**VICTORIAN STUDENTS’ PARLIAMENTARY PROGRAM (VSPP) 2025:**

**PRIMARY SCHOOL CONVENTION**

**Topic**

*Should voting be compulsory in Australia?*

**

**STUDENT ACTIVITIES**

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## LEARNING INTENTION FOR THESE STUDENT ACTIVITIES:

**By the completion of these activities students will be able to:**

* Understand the concept of compulsory voting and its historical context
* Examine different arguments in favour of compulsory voting for all as those opposing arguments against compulsory voting
* Improve their communication and critical thinking skills through class discussions, the formal debate and completion of pre- and post-convention activities

## SUCCESS CRITERIA FOR THESE STUDENT ACTIVITIES:

**Students will be able to:**

* Accurately explain what compulsory voting is and its historical context in Australia
* Present different viewpoints on the topic of whether voting should be compulsory in Australia
* Actively contribute to class discussions and the Convention on this topic confidently expressing their own point of view based on the knowledge and insights they have gained through their participation and completion of the written tasks and activities

## Activity 1: Introductory Activities

### Activity 1a: Australian Elections and Politics – General Knowledge Quiz

**Learning Intentions**

* We understand Australia’s electoral system and the role of citizens in the democratic process of government.

**Success Criteria**

* I can answer the quiz questions correctly.

**Task Instructions:**

**1. Read each of the questions and circle the correct answer.**

**2. Share with the rest of the class.**

**1. What is the name of the leader of Australia.**

1. Prime Minister
2. Governor
3. King
4. Governor

**2. How often are federal elections held in Australia?**

1. Every 2 years
2. Every 3 years
3. Every 4 years
4. Every 10 years

**3. What is the minimum voting age in Australia?**

1. 15 years old
2. 18 years old
3. 21 years old
4. 25 years old

**4. The two houses of the Commonwealth Parliament are:**

1. House of Lords and the Legislative Assembly
2. House of Commons and the Senate
3. House of Representatives and Senate
4. Legislative Council and the government

**5. Who is allowed to vote in Australian elections?**

1. Only people born in Australia
2. Anyone who lives in Australia
3. Only police officers and judges
4. All Australian citizens over 18 years of age

**6. What happens if an eligible Australian citizen does not vote in an election?**

1. They get a prize
2. Nothing
3. They may have to pay a fine
4. They get another chance to vote

**7. Who is the leader of the state government?**

1. The governor
2. The premier
3. The mayor
4. the governor general

**8. Victorian State elections are held every**

1. Year
2. Every 2 years
3. Every 3 years
4. Every 4 years

**9. What year did Australia hold it first federal election?**

1. 1901
2. 1925
3. 1945
4. 2025

**10. Which is the body that is responsible for conducting a federal election in Australia?**

1. The Parliament of Australia
2. The High Court of Australia
3. The Prime Minister’s Office
4. The Australian Electoral Commission (AEC)

**11. What is compulsory voting?**

1. Voting that requires citizens to vote for only the major parties
2. A legal requirement for eligible citizens to participate in elections or face penalties
3. Voting that means participation only during federal elections
4. An optional voting system where citizens can choose whether to vote or not

**12. What role do political parties play in Australian elections?**

1. They only organise public debates
2. They provide candidates for elections and develop policies
3. They supervise the counting of votes
4. they control media coverage during election campaigns

**13. The primary document that outline the rules for elections in Australia is**

1. The Australian Constitution
2. The Electoral Act
3. The Commonwealth Electoral Commission Guidelines
4. The Political Parties Registration Act

**14. Which of the following is NOT a major political party in Australia?**

1. Liberal Party
2. Australian Greens
3. National Party
4. Tea Party

**15. Who is Australia’s Head of State?**

1. The Prime Minister
2. The Governor-General
3. The King of the United Kingdom
4. The President

### Activity 1b: The Language of Compulsory Voting - Vocabulary Builder

**Learning Intentions**

* We understand and are able to use key vocabulary related to elections.

**Success Criteria**

* I can match the vocabulary words related to elections with their correct definitions.

