present their report at the de-brief. Invite the Party Agent to share their experience. |



| Seat Allocation | | | |
|-----------------|---|--|--|
| Step | Process | | |
| 1 | Preparation: this stage of the mock election could be done in a separate/later class. The class can be seated for this phase, in the usual classroom set-up. | | |
| 2 | Once the PO hands over the Protocol of Results to the SSoE. The SSoE will need to complete the Results Tally template by putting the number of votes received by each candidate from a party (this will be ascertained from the Protocol of Results). | | |
| 3 | Once the Results Tally is completed, the teacher will either photocopy and distribute to the students the completed Results Tally or paste it on the board or write down the number of votes received by each candidate under their Political Party on the white/black board. | | |
| 4 | The teacher will form groups of three (3) to four (4) students per group and ask them to complete the seat allocation worksheet by following the instructions in the Seat Allocation Worksheet found in the Students Workbook. | | |
| 5 | The teacher will briefly remind or explain about the D'Hondt method of seat allocation to students that was previously explored in class. | | |
| 6 | The teacher needs to remind the students that for the purpose of this mock election there are ten (10) seats in the Parliament. | | |
| 7 | Once, the seats are calculated. The teacher will ask the one (1) student from each group to present their results. The teacher will then share his/her results with the students. | | |
| 8 | The teacher will now ask the Observer to read his/her report/checklist to the class. | | |
| 9 | And this is the end of the mock election. The next step is the Mock Election de-brief. | | |

Example of Completed Protocol of Results, Results Tally and Seat Allocation Worksheet *(See next page)*

MOCK ELECTION

Protocol of Results

Section 1- Reconciliation of Ballot Papers

1.1 This is to be done before counting starts.

| A. | Number of signatures on the Voter List | 150 |
|----|--|-----|
| B. | Number of Pre-Marked Ballot Papers placed in the Ballot Box | 100 |
| C. | Number of Ballot Papers issued to the voters (This can be determined by looking at the serial numbers of the Ballot Papers in the Ballot Paper Book) | 50 |
| D. | Total Ballot Papers Issued (B+C) (This should equal to A) | 150 |

1.2 This is to be done once the total number of Ballot Papers are counted.

| E. | Total number of Ballot Papers in the Ballot Box | 150 |
|----|--|-----|
| F. | Difference in number of Ballot Papers (D-E) (This should be nil (0) if this is not the case than conduct a recount). | 0 |

Section 2- Results of Count

2.1 This is the total count of votes.

| Invalid Votes | 10 | 108 | 25 | 116 | 1 | 124 | 0 |
|------------------|----|-----|----|-----|---|-------|-----|
| 101 | 15 | 109 | 0 | 117 | 0 | 125 | 0 |
| 102 | 10 | 110 | 4 | 118 | 4 | 126 | 0 |
| 103 | 15 | 111 | 1 | 119 | 0 | 127 | 0 |
| 104 | 1 | 112 | 30 | 120 | 3 | 128 | 1 |
| 105 | 10 | 113 | 10 | 121 | 3 | 129 | 0 |
| 106 | 2 | 114 | 0 | 122 | 0 | 130 | 0 |
| 107 | 5 | 115 | 0 | 123 | 0 | Total | 150 |
| | | | | | | (| 1 |

Name of the Presiding Officer: Charles Logan

Signature: _

WRITE YOUR SCHOOL NAME

MOCK ELECTION RESULTS TALLY

*

| FRUIT PARTY | | | | | | |
|---------------------|-------------------|--------------------|-------------------|--|--|--|
| Candidate Number | Candidate Name | Candidate Photo | Votes Received | | | |
| 101 | Watermelon | | 15 | | | |
| 105 | Mango | | 10 | | | |
| 108 | Banana | | 25 | | | |
| 112 | Breadfruit | | 30 | | | |
| 113 | Passion fruit | | 10 | | | |
| 118 | Pineapple | | 4 | | | |
| 120 | Avocado | | 3 | | | |
| 121 | Pawpaw | | 3 | | | |
| 125 | Starfruit | | 0 | | | |
| 127 | Guava | | 0 | | | |
| Total Votes R | 100 | | | | | |

WRITE YOUR SCHOOL NAME

MOCK ELECTION RESULTS TALLY



Votes Received Candidate Number Candidate Name Candidate Photo Cauliflower 102 10 103 **Green Beans** 15 107 5 Cucumber 109 Lettuce \bigcirc 115 OSpinach 117 Peas 0 122 **Tomatoes** 0 123 \bigcirc Corn 126 Celery 0 0 Asparagus 130 **Total Votes Received By The Party** 30

