Vote for Me!
by Timothy Tuck

Each integrated unit contains:
- 6 pages of teaching notes in an integrated teaching sequence
- 10 practical blackline masters
- National Profile outcomes
- A useful resource list
Learning Area Focus  Studies of Society and Environment

Topic  ‘Voting’ is how people indicate their choice, opinion or decision on issues. This unit develops students’ understanding of different forms of voting and vote counting. Through classroom activities, students will be introduced to procedures and issues involved in voting in referendums and elections.

National Profile Outcomes

Students will:

- **English 4.2** Consider aspects of context, purpose and audience when speaking and listening in familiar situations.
- **SOSE 4.1** Describe significant events in some periods of Australia’s past.
- **SOSE 4.2** Construct a sequence of some major periods and events.
- **SOSE 4.3** Portray an event or occasion from a particular perspective.
- **SOSE 4.12** Show how information is used as a resource to make and record decisions.
- **SOSE 4.16** Identify the types of data and sources required by a task and decide how they will be used to gain information.
- **SOSE 4.14** Describe how rules and laws are made.
- **SOSE 4.18** Design suitable strategies for tasks and to assist decision-making for particular purposes.

Resources

Books

Kaye Healey (editor), *Governing Australia*, The Spinney Press

Web Sites

- Australian Electoral Commission:  
- Constitutional Centenary Foundation:  
- The Australian Parliamentary Education Office:  
- Vote Smart Classroom (US):  
  http://www.vote-smart.org/education/
- Web Sites on National Parliaments:  
  http://www.polisci.umn.edu/information/parliaments/index.html
- World Wide Constitutions:  
  http://www.eur.nl/frg/iacl/const.htm
- Australian Constitution:  

Organisations

Australian Electoral Commission  
(Electoral Education Section, Canberra)  
Assistant Director Education Centres, Curriculum, Teacher Development 02 6271 4440
The Constitutional Centenary Foundation,  
Level 2, 723 Swanston St, Carlton Victoria 3053

Software

*Election Time*, Black Hat Software (New Horizons Educational Computing Services)
Vote for Me!
Teaching Notes

Introduction
Voting is a procedure that allows a group of people to choose between alternatives. Our democratic society uses voting in three main ways:
1. Electing people to represent us (members of parliament, local government councillors, union representatives or committee members).
2. Making decisions regarding courses of action (motions or referendums).
3. Indicating preferences (polls and surveys).

This unit aims to develop students’ concepts of voting and voting systems, their appreciation of the need for different methods to maintain fairness, and their understanding of the application of voting in society, specifically with regard to referendums.

BLM 1 is a glossary containing definitions of commonly used terms.

Background information
Voting
- To vote in colonial Australia you had to be male, own property and be non-Aboriginal.
- In 1901, four of the six States allowed Aborigines to vote, although Victoria and NSW had laws preventing people receiving charity to vote.
- All Aboriginal adults could vote in elections from 1962.
- New Zealand was the first country in the world to introduce ‘universal suffrage’, the right to vote for all women (including Maori women).
- All non-Aboriginal South Australian women could vote (or stand for election) from 1894.
- Voting became compulsory in Australia in 1924.

Referendums
- The Constitution can only be changed through a referendum or ‘popular vote’ (see BLM 2).
- Parliament must provide a short ‘for and against’ case for any constitutional change unless no-one votes against it when it is proposed.
- Only 8 out of 42 proposals taken to referendums have been approved.
- An advisory referendum (or plebiscite) is used by governments to ‘test’ how electors feel about proposed decisions or issues.

The Australian Constitution
The first parliament of the Commonwealth of Australia was opened by the Duke of York (King George V) on 1 January 1901, with Sir Edmund Barton as the first Prime Minister. The document establishing the Commonwealth Government, the ‘Constitution of Australia Act’, spelt out not only the structure of this new ‘layer’ of government but also the tasks it would be responsible for, the powers it would have, and the laws it could make.