**Task Instructions:**

**1. You will be divided into groups of 3-4 and given a set of vocabulary words and definitions.**

**2. Match the words with their correct meaning.**

**3. This is a timed activity so the first team to correctly match the vocabulary wins.**

**4. Your teacher will review the vocabulary to help you prepare for the rest of this unit of work.**

**Vocabulary Words:**

|  |  |  |  |
| --- | --- | --- | --- |
| Compulsory | Participation | Legislation | Campaign |
| Voting | Election | Rights | Electorate |
| Voter | Civic | Majority | Member of Parliament |
| Political Party | Responsibility | Obligation  | Senate |
| Democracy | Government policies | Ballot paper | Independents |
| Constitutional Monarchy | Federal | Opinion Polls | Preferential Voting |
| Candidate  | Informal Vote | Donkey Vote  | Constituents  |

**Definitions:**

|  |  |
| --- | --- |
| **Word** | **Definition**  |
|  | Members of the Australian parliament who do not belong to a political party |
|  | Geographical area represented by a member of parliament or senator also referred to as a seat |
|  | Piece of paper listing candidates in an election on which voters can record or list their choice |
|  | The process of making laws |
|  | More than half of a group often used to decide outcomes in elections based on what most people want |
|  | Something that is required or mandatory like laws the everyone must follow |
|  | Freedoms and entitlements that individuals have like freedom of speech |
|  | The actions taken or not taken by governments to focus on issues in society |
|  | Person who has the right to vote in an election |
|  | System of government where the people have the power to make decisions either directly or through elected representatives  |
|  | Taking part in activities, especially civil matters like voting or community events |
|  | A duty or commitment a person has towards others or society which can be legal e.g., paying taxes or moral like helping those in need |
|  | Connected to duties and responsibilities of being a citizen in a community |
|  | Choosing someone or something in an election by marking a ballot paper |
|  | Organised effort by candidates and political parties to convince voters during an election to vote for them through speeches, advertisements, and public appearances |
|  | A system of government that joins several states and a central government |
|  | Organisation that represents specific ideas or interests and wants to have its members elected to parliament |
|  | A king or queen is head of state but has limited power |
|  | Person who has been elected to represent their electorate in the House of Representatives |
|  | Voting system that makes it compulsory for voters to mark a preference for every single candidate on the ballot paper |
|  | The duty to act correctly and consider the wellbeing of others including participating in duties like voting |
|  | A large group of chosen people to fill in a survey to show what they think about a topic |
|  | One of the two houses of the Australian Parliament, where Senators are elected to represent their state or territory |
|  | Person standing for election in Parliament hoping to win the majority of votes for their electorate |
|  | A type of ballot where voters rank candidates in the order they appear on the ballot, without considering their actual preferences (listed as 1,2,3 etc) |
|  | An individual citizen or voter represented by a politician within an electorate whether at the local, state or federal level |
|  | A ballot paper that has been filled out incorrectly |

### Activity 1c: Unpacking Elections, Government and Voting – Comprehension Activity - Using the resources provided on the Parliament of Victoria website

**Learning Intentions**

* We understand the basic concepts of elections, the structure of government and the voting process in both Australia and Victoria.

**Success Criteria**

* I can write a summary that includes important information about elections and correctly answer a range of questions on Victoria’s system of government to demonstrate my understanding of how elections work.

**Task Instructions:**

**Work on your own or in a pair to complete this activity.**

 **For Task 1 summarise the key points made in the video clip.**

 **For Task 2 complete the four activities as you watch the video clip – your teacher may decide to show**

 **some or all of the clips relating to elections, government and voting**

 **For Task 3 refer to your teacher’s instructions to complete the tasks in relation to the Representation**

 **and Democracy Unit.**

 **Share your answers with the rest of the class.**

#### Task 1: Video 3 - How Parliament’s Elections Work (4.43 minutes)

Click on the link to watch the video and summarise the key points it makes about elections in Victoria.

[**Parliament of Victoria Explain - PoV**](https://www.youtube.com/watch?v=5fKPJPFqPho)

**Summary of key points:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### Task 2: From Westminster to Spring Street (20.30 minutes)

Click on the link below to watch the video and summarise the key points made about Victoria’s system of government.

