



**LEGISLATIVE ASSEMBLY**  
FOR THE AUSTRALIAN CAPITAL TERRITORY

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EDUCATION AND ENGAGEMENT PROGRAM



# **Elections** ACT



## **YEAR 5 INQUIRY RESOURCES**

AUSTRALIAN CURRICULUM—HUMANITIES AND SOCIAL SCIENCES—CIVICS AND  
CITIZENSHIP STRAND

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## YEAR 5 INQUIRY QUESTION—WHAT IS DEMOCRACY IN AUSTRALIA AND WHY IS VOTING IN A DEMOCRACY IMPORTANT?

The following set of civics and citizenship lesson plans have been designed around the David Walliams novel *Mr Stink* following a partnership between the Office of the Legislative Assembly and Elections ACT.

The Mr Stink story presents an opportunity to acquaint students from upper primary school with a number of key democratic concepts, including the importance of elections and the role of elected representatives in a parliamentary system.

The lesson plans are designed to be completed after students have read the story (or viewed the film/play) as they will need to be familiar with the characters and plot to understand and complete the activities.

Schools groups are welcome to visit the Legislative Assembly (numbers are limited) to participate in role play activities where students take on roles as the Speaker, Clerk, government members, opposition members and more.

The Assembly's education and engagement program offers a wide range of different programs for primary and high school students that can be tailored to meet the needs of teachers and students. For more information, contact:

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# WHAT IS DEMOCRACY?—CIVICS AND CITIZENSHIP STRAND (YEAR 5)

**Inquiry question:** What is democracy in Australia and why is voting in a democracy important?

**Learning Objectives:** By the end of the lesson the students will have defined 'democracy' and identified words that describe the values of a democracy.

**Resources:** David Walliams novel *Mr Stink*, resource 1, worksheet 1 and worksheet 2.

## AUSTRALIAN CURRICULUM

- The key values that underpin Australia's democracy (ACHASSK115)
- Using criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)

## LESSON ORIENTATION

- Mrs Crumb is standing for election to be a member of the parliament—rules based on Mrs Crumb's policies pg 84 (Teacher could read a few of these out to provide context to new class rules).
- Provide the list of new class rules to students (resource 1).

## LESSON BODY

**Scenario 1 (undemocratic):** Teacher to take role of a class dictator. These are the rules, read through them, students must obey. Whole class discussion—suggested prompt questions:

- How would the rules impact your lives?
- The teacher sets all the rules, students have no say, how does this make you feel?

**Scenario 2 (democratic):** Teacher proposes the same set of rules. There is a class discussion on the rules—prompt questions:

- Where do rules come from?
- How can we influence and/or change class rules?
- Do you agree with the new class rules? Why or why not?
- Are the class rules fair? Why or why not?

At the conclusion of discussion have the students vote with a show of hands to indicate if they agree or disagree with the proposed new class rules. Discuss why having a vote is important for deciding class rules.

Introduce the concept of democracy—explain the origin of the word 'democracy' (from Greek language). It combines two shorter words: 'demos' meaning people and 'kratos' meaning power or rule.

What is the opposite of democracy? Introduce the concepts of undemocratic (scenario 1) and democratic (scenario 2). Discuss which scenario students prefer, the disadvantages and advantages of each scenario, why they preferred a particular scenario.

Teacher to explain why democratic principles don't necessarily always apply in classrooms/schools:

- voting is allowed when people turn 18 years of age, it's important for adults to make decisions in the best interests of children; and
- All societies have rules which citizens (children and adults) obey to maintain order and stability (for example schools and workplaces).

**Worksheet 1:** In small groups or pairs students discuss and highlight which items in the list are democratic or undemocratic. Using the worksheet each group/pair writes a sentence of what democracy means to them.