Our Constitution is based on those of Britain and the United States. In 1901, most of the colonies already had governments based on the British system. British elements include the Westminster parliamentary system (which specifies, among other things, a head of state who is not also head of government, and a judiciary independent of the executive and legislature), the Constitutional monarchy and ‘common law’ protection of individual rights. US elements include the structure of the Federal system, the Senate and the court system. The idea of allowing voters to change the Constitution using a referendum came from Sweden.

Let’s be unfair!
The aim of this activity is to introduce the concept of voting as a democratic process by demonstrating a decidedly undemocratic decision-making process. You’ll need a free lesson to offer to students as ‘bait’. Tell the class that you’ve decided they deserve a lesson off, and ask them for ideas as to what the free time should be used for. Now tell the class that you, the teacher, are going to choose one activity to do.
Then be unfair. Choose the one most likely to be unpopular. If this doesn’t cause enough strife, say you don’t like any of them and put a new (even more unpopular) activity on the board.

When the class settles, discuss whether it is unfair for the teacher to choose. What’s a better way of choosing?

Have students complete BLM 3, which suggests some strategies for reaching a decision. Discuss the positive features and possible problems associated with each method. Have the class rank each decision-making method. Collate the results and use the first-past-the-post voting system to decide how you will decide on the free lesson activity.

Now use your chosen method to select the activity, and enjoy the free lesson!

Voting

Brainstorm a list of where we vote, and what we vote for. Some suggestions might be elections for Parliament, choosing class representatives, celebrity polls in magazines, or electing a school council.

Discuss what the vote is for (an election, a decision, or a survey of opinion?) and what method of voting is used. Who isn’t allowed to vote? Is that fair? Is the method simple or complex? Cheap or expensive? Why might that method be used in that situation?

Discuss the scenarios listed in BLM 4. Have students complete all sections that they can. Some situations may need additional research, e.g. how is the Prime Minister elected? Discuss whether buying a product is a form of voting. Fill in BLM 4 as the following activities are completed.

First-past-the-post voting

This is the simplest form of voting. At its most basic, it involves offering a number of choices: the winner is the one selected by most people.

Ask the class to vote on one of these issues, but don’t allow discussion before voting: football is better than netball; Silverchair is better than the Backstreet Boys (update as necessary!); smokers should be allowed to smoke anywhere; all brown-eyed children should do extra homework.

Discuss which side won each vote, whether anyone abstained from voting, whether the voting was fair, if any group voted in a block? (e.g. did most boys vote for football?) How did students feel about voting for the more complex issues? Can this type of question be answered with a yes or no? What situations are suitable for majority voting, and when might it be unfair?

Not all forms of voting are fair in every situation. First-past-the-post voting works well in yes/no votes or ‘two-horse races’, but can be unfair to the majority of voters where there are multiple choices. Voting can also be unfair if the people most affected by the vote are not allowed to participate or are out-numbered.

Block voting

Block voting is used to vote for a set number of alternatives from a given list, for example:

- The class band can play 10 songs. Four must be chosen to be performed for the next assembly.
- On a visit to the zoo there is only time to see seven exhibits, and you must choose which.

Use one of these scenarios, or invent your own, and conduct a block vote. Have students design a block voting ballot paper. This should have the name of the decision to be made (e.g. ‘Assembly Play List Vote’), voting instructions (e.g. ‘Tick any four boxes’), and the list of alternatives. Introduce the idea of an informal vote by discussing what would happen if a voter used crosses or numbers instead of ticks, or marked more or less ticks than the required number.

Similarly, introduce the concepts of a secret vote, scrutineers (see glossary on BLM 1) to check the count is fair, and tallies to record the vote. (NB: Voting is not compulsory in Australia’s Antarctica station because secret votes cannot be guaranteed.)

Point out that in block voting, each ‘tick’ is equal to one vote. There are no ‘preferences’. When voting is completed, and results have been tallied, declare the winner and discuss the result. Was it fair? Did some students want to select more/less choices? Did any want to put them in order of preference? Where else might block voting be useful?
Preferential voting
This is the system used to elect State and Federal politicians. (The Senate, however, uses the proportional representation system.) Instead of making single or multiple choices with the same weighting, the choices are ranked from the most to the least preferable. Preferential voting has some advantages, e.g. the most preferred candidate should win, and even if your first choice isn't elected you may at least have your next choice. Disadvantages are that the counting procedure is complicated, and sometimes the candidate with the most first preferences does not win. To work through an example of the preferential voting system, see BLM 5.