[**From Westminster to Spring St - PoV**](https://www.parliament.vic.gov.au/teach-and-learn/Resources/from-westminster-to-spring-st)

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| **1. INTRODUCTION - What is a functioning democracy? (2 minutes)**(i.e., where people have the right to choose who will make decisions on their behalf in parliament)**True or False:**In a functioning democracy:**a**. the people’s needs are considered \_\_\_\_\_\_\_\_\_\_**b.** the government does not provide services like health and schools **\_\_\_\_\_\_\_\_\_\_****c**. society has a voice \_\_\_\_\_\_\_\_\_\_**d.** the government of the day is not accountable or responsible to the people who vote \_\_\_\_\_\_\_\_\_\_ |

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| **2. EVOLUTION NOT REVOLUTION (10 minutes)****Fill in the missing blank:****a**. Victoria is part of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****b.** Each state/territory has its **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****c.** The Federal government looks after **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****d.** Victoria is a constitutional monarchy, so the head of state isthe  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****e.** Victoria is a representative democracy so **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****f.** The rule of law means that **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****g.** Victorian parliament just like the federal parliament **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****h.** On the 1st of July 1951 Victoria became a state **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****i.** The Victorian gold rush of the 1850’s**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****j.** In 1856 all **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****k.** The Legislative Council of Victoria was set up and did three important things for Victoria: **i. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **ii. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **iii. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****l.** The 20th Century evolution of Parliament in Victoria included: (list 3 examples) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **3. ACCOUNTABLE GOVERNMENT (2.30 minutes)****Complete the information in each square:**People elect the Victorian Parliament every \_\_\_\_\_\_\_ yearsThe **\_\_\_\_\_\_\_\_\_\_\_** is the body that administers/managers the law and includes both the \_\_\_\_\_\_\_\_\_\_and **\_\_\_\_\_\_\_\_\_\_**Parliament makes laws through the:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **4. THE ROLE OF THE GOVERNOR (2.30 minutes)**List some of the things the governor of Victoria does in their role as the King’s representative:The governor has:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

#### Task 3: Representation and Democracy Unit

**Note for Teachers:**

* Open the link for the [Parliament of Victoria’s Representation and Democracy Unit](https://www.parliament.vic.gov.au/teach-and-learn/Resources/representation-and-democracy)
* The following three activities are available as part of the downloadable PDF

**Activity 1- Direct Democracy**

Five statements are provided for students to consider and then vote ‘yes’ or ‘no’ depending on their thoughts and opinions.

Once they have voted you can use the continuums provided to enable students to rate their responses and share their reasons with the rest of the class.

**Activity 2 – Representative Democracy**

Students are given the opportunity to consider and compare direct and representative democracy on Page 10 of the [Parliament of Victoria’s Representation and Democracy Unit](https://www.parliament.vic.gov.au/teach-and-learn/Resources/representation-and-democracy)

There is an explanation of each on the following pages (i.e. Pages 11 & 12 of the [Parliament of Victoria’s Representation and Democracy Unit](https://www.parliament.vic.gov.au/teach-and-learn/Resources/representation-and-democracy) )

They can consider the four questions listed on this page and share their thoughts through written answers or a class discussion

**Extension Activity**

Match the scenario to the actions based on the six ways listed on Page 10 of the [Parliament of Victoria’s Representation and Democracy Unit](https://www.parliament.vic.gov.au/teach-and-learn/Resources/representation-and-democracy)  of how individuals can have a say

**Scenarios:**

1. Jane’s big sister just turned 18 and voted for the first time to help choose a new prime minister. \_\_\_\_\_
2. Jake joins a peaceful protest to save the local skate park from being removed. \_\_\_\_\_
3. Jill signs her name on a petition to keep healthy food in the school canteen. \_\_\_\_\_
4. Jack and his class invite their local member of parliament to the school to talk about making

 the roads safer. \_\_\_\_\_

1. Jody’s class writes a letter to a government inquiry about phones in schools. \_\_\_\_\_
2. James runs for school captain and gives a speech about his ideas on how the school can be better. **\_\_\_\_\_**

**Actions:**

**A.** Take part in a protest **B.** Vote in an election **C.** Meet with a local MP **D.** Sign a petition **E.** Contribute to an inquiry
**F.** Stand for elected office

## Activity 2: Historical Perspective –Timeline Activity

**Learning Intentions**

* We understand the historical context of voting rights in Australia including milestones and struggles various groups faced to gain the right to vote.

**Success Criteria**

* I can list significant events in the history of voting rights in Australia on a timeline.