**Extension:** Match different systems of government to their meanings (worksheet 2).

## LESSON REFLECTION

Each group to report on their definition, can the class agree on a definition of democracy (a system of government where people have a say on who governs them). Class to discuss the words that they think describe the values of a democracy (freedom, fairness, equality and justice).

## CAMPAIGNING TO BECOME A MEMBER—CIVICS AND CITIZENSHIP STRAND (YEAR 5)

**Inquiry question:** What is democracy in Australia and why is voting in a democracy important?

**Learning Objectives:** By the end of the lesson students will have explored concepts related to election campaigns, political parties, and standing as a candidate. Students will design a campaign poster.

**Resources:** Book/film *Mr Stink*, poster example for character “Duchess” (resource 2), poster characteristics (resource 3) and poster template (resource 4). If there is an election period underway students can bring in campaign brochures from home for discussion.

### AUSTRALIAN CURRICULUM

- The key features of the electoral process in Australia (ACHASSK116)
- Examine primary and secondary sources to determine their origin and purpose (ACHASSI098)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)
- Additional option—use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual print and audio elements (ACELY1707)

### LESSON ORIENTATION

Class discussion on elections to establish prior learning—suggested prompt questions to identify election terms:

- Who can become a member of parliament? (To become a member you must be over 18, an Australian citizen and be eligible to vote (living) in the ACT.)
- How do people become a member of parliament? (By standing as a candidate.)
- What is a political party? (An organisation that represents a particular group of people or set of ideas.) Do you have to be a member of a party to be elected? (No.)
- How do you know who to vote for? (election campaign and party/candidate policies).

### LESSON BODY

In small groups, students examine the campaign poster for Duchess (resource 2). Identify features of the poster (party or independent branding, a slogan, candidate information and election policies). Groups to report back on features they have found and identify common features between groups. Teacher to reinforce features and design of a campaign poster (resource 3).

Students use the template (resource 4) to design a poster for one of the characters in *Mr Stink*, suggestions include but not limited to Mrs Crumb, Chloe, Mr Stink or Raj (the shop owner).

Draw a picture of the candidate or an image related to one of their policies, include a slogan, a few

personal facts and at least two things (policies) that the character would do if elected.

## ALTERNATIVE OPTIONS

- Prior to the lesson students to collect real examples of brochures from an election campaign (home letter box delivery) or undertake research to locate election material.
- Create the poster using a word processing software program.
- Students create the poster with themselves as the candidate rather than characters from *Mr Stink*.
- Use the posters as a starting point for students to develop their ideas to help write their speech to be school captain (if applicable to year 5 students in your school).

**Extension:** Identify other forms of communication that candidates might use to help them get elected (e.g. advertising on radio/TV, social media, in person at a shopping centre or doorknocking).

## LESSON REFLECTION

Poster can be hung in the classroom, discussion based around how the posters would impact on how they would vote, what elements of the posters are influencing their voting decisions.

## VOTING—CIVICS AND CITIZENSHIP STRAND (YEAR 5)

**Inquiry question:** What is democracy in Australia and why is voting in a democracy important?

**Learning Objectives:** By the end of the lesson, the students will have explored concepts relating to Australian parliamentary elections and voting. Students will have gained an understanding of who can vote, why we vote to make decisions and electoral concepts including secret ballot, compulsory voting and preferential voting. These concepts will be explored by focusing on how voting works in the Australian Capital Territory in relation to electing members to the Legislative Assembly for the ACT.

**Resources:** Think-pair-share (resource 5), scenarios (resource 6) and ballot paper interactive game (resource 7).

### AUSTRALIAN CURRICULUM

- The key features of the electoral process in Australia (ACHASSK116)
- The roles and responsibilities of electors and representatives in Australia’s democracy (ACHCK023)

### LESSON ORIENTATION

Teacher to ask students to think of a time when they have voted for something or someone. In pairs or small groups students reflect on voting as a way of making decisions by looking at elections they may have participated in. After filling in the think-pair-share activity sheet students can share their findings with the class.