WRITE YOUR SCHOOL NAME

MOCK ELECTION RESULTS TALLY

ROOT CROP PARTY

| Candidate Number | Candidate Name | Candidate Photo | Votes Received |
|---------------------|-------------------|---------------------------|-------------------|
| 104 | Ginger | Contraction of the second | 1 |
| 106 | Carrot | | 2 |
| 110 | Garlic | 200 | 4 |
| 111 | Turnip | | 1 |
| 114 | Pumpkin | 6 | 0 |
| 116 | Potatoes | | 1 |
| 119 | Onion | | 0 |
| 124 | Yam | 50 | 0 |
| 128 | Taro | | 1 |
| 129 | Kumala | | 0 |
| Total Votes R | 10 | | |

MOCK ELECTION

SEAT ALLOCATION WORKSHEET

STEP 1

Refer to the Results Tally and fill out this form.

| Name of Parties | Fruit Party | Vegetable Party | Root Crop Party | Invalid Votes |
|--------------------------------|-------------|-----------------|-----------------|---------------|
| Total number of votes received | 100 | 30 | 10 | 10 |

STEP 2

Calculate whether the Parties have achieved the 5% threshold.

The steps to calculate this are as follows:

i. Add the total number of votes for each party plus (+) any invalid votes to calculate the Total Number of Votes Cast.

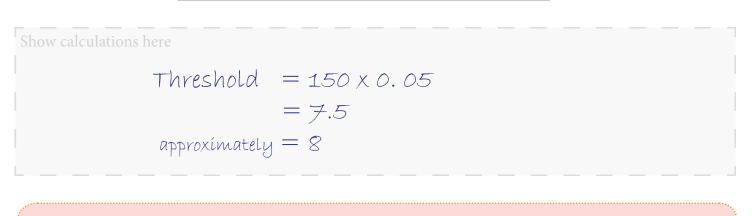
i.e

Total Number of Votes Cast = total votes received by Fruit Party + total votes received by Vegetable Party + total votes received by Root Crop Party + total invalid votes.

Show calculations here

Total Number of = 100 + 30 + 10 + 10Votes Cast = 150 ii. Once this is done you will find 5% of the total votes by using this formula:

Threshold = Total Number of Votes Cast x 0.05





iii. Now you will have to see which Party has received votes which are less than the threshold.

Parties receiving less than the threshold will be eliminated and thus not be allowed to have any seats in the parliament *(Try and find out why)*. Fill out the table below.



Note: In this table if A>B the Party can get a seat in the parliament but if A<B the Party will be eliminated for not reaching the threshold.

| | Α | В | | |
|-----------------|--|-------------------------------------|--|-------------------------------|
| Party | Number of votes Recieved (from Step 1 above) | Threshold Value (from Step 2.ii) | Write whether A>B or A <b< th=""><th>Eliminated/ Not Eliminated</th></b<> | Eliminated/ Not Eliminated |
| Fruit Party | 100 | 8 | 100 >8 | Not Elímínated |
| Vegetable Party | 30 | 8 | 30 >8 | Not Elímínated |
| Root Crop Party | 10 | 8 | 10 >8 | Not Elímínated |

STEP 3

The seat in parliament is allocated using the D'Hondt method.



Fiji uses a form of proportional representation called 'd'Hondt', named after a system devised by Victor D'Hondt, a Belgian lawyer and mathematician active in the 19th Century. He explained his system in 'Système pratique et raisonné de représentation proportionnelle' in 1882. It is also known as the Jefferson's method and Bader-Ofer method.

You will divide the total number of votes each party has received by the divisors (1 to 10) on the first column.

