CANADA

AT THE POLLS!

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The masculine gender is used throughout the kit without bias, in the interests of simplicity and ease of reading.

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1. Introduction

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INTRODUCTION
HOW TO USE THIS KIT

*C*anada at the Polls! is designed for a variety of users. It is intended for teachers of Grade 5 to the last year of high school and for the leaders of community groups, such as Scouts and cadets. It will help those wishing to hold election simulations for educational purposes and those who conduct student council elections.

This kit is, above all, intended to be flexible and versatile. The first two sections (*Introduction* and *The ABCs of Elections*) provide general information for all users. The rest of the kit consists of independent sections. Simply use the sections you need and the supporting materials in the Appendix.

While the material is intended primarily for schools, much of it can be adapted for other settings and can be used as a starting point for simulation activities in community organizations.

Here is a brief overview of the various sections of the kit:

Introduction – Sets out the objectives of the kit and the steps required to derive the maximum educational benefit from the election simulation (especially useful for student teachers)

The ABCs of Elections – Basic information about the electoral process in Canada, for teachers or group leaders

Choosing an Outing: **A Simple Scenario for Young Children** – An easy-to-use scenario for younger children, who are asked to vote on a group outing

Let's Hold an Election: **An Intermediate Scenario for Everyone** – An overview of the electoral process, suitable for groups at all levels

English and Democracy: **An Advanced Scenario for Older Students** – A scenario for more advanced or older groups, including a campaign segment leading up to an election

Supplementary Activities – Questions and answers game and word games to occupy children during voting

Guide for the School Election Officer – A practical guide for the person responsible for organizing student council elections

Appendix – Various documents and forms related to the content of the kit

Canada at the Polls! is and will remain a co-operative effort. To help us improve the kit, we ask you to fill in the short evaluation questionnaire included in the Appendix and to send it to Elections Canada's Outreach Directorate at the address shown on the form. Your suggestions for improvement and ideas for supplementary exercises are most welcome.

OBJECTIVES OF AN ELECTION SIMULATION

An election simulation is an excellent opportunity to convey *knowledge*, *awareness* and *know-how* to the next generation and thereby contribute to the preservation of basic democratic rights. The figure below illustrates the links among various aspects of Canadian democracy and the key political role a citizen can play in it. The election simulations revolve around this concept. We therefore propose the following objectives:

General objectives

- raise awareness that Canada is a democracy
- raise awareness that the right to vote helps safeguard our democratic system

These general objectives are elements of *knowledge*. Among others, the following concepts shown in the illustration will be defined: *democracy*, *citizens*, *right to vote*, etc.

Educational objectives

- familiarize students with the voting procedures used on the day of a federal election
- make students more civic-minded

The educational objectives relate to *know-how*. The young people will learn when and how to exercise their democratic rights.

Training objective

- foster a greater appreciation of the right to vote among young people learning about democracy

The training objective is an element of *awareness*, including appreciation, motivation, attitudes, etc. The goal is to engender among these young people the desire to exercise their right to vote and their other civic rights when the time comes.
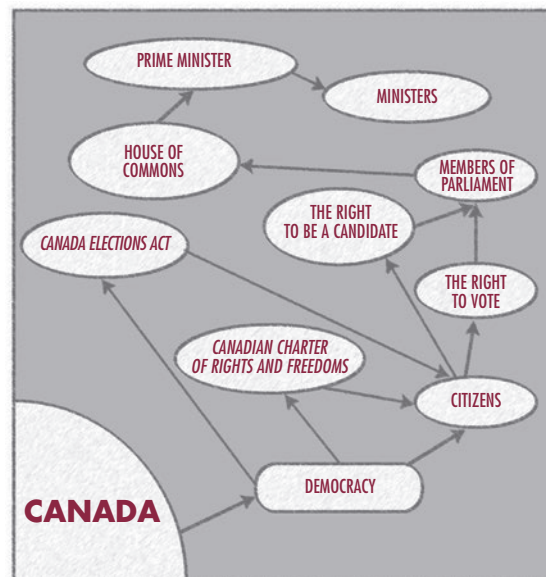
THE FOUR KEY PHASES:
PREPARATION, IMPLEMENTATION, INTEGRATION AND EVALUATION

To ensure that the election simulation achieves the desired educational results, it must be carried out in four phases: preparation, implementation, integration and evaluation. Each is essential to the success of the entire process.

Preparation phase

The preparation phase must include a triggering event and a situation description.

The *triggering event* must be significant and as relevant as possible to the students' lives. Accordingly, regardless of the participants' grade or age, we suggest that the exercise involve actually electing someone to play a specific role for the group. With older students, you may venture into more theoretical terrain, suggesting, for instance, the re-creation of a controversial past election, choosing between two former Prime Ministers, electing a participant to the Parliament of Canada or a fictitious world parliament, etc. We believe, however, that even for young people of this age, there is no substitute for personal or collective interest as a motivator.

After establishing the objective, you must set out a procedure that will ensure a democratic election. This is the time for the *situation* description. You can ask the young people if they know of any procedure that could be used. They should describe where this procedure is used, when, how the system works, why this is considered democratic, etc. This provides an opportunity to test the extent of participants' knowledge, to make the necessary adjustments, and ultimately to present the Canadian electoral process and suggest that it be used as a model for solving the problem.

You will then assign roles for each person to play in the next phase. The length of the preparation phase will depend on the depth of training you wish to achieve and the time available. It can easily be completed in a 45- or 60-minute period.

Implementation phase

This phase can take 45, 60 or 75 minutes. It can also be spread out over several periods if the aim is to simulate not just polling day, but most of the steps in a real election campaign as well, including the nomination of candidates and "political" campaigning.

During a 60-minute session, with a group of 30 students, 5 minutes can be set aside for giving directions, 20 minutes for the electoral campaign including 10 minutes for candidates' speeches, 10 minutes to set up the polling station, 15 minutes for the actual voting (students take an average of 30 seconds to vote), and 10 minutes to tally the results and declare a winner.

Sections 3 and 4 include all the information required to complete this phase.

Integration phase

At this point in the learning process, the students are asked to state what they have learned from the activity. This *reflective exchange* helps the students internalize their new knowledge and the usefulness of the exercise they have just completed.

This is also the time to ask the students if they think this new knowledge will be useful in real life and ask them to justify their answers. This will lead them to give a meaning to their newly acquired knowledge that will allow them to apply it again when the time comes.

This phase can take different forms, and the total time will range from 10 to 30 minutes depending on the procedure used and the students' answers.

Evaluation phase

The following exercises can be used to evaluate the extent to which the students have absorbed and integrated the various elements of knowledge, awareness and know-how which are the goals of the election simulation. They can do these exercises alone first for 15 minutes, then in small groups, then with the whole group to reach a consensus. After the election, ask participants to:

• explain the statement "Canada is a democracy"
• explain what would happen if the right to vote as it exists in Canada were taken away
• explain why it is important to exercise your right to vote
• list the main steps in an election
• describe the voting procedure at a polling station

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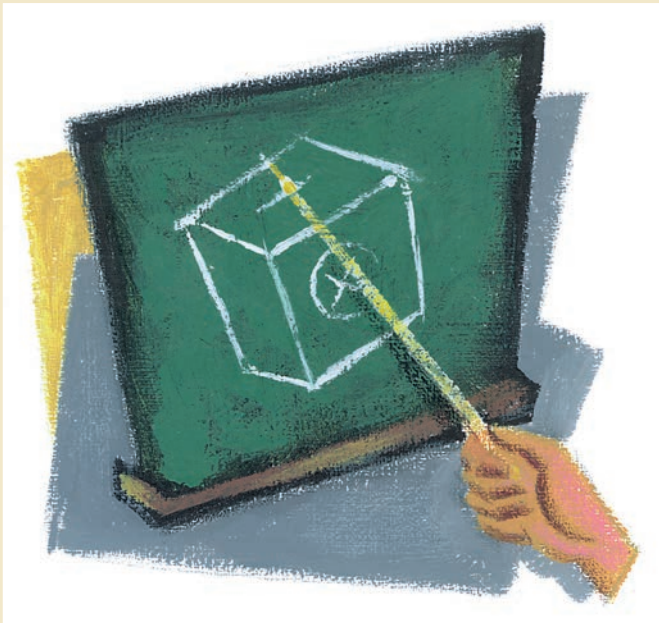
AT THE POLLS!

2. The ABCs of Elections

- Who can vote or be a candidate?
- Main steps in the election process
- Assignment of roles in your group
- The ballot papers, ballot box and polling station
- Glossary of election terms

THE ABCs OF ELECTIONS

WHO CAN VOTE OR BE A CANDIDATE?

Who is entitled to vote?

Any Canadian citizen who is 18 years of age or older on election day

The right to vote was obtained

in 1918	—	by women
in 1948	—	by all Canadians of Asian origin
in 1960	—	by Indians living on reserves
in 1970	—	by persons aged 18 to 20
in 1988	—	by federal judges and persons with a mental impairment
in 2000	—	by returning officers

Who is not entitled to vote?

- the Chief Electoral Officer
- the Assistant Chief Electoral Officer

Who can be a candidate?

Any Canadian citizen:

- 18 years of age or older
- with the signature of 100 electors in the electoral district (or 50 signatures for some of the larger or remote ridings)
- after paying a deposit of $1,000 (this deposit will be refunded completely if the candidate files financial reports before the prescribed deadline)

A candidate is not required to reside in the electoral district in which he is running for election. Nor is he required to belong to a political party; he may run as an independent candidate, or as a candidate with no affiliation.

MAIN STEPS IN THE ELECTION PROCESS

This section provides some basic information on the federal electoral process to help you prepare your election simulation. For further information, please consult the publication entitled *The Electoral System of Canada*, available on Elections Canada's Web site.

The House of Commons is elected for a maximum of five years. This term of office is entrenched in the *Canadian Charter of Rights and Freedoms*. A bill passed in 2007 now requires federal elections to be held every four years, on the third Monday in October. Here are the main steps in the election process:

1. Parliament is dissolved by the Governor General and an election is called.
2. The Chief Electoral Officer sends a writ of election to the returning officer in each of the 338 federal electoral districts in Canada (as of the 2015 federal general election).
3. Preliminary voters lists are prepared from the National Register of Electors and a voter information card is sent to every registered elector.
4. Political advertising can begin.
5. Candidates submit nomination papers to the returning officers.
6. Advance voting takes place at special polling stations for those who will not be able to vote on election day.
7. The voters lists are revised.
8. Electors who do not wish to go to the polling station can vote using a special ballot.
9. Advertising by political parties must stop.
10. Election day.
11. Returning officers validate the results after election day.
12. There is a judicial recount if the difference between the first- and second-place candidates is less than one one-thousandth of the votes cast.
13. Each returning officer declares a candidate elected in the electoral district and returns the writ of election to the Chief Electoral Officer.
14. The new members of Parliament are sworn in and the new Parliament is convened.
15. Candidates and political parties file their financial reports.

ASSIGNMENT OF ROLES IN YOUR GROUP

Everyone in your class or group takes part in the election simulation, but some people play specific roles. Assign the roles randomly or by any other method you prefer, considering the characteristics of the group and your objectives. Everyone is an elector.

The simulation requires:

- 1 returning officer (teacher or facilitator)
- 1 deputy returning officer
- 1 poll clerk
- 3 or 4 candidates (instead of presenting themselves using their own names, students can play the role of well-known sports, television or music personalities; we suggest a minimum of three and a maximum of four candidates per group)

Depending on the time available, you can also add:

- 1 candidate's representative per candidate (in a real election, every candidate may appoint two representatives for each polling station)
- 4 electors with situation cards (see p. 59)

Who does what?

The *returning officer*:

- draws up the voters lists, including the names of everyone entitled to vote; you might use your group or class list for this purpose
- makes up the ballot papers, listing the candidates in alphabetical order by family name, with the candidate's party, if any, under the name
- trains the election officials – that is, the deputy returning officer and the poll clerk
- administers the oath to the deputy returning officer (see p. 61)

The duties of the *deputy returning officer, poll clerk* and *candidates' representatives* are described in detail in the following pages. In general, the deputy returning officer controls the comings and goings at the polling station and prevents crowding, hands out the ballots to the electors, ensures that no partisan material is left behind the voting screen, and counts the vote. The poll clerk is responsible for the voters list and tallies the ballots counted by the deputy returning officer. On behalf of the candidates, the candidates' representatives supervise the voting process and tallying of votes.