### LESSON BODY

Teacher led discussion on the topic of voting using questions/discussion points drawn from think-pair-share activity (resource 5):

- Who could or couldn’t vote? Do you have to be a certain age to vote?
- Was everyone allowed to vote?
- Did the election seem fair? Did everyone get an equal say? Could you vote more than once? Did you have to pay to vote? (Phone or app voting for TV shows etc.)
- Was it a secret? Is secrecy important—why or why not? How did you feel when it was not a secret? Did it change how you might have voted?
- Was it compulsory to vote? (Discuss the meaning of compulsory.)

Teacher to provide background information on voting in parliamentary elections in Australia. Explain the three levels of government (the Legislative Assembly for the ACT does the work of both state and local government).

Teacher to explain that (use scenarios outlined in resource 6 to assist):

- There are different ways to vote in elections depending on where you live. For example, some countries have 'first past the post' voting systems (where the candidate that gets the most votes wins). The disadvantage of first past the post voting is that it isn't always fair (resource 6).
- In Australian parliamentary elections **preferential** voting is used to elect politicians. This means that we are able to show our preferences for different candidates on the ballot paper (resource 6).
- Ask students to explain what a preference for something means (liking one thing more than another, liking various things in an order).
- When we vote using preferential voting, we use numbers on the ballot paper to show our preferences. If your first preference candidate does not get enough votes to be elected they will be eliminated from the counting (this is called 'excluding'). However, the people who voted for that candidate still get a say. We look at their ballot papers to see who their number two preference was and we give their vote to that candidate. This helps candidates to get more votes and, if they get enough, to win.
- Another kind of voting system is called the **proportional representation** system.
- Ask students to explain what a 'proportion' of something is, (a fraction of something). A proportional representation system of voting is used when there is more than one vacancy that needs to be filled. A candidate has to get a set proportion of the votes, called a **quota**, in order to win a seat. The proportion of seats that parties and candidates win is in proportion to the amount of support they have from the voters. So if 50% of the voters support a particular party, then that party should receive approximately 50% of the seats in the election.
- In the ACT we use the Hare-Clark voting system to elect the Members of the Legislative Assembly as we are electing five members to represent us from each electorate.
- Hare-Clark is a proportional representation voting system that uses preferential voting where voters are asked to show which candidates they prefer by numbering them.
- In the next lesson students will be voting for the characters from *Mr Stink* in the same way as members of the Legislative Assembly are elected in the ACT.

## LESSON REFLECTION

Practice preferential voting by using the ballot papers activity available on the Elections ACT website in preparation for the *Mr Stink* election lesson to follow.

[http://www.elections.act.gov.au/\\_data/games/game.html?game=ballot](http://www.elections.act.gov.au/_data/games/game.html?game=ballot) and/or watch the video <https://www.youtube.com/watch?v=pllw8OObg04>

## ELECTIONS—CIVICS AND CITIZENSHIP STRAND (YEAR 5)

**Inquiry question:** What is democracy in Australia and why is voting in a democracy important?

**Learning Objectives:** By the end of the lesson the students will have gained practical experience in voting and participated in the counting (scrutiny) mirroring how voting works in the ACT Legislative Assembly election.

**Resources:** Ballot papers, nameplates, voting screens, ballot box, count card (resource 7).

### AUSTRALIAN CURRICULUM

- The key features of the electoral process in Australia (ACHASSK116)
- The roles and responsibilities of electors and representatives in Australia’s democracy (ACHCK023)

### LESSON ORIENTATION

Teacher to explain that today is election day and set the scene. Ask:

- What day of the week is it? (Saturday.)
- Where might you go to vote? (Local schools/community halls are used as polling stations.)
- How will you know it is election day? (Information on television, in the newspapers, online, social media etc.)
- Who can vote? (You must be over 18, an Australian citizen, and enrolled to vote.)
- If you cannot attend a polling station to vote on election day, can you still vote? (Yes, cast a pre-poll vote in the three weeks before the election, or cast a postal vote. Polling officials also provide mobile voting—retirement villages and nursing homes.)
- How often is an ACT Legislative Assembly election held? (Every four years on the third Saturday in October.)