After this is done for all Parties highlight the cells of the light blue region of the table that has the ten (10) highest numbers. See the Allocation of Seats video, which is in your resource CD if you are confused.

| Divisors | Fruit Party | Vegetable Party | Root Crop Party |
|-----------------------------|--|--|--|
| Т | Write the total number of votes 1 00ved by this Party | Write the total number of votes reBOed by this Party | Write the total number of votes r ac oved by this Party |
| 1 | T di <u>1</u> @0/ 1 | T divig Oy 1 | T divi <u>đ</u> e@y 1 |
| 2 | T di 🐨 Oby 2 | T divi <u>1</u> e5y 2 | T divi đ 5 by 2 |
| 3 | 7331333 | T divi <u>đ</u> eo y 3 | T digdggg3 |
| 4 | T digg5by 4 | T divi∰ b 5 4 | T divide5y 4 |
| 5 | T di @Oby 5 | T divi💪 by 5 | T divi⊉ by 5 |
| 6 | T1667 | T divi🔄 by 6 | T di <u>1id657</u> 6 |
| 7 | 7141287 | T d44ic287 | T di <u>yi</u> d4b27 |
| 8 | T12598 | T dBid 7 58 | T di <u>vid</u> 2558 |
| 9 | T <u>tinide ty</u> 9 | T digids by 9 | T di <u>1id1 4</u> y 9 |
| 10 | T divido by 10 | T divig by 10 | T divi <u>d</u> e by 10 |
| No. of cells highlighted | 8 | 2 | |

Each highlighted cell represents one seat in parliament i.e.

Number of cells highlighted per party= Number of seats per party



Note: There are ten (10) seats in parliament for this mock election.

STEP 4

Now after counting the number of highlighted cells fill this table in descending order of number of seats.

| Party Name | Number of Seats |
|-----------------|-----------------|
| Fruít Party | 8 |
| Vegetable Party | 2 |
| Root Crop Party | 0 |

STEP 5

Now go back to the Results Tally and pick out the number of candidates (which is equal to the number of seats that their party has won) who have received the highest votes under their respective Parties and list them in the following table.

| Name of Party | Number of Seats Won | Candidates Elected (Candidates who received the highest number of votes) Write Candidate Number here | Candidate Name (This can be determined from the Candidates List or even the Voter Instruction Booklet) |
|------------------|------------------------|---|---|
| | | 112 | Breadfruit |
| | | 108 | Banana |
| | | 101 | Watermelon |
| | | 105 | Mango |
| ty | \bigcirc | 113 | Passionfruit |
| Jar | Fruit Party | 118 | Passionfruit Pineapple |
| it H | | 120 | Avocado |
| ru | | 121 | Pawpaw |
| | | | |
| | | | |

| × | | 103 | Green Beans |
|-------------------|-----------------|-----|-------------|
| | | 102 | Caulíflower |
| | | | |
| Vegetable Party 本 | | | |
| art | | | |
| d D | 2 | | |
| ble | | | |
| eta | | | |
| ege | | | |
| Ň | | | |
| K | Root Crop Party | | |
| | | | |
| All . | | | |
| ty | | | |
| ar | | | |
| рР | | | |
| ro] | | | |
| | | | |
| 00 | | | |
| R | | | |

Congratulations you have successfully completed your Mock Election.

De-Brief

After the role play is over, it is very important to de-brief. Invite students to return to their normal seats and resume their real identity.

It is important to thank the students for entering into the spirit of the exercise.

First, the teacher will invite students who had roles of SSoE, PO, PDWs, Polling Agent, Observer and Media Representatives asking prompting questions such as:

- How did you feel about having this role?
- What did you think you did well whilst performing this role?
- What do you think you would improve if you played this role again?
- What was the hardest part about playing this role?
- What was the easiest part about playing this role?
- What did you learn about elections from playing this role?
- Would you like to perform this role in a real election? (why or why not?)

Now, the teacher would give time to the student who played the role of the Observer to share his/her notes from the Observers Checklist.

Teacher should then ask the voters to de-brief, asking questions such as:

- How did you feel about having this role?
- Did you find anything confusing during your voting experience?
- Do you think this experience is like the real experience of voting? (why/why not?)
- Did you feel like you were treated fairly during the voting process? (why/why not?)

Teacher should allow plenty of time for discussion. Sufficient time for reflection after the mock election should be allowed for the students.

Teacher should first let participants recall what took place in the mock election (including all the preparations that took place and behind the scenes by the PO and others).

Students should be encouraged by the teacher to analyse what happened and then to draw out lesson that they have learnt and that they feel can be applied in a real election.

Finally, general questions should be asked such as:

- How did you feel about the mock election?
- Did they see themselves as an important part of the election? Why or why not?
- Was the mock election realistic?
- What, if anything, could have been done differently? What other outcomes were possible?
- What did you learn from the experience?
- Is there anything that is still confusing about any of the processes? (E.g. like the seat allocation process).