ROLE OF THE DEPUTY RETURNING OFFICER

Opening the polling station

After swearing the oath, the deputy returning officer should:

- set up the polling station with the necessary supplies and ensure that all partisan material is removed
- administer oaths to the poll clerk and candidates' representatives (see p. 61)
- count the ballots and initial the back of each ballot
- open the ballot box, show everyone present that it is empty and seal it (see p. 16)

The voting process

When an elector comes to vote, the deputy returning officer asks him for ID to prove who he is and his address to make sure he is voting at the right location. After the poll clerk has crossed out his name on the voters list, the deputy returning officer should:

- check the back of the ballot paper to ensure that his initials are there, and then fold it twice, as shown below
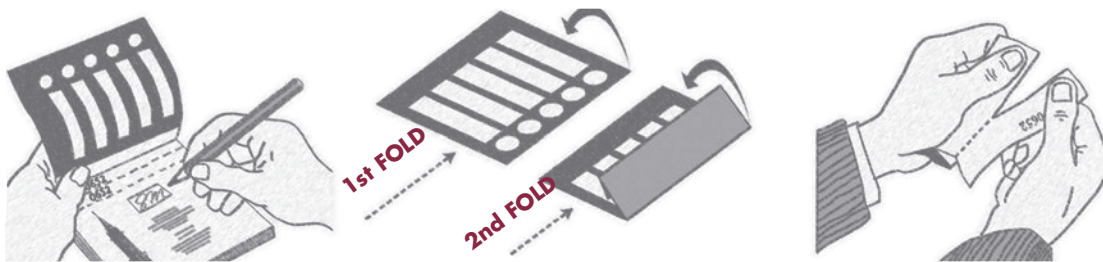
- give the folded ballot to the elector, instructing him to go behind the voting screen, mark the circle opposite the candidate of his choice using the pencil provided, and return the ballot refolded in the same way
- check that his initials are on the back of the ballot paper returned by the elector, check that the number on the counterfoil matches that on the stub, remove the counterfoil in full view and put it in the wastebasket, and return the folded marked ballot to the elector, who will put it in the ballot box
- make sure that the poll clerk places a checkmark in the "voted" column beside the elector's name on the voters list

Counting the votes

Once voting is completed, counting can begin. **Only the deputy returning officer may handle the ballots**. He must:

- empty the contents of the ballot box onto the table
- check the ballots one by one for his initials, remove any counterfoils still attached, unfold the ballots one by one, call out the name of the candidate for whom it has been marked, and show the ballot to the poll clerk, who marks the votes on a tally sheet, and to the candidates' representatives
- place the ballots in piles, one for each candidate, and make separate piles for rejected or spoiled ballots
- once counting is completed, record the total number of ballots registered by the poll clerk on the official statement of the vote, including spoiled and rejected ballots
- return the official statement of the vote to the returning officer (teacher or group leader)

ROLE OF THE POLL CLERK

The poll clerk is responsible for keeping the poll book.

Voting procedure

- The elector states his name and address and the poll clerk locates the elector's name on the list.
- Once the deputy returning officer verifies the elector's proof of identity and address, the poll clerk draws a line through the elector's name on the list of electors.
- Once the elector has exercised his right to vote, the poll clerk places a checkmark in the "voted" column beside the elector's name on the voters list.
- The poll clerk notes any oath or any other comment in the poll book, under the deputy returning officer's supervision.
- The poll clerk immediately informs the deputy returning officer of any errors on the voters list.

Counting the votes

The poll clerk adds up the ballots counted by the deputy returning officer and writes the total on the tally sheet (see p. 69).

ROLE OF THE CANDIDATES' REPRESENTATIVES

The candidates' representatives oversee the voting procedure and the counting of the vote on behalf of the candidates they represent.

CANDIDATES' REPRESENTATIVES MAY:

✓ OBSERVE THE CONDUCT OF THE POLL

✓ REQUIRE AN ELECTOR TO TAKE AN OATH IF THEY HAVE REASONABLE DOUBT ABOUT THE VOTER'S RESIDENCE OR QUALIFICATION TO VOTE

✓ EXAMINE THE POLL BOOK AND THE VOTERS LIST

✓ PASS ON INFORMATION ABOUT THE VOTERS LIST

✓ COME AND GO AS THEY WISH DURING THE VOTING PROCEDURE

CANDIDATES' REPRESENTATIVES MAY NOT:

⊘ INTERROGATE ELECTORS

⊘ SIT AT THE SAME TABLE AS THE ELECTION OFFICERS

⊘ INFLUENCE ELECTORS' VOTES

⊘ LEAVE WHILE THE VOTES ARE BEING COUNTED

THE BALLOT PAPERS, BALLOT BOX AND POLLING STATION

The *ballot papers* are central to any election. The diagram opposite shows a sample ballot for a federal election (the candidates' names are based on names of Canadian cities). Included in the Appendix to this kit are various models of blank ballots, according to the number of candidates running for election. Use the model you need and make as many copies as necessary for your class or group, allowing at least 10 percent extra for spoiled ballots.

••••••••**AKLAVIK, Iyerak**••••••••

•• **Political Affiliation / Appartenance politique** ••

••••••**LACOMBE, Marie-Alma**••••••

•• **Appartenance politique / Political Affiliation** ••

••••••**NELSON, Sydney G.**••••••

•••••••• **Independent / Indépendant** ••••••••

••••••••**STEINBACH, Hanna**••••••••

N° 010249

N° 010249

SPACE FOR INITIALS OF D.R.O.

INITIALES DU SCRUTATEUR

GENERAL ELECTION
ELECTORAL DISTRICT OF
OTTAWA CENTRE
2000

ÉLECTION GÉNÉRALE
CIRCONSCRIPTION DE
OTTAWA-CENTRE
2000

POLLING DAY / JOUR DU SCRUTIN
November 27, 2000 / 27 novembre 2000

Printed by: Imprimé par :

Elections Canada

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Note: This ballot paper is not actual size.

The ballot papers are placed into the *ballot box* – which can be ordered (p. 74). This box should be closed with the seals included with the box. The deputy returning officer is responsible for affixing the seals. The diagram below shows where the seals are placed on the box.

SEAL A
(short)

SEAL B

(long with
serial number)

SEAL A

Elections Canada

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SEAL A

SEAL A

SEAL B
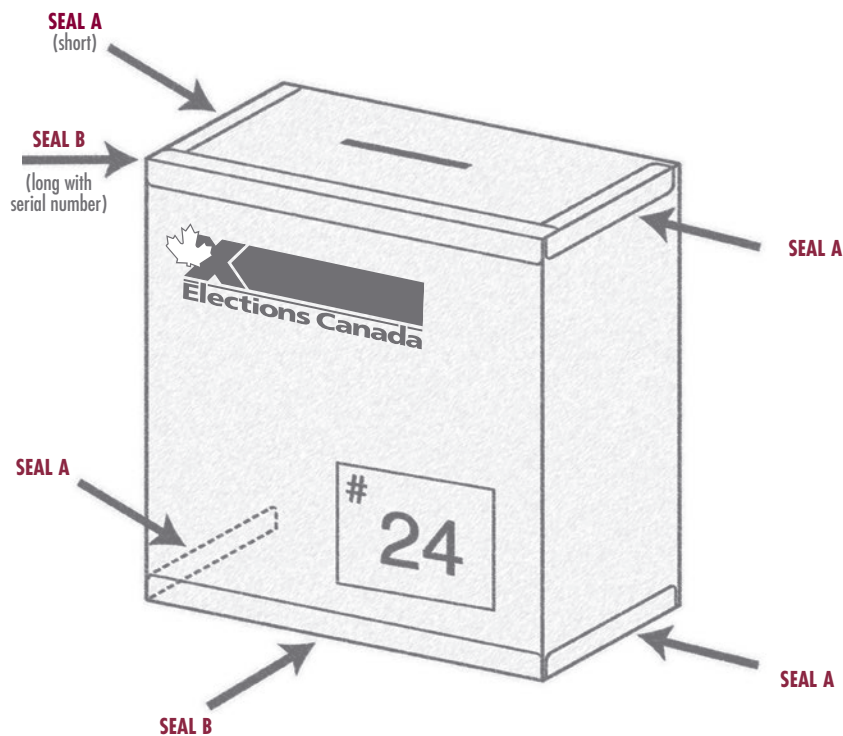
<u>Note</u>: The number on the ballot box identifies the polling station. An electoral district can comprise 175 to 250 polling stations, each of which has its own ballot box.

At the time of the voting, the deputy returning officer, the poll clerk and the candidates' representatives will all be at the *polling station*. The diagram below shows how a polling station is set up and where the various participants should be. We suggest setting up one polling station per class or group of 20 to 30 participants. You can set up another polling station if time is limited and/or there are more than 35 people. You should allow at least 30 seconds for each person to vote.
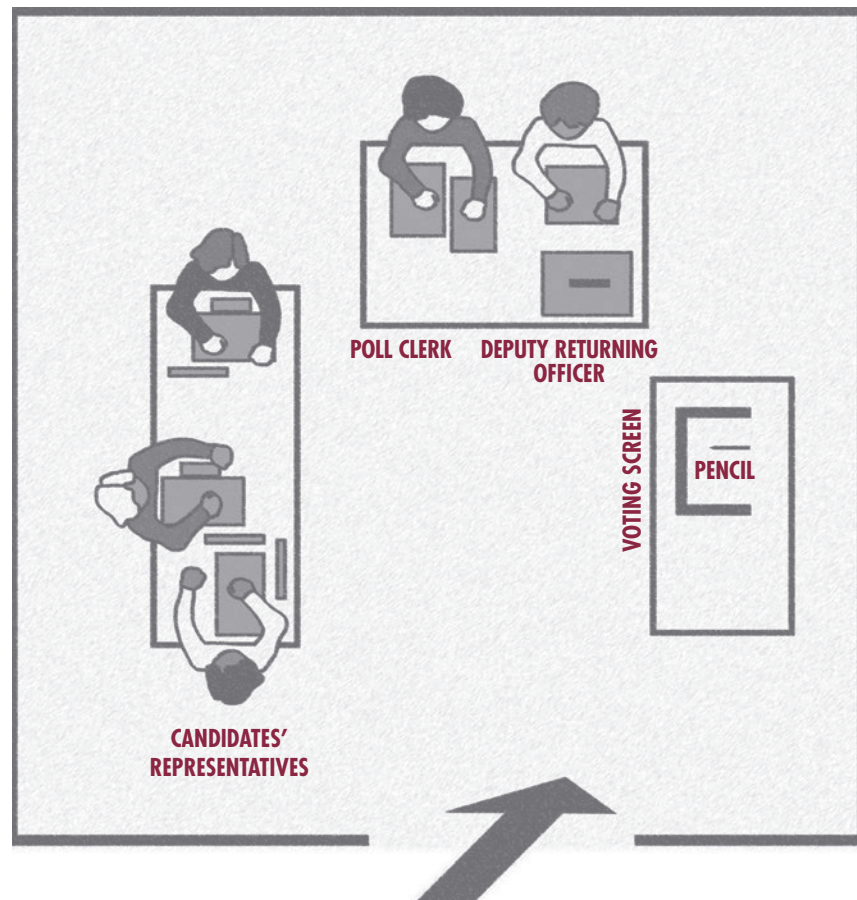
GLOSSARY OF ELECTION TERMS

Ballot	The paper on which a voter marks his choice of *candidate* in an *election* or preference in a *referendum*
Ballot box	The box into which electors drop their ballots
Campaign manager	A person in charge of organizing a *candidate's* campaign; can also be the *official agent*
Canada Elections Act	The law governing the conduct of *elections* in Canada; a new *Canada Elections Act* came into force in 2014
Candidate	A person who seeks to be elected
Candidate's representative	A person appointed by a *candidate* to represent him at a *polling station*
Chief Electoral Officer of Canada	The non-partisan officer of Parliament responsible for the administration of *federal elections* and *referendums* under the *Canada Elections Act*
Deputy returning officer	An *election officer* who is in charge of the *polling station* on *election day*
Election	Process during which one or more individuals is selected from among various *candidates*, by means of voting
Election day	Day on which the *election* is held, also known as *polling day*
Election officers	Persons appointed to run the *election* (includes *returning officers*, *deputy returning officers*, *poll clerks*)
Elector	A person qualified to vote at an *election*; in Canada, this is any Canadian citizen who is at least 18 years of age on election day
Electoral district	One of the 338 areas (as of the 2015 federal general election) into which the country is divided for the purpose of federal *elections* (also known as a *riding* or *constituency*)
Electorate	All the persons eligible to vote in an *election*
Member of Parliament	Person elected in a federal *electoral district*

National Register of Electors	Database of Canadians 18 years of age or older who are *qualified to vote*. The Register was originally created through a door-to-door enumeration conducted in April 1997. It is updated using information provided by *electors* at each *election* or *referendum* and by obtaining pertinent information from the Canada Customs and Revenue Agency and provincial driver's licence records for changes of address and persons turning 18. Information is also gathered from provincial and territorial vital statistics records for deaths, and Citizenship and Immigration Canada records provide the names of new Canadians. Inclusion in the National Register of Electors is optional.
Nomination papers	A set of forms signed by persons nominating a *candidate* and filed with the *returning officer* so the candidate can seek votes from *electors*
Oath	A declaration to speak the truth
Official agent	A person appointed by a *candidate* to ensure that the candidate's campaign is conducted in accordance with the law; this person is responsible for receiving campaign contributions and paying the candidate's election expenses
Permanent voters list	See *National Register of Electors*
Platform	Statement of positions on certain issues by a *political party*
Political party	A group of persons organized to nominate and support *candidates* running in an *election*
Poll book	A book kept by the *poll clerk* as a record of all special voting procedures
Poll clerk	The official who assists the *deputy returning officer* at the *polling station* and keeps the *poll book*
Polling day	See *election day*
Polling divisions	Small areas into which an *electoral district* is divided, each of which serves a specified number of *electors* and contains a *polling station*
Polling station	Place where *electors* vote
Qualified to vote	Meeting the requirements to vote as set out in the *Canada Elections Act*
Referendum	Vote during which *electors* answer "Yes" or "No" to a question
Rejected ballot	A *ballot* improperly marked which is found in the *ballot box*
Returning officer	An *elector* responsible for conducting the *election* in the *electoral district* where he resides

Return of the writ	After the validation of the results or a recount, the returning officer declares elected the candidate who obtained the largest number of votes, by writing the candidate's name on the writ and returning it to the Chief Electoral Officer
Spoiled ballot	A *ballot* improperly marked but exchanged for a new one
Tally sheet	A worksheet used to total the votes for each *candidate* at each *polling station*
Valid ballot	A *ballot* that is properly marked and counted
Voters list	A list of persons registered to vote
Writ of election	An official document sent to the *returning officers* by the *Chief Electoral Officer* stating that an *election* must be held in their *electoral districts*

CANADA

AT THE POLLS!