A class preferential vote
Have students complete the following vote. Enter results on BLM 6.
1. Present the issue to be voted on.
2. Hand out voting slips. (See BLM 10.)
3. Collect the votes, shuffle and redistribute to the class for collating.
4. Tally first preference votes.
5. If a choice has over 50 per cent of the vote, they win! If not, count the second preferences for least preferred choice.
6. Add these to the vote total for each choice. If a choice now has over 50 per cent of the vote, they win! If not, repeat steps 5 and 6 until one choice wins.

Referendums: voting to change the Constitution
Referendums are special votes taken to decide whether the Australian Constitution may be changed or not. All Australians eligible to vote in Federal elections are eligible to vote in referendums.

What is the Constitution?
The Constitution is the set of rules setting out the way in which Australia is to be governed. Distribute the Constitution to students, along with BLM 7. (Copies of the Constitution are available from http://www.centenary.org.au.australian/constitution.html) After students have finished, discuss their answers. Were there any surprising sections? (e.g. the Governor-General being able to dismiss Parliament and having to approve new laws) What parts of the Constitution need changing from 1900? (e.g. increasing salaries, inclusion of the Northern Territory)
Discuss how parts of our Constitution are based on laws and systems from other countries, including Britain, the US and Sweden. Research other countries’ Constitutions. What similarities or differences can be found?
Create a School Constitution with students. Keep the Federal/State division but substitute School/Classroom. What responsibilities would the school have? (e.g. upkeep of buildings, provision of facilities and materials). What responsibilities would the class have? (e.g. classroom displays, rules about classroom behaviour). Which school laws are written down already? Are there unwritten laws that students or teachers follow?
Investigate whether the school has procedures for changing school rules. Who is able to suggest changes to school rules? Teachers? The Principal? Parents? Should students be allowed to have a say in class rules? School rules?

How and why do we change the Constitution?
Our Constitution is almost 100 years old and the world has changed a lot since then. For example, the Northern Territory was not included in the original Constitution. The people who wrote the Constitution knew changes would have to be made. Their job was to write the Constitution so it was neither too easy, nor impossible, to change.
Hand out and discuss BLM 8. Have students write a short story or play, a humorous newsletter or newspaper article based on one of the two schools. What might happen if a small group could change the rules? What might happen if a rule cannot be changed?
Encourage a sense of the ridiculous; a suggested rule might be that everyone MUST eat in class; or a school might be forced to have daily fitness outside, despite rain, snow or drought, just because one student won’t change the rules. Share the stories. What would be a more balanced situation? How could the situation be changed?

Rules for altering Australia’s Constitution are found in paragraph 128 of the Constitution itself. The necessity for both a majority of both States AND a majority of voters is called a double majority. Can the class see any problems with this? Have them consider the following scenario of a primary school with a rapidly growing junior section.

Their are eleven classes across six year levels with the following number of students:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classes</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of students</td>
<td>70</td>
<td>80</td>
<td>50</td>
<td>30</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

**Problem:** The school has two playgrounds of the same size. Years 1-3 students use one and Years 4-6 use the other. Younger students are feeling crowded and want to share the other playground; the older students say they don’t want the younger students there because it’s THEIR playground. The principal decides to put the issue to a referendum. Assuming that a double majority is required to pass the new ‘rule’ how might the vote go?

How many classes are needed for a majority? (4/6) How many votes are needed for a majority? (141) Have students work in small groups to predict the most likely outcome. Consider which classes will vote YES (share the playground), which will vote NO (don’t share), and which students might be convinced to ‘swing’. (Year 6 students may not care, as they’re leaving.) Discuss the predictions. Is the referendum voting procedure fair? Does it give some groups more power? Does it penalise larger groups? Which Australian States have the largest populations? Which have the smallest? Are referendums fair to these States?

**Yes or no? Deciding how to vote.**

All referendum issues are reduced to yes/no decisions. A referendum requires that voters are presented with both sides of the argument: reasons to vote for the change, and reasons to vote against it.