Show students the ballot paper. You can use the example attached (resource 7) or make your own.

Explain:

- Just like an ACT Assembly election, the candidates are grouped in columns under their party name.
- The instructions on the ballot paper tell you what to do. Reiterate using numbers only, that there can only be one “number 1”.
- Explain what makes a vote “formal” versus “informal” (resource 7).

### LESSON BODY

The Election (resource 7): Appoint a number of students as polling officials to assist with the election. You will need a ballot box guard, a queue controller, and two polling officials to give out the ballot papers.

Instruct students to:

- Queue
- Get name marked off the electoral roll
- Go to a voting screen
- Fill out the ballot paper
- Fold the ballot paper and put it in the ballot box

When everyone has voted (including officials) ask your ballot box guard to bring the ballot box to the front of the room.

Next count the votes by following the **counting the votes** checklist.

Declare the winners.

**Extension:** Students examine the reasons for compulsory voting and think critically about the responsibility this requires. Explore the concept of what 'compulsory' means by having the students name some things that are compulsory for them to do (for example, go to school, wear seat belts, wear bike helmets).

Do they think these things are a good idea?

In ACT Assembly elections everyone who is eligible to vote has to do so, do they think this law is a good idea or not? (Same as for all three levels of government in Australia.)

Divide the class into groups of those in favour of compulsory voting and those not in favour. Provide time for the students to write down their ideas. Have the students nominate people as speakers for the group and others to make posters to support the ideas. This online activity may be helpful

[http://www.elections.act.gov.au/\\_data/games/game.html?game=comprehension](http://www.elections.act.gov.au/_data/games/game.html?game=comprehension)

## LESSON REFLECTION

Ask students to reflect:

- on the candidates they gave preferences to, ask them to put up their hand if not one of the candidates they voted for was elected; and
- if this was a Legislative Assembly election and none of the candidates you voted for was elected, does this mean there are no members representing you? (ie that there no members that you can contact if you have a problem, or a suggestion that the government could help with?) (No, it is a member's job to represent you whether you voted for them or not, and they can't know if you voted for them because of secret voting.

## RESOURCE 1—NEW CLASS RULES

(based on Mrs Crumb's proposed policies pages 84-88 in *Mr Stink*)

1. Students who litter will be required to wear the Itchy Underpants of Doom for 2 hours (policy 3).
2. Student may only read books on rainbows, kittens and how to grow flowers. Any other book choice will result in a suspension of up to 3 months (policy 15).
3. School sports must be limited to frisbee and hopscotch. Anyone caught playing other games will have to make the teachers' lunch for 1 month (policy 16).
4. Teachers can tape a student's mouth shut for the rest of the day if they are too noisy (policy 2).
5. Any student caught with pop song ringtone on their mobile phone will be required to stand bare-foot on the class cactus for 1 hour (policy 10).
6. The annual school concert must be free of vulgar humour that mentions human bodily functions such as burping (policy 8).
7. Students who wear non-regulation clothing must scrub the toilet block without nose pegs or gas masks (policy 4).
8. A giant marble statue of the principal will be erected in the school quadrangle. Students who fail to bow before it each morning will be required to polish the statute (policy 12).

# WORKSHEET 1—DEMOCRATIC OR UNDEMOCRATIC?

In pairs/groups decide which words represent a value that is democratic or undemocratic. Write each word under one of the headings in the table below. If you are not sure put it in the not sure column. The first two words are done for you.