3. Choosing an Outing:
A Simple Scenario for Young Children

- Choosing a person or an activity?

- Concepts to be conveyed

- Integrating what has been learned

CHOOSING AN OUTING

CHOOSING A PERSON OR AN ACTIVITY?

This section is intended for primary Grades 5 and up, and for community groups. For children in Grades 1 through 4, we recommend another Elections Canada kit, *Choosing Our Mascot*.

In an election simulation, students in Grades 5 and up can, of course, elect a representative. If you hold this type of election, tell the students about a "problem" for which the class must select someone to perform a role – for example, meeting the school principal to propose a project. To motivate the students, the "problem" must be something of interest to them. You can also ask them to vote for their favourite sports or entertainment star (hockey player, actor, etc.).

You can also hold an election in which the students select a group activity. This is the scenario described below. In this case, students vote for an activity rather than a candidate. The advantage of this type of exercise is that it involves several disciplines at the same time and can be educationally rewarding. The scenario described can be completed in one or two 60-minute periods.

Scenario

Tell the students that they will vote to choose a group outing. The participants are divided into groups to discuss the proposed outings, which could include:

- a trip to a sugar bush
- a trip to the historic site of Sainte-Marie among the Hurons
- a trip to the naval facilities in Penetanguishene

Each group draws a picture or cartoon showing why its choice would be best. A spokesperson for each group then speaks to the class, before they vote to select the outing. In this scenario, the class will have learned something about the electoral process, as well as several other subjects, including art, English, history, English–French relations and Aboriginal studies.

The students then hold a simplified election, with a poll clerk and deputy returning officer, and use real ballots on which the outings replace the names of candidates. Otherwise, the voting procedure is the same as described in Section 4, *Let's Hold an Election* (p. 25).

The teacher or facilitator plays the role of the returning officer and announces the outing selected by the majority. You can make up a certificate showing the chosen destination and post it in the room. If you have the time and resources, you can, of course, actually go there. And naturally, the results of an election call for a celebration. In a democracy, everyone is a winner!

CONCEPTS TO BE CONVEYED

Before voting, help young people discover the basic principles of elections. Here are a few questions to get the discussion going, either at the outset or during the activity.

What is an election?
It is a process in which a group selects someone to represent it or makes choices about issues that are important to the group.

What does voting mean?
Voting means choosing.

Who has the right to vote in Canada?
People who are Canadian citizens, and are 18 years of age or older on election day. In addition, the names of these people must be on the voters list before they can exercise their right to vote. You can tell groups of older students that the first condition (Canadian citizenship) is stipulated in the *Canadian Charter of Rights and Freedoms*. People are encouraged to register to vote in advance; however, a qualified voter may register at the polls on election day by presenting proof of identity and residence in that electoral district.

What is a candidate?
A person who is running for office. In other words, a person who seeks to be elected to represent a group of people.

Who can be a candidate?
Every Canadian citizen aged 18 or older can be a candidate, if he has gathered the signatures of at least 100 electors in the riding where he is running (or 50 signatures for some of the larger or remote ridings), and has paid a deposit of $1,000 to show that he is serious about his candidacy. A candidate does not have to live in the riding where he is running for office, and does not have to belong to any political party.

Why do I vote in secret?
Because my vote is my personal choice. I have the right to make this choice by myself, without anyone's influence and without having to tell my friends. You could tell the students that in the old days people had to stand up in front of a big crowd and tell everyone there whom they were voting for. Most students can relate to the fear of talking in front of a big group. Ask them what effect this might have on the vote.

How is my vote kept secret?
Small, identical pieces of paper, called ballots, are used. By folding the ballot, you hide the mark you make in the circle, and then place the ballot in the ballot box yourself. The voting screen lets you vote in private. All the ballots are placed in the same sealed ballot box and mixed together. No ballot can be set aside, so no one can say who voted for whom.

INTEGRATING WHAT HAS BEEN LEARNED

The objective of this crucial phase in the learning process is to consolidate the newly acquired knowledge and, in our case, to move toward a greater appreciation of the right to vote among young people learning about democracy. Here are a few suggestions to promote the integration of the new information:

- discussion between the students and the teacher/leader on what has been learned
- discussion among the students on the value of these lessons in their lives
- review of the electoral process (or study of the process, if not done during the preparatory stage)
- discussion among the students about their respective roles (candidate, deputy returning officer, elector, etc.) and the importance of those roles in the electoral process
- debate on the importance of the secrecy of the vote and the precautions that have to be taken to ensure secrecy
- discussion of the way the voters who played special roles were treated at the polling station

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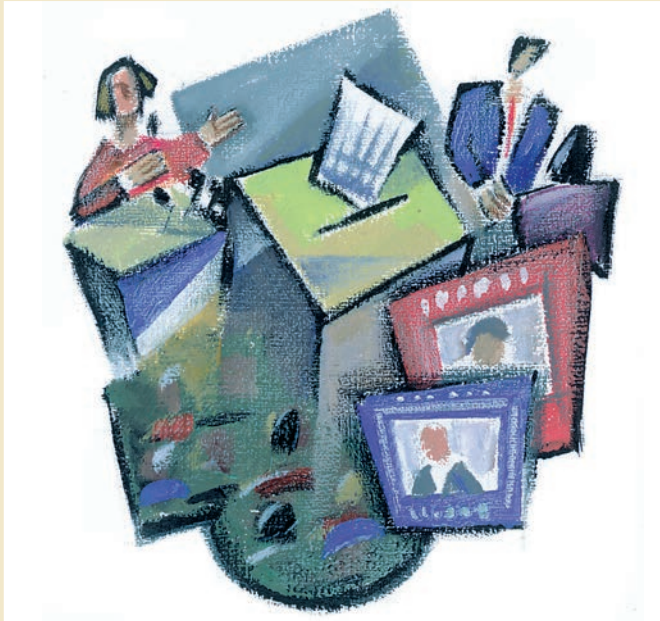
AT THE POLLS!

4. Let's Hold an Election:
An Intermediate Scenario for Everyone

- An overview of the electoral process

- Steps to follow

- Suggested activities

LET'S HOLD
AN ELECTION

AN OVERVIEW OF THE ELECTORAL PROCESS

This section presents an average scenario suitable for young people of all ages and at all levels. *Let's Hold an Election* is adaptable according to your needs and is midway between *Choosing an Outing*, described in the previous section, and the more complex scenario, *English and Democracy*, described in the next section.

The purpose of this average scenario is to give young people an overview of the electoral process, and especially of the voting procedure on election day. The activity normally lasts for 45 to 75 minutes, but can be longer, depending on group interest and time available.

Teaching approach

Regardless of the scenario used, it must be consistent with a teaching approach in order to maximize the educational benefits. The sections *The ABCs of Elections* (p. 9) and *Choosing an Outing* (p. 21) suggest ways to convey the fundamental principles of elections to young people, at various stages of the activity, and to ensure afterwards that they have integrated the new knowledge. The content of these sections also applies to the present scenario.

Preparations

Begin by setting up the polling station according to the figure on page 17. To be more realistic, you can order material on p. 74. Be sure to put a pencil behind the voting screen. We suggest setting up one polling station per class or group of 20 to 30 people. You might want to set up another polling station if you have limited time and/or there are more than 35 people.

Assemble the ballot box without applying the seals to the top, so the poll clerk and candidates' representatives can make sure it is empty. Once the poll clerk and candidates' representatives have confirmed that it is empty, the deputy returning officer can close the box and affix the final seals.

At this stage, you can tell the group about the ballots: the candidates are listed in alphabetical order by family name with the party name below that of the candidate; electors must make an acceptable mark with the pencil provided (any clear mark that does not identify the elector); folding the ballot, etc. You could also explain that a control number is written on the back of the stub that remains in the ballot booklet and on the back of the counterfoil to make sure that the ballot given to the elector by the deputy returning officer is the same one returned, and that the counterfoils are removed and thrown out to maintain the secrecy of the vote.

Have the students make up their own piece of identification showing their name and grade/class number.

STEPS TO FOLLOW

Campaigning

Divide the young participants into three groups, representing three political parties. Each group should appoint a candidate, find a name and make an election poster (allow at least 10 minutes to make the poster). During that time, if you do not already have a class list, circulate a blank sheet of paper for the students to write down their names; this will be the voters list.

Each candidate should then make a brief speech. Depending on the time available, this step can be longer or shorter. If you wish, you may also allow a period for a short press conference or for questions.

Voting procedure

Have the deputy returning officer and poll clerk swear the oath (see text of oath, p. 61). Explain the role of each of them to the group.

Ask the deputy returning officer to show everyone that the ballot box is empty. The deputy returning officer then closes and seals the box (see figure, p. 16).

Tell the group how to go about voting:

- Participants come forward one by one and state their name and address (in this case, their class/grade) clearly and the poll clerk locates the elector's name on the list.
- The deputy returning officer then asks for the elector's ID and if it matches the voters list, the poll clerk crosses out the elector's name on the list.
- The deputy returning officer then gives them each a folded ballot (see example, p. 12).
- Each elector-student in turn then goes directly behind the voting screen and marks the ballot with a pencil.
- Any elector who makes a mistake while marking the ballot can ask the deputy returning officer for another one. The first is then regarded as a "spoiled ballot" and is set aside with the rest of the spoiled ballots.
- Once the elector has marked his ballot, he folds it in the same way as he received it and gives it to the deputy returning officer, who removes the counterfoil (black detachable part), puts it in the wastebasket, and gives the ballot back to the elector without unfolding it. The elector then places the ballot in the ballot box.
- Give the deputy returning officer and poll clerk the opportunity to vote before opening the polling station and explain that, in a real election, they would have voted at the advance polls.

The school environment is changing rapidly: integration is a common occurrence in the classroom and may present a new challenge for the teacher when holding an election simulation. Ensure that everyone with a physical or mental impairment exercises the right to vote, illustrating that the electoral process is accessible to all Canadians. Persons with special needs should be able to vote before other electors.

Counting the vote

After everyone has voted, the votes are counted. The deputy returning officer opens the sealed ballot box and empties it onto the table.

He then unfolds the ballots one by one, calls out the name of the candidate for whom it has been marked, and shows the ballot to the poll clerk. On the tally sheet (provided in the Appendix), the poll clerk checks off a box under the name of the candidate selected on each ballot. The deputy returning officer places the counted ballots cast for each candidate in separate piles. After counting, he also checks whether the number of votes recorded on the tally sheet by the poll clerk corresponds to the number of ballots in each candidate's pile. Ballots are rejected if marked incorrectly (see sample of marked ballots in the Appendix). Make separate piles for rejected ballots and spoiled ballots (i.e. any ballot incorrectly marked by the elector and exchanged for another one).

The deputy returning officer and the poll clerk must fill out the Statement of Votes (see sample in the Appendix). Explain to the group that the number of valid, spoiled, rejected and unused ballots must be equal to the number of ballots you had before the election, and that this must be checked to prevent fraud.

After the votes have been counted, announce the results of the election to the class, stressing that in a democracy, everyone wins.

SUGGESTED ACTIVITIES

Here are a few examples of additional activities which can complement the election simulation described above:

- discuss what life would be like without democracy
- invite the local returning officer or member of Parliament (MP) to come and speak to the students
- discuss the people, information and places the students should be aware of: the name of the riding where they live, the names of the political parties in Canada, the names of their MPs and their parties, the addresses of the MPs' riding offices, the names of the returning officers, etc.
- during an election, students could be encouraged to keep an election log containing notes, press clippings, photographs, political cartoons, campaign literature, etc.
- visit the Elections Canada Web site (www.elections.ca) for information about voter registration, electoral districts, election results, candidates and political parties.

CANADA

AT THE POLLS!

5. English and Democracy:
An Advanced Scenario for Older Students

- A complete electoral campaign
- Description of the scenario
- Activities for learning English

ENGLISH AND DEMOCRACY

A COMPLETE ELECTORAL CAMPAIGN

This scenario is more complex than the two in the previous sections and involves carrying out most of the steps in a federal election, including an election campaign, in order to develop students' language skills: reading, listening, writing and speaking in English.

The simulation follows the electoral process from the calling of the election until polling day. Participants have the opportunity to experience all aspects of a real campaign: nomination of candidates, creation of an organizing committee, interaction with the media, partisan advertising, "campaigning" and election day.

Staging the election simulation

An election involves choosing among several candidates and, generally, among several political parties. In the interests of efficiency, we suggest a maximum of three candidates. The class is then divided into three groups, each representing a different party.

Each of the groups appoints one student who leaves the group to perform certain duties. Two of the students are designated poll clerk and deputy returning officer respectively. A third acts as a journalist and moderates the speeches and, if need be, the press conference. The group members without any specific positions may join the communications or production group, according to their interests.