Using the previous school playground scenario, discuss the arguments that could be used to convince students to vote a particular way.

Consider: presenting the facts (there will be more students in the playground, but the same amount of room); making voting against an argument seem scary (older students will be blamed if younger students are hurt); making voting for an argument feel good (a no vote is a responsible vote); looking to the future (you’ll want extra room when you’re as old as us); and looking to the past (older students have always had their own playground).

Have half the class prepare a list of reasons why the younger children should be allowed to share the playground, and the other half prepare a similar list why they shouldn’t. Make sure they include one of each kind of argument. Encourage students to be creative. Share the ideas. Would any students be convinced to vote one way or the other by the arguments presented? Collect examples of these types of arguments as demonstrated in advertisements. What is the place of humour in convincing people to vote (politically or with their money)?

**Voting for a referendum**

A referendum must be held between two and six months after the proposal is passed by Parliament. Those voting for the proposal prepare arguments for the YES case, and those voting against prepare arguments for the NO case. These arguments are sent to the Electoral Commission. The Governor-General then writes a writ for the referendum and a polling date is set, between 33 days and 58 days away.

**BLM 9** lists the topics and dates of Australia’s 42 referendums. As a class, research the result of each referendum, then discuss how many previous referendums have been successful (8/42), why so many referendums were not carried, and whether there is anything significant about the referendums that were carried.

**Culminating activity**

By now students have acquired knowledge about voting procedures, the Constitution and referendums. To complete the unit, hold a referendum with Bills, yes/no campaigns, ballot papers, voting, tallies and (if the vote succeeds!) changes to the Constitution.
The issue
The choice of issue will be important in sustaining interest throughout the culminating activity. Suggestions are:

- **School based:** there should be more PE/maths/art lessons each week; the canteen should sell only healthy foods; older students should be allowed special privileges.

- **Community:** the main street should be a mall; a new/better park should be built.

- **Political:** the voting/driving age should be lowered to 12; Australia must stop all mining of radioactive materials.

- **Humorous:** all cars must be painted in Australia's national colours; the new national anthem should be 'Tie Me Kangaroo Down, Sport'; the AFL final should be held in every capital city in Australia in turn.

**NB:** remind students that these are not decisions which would need to go to a referendum, but would be made in a normal sitting of Federal or State Parliament, Local Council or staff meeting. Referendums are only used to alter Australia's Constitution. You could discuss possible topics an actual referendum might have: e.g. Should Australia become a republic? Should Australia have a Bill of Rights? Should Australia recognise Aborigines’ prior occupation of Australia? Should Australian citizens be able to sponsor referendum proposals? (Currently all proposals must come from the Federal Parliament.)

Students have learnt about at least three voting systems, so have them use one of those methods to select the issue to be put to a referendum.

Simulate the passage of the Bill through the Upper and Lower House. Split the class into two (House of Representatives and the Senate). Students will need to research the issue and prepare their cases for and against it. Debate the issue in the Lower House and vote (sneakiness or vote-fixing may be required to ensure the Bill's successful passage!), then debate the issue in the Senate. If the Senate vote against it, the Bill may need to return to the Lower House.

Once the Bill has been passed, you'll need your class's Governor-General to present the writs to the electors. You may wish to dress up your Governor-General in a suit and make a ceremony of it.

You may also want to involve other classes to increase the voting numbers on Polling Day. If this is an option, you can rule that the proposal must pass by a double majority: a majority of classes and of students.

Polling day
Referendum polling days are usually on Saturdays, so the class will need to select another appropriate time. A week between the issue of the writs and polling should be enough for students to present their cases for and against, but not so long that they lose interest.

Students will need to prepare documents outlining YES and NO cases, to be presented to every voter. To convince the public to vote for their case, students could make radio or television advertisements; create posters, stickers, badges and slogans; distribute pamphlets; or organise a rally.

You'll need the following props:

- **Ballot papers:** photocopy on recycled paper (see BLM 10 for sample forms).

- **Ballot boxes:** use large cardboard boxes and cut a slot in the top. (Or you may be able to scrounge real boxes from the local council.)