Voting	Intolerance	Bullying	Respect for others	Fairness
Dishonesty	Freedom	Corruption in elections	Elections	Violence
Living in fear	Equality	Trust	Excluding people who are different	No voting
Responsibility	Dictatorship	Elected government	Justice	Discrimination

Democratic	Undemocratic	Not Sure
Voting	Intolerance	

Using the words above write a sentence on what does democracy mean to you

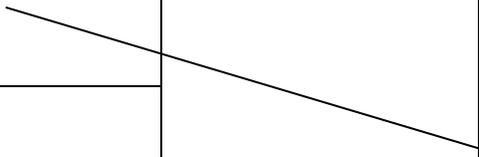

## WORKSHEET 1—ANSWERS

Democratic	Undemocratic
Voting	Intolerance
Respect for others	Bullying
Fairness	Dishonesty
Freedom	Corruption in elections
Elections	Violence
Equality	Living in fear
Trust	Excluding people who are different
Elected government	Dictatorship
Responsibility	No voting
Justice	Discrimination

What does democracy mean to you? Responses should generally align with the definitions of democracy as a system of government where people have a say on who governs them.

## WORKSHEET 2—SYSTEMS OF GOVERNMENT

Match the word for a system of government with the correct definition by drawing a line between them.  
The first word is done for you.

System of Government		Definition
Anarchy		People elect the government
Communist		Country has no government
Constitutional Monarchy		King or Queen rules the country, they inherit the role from their parents
Democracy		Head of the country is usually an elected president, there is no monarch
Dictatorship		Government owns farms, mines and business, shares wealth with all people equally
Monarchy		Democratic government that limits control of the monarch (king or queen)
Republic		One person rules the country, they are not elected

What systems of government from the table does Australia have?

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## WORKSHEET 2—ANSWERS

System of Government		Definition
Anarchy		People elect the government
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What systems of government does Australia have? Constitutional monarchy and democracy

# DUCHESS

Top dog in your town



Photo by Herbert Faulk CC Attribution-ShareAlike

Duchess has lived in town for the last 12 months and is a friendly, people loving dog.

She has experience living in a number of different towns both on the streets and in backyard sheds. Her experience will be valuable to help improve services for dogs in this town.

A vote for Duchess is a vote to improve the quality of life for dogs everywhere.

Duchess will make sure that:

- Every dog is given at least 1 sausage a day
- All collars and leads are abolished
- People are banned from all dog parks
- Dogs are allowed into any building that provides food

RESOURCE 3—POSTER CHARACTERISTICS (FEATURES FOR TEACHER TO HIGHLIGHT)