Instructions to group members

The members of each group must:

• appoint a campaign manager, who becomes the group leader
• choose a name for their group, which becomes the party name (the name can be real or fictitious)
• nominate a candidate (nominated by … / seconded by …)

and, depending on the time available:

• conduct research to develop an election platform based on the ideology chosen by the party, their vision of Canada or current issues
• appoint a communications director, a production director and one representative per candidate

Non-partisan roles

The *returning officer* is responsible notably for drawing up the voters list, on which should appear the names of all qualified electors (in a real election, the list is produced from data in the National Register of Electors – in this case, it may be the class list or the list of group members); for producing the ballot papers on which appear the names of candidates in alphabetical order by family name with the party name below that of each candidate (see the sample in the Appendix); and for training election officers.

The *deputy returning officer* is responsible for checking each elector's ID, giving a ballot paper to each elector during the voting and for counting the votes (see details, p. 12).

The *poll clerk* is responsible for the voters list during the voting and for adding up the ballots counted by the deputy returning officer (see details, p. 13).

Partisan roles

The *candidate* exercises leadership in his team, gives speeches and answers questions at the press conference.

The *campaign manager* organizes the campaign and coordinates canvassing.

The *communications director* establishes the campaign strategy, plans how the candidate's image will be presented, writes copy for slogans, speeches, flyers, posters, scripts and all other promotional material.

The *production director* coordinates the production of promotional material (flyers, posters, etc.), looks after distributing advertising and raises funds if necessary.

The *candidate's representative* serves as an observer at the polling station on election day during the voting and the counting of the ballots.

Role of journalists

Journalists have the responsibility to inform. Each journalist represents a different medium (print, radio, television, online, etc.).

The journalists are responsible for interviewing the candidates and for organizing speeches by candidates and press conferences. They visit the political parties and conduct interviews. They write articles, report news and can also interact with the real media.

DESCRIPTION OF THE SCENARIO

Preparation

The *returning officer* prepares the voters list (use your group list to draw up the voters list), trains the poll clerk and deputy returning officer, receives the nomination papers and ensures that the ballots are printed and the polling station is set up.

Each campaign manager presents his candidate to the returning officer, stating the party's name, either orally or by filling out the nomination papers (see model, pp. 50–53).

The campaign

The electoral campaign begins immediately afterwards: the posters are put up, flyers distributed, etc. This is the time for "campaigning."

This is also the time for the public to gather information and for the journalists to inform the public. Journalists interview each political party and host the candidates' speeches and the press conference following the speeches.

After the press conference, the returning officer announces that the election campaign is over, reminds people about the secrecy of the vote and stresses the importance of exercising the right to vote.

The voting procedure and counting the vote

Voting itself and counting the ballots are the same as in Section 4, *Let's Hold an Election*. For more information, see pages 25–27.

Special cases and situation cards

With more advanced groups, you can explore more complex situations: for example, electors who are unable to vote alone due to physical disabilities, or people who arrive to vote although their names are not on the voters list.

Included in the kit (p. 59) are four *situation cards* which you can hand out to four electors, who must not reveal their contents until they arrive at the polling station. Each card describes a special situation, which the election officers must resolve at the polling station. The texts of oaths related to these situations can be found in the Appendix (pp. 61–63).

ACTIVITIES FOR LEARNING ENGLISH

An election simulation can be a very effective part of a strategy to develop language skills among students (reading, listening, writing and communicating in English), while raising awareness of the electoral process. An election campaign provides many opportunities to use such skills, as shown below.

Written English

- writing speeches, notes, articles
- writing canvassing material to win votes (why should people vote for a certain candidate)
- writing a letter to raise funds
- writing a script for a video or a press conference
- writing slogans and texts for posters
- writing questions for journalists at the press conference, for the news, interviews, articles, etc.

Spoken English

This includes memorizing prepared texts and oral presentations:

- candidates – speeches, press conferences (answering questions)
- journalists – oral reports on the campaign, announcing results on television, etc.
- election workers – memorizing prepared texts to canvass voters
- actors – speaking the text for a videotape, if applicable

CANADA

AT THE POLLS!

6. Supplementary Activities

- Questions and answers game
- Word games

SUPPLEMENTARY ACTIVITIES

QUESTIONS AND ANSWERS GAME

1. How many people does each member of Parliament represent?
    Each member of Parliament represents approximately 63,000 to 120,000 people.

2. How many federal electoral districts will there be in Canada, as of the 2015 federal general election?
    There will be 338 electoral districts.

3. How does a candidate win the seat for an electoral district?
    The candidate with the most votes in an electoral district wins the seat in the House of Commons.

4. Do the electoral district boundaries change? Why would they change? Who decides on the changes?
    Every 10 years, the boundaries of electoral districts are reviewed in light of the demographic changes revealed by the national census. An independent commission is set up in each province to do this. Elections Canada provides the necessary technical support. The commissions recommend the changes they think are appropriate. Decisions are made by Parliament.

5. How big or small can an electoral district be?
    The size of electoral districts varies with population density. The smallest is Papineau (9 km^2), while the largest is Nunavut (2,093,190 km^2).

6. What about the process for changing the boundaries of an electoral district? Is it fair for everyone in Canada?
    The process for changing boundaries is fair because it increases the number of members of Parliament when the population increases, while provinces in which the population drops are protected by a formula enshrined in the Constitution that safeguards their representation. Interested citizens can participate in hearings to have input into the proposed changes.

7. How many polling stations are there across Canada during a federal election?
    There are over 66,000 polling stations in a federal election.

8. There is no need for voting to take place in buildings with level access. Do you agree or disagree, and what are your reasons?
    Voting must be done in buildings with level access so that all electors, including those with physical disabilities, can exercise their democratic rights.

9. Who is responsible for conducting a federal election? Why is it an agency and not the government itself?
    Elections Canada is responsible for conducting federal elections. This non-partisan agency has been made responsible for conducting elections to ensure that the process is fair.

10. How many polling stations are there in an electoral district and how many electors does each one serve?
    The returning officer in each electoral district is in charge of approximately 184 to 220 polling stations. Each polling station serves about 350 electors.

11. Could a polling station be set up in your school?
    Yes, schools are often used because they are usually centrally located, easy to find and usually accessible to persons with disabilities.

12. What is the minimum duration of an election campaign?
    For a federal election, it is 36 days.

13. Why do you think there is a minimum but not a maximum length of time?
    So that all Canadians have enough time to think about the issues before voting.

14. Who can vote at the advance polls?
    Voters who cannot vote on election day can vote earlier.

15. Where can you find out about the rules governing federal elections?
    From Elections Canada. Visit its Web site (www.elections.ca).

16. On what day of the week are elections usually held? When does this change?
    Elections are usually held on a Monday. If the Monday is a statutory holiday, then the election is held on the Tuesday.

17. What rules must a person follow to become a candidate?
    Candidates must be Canadian citizens, at least 18 years old and they must file nomination papers with the returning officer in the electoral district in which they are running, three weeks before election day. They must make a $1,000 deposit and their nomination papers must be signed by at least 100 electors residing in the electoral district (for some of the larger or remote ridings, only 50 signatures are required).

18. If you were to run for election, what would be the benefits of representing a registered political party?
    A candidate representing a registered political party can benefit from working with other people who may share similar ideas, the party's advertising and its leader's popularity.

19. Why do you think candidates must keep a record of all donations over $20 that they receive?
    Keeping a record of all donations lets the public know who contributes to a campaign, which helps prevent corruption or unfair influence.

20. Name at least one reason why someone would vote by special ballot. How would you get one if you qualified?
    Special ballots are available for electors who cannot get to their regular or advance polling station to vote (due to disability, a stay in hospital, or because they are students away at school). Members of the Canadian Forces and prison inmates also vote by special ballot. Electors apply for a special ballot by mail or fax, and include copies of proof of their identity and address.

21. Is a person who is not registered before election day prevented from voting?
    No, electors can be registered before the election or when they go to vote if they present proper identification with their address.

22. Are the special ballot and advance polling stations important elements of our federal elections? Why?
    Yes, they allow citizens who may not otherwise be able to vote to have their say in the future of the country.

23. How many federal general elections have there been in Canada since Confederation?
    The 41st general election was held on May 2, 2011. The 42nd general election is scheduled to be held on October 19, 2015.

24. How does a referendum differ from an election?
    The government may use a referendum to ask the people what their opinion is on a constitutional issue, or another important matter, by means of a question requiring a "yes" or "no" answer.

25. What issues have referendums been called on?
    Military conscription, liquor prohibition and constitutional reform have all been issues on which referendums have been held.

26. Who first had the right to vote in Canada?
    White men who owned registered property.

27. In what year was the secret ballot first used? How did people vote before this? What problems might there be with this less formal method of voting?
    In 1874. Before this, voting was done orally, in public, so that everyone knew how you voted. Your vote might thus have made you some enemies.

28. What movement did Nellie McClung help start?
    The movement for women's right to vote.

29. When did Aboriginal persons living on reserves obtain the right to vote?
    In 1960.

30. What form of government was there before the arrival of the Europeans? Who participated in the process?
    In parts of Quebec and Ontario, it was the Iroquois Confederacy. Everyone participated, including women.

31. How did "consensual decision making" work?
    Everyone participated. All decisions had to be unanimous and the leader had to consult the group.

32. Under what Prime Minister did women obtain the right to vote?
    Sir Robert Borden.

33. Statistics show that young electors participate less often in elections than older people do. Why do you think this might be?
    <u>Note</u>: To answer this question, young people will have to give some thought to their own involvement in the electoral process, and the democratic system in general.

WORD GAMES

The following games, the *Crossword Puzzle* and *Circle-a-Word*, can be used any time but are primarily designed to be done by the members of your class or group while the vote is being held.

Since participants take about 30 seconds each to vote, the voting process may seem relatively long if your group is large. The two following activities are designed to entertain the participants at this stage of the simulated election, with simple games involving words related to elections.

CROSSWORD PUZZLE
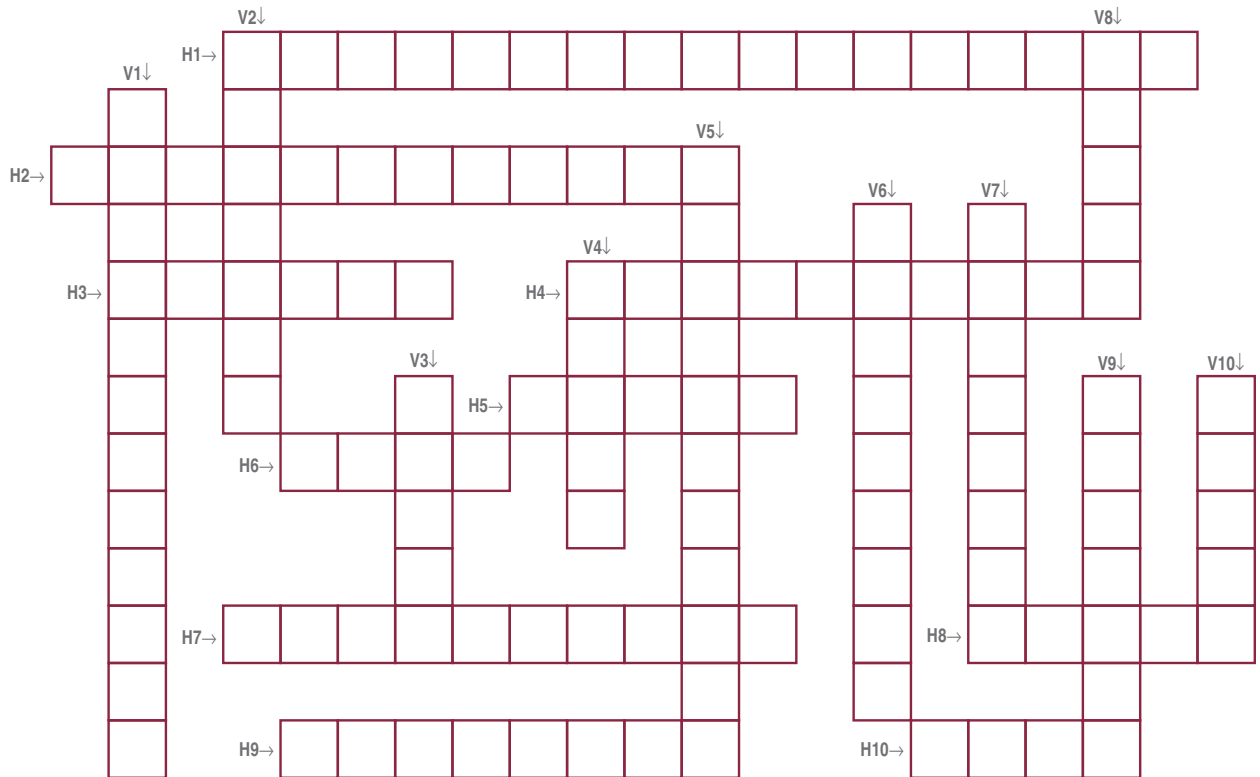
CROSSWORD PUZZLE CLUES

HORIZONTAL

H1   Division of the country for electoral purposes

H2   They imply responsibility for voters

H3   The mark X indicates the ____ of a voter

H4   Seat of government

H5   Documents ordering an election

H6   Another word for polling station (shorter form)

H7   Persons running in an election (who wish to be elected)

H8   Said of something running behind

H9   Only these people can vote

H10 Said when two candidates have exactly the same number of votes

VERTICAL

V1   Accessory in a polling station that provides privacy for voting

V2   When a candidate wins an election he has been ____

V3   Persons who use a template to vote

V4   Most candidates belong to this kind of a group

V5   Persons representing candidates at a polling station*

V6   Container in which ballot papers are deposited

V7   When a ballot paper is improperly marked
and found in the ballot box at counting time

V8   Where appeals are heard

V9   Said of a ballot paper improperly marked and
exchanged for another one

V10 Another word for count

*Since the production of this crossword, the name scrutineers has been changed to candidates'
  representatives.