- **Voting booths:** voting should take place in 'privacy' if possible. Use cardboard to partition desks off to provide private booths.

- **Signs:** 'Polling Booth', 'Vote Here, 'How to Vote'.

- **Register of voters:** use class lists, and mark names off as citizens vote, so they can't vote twice.

- **Badges:** to identify returning officers, officials, scrutineers and queue controllers.

Voting could take place in class-time or in a lunch break (non-compulsory!). Students from both sides hand out 'how to vote' papers. Voters should line up to be checked off the electoral roll, vote, then place the paper into a ballot box. Turn the classroom into a tally room and involve all students with the tally.

The result
Which side of the issue won? Why? Were there any discernible voting trends? The losing side may need consoling – remind them that only 8 of the 42 real referendums have been won!
Glossary

**Absolute majority:** receiving more than 50 per cent of votes in an election

**Ballot paper:** the paper on which a vote is recorded

**Ballot box:** the box into which ballot papers are placed

**Bill:** a proposed law being considered by Parliament

**Campaign:** planned activities to convince people to vote for a candidate

**Candidate:** someone who wants to be elected

**Compulsory voting:** being required by law to vote

**Constitution:** the list of laws describing how a country is to be governed

**Democracy:** a country governed by a parliament elected by voters living there

**Election:** the choosing of people (by voting) to represent voters

**Elector:** a person living in an electorate

**Electoral roll:** list of people living in an electorate

**Electorate:** an area of Australia whose voters are represented in Parliament

**Federal:** to do with the National Government

**Governor-General:** the Queen’s representative in Australia

**Lobbying:** to convince the government to make decisions in a particular way

**Petition:** a document containing the names of people who wish to make a request to a government

**Poll:** an election or a vote

**Polling booth:** a place of voting on election day

**Postal vote:** making a vote by post

**Preferential voting system:** voting by ordering a list of candidates by preference

**Re-count:** re-checking the results of an election

**Referendum:** a vote to decide whether to change the Constitution

**Scrutineers:** officials who watch to ensure the vote counting is fair

**Suffrage:** the right to vote

**Vote:** making a choice or decision

**Writ:** legal document telling someone to do something
Changing the Constitution

The proposed law for the alteration must be:
2. Passed by an absolute majority of the Upper House of Parliament.
3. Submitted within 2 and 6 months to the electors of each State.
4. Passed by a majority of voters in a majority of States.
5. Passed by a majority of all voters.
6. Given the Queen’s assent.

The failure of a law to gain a majority in both houses doesn’t necessarily end the proposed change. If either house rejects the change the Bill can be reintroduced again after three months. If the other house still won’t accept it (or still wants to change it) the Governor-General can go ahead and submit the proposal to the electors anyway.
Name: ................................................................................................................Date: .......................................................................................................................... 

But that's unfair!

Decisions can be made in many ways in our class. What are the good and bad points about the methods listed below? Which method would you as a student prefer? Rank (put the methods into order) from 1-10 (with 1 being the first choice).

<table>
<thead>
<tr>
<th>Method</th>
<th>Good</th>
<th>Bad</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher decides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We toss a coin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We pick a choice out of a box at random</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The whole class votes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only the girls vote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only the boys vote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We let the principal decide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who got top marks in the maths test choose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who can raise one eyebrow decide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher can pick someone to decide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ................................................................................................................ Date: ............................................................

Voting For...

- Electing three members to the school council
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- Electing a member of parliament
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- Electing the captain of the hockey team
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- Choosing a new Australian flag
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- Choosing the Prime Minister
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- Choosing a King or Queen
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- Choosing the school principal
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

- The number one CD of the week
  How?...................................................................................................................................................................................
  Who’s allowed to vote?...........................................................................................................................................................
  Is it fair?.............................................................................................................................................................................

Is it fair?

Who’s allowed to vote?

Is it fair?
How Preferential Voting Works

Thirty children are asked to vote on their favourite colour to paint the classroom. Colours are ranked from most preferred (1) to least preferred (5).