**Task Instructions:**

**1. Refer to the link your teacher has allocated to you to and create a timeline of important events related to the history of voting in Australia for Task 1. Include at least six key dates on your timeline.**

**2. Refer to your dictionary or the Internet to define the two key terms that relate to the right to vote – representative parliamentary democracy and suffrage.**

**3. Task 2 has a radio interview that provides some points in favour of and against compulsory voting. Listen to the program and answer the questions that follow.**

**4. Class discussion about the key milestones leading to compulsory voting in Australia.**

#### Task 1: Timeline links

[**Australia voting history in action – AEC**](https://www.aec.gov.au/About_AEC/25/theme1-voting-history.htm)

[**History of Voting – ABC Bend the News**](https://www.abc.net.au/btn/classroom/history-of-voting/13849266) **(4m 20s)**

[**History of Voting, Simple! – Kids News**](https://www.youtube.com/watch?v=treTjJpXt-o) **(4m 36s)**

**Timeline of Voting Rights in Australia**

|  |
| --- |
|  |

1. Representative parliamentary democracy means

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **b.** Suffrage means

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#### Task 2: What if Wednesday: What if we ditched compulsory voting?

**Click on the link below and listen to the radio program which makes some valid points about compulsory voting. You may have to listen to it at least twice and then answer the questions that follow:**

[**What if Wednesday: What if we ditched compulsory voting? ABC Radio Melbourne**](https://www.abc.net.au/listen/programs/melbourne-drive/what-if-wednesday-compulsory-voting/103909966) **(13 minutes)**

1. **Why was compulsory voting introduced in 1924?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **How many counties have compulsory voting around the world today?**

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1. **List two arguments that Professor Timothy Lynch makes opposing compulsory voting.**

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1. **List two arguments that Kevin Bonham makes in favour of compulsory voting.**

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## Activity 3: Election Court – Discussion Activity

**Learning Intentions**

* We understand the concept of compulsory voting, what it means for democratic participation and the arguments for and against its implementation.

**Success Criteria**

* I can provide arguments for and against compulsory voting.

**Task Instructions:**

**1. The classroom is turned into a court room with students each given a role to play:**

 **Prosecution (presenting arguments for compulsory voting)**

 **Defence (presenting arguments against compulsory voting**

 **Judge – controls proceedings**

 **Jury – rest of the class who will listen to the arguments and record these on the worksheet provided**

 **\*\* students can use props, charts to help support their case**

**2. Each side presents evidence and arguments on whether voting should be compulsory.**

**3. Jury retires to deliberate/think and decide who presented the stronger arguments.**

**4. Complete the table by cutting, sorting and pasting the arguments for and against compulsory voting presented in the election court.**

**5. Reflect on the discussion points raised and write your opinion about compulsory elections and share with the rest of the class.**

**Introduction by Judge to the election court:**

Compulsory voting in Australia has been a topic of significant debate since its introduction in 1924. Understanding the arguments for and against this system is important for informed discussions about its future. The jury will be required to listen to both the prosecution and the defence before they come to a unified opinion about whether it should be compulsory.

**Sort the following Arguments into P (prosecution’s case** **arguments FOR compulsory voting) and D (defence’s case arguments AGAINST compulsory voting):**

**Cut and paste into the table on page 17.**

|  |
| --- |
| **Takes Away Freedom** - Some people believe that making everyone vote is unfair because it takes away their right to choose. In a free country, people should be allowed to decide if they want to vote or not. |

|  |
| --- |
| **Everyone Has a Say-** Voting is something all adults should do, just like paying taxes or helping out on a jury. When everyone votes, it makes sure every voice is heard, and everyone gets a fair say in how the country is run. |

|  |
| --- |
| **Some People Don’t Care About Voting**- Forcing people who don’t care or don’t know much about the election to vote doesn’t really help. They might just choose randomly, which doesn’t lead to good decisions. |

|  |
| --- |
| **Lots of Extra Work and Money-**Making sure everyone votes takes a lot of time, effort, and money. The government has to check who voted and send fines to people who didn’t, which some people think is a waste. |