CROSSWORD PUZZLE SOLUTION

Across:
- H1: ELECTORAL DISTRICT
- H2: VOTERS RIGHTS
- H3: INTENT
- H4: PARLIAMENT
- H5: WRITS
- H6: POLL
- H7: CANDIDATES
- H8: DELAY
- H9: CITIZENS
- H10: TIED

Down:
- V1: VOTING SCREEN
- V2: ELECTED
- V3: BLINDT
- V4: PARTY
- V5: SCRUTINEER
- V6: BALLOT BOX
- V7: REJECTED
- V8: TOURT
- V9: SPOIL
- V10: TALLY
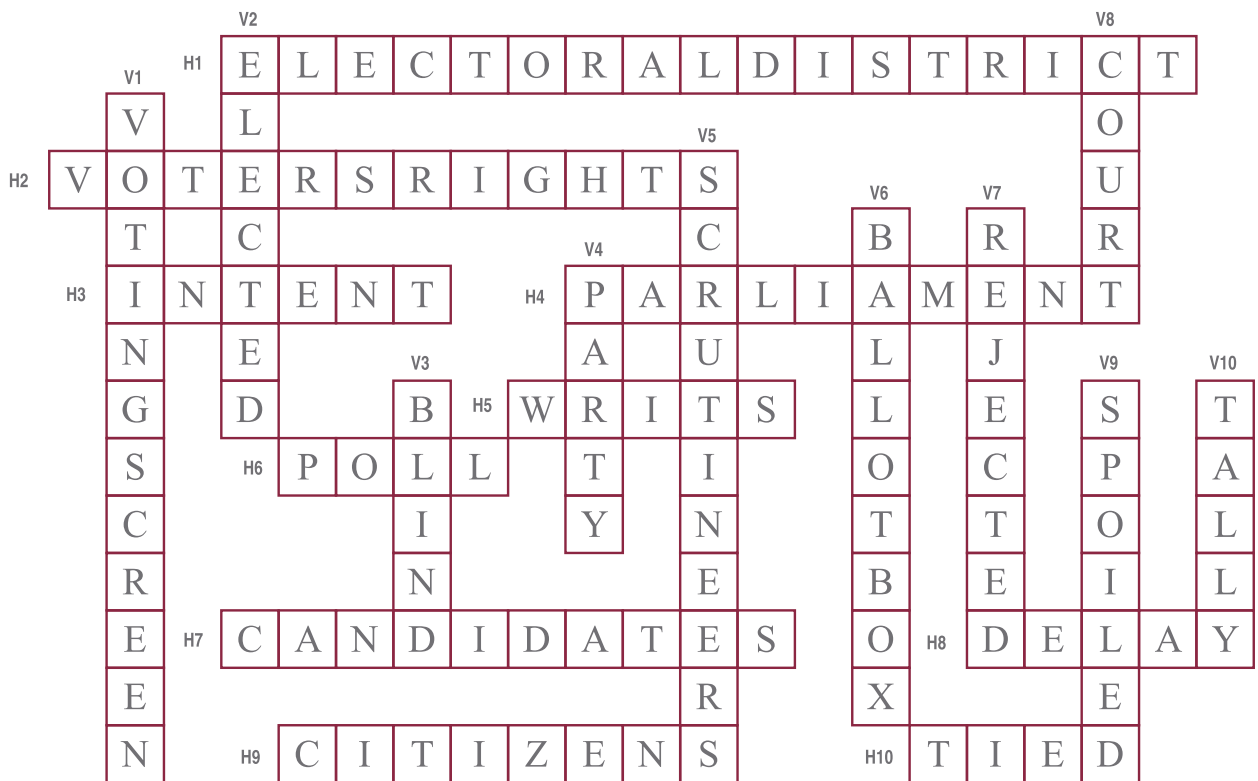
CIRCLE-A-WORD

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T I R A L O S D N I L A L P H A B E T I C A L O R D E R V N
C P L O E R A C C I T A R C O M E D T N E R B N I T R A M O
I R O V E N R T G R I Z S E T A D I D N A C B E L L A S I I
R A N L N I U E N L E E T H F A T A T A C R R E L C I N A T
T J A C L Q U M L I N O E D E N I S E V E E Q I Z B K J R A
S I G R P C R M E Y V U X L N M C E E T C T C P P O V C R T
I E R Y G E L R M R K I E N W R E B O I A N B Y S I H C O S
D L T I L S A E E R A A E W U Y A V F M U N I G N I M H M G
L E S N T R R U R N D T A T W B O F U O T E H W E H O O E N
A E S O C E T O C K E T I O R R O P C N T U T F N E V U E I
R X A I W V I S T C A N U O S G I N P N R E E G R N A S N L
O N S T O I O N Y C E D A E N R I T E W E L E R E A Y E C L
T E S C K S N O W E E S I I S R B M S I E G X C C T I O N O
C A E E W I O R R K A L N N O N A R O C P L S A I M A F K P
E A M L Y O O B L T L R E N U I O D T A K L S C F A X C J E
L L B E I N S I N T U G R L L T O O N I L R N G F T O O R O
E E L Y I O W E Q T P E L R C I R O G O O Y O B O A B M E B
S L Y B F K M Z E M V X A E V A I H P T R P C N G M T M G F
R L S V M N Y R T O Q P L P L S Z E C H C V U M N D O O A B
G R I Z R A Y B G N E E L O I L C E D A I S A G I R L N N A
B S A E H T E H O S F T F V T N L I A C Y S S U N P L S A T
E E V N U M I M N O E F I A A E S G T F O R A L R M A O M S
S O A P W E I H R S I D B V F T A S R O A E Y N U E B T N T
G A E H O N L E L C G U D O R Z T E R R L O R A T S A K G I
O D L L A E T M E N L A T I E Y R E V Y A L D O E T N E I T
W A N T D S S R I A S S C T H E I S W H I T A E R T A B A B
H S I G I N I L T K I T T A M S E S E M A I S B T I H W P Y
O O W G B E L I A L T E I F P O L I T I C A L P A R T Y M U
N W E F F O O H T H I S A F I N I S O T E M I T S I E H A S
U R L L P N D P C U J E M R E P R E S E N T A T I O N T C V
```

Find these hidden words in the puzzle above:

ADVANCE POLLS
ALPHABETICAL ORDER
ASSEMBLY
BALLOT
BALLOT BOX
BYELECTION (BY-ELECTION)
CAMPAIGN MANAGER
CANDIDATES
CHIEF ELECTORAL OFFICER
DEMOCRATIC
DEPUTY RETURNING OFFICER
DISTRICT

ELECTORAL DISTRICT
ELECTORS
ENUMERATION
GAZETTE
GOVERNMENT
GOVERNOR IN COUNCIL
HOUSE OF COMMONS
LIST OF ELECTORS
NOMINATION
PARLIAMENT
POLITICAL PARTY
POLL CLERK

POLLING DIVISION
POLLING STATION
REGISTER OF ELECTORS
REPRESENTATION
RETURNING OFFICER
REVISION
SCRUTINEER
TABULATION
VOTE
VOTER
WRITS

SOLUTION TO CIRCLE-A-WORD

```
T                         A L P H A B E T I C A L O R D E R       N
C           E         C I T A R C O M E D                         O
I           N             S E T A D I D N A C                     I
R             U           T                 R R   L               T
T               M       O           S     E E   I                 A
S                 E   V           C       T C   C             C   T
I                 R             R     O I   N             H       S
D                 A         U     V F   U             I   H       G
L     N   R               T   T W   F   O           E     O       N
A     O   E   S           I     R O   C   T     F         U       I
R   A I   V     R       N   O   G I N   N     E   R       S       L
O   S T   I       O E       N   I T E     L     E         E       L
T   S C   S       E T       I   R   M S   E         C     O       O
C   E E   I     R   C N   O   A     C     S   I     F           P
E   M L   O     T   R E N   I       T     L         F     C
L   B E   N     N U   R L L     O N   L S         F     O
E   L Y     E   T   E   R E   R O   O R         O     M
    Y B   M   E   V   A     A I   P T       G     M
        N   R   O   P     L S   E C         N     O
      R   Y   G N       O I   C E D         I     N
      E   T   O       F V T N L I           N     S
    V U     M       F I A A E S G T         R
  O   P     I       I D B V F T A     O     U
G E   N       C G U D O R Z         L       T
  D   A     E N L A T I E             L     E
    T       R I A   S C T                 A   R
    I       L T   I T T                 B
  O       L I   L   E
N         O O
          P N               R E P R E S E N T A T I O N
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CANADA
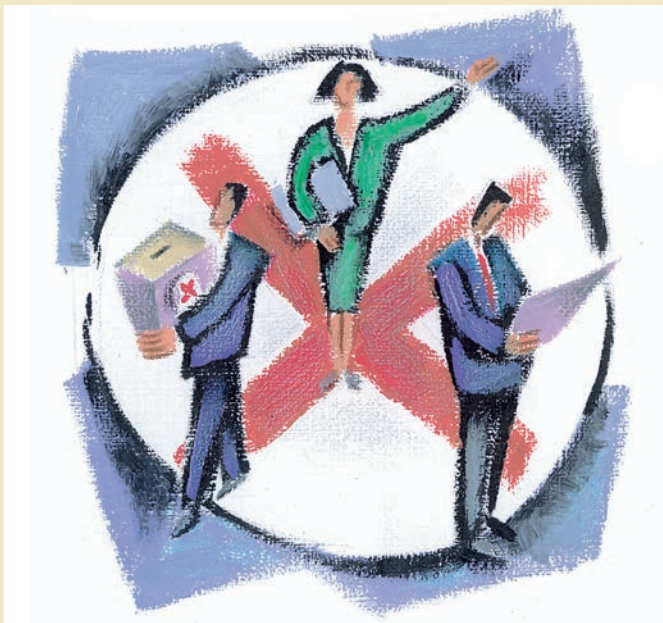
AT THE POLLS!

7. Guide for the School Election Officer

- Electing a student council: a step-by-step guide
- Material for candidates

GUIDE FOR THE
SCHOOL ELECTION OFFICER
ELECTING A STUDENT COUNCIL: A STEP-BY-STEP GUIDE

This section is intended for the person responsible for conducting student elections at your school, called in this kit the "school election officer." This guide can be used on its own and explains, clearly and simply, the steps involved in electing a student council. The information it contains is based on examples and suggestions that are suitable for most elections of this kind.

Electing a student council helps promote a favourable environment for student life. By choosing their own representatives, students also gain a better understanding of the electoral process.

We recommend announcing the election at a school assembly and inviting students to contact the school election officer for further information.

The election should be organized democratically and in a non-partisan way. Remind the student electors that they should not base their choice on a candidate's popularity but should instead choose the person best suited for the job in view of his abilities and skills, bearing in mind that the school's image is involved.

To facilitate the process, we have included explanatory notes on the various stages in an election, an electoral calendar (based on a 17-day period, although a federal election or referendum extends over a minimum of 36 days), a sample election announcement and a file of useful material for candidates. Use what you need and make any necessary changes. The process of planning a fair and equitable election will make this an interesting and satisfying exercise.

DISTRIBUTION OF INFORMATION

As the school election officer you must post the electoral calendar, the election announcement, the list of positions available and the duties of each position; prepare the candidate nomination forms; and receive the completed forms. Samples of an electoral calendar and announcement are on pages 47–48.

NOMINATION PERIOD

During the nomination period, make sure that anyone interested in running for office has access to the election regulations and the conditions of candidate eligibility. Once the candidates have been confirmed, prepare the ballots listing the names of the candidates, by position and in alphabetical order. A sample can be found on page 64 of this guide.

INFORMATION FOR POTENTIAL CANDIDATES

To make sure all students get the necessary information about the election, we recommend that you make a short presentation explaining the election process during an assembly. You should clarify the roles and responsibilities of the various positions and explain how to get a nomination form. Your presentation should be as informative and interesting as possible in order to give your audience a good idea of what being involved in school politics is all about.

CANDIDATE ELIGIBILITY

Any full-time student has the right to seek election to the student council.

RUNNING FOR ELECTION

To run for election, a student must:

- fill out a nomination paper
- obtain the support of at least 10 students
- return the nomination paper to the school election officer along with a deposit of $20 by the prescribed deadline

In addition, a candidate must submit his curriculum vitae and fill out the candidacy confirmation form.

CANDIDATE QUALIFICATIONS

Candidates should possess the following qualifications:

- have a good school record (marks, attendance and behaviour)
- show initiative and a sense of responsibility
- be willing to work to improve the quality of life at school
- have the necessary time available
- be able to communicate effectively

Often, to run for president, a student must also be in the final two years of secondary school.

ELECTION EXPENSES

Candidates must make a $20 deposit when they hand in their nomination papers. The elections office will give the candidates a $20 school photocopying voucher, once their eligibility has been confirmed, so they can make photocopies at school, during designated times. Candidates are also allowed to raise up to $20 in funds, over and above the $20 photocopying credit, to purchase and make use of other election materials with prior approval from the school election officer. The total proposed budget for the candidate is therefore $40.