Advise the students that in reality after a General Election has finished and all other process are completed the *writ* is returned to the President of the Republic of Fiji by the Electoral Commission.

ASSESSMENT QUESTIONS AND OTHER IMPORTANT NOTES

Sample Questions

LESSON 1 & 2 Introduction To Elections & Why Vote

Part A Multiple Choice

(5 marks)

- 1. What is an Election?
 - A. Making a decision in Parliament
 - B. People voting for their representatives in the government
 - C. Appointing members of government
 - D. Refusing to vote

2. At what age are citizens eligible to vote in elections in Fiji?

- A. 21
- B. 20
- C. 19
- D. 18
- 3. Who plays an important role in selecting the government of the day? *A. Citizens*
 - B. The Prime Minister
 - C. The President
 - D. The Political Parties

4. "Rights comes with Responsibilities", which right is exercised during elections?

- A. Right to a prompt and fair trial
- B. Right to life
- C. Right to vote
- D. Right to basic necessities

5. What is universal suffrage?

- A. Right to freedom
- B. Males above 25 years have the right to vote
- C. Women have the right to vote
- D. Citizens having equal rights to vote

Part B Short Answer Questions

(8 marks)

Teachers should look for the following types of responses from students. Each concept identified by the student should be awarded one point

1. Why are elections important?

- People get to choose who will form the government and make decisions, laws on their behalf
- Voting in elections is the best way to make your "voice" heard.
- An autocracy, monarchy, or dictatorship would prevail without elections.
- Through elections, citizens have the ability to decide on who represents them in government.

(2 marks)



2. How is government formed after an election?

- The Constitution of the Republic of Fíji establishes Fíji's system of government through free and fair elections every 4 years.
- Members of Parliament are elected by the people of Fiji, members from the political party with the majority of seats in Parliament form the Government.
- To win election to Parliament, a political party (or an independent candidate) must win five percent of the total valid vote nationwide.

3. Explain Free and Fair Elections?

- 'Free' means that all those entitled to vote have the right to be registered and to vote and must be free to make their choice.
- An election is considered 'free' when you can decide whether or not to vote and vote freely for the candidate or party of your choice without fear or intimidation. A 'free' election is also one where you are confident that who you vote for remains your secret.
- 'Fair' means that all registered political parties have an equal right to contest the elections, campaign for voter support and hold meetings and rallies. This gives them a fair chance to convince voters to vote for them. A fair election is also one in which all voters have an equal opportunity to register, where all votes are counted, and where the announced results reflect the actual vote totals.
- When an election is free it means that people can nominate as a candidate (if they are eligible) and people can vote for those people without fear of punishment.
- When an election is fair it means that all voters and candidates are treated equally. There is no miscounting, bribery or fraud.

4. Describe the voting system?

- The electoral system is called proportional representation (Modified D'Hondt), with the whole nation voting as a single constituency for a 50-member unicameral Parliament.
- The election of members of Parliament is by a multi-member open list system of proportional representation, under which each voter has one vote, with each vote being equal in value.
- Voters mark their preferred candidate by marking a number that corresponds to the name of their preferred candidate on one ballot paper which is counted with all the other ballot papers.

(2 marks)



(2 marks)

(2 marks)

LESSON 3 Fijian Elections Office

Part A Multiple Choice

(5 marks)

- **1.** What is the mandate of Fijian Elections Office (FEO)? *A. Conduct general and other elections in the country*
 - B. Conduct census
 - C. Conduct elections in the school
 - D. Campaign for changes

2. Where is the Headquarters of FEO located?

- A. Lautoka
- B. Suva
- C. Labasa
- D. Taveuni
- 3. Which elections officer reports to the Electoral Commission under the legal framework?
 - A. Polling Agent
 - B. Presiding Officer
 - C. Supervisor of Elections
 - D. Research Officer

4. Which legal document contains the rules for voter registration in Fiji?

A. Polling Agent's HandbookC. ConstitutionB. Voter Instruction BookletD. By-laws

5. Which of the following essential characteristics of free and fare elections? *A. Secret Ballot.*

- B. All candidates can state their views freely.
- C. Good food is provided by candiates at election meetings.
- D. Voters are frightened of electing someone not from the government party (or someone locally powerful).