<table>
<thead>
<tr>
<th>Colour</th>
<th>First preference votes</th>
<th>Second preference votes from</th>
<th>Second preference votes from</th>
<th>Second preference votes from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>11</td>
<td>+0</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>+0</td>
<td>+1</td>
<td>Distributed</td>
</tr>
<tr>
<td>Blue</td>
<td>7</td>
<td>+1</td>
<td>+2</td>
<td>Distributed</td>
</tr>
<tr>
<td>Yellow</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>Eliminated</td>
</tr>
<tr>
<td>Orange</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Eliminated</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>Eliminated</td>
</tr>
<tr>
<td>Blue</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>Eliminated</td>
</tr>
</tbody>
</table>

For all your teaching needs visit www.blake.com.au
# Class Preferential Voting

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Count first preference votes.</td>
</tr>
<tr>
<td>2</td>
<td>If no choice over 50%, distribute least preferred choice’s second preferences.</td>
</tr>
<tr>
<td>3</td>
<td>If no choice over 50%, distribute the remaining least preferred choice’s second preferences.</td>
</tr>
<tr>
<td>4</td>
<td>If no choice over 50%, distribute the remaining least preferred choice’s second preferences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total 1</th>
<th>Total 2</th>
<th>Total 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second preference votes from least preferred choice</th>
<th>Second preference votes from remaining choice</th>
<th>Second preference votes from remaining choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

For all your teaching needs visit [www.blake.com.au](http://www.blake.com.au)
Use of a copy of the Australian Constitution to find the missing words. Write down the indicated letters of each word to spell out the name of a famous Australian involved with the Constitution and the first Federal Parliament.

1. Paragraph 26: The original number of senators in South Australia. ______(1st letter)
2. Paragraph 51 (v): Parliament is responsible for Postal, telegraphic and _______________ services. (9th letter)
3. Paragraph 48: Each senator’s original allowance:__________hundred pounds. (4th letter)
4. Paragraph 51 (xxi): Parliament is responsible for __________________. (8th letter)
5. Paragraph 28: Every house of representatives shall continue for three years ... but may be sooner _______________ by the Governor General. (1st letter)
6. The Parliament shall sit at __________________ until it meets at the seat of government. (1st letter)
7. The Constitution is dated the 9th __________ 1900. (2nd letter)
8. Paragraph 58: Who does the Governor-General ask to pass the Bill? ______________. (5th letter)
9. Paragraph 109: If State and Commonwealth laws are inconsistent, the State law is ____________________. (7th letter)

10. Paragraph 51 (xvii): Parliament is responsible for _______________ and insolvency. (1st letter)
11. Paragraph 121: The Parliament may admit new __________ into the Commonwealth. (3rd letter)
12. Paragraph 48 (xxviii): Parliament is responsible for any influx of __________. (2nd letter)
13. Paragraph 20: The place of a senator can become _______________ if he fails to attend for two months without permission. (6th letter)
15. Paragraph 115: A State cannot coin ______________. (3rd letter)

Rules rule, ok?

Two schools, two rules

‘Welcome to Mud Flat Primary School where we believe that anyone, students included, can change our school rules as long as at least ten other people agree.’

‘This is Bitumen Drive Primary School and we believe rules are made to remain. We won’t ever change our school rules unless EVERYONE in the whole school agrees!’

Choose one of the schools and write a story, play, newsletter or newspaper article describing what happens when things go wrong.
## Past referendums


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Voting Forms

**BALLOT PAPER**

**DIRECTIONS:** Mark your vote on this ballot paper by placing the numbers 1, 2, 3, 4 and 5 in the squares respectively so as to indicate the order of your preference for each choice.

YOU MUST PLACE A NUMBER IN EACH BOX

VOTING IS COMPULSORY

**REFERENDUM**

**DIRECTIONS:** Indicate separately your vote in regard of EACH proposed law as follows:

IF YOU APPROVE write the word YES in the space provided.

IF YOU DO NOT APPROVE write the word NO in the space provided.

DO YOU APPROVE the proposed law for the alteration of the Constitution entitled-

DO YOU APPROVE the proposed law for the alteration of the Constitution entitled-

YOU MUST VOTE IN RESPECT OF EACH PROPOSED LAW

VOTING IS COMPULSORY