Candidates must keep a record of all expenses incurred and funds raised. Upon receiving the candidate's expense report (see form, p. 57), the school election officer returns the $20 deposit to the candidate. Should the candidate fail to provide a detailed expenses report before 11:00 a.m. on the day after polling day, the candidate will not be reimbursed for the $20 deposit and may be disqualified.

NOMINATION OF OFFICIAL CANDIDATES

Official candidates can be nominated at an assembly. The nomination establishes contact between voters and candidates and can be a very effective public relations tool for all those involved in the campaigning process. So make it interesting with the help of props, audio or visual aids.

VOTERS LIST

The voters list is a complete list of the students eligible to vote. Every full-time student at the school where the elections are being held is eligible to vote. Ask the school office for the most up-to-date list of students. Only students who are enrolled are eligible to vote.
If a student's name does not appear on the voters list, send the student to the school office, which will issue a note certifying that he is indeed a full-time student at the school.

CAMPAIGNING

Campaigning is the only way candidates have to let people know they are running for office and to get their message out to student electors. Provide student electors with a little bit of information about the election and your election policies every day through daily announcements or in other ways. Candidates should try to put up posters and other types of printed material, as well as planning some skits and publicity stunts, so that student electors are not just looking at printed material but are exposed to a variety of promotional vehicles.

CANDIDATES' SPEECHES

All candidates, including those who might win by acclamation, should be required to make a speech. Speeches should not last longer than five minutes.

Speeches can be followed by a press conference to give listeners an opportunity to clarify the points raised. Students should also be informed of the rules for this press conference: raise your hand to ask a question; when recognized, stand up and identify yourself (e.g. I am xyz from radio, television station, newspaper, magazine) and name the candidate to whom the question is

addressed. Students may each ask only one question: preambles, additional questions or debates are not allowed. By following these instructions, you will avoid a lot of problems.

CANDIDATE DEBATES

You may choose to organize a debate to help student voters better understand the position of each candidate. Debates are also an opportunity for the candidates to display their talents in public one last time. Debates can degenerate, however, leading to personal attacks. Also, debates are usually more difficult to organize and control than speeches and press conferences.

ELECTION DAY

Election day is the day when student electors have the opportunity to vote for the candidate they believe will best represent them. A timetable of polling hours should be made up and posted at least a week before election day to inform electors where and when they can vote. It is also recommended that you set up polling stations (see model, p. 17) in high-traffic areas in order to attract as many voters as you can on election day, ensuring, however, that electors can still vote in secret without difficulty. Follow the ordinary voting procedures described on page 26 of this guide.

ELECTION RESULTS

Election results must be published as soon as they are available. To tally the results, refer to the section on counting the vote (p. 27). After you announce the results, we suggest that you introduce the elected candidates. Once elected, members of the student council will work together on an action plan to improve the quality of life for all students in the school. This is a good time to invite students to make any suggestions in this regard.

SPEECHES BY ELECTED MEMBERS

It is also a good idea for the elected candidates to say a few words after the election results have been announced. Words of thanks are especially appreciated at this time. They should also include a few words of encouragement to their teammates and inform the electorate that they will keep the promises they made during their campaign. They could also take the opportunity to include a few words about their action plan and to rally their fellow students, who may have been divided during the campaign.

CELEBRATION

What else is there to say … it's time to celebrate all the work that has been done and the results achieved. Although some may omit this last step, it is a good way of thanking those who organized the elections for their hard work and also an opportunity to wish the newly elected members success during their term in office. This is also a social occasion, conducive to a better working relationship between the newly elected members and the electorate – you never know when you will need some good volunteers!

ELECTORAL CALENDAR

DAY	DATE	TIME	EVENT	LOCATION
17 to 13			school election officer begins distributing information; start of the nomination period	assemblies; student council bulletin board; office of the school election officer
10 and 9			information session for potential candidates	classroom or other suitable location
8		4:30 p.m.	end of nomination period; verification of candidate eligibility	office of the school election officer
7		1:00 p.m.	publication and posting of list of official candidates	school newspaper, cafeteria or gym bulletin board
7 to 1			campaigning	entire school
6		12:30 p.m.	candidate speeches, followed by press conference	school auditorium or gym
3		12:30 p.m.	candidate speeches	school auditorium or gym
2 and 1			obtain the voters list	school office
0		according to the posted schedule	ELECTION DAY	high-traffic locations
-1		12:30 p.m.	school election officer announces results and introduces the elected candidates	assemblies; student council bulletin board; office of the school election officer

SAMPLE ANNOUNCEMENT OF STUDENT ELECTIONS

YOUR STUDENT ELECTIONS
WILL BE HELD ON

_____
Date

WE ARE LOOKING FOR A PRESIDENT, VICE-PRESIDENT AND SECRETARY.

*ARE YOU INTERESTED IN RUNNING
OR DO YOU KNOW ANYONE WHO COULD REPRESENT
YOUR SCHOOL WELL?*

*GET YOUR NOMINATION FORM
FROM THE SCHOOL ELECTION OFFICER.*

*THIS FORM MUST BE COMPLETED AND HANDED IN TO THE
ELECTIONS OFFICE BY 4:30 P.M. ON*

_____
Date

*ALL STUDENTS HAVE THE RIGHT TO VOTE!
THIS IS YOUR CHANCE TO MAKE YOUR VOICE HEARD!*

*THE STUDENT COUNCIL WILL ALSO INCLUDE
REPRESENTATIVES FOR EACH GRADE,
WHO WILL ALSO BE ELECTED.*

MATERIAL FOR CANDIDATES

GUIDELINES FOR CANDIDATES

- Candidates must submit their nomination papers to the school election officer, together with the signatures of the students who support them, their curriculum vitae (see model, pp. 55–56) and their $20 deposits if necessary, no later than (date) at 4:30 p.m.

- The school election officer receives nominations and reviews them in accordance with the established criteria. The nomination committee, made up of a member of the school administration, a teacher and the school election officer, evaluates contentious cases. Its decisions are final.

- All candidates must attend the candidate information session and any other all-candidate meeting held from time to time, after reasonable notice.

- The names of the confirmed candidates will appear on the appropriate ballot papers.

- Campaigns will run from (date) to (date). All publicity material must be submitted for approval by the school election officer before being produced and distributed. Any candidate failing to have his publicity material approved will have the $20 photocopying budget revoked.

- Each candidate must prepare a speech to be presented during an assembly at a suitable time and place. Speeches may not exceed five minutes. As a rule, in his speech, the candidate should show that he has a clear understanding of the responsibilities of the position sought, clearly indicate his objectives and show why he is a good candidate.

- At the end of the campaign period, all candidates and their teams are responsible for removing their posters and election material from the school before 4:30 p.m. on the day before election day. Any candidate failing to do so will forfeit the $20 deposit.

- All candidates must submit their expenses reports no later than 11:00 a.m. on the day after the election; any candidate failing to do so loses his $20 deposit and may be disqualified.

Good luck in your campaign!

NOMINATION PAPERS

Candidate's name

Name of party (if applicable)

Level/Class

STATEMENT OF CANDIDATE ACCEPTING NOMINATION

I, the undersigned, the nominee in these nomination papers, do solemnly affirm the following:

1. I consent to the nomination.

2. As a full-time student at this school, I am a qualified elector and meet the eligibility criteria for the position of:

   _____

   Position sought

3. This is exactly how I wish my name to be spelled on the ballot paper:

   _____

   PRINT YOUR NAME CLEARLY IN BLOCK LETTERS

   _____

   Signature and student number of nominated candidate   *Date*

For office use only:

Nomination papers received on _____at _____with a $20 deposit.
                                                              Date   *Time*   (if applicable)

Signature of school election officer   _____

The deadline for submission of this nomination paper is 4:30 p.m. on _____
                                                            Date

ELECTORS SUPPORTING THE NOMINATION

I, the undersigned, support: _____

Name of candidate

as candidate for election to the position of: _____

Position sought

Name of elector (print in block letters)	Student ID#	Grade	Signature of elector
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

CONFIRMATION OF NOMINATION

Name of candidate: _____

Student ID number: _____ Grade: _____

Position sought: _____

Telephone: _____ E-mail: _____

Declaration of Candidate

1. Having been duly nominated and confirmed as a candidate in the upcoming elections, I understand the election rules and agree to abide by them. Any failure to do so will result in my being disqualified as a candidate. I have attended at least one information session.

2. I understand that any and all publicity materials used in my campaign must be approved by the school election officer.

3. I understand that I am fully responsible for all election-related materials used by me or my team.

4. I understand that I can be disqualified if my expenses report is not presented on time or if I exceed my budget limit.

5. I have received the list of all deadlines associated with the campaign period.

6. My campaign director (if applicable) is: _____

7. My candidate's representative is: _____

_____   _____
                Signature of candidate   *Date and time*

_____
                Signature of school election officer

ELECTION RULES

1. All election material must be approved by the school election officer. Posters are to be put up only in approved areas of the school. All campaigning must be conducted inside the school.

2. Election material must be free of any defamatory or discriminatory drawings, statements or connotations of any sort. All election publicity should respect individual privacy and be in good taste.

3. All publicity work (making posters, etc.) must be done outside school hours, unless it is being done as part of a course or special permission is received from the teacher.

4. Candidates must not exceed their allotted budgets.

5. All expenses must be backed up with receipts.

6. All posters and other electoral material must be removed **before** 4:30 p.m. on the day before election day.

7. All class presentations by candidates must be approved in advance by the school election officer and the teacher in question.

8. Candidates must not solicit votes during the day of the election in or around polling stations.

9. Distributing promotional items that are considered to have a commercial value to student electors is not permissible as it may be seen as purchasing a vote. It is wise to have promotional material intended for distribution approved by the school election officer rather than risk having the material confiscated or being disqualified.

10. Candidates must complete their nomination papers and return them to the returning officer **before** the deadline indicated on the nomination papers.

11. Any candidate breaking the above rules may be disqualified.

CURRICULUM VITAE

Family name _____ Given name _____

Grade _____ Date of birth _____ Age _____

Place of birth _____ Sex: F   M

Address _____

City _____ Province _____

Telephone _____ E-mail _____

Parent's name _____

Name of homeroom teacher _____

WORK EXPERIENCE

Year _____ Duration _____

Description _____

_____

What did you gain from this experience? _____

_____

Year _____ Duration _____

Description _____

_____

What did you gain from this experience? _____

_____

VOLUNTEER WORK

Year _____ Duration _____

Description _____

_____

What did you gain from this experience? _____

_____

Note: Add an extra page if necessary.

SPECIAL COURSES

Year   Duration

Description

What did you gain from this experience?

EXTRACURRICULAR ACTIVITIES

Year   Duration

Description

What did you gain from this experience?

Recreation and hobbies

Skills (those that, in your opinion, make you a good candidate)

Reasons for becoming a candidate

What role would you like to play on the student council?

_____   _____

Signature   *Date*

CANDIDATE'S REPORT ON ELECTION EXPENSES

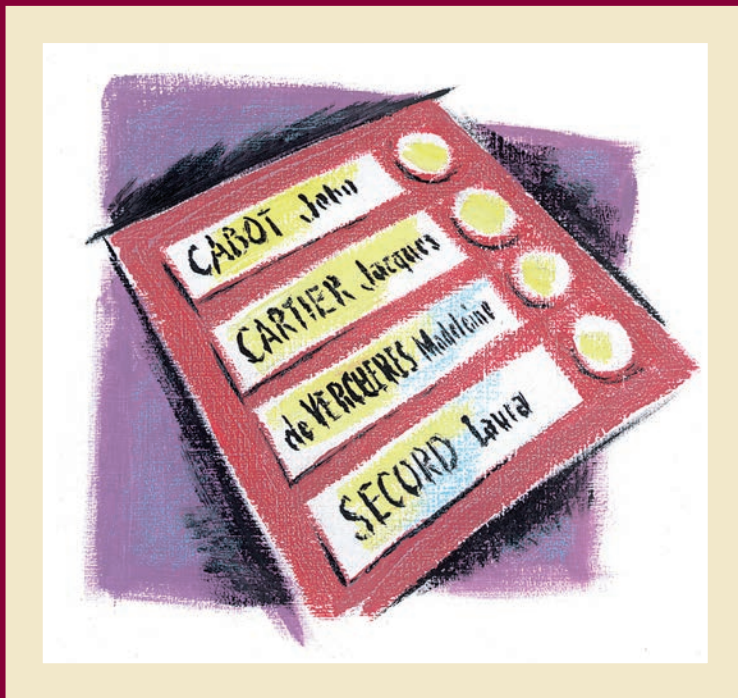| Receipt number	Item	Cost
	TOTAL	

_____   _____

Signature   *Date*

Note: Keep all your bills/receipts; they should be attached to this list.

CANADA

AT THE POLLS!

8. Appendix

- Special cases: situation cards and notes
- Oaths
- Sample ballot papers
- Election countdown (sample of teacher-generated material)
- Voters list
- Tally sheet
- Official statement of votes
- Samples of marked ballot papers
- Evaluation of the *Canada at the Polls!* kit
- Order form

APPENDIX

SPECIAL CASES: SITUATION CARDS AND NOTES

SITUATION CARDS

SITUATION CARD

ELECTOR

At the polling station, tell the deputy returning officer you are blind. Ask for a template and for someone to read out the names of the candidates shown on the ballot in the order they appear.

DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS

A

SITUATION CARD

ELECTOR

At the polling station, tell the deputy returning officer that you need help voting and ask whether a friend voting at the same polling station can help you.

DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS

C

SITUATION CARD

ELECTOR

When you are about to vote, accidentally tear your ballot; then show it to the deputy returning officer and ask him for a new ballot.

DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS

B

SITUATION CARD

ELECTOR

At the polling station, give a name that does not appear on the voters list and ask the deputy returning officer to register you under this name.

DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS

D

<u>Note</u>: Photocopy these cards, cut them out and distribute them to four participants.

EXPLANATORY NOTES FOR SPECIAL CASES

The following explanatory notes pertain to the situation cards distributed discreetly to four electors. Each card describes a special case that will have to be dealt with at the polling station.

A. **A voter with a visual impairment** – An elector is asked to tell the deputy returning officer that he has a visual impairment. The deputy returning officer will provide a voting template and follow the instructions written on it.
Purpose: to show that visually impaired persons can vote in secret just like other voters.

B. **Spoiled ballot** – An elector is asked to spoil a ballot accidentally by tearing it. He asks for another one from the deputy returning officer. The deputy returning officer writes "spoiled" on the torn ballot and keeps it in a separate place. A new ballot is given to the elector and voting proceeds normally.
Purpose: to show that voting is easy, but if you make a mistake you can get a new ballot.

C. **Elector who requires assistance** – An elector is asked to come to the polling station and tell the deputy returning officer that he requires the help of a relative or friend who is voting at the same polling station. The deputy returning officer administers an oath to the relative or friend. The relative or friend goes to the voting screen with the elector and marks the elector's choice on the ballot.
Purpose: to show that all electors can vote.

D. **Name not on the voters list, or polling day registration** – An elector is asked to give a name that does not appear on the list. The poll clerk checks the list and informs the deputy returning officer that the name is not on it. The voter asks to have his name added to the list. The deputy returning officer asks the voter to produce one piece of identification bearing his name, address and signature, or two pieces of identification meeting the same requirements. Once the voter has done so, he will complete a registration certificate and be added to the list and will receive a registration certificate. If the student does not have acceptable ID, he may ask another student to vouch for him. In this case, both students must take an oath and the student vouching must present ID.
Purpose: to show that electors' names must appear on the voters list before they may vote; to show also that voters can register on election day if their names are not on the list.

OATHS

OATHS OF OFFICE

Here are the oaths sworn by the deputy returning officer, the poll clerk, candidate's representative and interpreter when they assume their respective duties. The returning officer administers the oath to the deputy returning officer, who then administers the oath to the others.

1. **Oath of deputy returning officer** (administered by the returning officer) and of the **poll clerk** (administered by the deputy returning officer)

    I solemnly affirm that:

    –   *I have reached voting age;*
    –   *I live in the riding of _____ (give the name of the school);*
    –   *I will act faithfully without partiality, fear, favour or affection and in every respect according to the law;*
    –   *at the polling station, I will maintain the secrecy of the vote.*

2. **Oath for candidates' representatives** authorized to be in attendance at the polling station (administered by the deputy returning officer)

    I solemnly affirm that:

    –   *I will maintain the secrecy of the vote;*
    –   *I will not interfere with the marking of a ballot by any voter nor ask any voter how he or she is about to vote or has voted;*
    –   *I will not induce a voter to show a marked ballot to any person.*

3. **Oath for the interpreter** appointed by the returning officer to assist at a polling station on election day (administered by the deputy returning officer)

    Do you solemnly affirm that:

    –   *you will maintain the secrecy of the vote;*
    –   *you will act faithfully as interpreter without partiality, favour or affection, as required by the law and under the direction of the returning officer or deputy returning officer?*

Note: The poll book is kept by the poll clerk under the direction of the deputy returning officer. The *Canada Elections Act* requires that an accurate record of the proceedings throughout polling day is kept. Only exceptional voting procedures are recorded in the poll book.

ORAL OATHS AND NOTES FOR SPECIAL CASES

The deputy returning officer can administer the following oaths orally, without any signatures. Electors can take an oath by swearing on the Bible, or by making a solemn statement, without using the Bible. In the first case, the elector must respond to the deputy returning officer: "So help me God," and in the second case, "I so affirm."

Any oath taken or refused should be noted in the poll book. Anyone refusing to swear an oath cannot receive a ballot or vote. The texts of the oaths for special cases appear in the poll book. The following oaths are taken from the poll book and are authentic.

SPECIAL CASE A

Follow the instructions written on the template, which can be ordered separately.

SPECIAL CASE B

If a ballot is accidentally torn or marked incorrectly, the voter can ask the deputy returning officer for another one. The deputy returning officer writes "spoiled" on it and keeps it separately with the other spoiled ballots and gives a new ballot to the voter. If a ballot is marked incorrectly and deposited in the ballot box, it would be "rejected" when the ballots are counted.

OATHS FOR SPECIAL CASE C

(For a friend or relative who will mark the ballot paper for an elector who requires assistance)

For a relative of the elector:

You swear or solemnly affirm that:

– *you will mark the ballot paper as directed by your relative;*
– *you will not disclose the name of the candidate for whom the elector voted;*
– *you will not try to influence your relative in making a choice.*

For a friend of the elector:

You swear or solemnly affirm that:

– *you will mark the ballot paper as directed by the elector;*
– *you will not disclose the name of the candidate for whom the elector voted;*
– *you will not try to influence the elector in making a choice;*
– *you have not already assisted another person, as a friend, to mark a ballot at this electoral event.*

OATH FOR SPECIAL CASE D (Modified for Student Voting)

Oath of unregistered elector accompanied by another elector vouching for him:

You swear or solemnly affirm that:

– *you are (name) of (address) whose name is not registered on the voters list;*
– *you are a student at (name of school);*
– *you have not already voted and will not attempt to vote again at this election.*

Oath for a registered elector vouching for an unregistered elector:

You swear or solemnly affirm that:

– *you are (name) of (address) named or intended to be named on the voters list now shown to you;*
– *you know (name) of (address) whose name does not appear on the voters list and who accompanies you;*
– *you and the person you are vouching for are both students at (name of school);*
– *you verily believe this person to be a duly qualified elector at this election.*

SAMPLE BALLOT PAPERS

1. Type in the candidates' names and political affiliations (as in the model below).
    Family names must be in alphabetical order.

2. Reproduce the required number of ballots for your group.

3. Cut carefully around the edge of the actual ballot so that it fits into the template
    for voters with a visual impairment.

4. Fold the ballot according to the instructions on page 12.

    <u>Note</u>: The sample below was developed for a history class.

• • • • • • **CABOT, John** • • • • • •
• • **Political Affiliation/Appartenance politique** • •

• • • • **CARTIER, Jacques** • • • • •
• • **Appartenance politique/Political Affiliation** • •

• • **de VERCHÈRES, Madeleine** • •
• • • • Independent/Indépendant • • • •

• • • • • **SECORD, Laura** • • • • • •

STUB   COUNTERFOIL

SAMPLE BLANK BALLOT PAPERS
FOR THREE AND FOUR CANDIDATES

The stub remains in the deputy returning officer's ballot book

SIMULATION

The stub remains in the deputy returning officer's ballot book

SIMULATION

SIMULATION

STUB   COUNTERFOIL
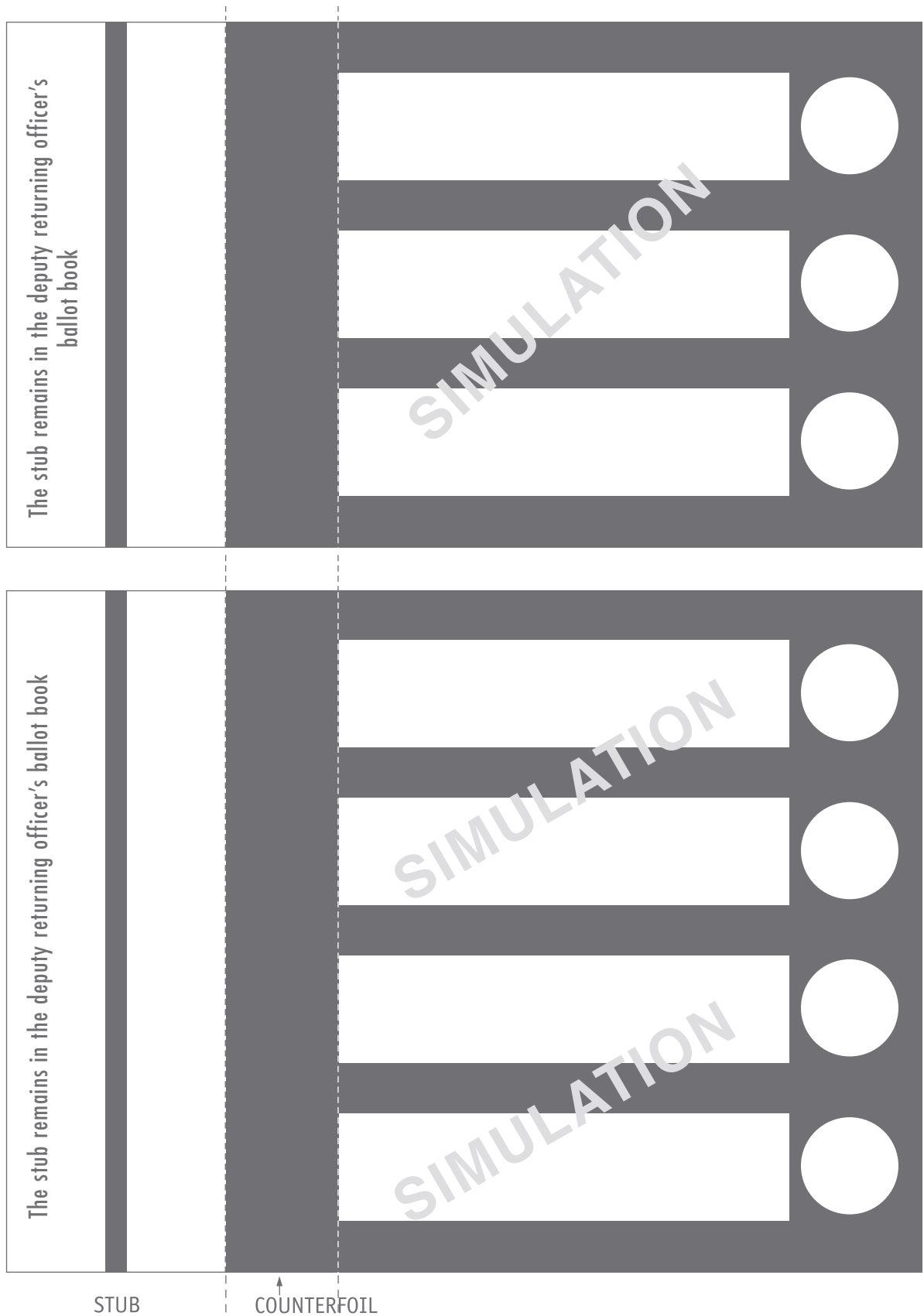
SAMPLE BLANK BALLOT PAPER
FOR SIX CANDIDATES

The stub remains in the deputy returning officer's ballot book

SIMULATION

SIMULATION

SIMULATION

STUB   COUNTERFOIL

ELECTION COUNTDOWN

(sample of teacher-generated material)

1. Parliament is dissolved and an election is called.

2. The Chief Electoral Officer sends writs of election to the returning officers.

3. A preliminary voters list is prepared from the National Register of Electors.

4. Political advertising can begin.

5. Candidates submit nomination papers to the returning officers.

6. Advance voting takes place at special polling stations.

7. The voters list is revised.

8. Electors who do not wish to go to the polling station vote using a special ballot.

10. ELECTION DAY

9. Advertising by political parties must stop.

11. Validation of the results.

12. There is a judicial recount (if necessary).

13. Each returning officer declares a candidate elected and returns the writ of election.

14. The new members of Parliament are sworn in and the new Parliament is convened.

15. Candidates and political parties file their financial reports.

Concept by Jean-Claude Richard

VOTERS LIST

List the names of all participants in the simulation to ensure all are eligible to vote. Those playing the roles of candidates, deputy returning officer and poll clerk have the right to vote. *Note that in a federal election, both names and addresses of electors are required*. (Photocopy and add pages as needed.)

ELECTORAL DISTRICT – NAME OF SCHOOL OR ORGANIZATION			
MUNICIPALITY	☐ URBAN ☐ RURAL	POLLING DIVISION NO. – GRADE/CO. #	
This voters list was prepared for use at the election simulation of *Canada at the Polls!*			

NUMBER	NAME OF ELECTOR	VOTED
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

CERTIFIED AS TO COMPLETENESS AND CORRECTNESS	DATE
SIGNATURE(S) OF TEACHER(S)/GROUP LEADER(S)	

TALLY SHEET

To be used by the poll clerk in the presence of those persons authorized to be present at the counting of the votes.
1. Write names of candidates at top of columns in the same order as on ballot.
2. When the deputy returning officer unfolds a ballot and reveals for which candidate it is marked, make a cross or other mark in a square in that candidate's column.