Part B Short Answer Questions

(8 marks)

1. State two core values of the FEO.

- Right to vote- every citizen over the age of eighteen has the right to vote;
- One person, one vote, one value- every voter has one vote, with each vote being equal;
- Secrecy of the ballot- every voter has the right to vote by secret ballot;
- A síngle National Register of Voters- every registered voter shall be listed on a síngle National Register of Voters;
- Honesty, integrity and transparency- the FEO values honesty, integrity and transparency in all its transactions;



- Independence and impartiality-the FEO is an independent body and shows no preference in either speech or action for any individual candidate or Political Party;
- Professionalism- the FEO is a professional body that adheres to the highest standards of conduct and practice; and
- Innovation- the FEO aspires to introduce the most innovative solutions and practices in delivering its functions.

2. Explain the responsibilities of the FEO.

- · Conducting elections and referenda;
- Maintaining the National Register of Voters;
- Voter education programs and activities;
- Voter registration;
- Public awareness programs;
- Research, advice and assistance on electoral matters to the Parliament, other government agencies and recognized bodies and agencies;
- Assistance in overseas elections and referendums;
- · Administration of election funding and financial disclosure;
- · Administration of party registration requirements; and
- · Conducting the trade union and municipality elections.

(2 marks)

3. What are the documents required for voter registration?

Birth certificate, Valid Photo ID card or a valid Fijian passport

(2 marks)

4. Describe two criteria preventing citizens from becoming a political candidate.

- Bankrupt;
- A Public Officer;
- Not a cítízen of Fíjí;
- Member of the EC;
- Serving a prison term;
- · Convicted of any offence with a 12 months' imprisonment term prior to nomination; and
- Disqualified for an electoral offence.

(2 marks)



(2 marks)

CHONS OFFI V ELECTIONS OF My Dection, My Till **FIJIAN ELECTIONS OFFICE** FIJIAN ELECTIONS **FIJIAN ELECTIONS OFFICE FIJIAN ELEC** FIJIAN ELECTIONS OFFICE FIJIAN ELECTIONS OFFICE FIJIAN ELECTIONS OFFICE OFFICE **FIJIAN ELEC FIJIAN ELECTIONS OFFICE** ONS OFFICE TIONS OFFICE FIJIAN ELECTIONS AN ELECTIONS OFFICE ECTIONS OF

Source: Fijivillage | Fiji's Latest News and Sports website

1. Identify the person depicted in the resource above.

- Mr Mohammed Saneem
- · Supervisor of Elections

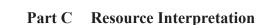
2. Explain two roles of the above mentioned person.

- Registers polítical parties
- Implement voter information and education
- · Conducts General Elections

3. State the significance of this role in the election process.

- Ensures that the General Election is conducted in a timely manner and in accordance with the law
- Ensures that the General Election is conducted in a free and fair manner

(1 mark)



89 FIJIAN ELECTIONS OFFICE

(1 mark)

(2 marks)

(4marks)

Part D Paragraph Writing

(5 marks)

Discuss voter registration and highlight its importance.

| • |
|-------|
| • |
| |
| • |
| |
| • |
| • |
| • |
| |
| |
| • |
| |
| |
| |
| |
| |
| |
| • |
| • |
| • |
| |
| • |
| • |
| • |
| • |
| • |
| • |
| • |
| - |
| |
| |

LESSON 4 Conduct Of Elections In Fiji

Part A Multiple Choice

(5 marks)

1. What are Polling Venues?

- A. Evacuation center
- B. Workstation of public officers
- C. A place where people go to cast their vote
- D. A recreation center

2. Who is a Presiding Officer?

- A. Venue queue controller
- B. Observer
- C. Media Official
- D. Election Official in charge of a polling station in an election

3. When does the counting of the ballot paper begin?

- A. After a candidate cast his vote
- B. During election
- C. At the end of election
- D. Commence immediately after balloting in the polling station
- 4. What percentage of the total votes is needed by a party to win a seat in Parliament?
 - *A.* 5
 - B. 10
 - C. 15
 - D. 20
- **5. Which election official looks after the ballot box inside the polling station?** A. ID officer
 - B. Ballot box guard
 - C. Ballot paper issuer
 - D. Police officer

Part B Short Answer Questions

(8 marks)

1. Why is Election Day a Public Day?

• To allow voters access their polling venue so that they are able to excuse their democratic right to vote.