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| --- |
| **More People Vote -** In Australia, because voting is compulsory (that means you have to do it), almost everyone votes. This helps democracy work well because lots of people are involved in making big decisions. |

|  |
| --- |
| **Less Extreme Ideas** - When lots of people vote, political parties have to think about what most people want. This helps stop extreme or harmful ideas from becoming too powerful. |

|  |
| --- |
| **Not Real Freedom**-Some people say that in a truly free country, people should get to decide if they want to vote or not. Forcing everyone to vote doesn’t feel like real democracy to them. |

|  |
| --- |
| **Learning About Politics -** Because everyone has to vote, more people take time to learn about the issues and the people running for government. This helps them make better choices**.** |

|  |
| --- |
| **Fair Rules for Everyone -** Governments have to listen to all voters, not just a few. This means the rules they make are more likely to help all kinds of people in different communities. |

|  |
| --- |
| **Stronger and More Trusted Government-** When a lot of people vote, the government is chosen by most of the country. This makes it stronger and more trusted, because more people helped pick it. |

|  |
| --- |
| **Fairer Government -** When more people vote, the government that gets chosen speaks for more of the population. That means the rules and laws they make are fairer and help more people in the community**.** |

|  |
| --- |
| **People Might Not Know Enough**- If people have to vote but don’t really understand the choices, they might just guess or fill in the form the wrong way. This can mess up the results of the election. |

|  |
| --- |
| **Protest Votes**-When people are made to vote but don’t like any of the choices, they might ruin their vote on purpose to show they’re unhappy. This means their vote doesn’t count properly. |

**SUMMARY OF THE PROSECUTION AND DEFENCE’S CASES**

|  |
| --- |
|  **ARGUMENTS FOR COMPULSORY VOTING:** |
|  |

|  |
| --- |
| **ARGUMENTS AGAINST COMPULSORY VOTING:** |
|  |

**Personal Reflection:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Activity 4: Map Activity – Where is voting compulsory – Think Pair Share Activity

**Learning Intentions**

* We understand the concept of compulsory voting and how it differs globally.

**Success Criteria**

* I can locate information on a world map about countries that have compulsory voting and countries that do not have compulsory voting.

**Task Instructions:**

**1. In pairs study the world map on the link provided.**

**2. Complete the table by identifying three countries that have compulsory (mandatory) voting and three that do not and providing additional information about each. (your teacher may allocate different countries or continents to ensure there is variety)**

**3.** **Share your information with another pair of students and then as a group of four students select one student to share your group’s finding with the rest of the class.**

**4. The extension activity requires you to look at the voting data for the last two Federal elections and answer some questions about what you observe or notice.**

**Click on either link below:**

[**Countries with Mandatory Voting 2025 – World Population Review**](https://worldpopulationreview.com/country-rankings/countries-with-mandatory-voting)

[**Compulsory Voting – International IDEA**](https://www.idea.int/data-tools/data/voter-turnout-database/compulsory-voting)

1. **Countries that have compulsory or mandatory voting**

|  |  |  |
| --- | --- | --- |
| **Country**  | **Population**  | **Additional information about elections** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |

1. **Countries that do not have compulsory or mandatory voting**

|  |  |  |
| --- | --- | --- |
| **Country**  | **Population**  | **Additional information about elections** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |

### Extension Activity – Comparison of Voting Data for the last two Federal elections

**The two links provided have data about the number of people in each state who voted in the 2022 and 2025 Federal elections. Refer to this data to answer the questions and then reflect on what the information is suggesting.**

**Australian Electoral Commission Data:**

[**Turnout by State 2022 Federal Election – AEC**](https://results.aec.gov.au/27966/Website/HouseTurnoutByState-27966.htm)

[**Turnout by State 2025 Federal Election – AEC**](https://tallyroom.aec.gov.au/HouseTurnoutByState-31496.htm)

1. Has there been an increase or a decrease in the number of voters over the last three years? Give a reason for this change.

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2. Compare the voting statistics for Victoria and write a sentence about what you observe or notice.

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3. Which state had the highest percentage of voter turnout for both elections? Can you think of a reason why this state has a higher rate of voters than other states?

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4. When compulsory voting was introduced in 1924 and up until 2022 the turnout of voters was 90% and above. For the last two elections this has not been the case. Can you think of two reasons why this has happened?

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**Reflection:**

Based on this data what do you think would happen if voting was not compulsory in Australia?

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## Activity 5 – Media Analysis - Newspaper Article Comprehension Activity

**Learning Intentions**

* We understand what compulsory elections are and the different viewpoints and political opinions about this topic through an analysis of newspaper articles.