	CANDIDATE	CANDIDATE	CANDIDATE	CANDIDATE	CANDIDATE	
5						5
10						10
15						15
20						20
25						25
30						30
35						35
40						40
45						45
50						50
55						55
60						60
65						65
70						70
75						75
80						80
85						85
90						90
95						95
100						100
105						105
110						110
115						115
120						120
125						125
130						130
135						135
140						140
145						145
150						150
155						155
160						160
165						165
170						170
175						175
180						180
185						185
190						190
195						195
200						200
205						205
210						210
215						215
220						220
225						225
230						230
235						235
240						240

OFFICIAL STATEMENT OF VOTES

TO BE COMPLETED BY THE DEPUTY RETURNING OFFICER AFTER THE BALLOTS ARE COUNTED

Polling station: _____　　Date: _____
(Name and/or number)

NAMES OF CANDIDATES (same order as on ballot)	NUMBER OF VOTES	NAMES OF CANDIDATES (same order as on ballot)	NUMBER OF VOTES

Ballots received from returning officer _____ **A**

① VALID VOTES CAST_____　　② REJECTED VOTES _____
(found in box but not counted as valid)

TOTAL VOTES CAST (number of electors who voted)　① + ② = _____

SPOILED BALLOTS (not deposited in ballot box)　③ _____

UNUSED BALLOTS ④ _____

TOTAL ① + ② + ③ + ④　_____ **B**
(A must equal B).
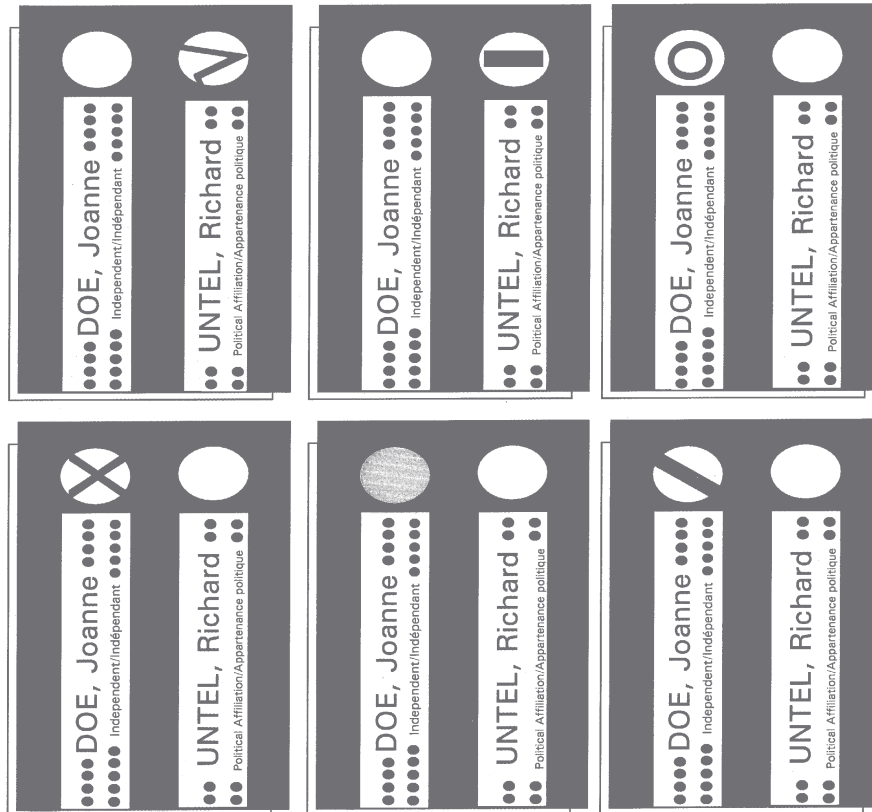
_____　　_____
Signature of deputy returning officer　　*Signature of poll clerk*

SIGNATURES OF CANDIDATES' REPRESENTATIVES (optional)

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Élections Canada

SAMPLES OF MARKED BALLOT PAPERS WHICH SHOULD BE **REJECTED**

ÉCHANTILLONS DE BULLETINS DE VOTE MARQUÉS QUI DEVRAIENT ÊTRE **REJETÉS**

SAMPLES OF MARKED BALLOT PAPERS WHICH SHOULD BE **ACCEPTED AND COUNTED**

ÉCHANTILLONS DE BULLETINS DE VOTE MARQUÉS QUI DEVRAIENT ÊTRE **ACCEPTÉS ET COMPTÉS**

(Ballot samples showing:)
DOE, Joanne — Independent/Indépendant
UNTEL, Richard — Political Affiliation/Appartenance politique

---

OFFICE OF THE CHIEF ELECTORAL OFFICER OF CANADA

MEMORANDUM TO DEPUTY RETURNING OFFICERS

The attention of deputy returning officers is particularly drawn to the directions given in the DEPUTY RETURNING OFFICER'S MANUAL, which deal with the acceptance and rejection of ballot papers. Every deputy returning officer is requested to familiarize himself thoroughly with these instructions in order that every good ballot paper cast in his polling station may be counted at the close of the poll on polling day.

Each elector is expected to vote by making a cross in the small circular space on the ballot paper at the right of the rectangular space containing the name of the candidate of his/her choice. No ballot paper will be rejected only because it has been marked with a writing instrument other than a black lead pencil or with a mark other than a cross. In other words, ballot papers marked in ink, coloured pencil or similar instrument should be counted. Similarly, ballot papers marked with a mark of any kind, such as a checkmark, provided such mark is made in the small circular space and does not constitute identification of the elector, should also be counted.

The only ballot papers which the deputy returning officer SHOULD NORMALLY REJECT are those falling within one of the following categories:

(a) Ballot papers not marked or marked for more than one candidate;

(b) Ballot papers upon which the elector has made any mark or writing by which he/she could be identified; and

(c) Ballot papers not marked in the circular space to the right of a candidate's name.

To illustrate what is stated above and for the guidance of deputy returning officers, samples of marked ballot papers WHICH SHOULD BE ACCEPTED AND COUNTED appear on the left side and samples of marked ballot papers WHICH SHOULD BE REJECTED appear on the right.

THE CHIEF ELECTORAL OFFICER
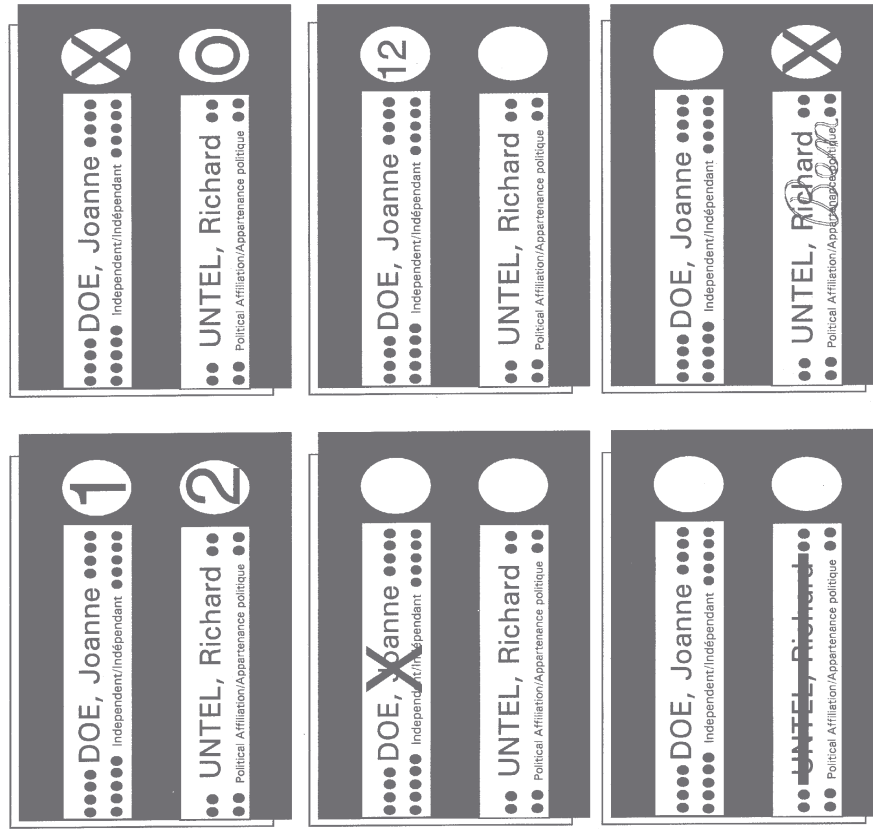
BUREAU DU DIRECTEUR GÉNÉRAL DES ÉLECTIONS DU CANADA

MÉMOIRE AUX SCRUTATEURS

Les scrutateurs voudront bien donner une attention particulière aux directives énoncées dans le MANUEL DU SCRUTATEUR concernant l'acceptation et le rejet des bulletins de vote. Tout scrutateur est prié de bien se familiariser avec ces directives afin que chaque bulletin de vote valide soit compté lors de la fermeture de la votation le jour du scrutin.

On s'attend à ce que chaque électeur vote en faisant une croix dans le petit espace circulaire sur le bulletin de vote à la droite de l'espace rectangulaire où figure le nom du candidat de son choix. Aucun bulletin de vote ne sera rejeté pour la seule raison qu'il a été marqué avec un instrument utilisé pour l'écriture autre qu'un crayon noir, ou qu'il a été marqué autrement que d'une croix. En d'autres mots, les bulletins de vote marqués à l'encre, au crayon de couleur ou avec d'autres instruments semblables devraient être comptés. De même, les bulletins de vote portant un crochet ou toute autre marque, pourvu que cette marque soit faite dans le petit espace circulaire et qu'elle ne permette pas d'identifier l'électeur, devraient également être comptés.

Les seuls bulletins de vote que le scrutateur DEVRAIT NORMALEMENT REJETER sont ceux qui rentrent dans l'une des catégories qui suivent:

a) Bulletins de vote non marqués ou marqués pour plus d'un candidat;

b) Bulletins de vote sur lesquels l'électeur a fait une marque ou un écrit qui permet de l'identifier;

c) Bulletins de vote qui n'ont pas été marqués dans l'espace circulaire à la droite du nom du candidat.

Pour bien faire comprendre ce qui vient d'être énoncé et pour la gouverne des scrutateurs, des échantillons de bulletins de vote marqués QUI DEVRAIENT ÊTRE ACCEPTÉS ET COMPTÉS figurent à la gauche et des échantillons des bulletins de vote marqués QUI DEVRAIENT ÊTRE REJETÉS figurent à la droite.

LE DIRECTEUR GÉNÉRAL DES ÉLECTIONS

EVALUATION OF THE
CANADA AT THE POLLS! KIT

We would appreciate your help in improving this election simulation kit. Please answer the following questionnaire and return it to the address below. If you wish to contribute to a future edition of the kit, please don't hesitate to send us your material.
Thank you!

Outreach Directorate
Elections Canada
30 Victoria Street
Gatineau, Quebec
K1A 0M6
1-800-463-6868 (TTY 1-800-361-8935)

1. Did you conduct this election simulation as (circle the answer that best describes your situation):

   A) a classroom teacher (state level) _____
   B) student council advisor _____
   C) the leader of a youth group (specify: Scouts, cadets, etc.) _____
   D) other (specify) _____

2. On average, how old were the participants in the group? _____

3. Did you use the kit (circle all answers that apply to you):

   A) at the elementary school level
   B) at the secondary school level
   C) with a community group
   D) to elect a student council

4. Was the simulation easy to adapt to the needs and maturity of your group?

   Yes ❑   No ❑

   Please explain:

   _____
   _____
   _____
   _____

5. Do you think the members of your group enjoyed the activity?

   Yes ❑   No ❑

   What parts did they enjoy the most?

   _____
   _____

6. Is there anything the group did not enjoy in the election simulation?

   _____
   _____

7. Do you think the simulation helped the members of your group understand the following concepts?

A) the act of voting	Yes ❑	No ❑
B) freedom of choice	Yes ❑	No ❑
C) secrecy of the vote	Yes ❑	No ❑
D) willingness to abide by majority decision	Yes ❑	No ❑

8. Using a scale ranging from 1 (poor) to 5 (excellent), please rate the following material included in the kit:

A) Instructions	①	②	③	④	⑤
B) Ballots	①	②	③	④	⑤
C) Supplementary activities	①	②	③	④	⑤

9. If you have any comments or suggestions pertaining to the kit, please note them here.

   _____
   _____
   _____
   _____

10. Your name and address (optional):

   _____
   _____
   _____
   _____
   _____

Thank you once again for taking the time to help us improve this learning tool.

ORDER FORM

To help make your election simulation more realistic, you may order the following materials:

Item No.	Item	Quantity
EC 50250	Ballot box	_____
EC 99606	Short seals (4 per box)	_____
EC 99607	Long seals (2 per box)	_____
EC 50240	Voting screen	_____
EC 50170	Template (special case A)	_____

Name: _____

Title: _____

School: _____

E-mail: _____

Address: _____

Municipality: _____

Province: _____

Postal code: _____

Telephone: (   ) _____

Fax: (   ) _____

Order online: www.elections.ca (click on "I am a teacher" at the bottom of the homepage)

Please send your order by mail, telephone or fax to:
Elections Canada
30 Victoria Street
Gatineau, Quebec K1A 0M6

Telephone: 1-800-463-6868

For people who are deaf or hard of hearing:
TTY 1-800-361-8935

Fax: 819-939-1802 or 1-888-524-1444

Please photocopy any material included in this kit, rather than ordering extra copies.