(2 marks)



2. Differentiate between pre-poll and postal voting?

- Pre-poll is for those Voters that cannot make it on Election Day subject to the following:
 - a. Resídes in a remote place or the number of voters in a locality is not sufficient to create a polling station
 - b. Is a resident of a nursing home or health care facility;
 - c. Is a member of the disciplined forces or
 - d. Is under pre-trial detention or sentence of imprisonment
- Postal voting is for Voters who are unable to vote on Election Day where they can register to vote through postal application. The FEO will send them their postal ballot packages.

(2 marks)

3. State two roles of Election Observers?

- Observe the electoral process to ensure that is done in a transparent and credible manner.
- Provide recommendations to improve the electoral processes

(2 marks)

4. Why is it important to maintain political neutrality at the polling stations and venues?

• To protect the voters from any party influence prior to casting their votes

(2 marks)

(5marks)

Part C Resource Interpretation

Resource I



1. Identify the voting step shown in the resource above.

- Step 7 to 9 of the voting process
- Identification stage

(1 mark)

FIJIAN ELECTIONS OFFICE 92

2. Why it is important to have the presence of police at the polling venue?

- To verify the identity of the voter
- To ensure that the voter is the same person as pictured on the VoterCard
- To confirm the eligibility of the voter to cast their vote

(2 marks)

3. How does the above process contribute to the smooth running of the election?

- It ensures that a person does not vote twice
- It ensures that a person does not use someone else's identity to vote

(2 marks)

Resource II

(4marks)



1. Identify the paper that is placed in the box.

· A ballot paper

2. What is the significance of the ballot box?

- It stores all marked ballot papers
- · It ensures security of marked ballot papers
- · It maintains the secrecy of the ballot

3. Why are votes cast secretly?

- To allow the voter to exercise their right to vote without any influence from anyone
- To protect the intention of the voter in marking their ballot paper

(1 mark)

(2 marks)

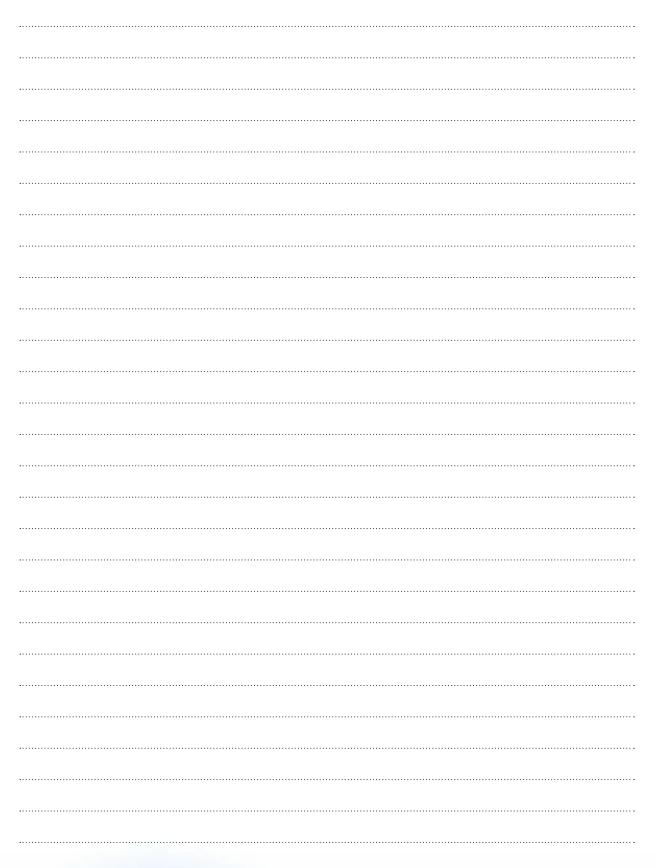
93 FIJIAN ELECTIONS OFFICE

(1 mark)

Part D Paragraph Writing

(5 marks)

Discuss the stages involved in carrying out Elections.