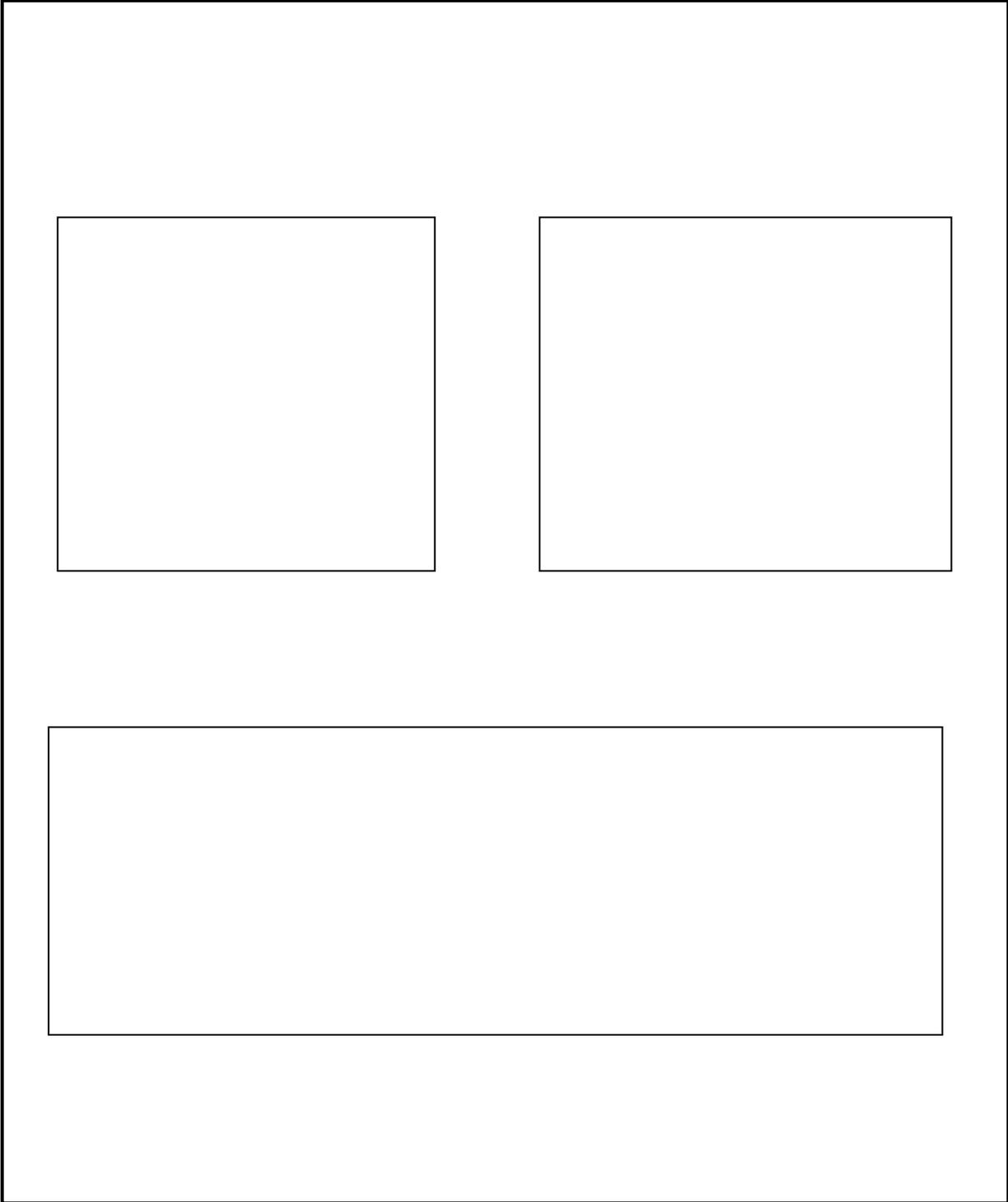
# Candidate name

Picture

Candidate personal information, experience and why you should vote for them.

Policies

RESOURCE 4—POSTER TEMPLATE (STUDENTS CAN ALSO DESIGN THEIR OWN POSTER)



## RESOURCE 5—THINK-PAIR-SHARE ACTIVITY

Type of election (School based? TV show? Online?)	Who can vote? (Anyone, only a certain group?)	How many times can you vote? (Can you only vote once or can you vote multiple times?)	How did you vote?	Was it a secret ballot?
e.g School sports leaders	Students in each house vote for leader	once	Show of hands	Yes, heads down hands up.

## RESOURCE 6—SCENARIOS

### FIRST PAST THE POST VOTING

You have a group of friends for a sleepover. Mum has said you can have takeaway for dinner. The group is deciding what sort of food to have. Two choose sushi, one chooses pizza, one chooses chicken and one chooses Chinese. But Mum says, "Hang on! I'm not driving all over town. You'll have to decide on one kind of food."

Ask the students how they think the group can make a decision. Answer: take a vote. The results are:

- Sushi—2
- Chicken—1
- Pizza—1
- Chinese—1

Sushi is the winner but will that result keep most of the group happy? Even though two people love sushi, what if the other three really dislike it? The majority of the group, will be unhappy.

### PREFERENTIAL VOTING

Refer back to the group decision on food. Mum says to the group, 'OK, if you can't have your first choice, what's your second choice?'

- Friend 1: I kind of like pizza.
- Friend 2: Yeah, pizza's OK.
- Friend 3: Pizza's cool.
- Friend 4: Chicken's alright.
- Friend 5: Chinese.

So, only one friend chose pizza as their first preference but now another three have chosen it as their second preference. That means there are now four people who would be happy if the decision was pizza.

## RESOURCE 7—RUNNING THE *MR STINK* ELECTION

### BEFORE THE ELECTION

- Print your ballot papers.
- Have your electoral roll ready. This is a list of people who are eligible to vote in your election.

### SETTING UP YOUR POLLING PLACE

You will need:

- Your ballot papers.
- Name plates listing candidate names, informal votes and exhausted votes.
- Your electoral roll. This is a list of names of people who are eligible to vote in your election.
- A ballot box. This is a box with an opening in the top where votes can be placed. The box should also be secured.
- A table where names can be marked off the electoral roll.
- Voting screens. You could make your own using cardboard boxes or if you wish you can hire, at no cost, voting screens and a ballot box from Elections ACT. Contact [elections@act.gov.au](mailto:elections@act.gov.au) for details.
- A couple of large tables where all the votes can be placed and counted. It makes it easier if you have each candidate's name on a piece of paper so when the votes are counted they can be quickly placed in the correct piles.
- Tally sheets, these are pieces of paper where you write down how many votes each candidate gets.
- A wall or some screens to display the tally sheets. Alternatively, you can do this on an interactive white board.

### SOME ONLINE RESOURCES TO HELP PREPARE FOR THE ELECTION

#### VIDEOS

- Active citizenship <https://www.youtube.com/watch?v=964VAnN7BSQ> (54 seconds)
- Voting in the ACT <https://www.youtube.com/watch?v=kp1pTA8O43o> (2 minutes 45 seconds)
- Making your vote count <https://www.youtube.com/watch?v=pllW8OOBg04> (2 minutes 37 seconds)
- Counting the votes <https://www.youtube.com/watch?v=aO71b3BN4dl> (3 mins 29 seconds)

#### INTERACTIVE GAMES

- Online games and printed activities <http://www.elections.act.gov.au/education/activities>

## COUNTING THE VOTES

No.	Step	Tick when complete
1	Open the ballot box and empty all the ballot papers onto a table. You will need a few students to help with counting.	
2	<p>Look at every ballot paper and decide if it is <b>formal</b>. (resource 7) If it is a formal ballot paper, place that ballot paper on the table next to the card of the candidate that received the number 1.</p> <p>Continue until all the ballot papers have been sorted.</p> <p>Make a separate pile for informal ballot papers in front of the informal name plate.</p>	
3	On the whiteboard/computer write up the first preference results.	
4	Work out the <b>quota</b> (the number of votes needed to be elected)	
5	Ask the students. Does any candidate have a quota? If “Yes with an exact quota” – the candidate is elected. If a candidate has more (a <b>surplus</b> ) votes than the quota go to <b>step 6</b> . If no candidate has a surplus go to <b>step 7</b> .	
6	<p>When a candidate receives more votes than the quota, the extra votes are called a <b>surplus</b>.</p> <p>Votes in a Hare-Clark election are called <b>single transferable votes</b>. This means that every voter has one vote (single) and that vote can be transferred from one candidate to another following the preference order the voter has shown on their ballot paper.</p> <p>Transfer the extra votes that this candidate doesn't need, because they already have a quota, to the next candidate in the order the voter has shown their preferences.</p> <p>Do this by selecting a number of ballot papers at random from the candidate's pile equal to the surplus and put the rest of the pile back with the candidate nameplate across them. Look at the next preference on the top ballot paper.</p> <p>Move the ballot paper to candidate Y's pile. Cross out candidate Y's total, add 1 and write the new total below the previous total.</p> <p>Repeat the process with the remaining surplus ballot papers*.</p>	