Glossary

| Ballot | To choose between a number of options; to cast one's vote on an issue. Another word for ballot is 'election'. |
|--------------------------------|---|
| Ballot box | The marked Ballot Papers go in a Ballot Box. |
| Ballot Paper | The piece of paper you receive at a Polling Station where you choose the candidate you want to vote for. Marked Ballot Paper should not be shown to anyone else. |
| Candidates | People who want to be chosen to represent their community as part of the government. |
| Democracy | A system of government based on the people of an entity, that is, 'government by the people'; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system. |
| Election | When citizens of Fiji choose who they want to represent them based on their own personal beliefs. Another word for election is 'Ballot'. |
| Electoral Management Body | Is usually an independent organization responsible for administering the elections and all other matters related to elections. |
| Government | The people in charge of the country who make important decisions about how things are run. This is made up of members from the political party that got the most votes. |
| Marginalised People | People who are disadvantaged or excluded from society due to their sex, social class, race,ethnic group, skin colour, religious affiliation, ethnic origin, educational status, childhood relationships, living standards, sexual identity or preference, or appearance. |
| Media | The main ways for disseminating information to a large number of people and includes journalists and other public communicators and communication technologies such as television, radio, newspapers, the internet and mobile phones that provide news and information to the public. |
| Member of Parliament (MP) | The official title of someone who has been chosen to represent their community in the Fijian Government. |
| National Register of Voters | Means a register of persons entitled to vote at an election. |



| Opposition | The people who help keep the government responsible to the citizens of Fiji. This is made up of members from the political party that got the second most votes. |
|-------------------|---|
| Political Party | A group of people who have the same beliefs about how to run the country and want to become part of the government. |
| Preference | A greater liking for one alternative over another or others. In 'alternative' voting systems, voters can express preferences, or rank their candidate from the one they like the most to the one they dislike the most. |
| Pre-Poll Voting | For voters unable to vote on Polling Day, there are advance Polling Stations where you can vote a few days before the election. |
| Postal Vote | For voters unable to vote on Election Day, voters can register to send and receive their votes by post. |
| Presiding Officer | An Election Official in charge of a Polling Station at an election. |
| Representation | Refers to an arrangement whereby one is enabled to speak and act with authority in the behalf of some other. Political representatives are elected officials who speak and act for the citizens who voted for them. |
| Secret Ballot | A ballot/vote in which votes are cast in secret (i.e. no one can see who you vote for). |
| Stakeholder | A person who has a 'stake' or interest, in a particular process. |
| Suffrage | The right to vote in elections, for all adults who are not disqualified by the laws of the country (sometimes referred to as 'universal suffrage'). |
| Threshold | Is the minimum percentage or amount of the vote which a candidate or political party requires to achieve before they become entitled to any representation in a legislature. |
| Voting System | A voting system (or electoral system) is the set of rules that determines how elections and referendums are conducted and how their results are determined. It includes the process by which actual votes cast is translated into seats of the members of parliament. |
| Vote | It is a method of choosing your representative. This is done by casting of Ballot Papers for General Elections in Fiji. |

Acknowledgements

This 'Introduction to Elections: A Learning Module for Year 10 Social Science Teachers Manual' has been developed by the Fijian Elections Office [**FEO**] in line with the 2015-2019 Strategic Plan, Goal 9, Objective 1 and Activity 31, which is to deliver voter education program targeting newly eligible voters.

Special acknowledgement and gratitude is extended to the following individuals from the FEO:

- Yvonne Goudie (Consultant)
- Ravneel Chand
- Asenaca Kolinivala
- Shelvin Naidu
- Ana Mataiciwa
- Ronald Osmond Mario
- William Lomaloma
- Nikhil Prasad
- Aisake Saukawa
- Suliasi Tokoni
- Venisita Vunivalu
- Jiuta Bogiso
- Shivika Mala

The FEO would also like to whole heartedly thank the Curriculum Development Unit (CDU) of the Ministry of Education for their insights and contributions, in particular the following individuals:

- Vimlesh Chand
- Sheik Mohammed Masud
- Sisilia Vurewa
- Eparama Veivuke
- Sangeeta Devi
- Janice Nath

This *Teachers Manual* would not have been complete without the assistance of the following teachers:

- Anuradha Prasad
- Noreen Nataqa
- Josateki Tabua
- Seruwaia Talemaibau Lee
- Dinesh Naidu

Their partnership and support has greatly assisted the FEO to successfully produce the first ever *Introduction to Elections: A Learning Module for Year 10 Social Science Teachers Manual,* aiming at all Year 10 students.

Mohammed Saneem Supervisor of Elections

NOTES









Contact us

Phone: +679 331 6225 | Fax: +679 331 6026 Email: voter.edu@feo.org.fj | Web: www.votereducation.feo.org.fj Facebook: @Fijianelectionsoffice | Twitter:@OfficialFEO

HEADQUARTERS 59-63 High Street, Toorak, Suva. P. O. Box 2528, Government Buildings, Suva.