No.	Step	Tick when complete
7	<p>If no candidate has a surplus:</p> <p><b>Exclude</b> the candidate with the lowest number of votes.</p> <p>If there are two candidates tied for the lowest number of votes, go back to the number of first preference votes each candidate has. If one has less first preference votes than the other, this candidate is automatically excluded first.</p> <p><i>If the tied candidates have the same number of first preference votes, explain that we decide which candidate to exclude first randomly. At a real election we would conduct a random draw. In a mock election, flip a coin (for two tied candidates) or exclude alphabetically (for more than two candidates tied).</i></p> <p>When the candidate to be excluded has been identified, cross out that candidate's total votes and the polling official places an 'Excluded' label across their tally.</p> <p>Even though the candidate has been excluded, the votes they received are still included in the count.</p> <p>Transfer the votes from the excluded candidate to the next candidate in the order of preferences the voter has shown on the ballot paper (give eg)</p> <p>Inspect the candidate's votes, one by one, identifying the next preference and moving the ballot paper to that pile until all ballot papers have been transferred. Update the tallies with each addition.</p>	
8	<p>After all the votes have been counted and you have elected two candidates (two candidates have reached the quota) you can declare the poll.</p>	

*\*In a real election instead of transferring just the extra votes - the surplus - we actually transfer entire pile of votes belonging to the candidate with the surplus to the candidate who is the voter's next preference on each ballot paper. However, the value of each ballot paper is reduced. This is called the **fractional transfer value**. We use a mathematical formula to calculate this.*

## FORMALITY

An informal vote is one that:

- does not use numbers but uses ticks, crosses or other marks;
- has more than one number 1 on the ballot paper (it becomes exhausted later if it duplicates a later preference);
- has no numbers shown at all; or
- has the voter's name on it.

## EXHAUSTED VOTES

If there is no next preference on a ballot paper or if all the further preferences are for candidates that have been either elected or excluded, the vote is exhausted. Place it in front of the 'Exhausted' nameplate.

## WORKING OUT THE QUOTA

A candidate has to receive a certain number of votes to be elected. This is called the quota.

This is the formula to work out the quota:

$$\frac{\text{total number of formal votes}}{\text{number of vacancies} + 1} + 1$$

You can work out the quota after you have counted the formal votes (step 1). The number of vacancies is the number of candidates that are going to be elected.

Example: What is the quota if there are 2 vacancies and there are 100 formal votes?

$$\frac{100}{2 + 1} + 1 = \frac{100}{3} + 1 = 33.1 + 1 = 34.3$$

**In this example a candidate needs a quota of 34 votes to be elected.**

## COUNT TABLE

Count	Chloe	Mr Stink	Raj	Mr Crumb	Duchess	Mrs Crumb
1 <sup>st</sup> count						
2 <sup>nd</sup> count						
3 <sup>rd</sup> count						
4 <sup>th</sup> count						
5 <sup>th</sup> Count						
6 <sup>th</sup> count						
7 <sup>th</sup> count						
8 <sup>th</sup> count						

## Electorate of Rosydale

**Number two boxes from 1 to 2 in the order of your choice.**

You may then show as many further preferences as you wish by writing numbers from 3 onwards in other boxes.

Stinky and Proud Party	Tales and Tails Party	Prim and Proper Party
<input data-bbox="132 630 212 700" type="checkbox"/> Mr Stink       <input data-bbox="132 970 212 1040" type="checkbox"/> Chloe	<input data-bbox="833 630 913 700" type="checkbox"/> Duchess       <input data-bbox="833 970 913 1040" type="checkbox"/> Raj	<input data-bbox="1512 630 1592 700" type="checkbox"/> Annabelle       <input data-bbox="1512 970 1592 1040" type="checkbox"/> Mrs Crumb

**Remember, number at least two boxes from 1 to 2 in the order of your choice**