**Success Criteria**

* I can find the main reasons for and against compulsory voting in the media.

**Task Instructions:**

**1. You will be allocated a newspaper article to read.**

**2. Answer the questions that follow based on your article.**

**2. Share your information with the class and the teacher who will list the key points raised in in each article on the board about whether voting should be compulsory.**

#### Article 1: A history of compulsory voting in Australia

[**A history of compulsory voting in Australia (and why we are so good at elections) – ABC News**](https://www.abc.net.au/news/2019-03-01/compulsory-voting-federal-election-the-good-bits-of-politics/10825482)

1. **Decide if the following statements are TRUE or FALSE after reading the article.**
2. Australia was the first nation to give women the right to stand for Parliament. \_\_\_\_\_\_\_\_\_\_
3. Australia adopted compulsory voting in 1901. \_\_\_\_\_\_\_\_\_\_
4. The main aim of compulsory voting is to create a fair and accessible electoral system. \_\_\_\_\_\_\_\_\_\_
5. People would still vote in an election if voting was not compulsory. \_\_\_\_\_\_\_\_\_\_
6. Compulsory voting makes it easier for independents and new members of both parties to run for office when voting is required. \_\_\_\_\_\_\_\_\_\_
7. **Complete the following sentence using information for the article:**

**One argument** **in favour** of compulsory elections is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**One argument against** compulsory elections is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Article 2: Why does Australia have compulsory voting?

[**Why does Australia have compulsory voting? SBS News**](https://www.sbs.com.au/news/article/why-does-australia-have-compulsory-voting/a839p5mbk)

1. **Decide if the following statements are TRUE or FALSE after reading the article.**
2. After World War One there were less people voting. \_\_\_\_\_\_\_\_\_\_
3. Voting in the 1925 election increased to over 91%. \_\_\_\_\_\_\_\_\_\_
4. Indigenous Australians have always been allowed to vote in elections. \_\_\_\_\_\_\_\_\_\_
5. Nothing will happen to those citizens who decide not to vote. \_\_\_\_\_\_\_\_\_\_
6. Former United States President Barack Obama praised the compulsory voting system that Australia has. \_\_\_\_\_\_\_\_\_\_
7. **Complete the following sentence using information for the article:**

**One argument** **in favour** of compulsory elections is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**One argument against** compulsory elections is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Article 3: Compulsory voting in Australia is 100 years old

[**Compulsory voting in Australia is 100 years old. We should celebrate how special it makes out democracy – The Conversation**](https://theconversation.com/compulsory-voting-in-australia-is-100-years-old-we-should-celebrate-how-special-it-makes-our-democracy-234801)

1. **Decide if the following statements are TRUE or FALSE after reading the article.**
2. Britain, Canada, New Zealand and the United States of America have compulsory voting. \_\_\_\_\_\_\_\_\_\_
3. Above 90 per cent of the population will vote in Australian elections. \_\_\_\_\_\_\_\_\_\_
4. People do not support compulsory voting in Australia. \_\_\_\_\_\_\_\_\_\_
5. Australia has been described at the most voter friendly country in the world because its citizens have to vote. \_\_\_\_\_\_\_\_\_\_
6. Low turnout of voter usually happens in remote areas of Australia. \_\_\_\_\_\_\_\_\_\_
7. **Complete the following sentence using information for the article:**

**One argument** **in favour** of compulsory elections is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**One argument against** compulsory elections is:

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#### Article 4: From secret ballot to democracy sausage

[**From secret ballot to democracy sausage – La Trobe University**](https://www.latrobe.edu.au/news/articles/2018/opinion/from-secret-ballot-to-democracy-sausage)

1. **Decide if the following statements are TRUE or FALSE after reading the article.**
2. Voting is compulsory in only 19 of the 166 electoral democracies in the world today. \_\_\_\_\_\_\_\_\_\_
3. The penalty for not voting in Australia is $50. \_\_\_\_\_\_\_\_\_\_
4. Another feature of Australian election is that voting occurs on a Saturday. \_\_\_\_\_\_\_\_\_\_
5. Australia uses a preferential voting system.\_\_\_\_\_\_\_\_\_\_
6. South Australian women were the first women in the world to gain the right to vote in 1894. \_\_\_\_\_\_\_\_\_\_
7. **Complete the following sentence using information for the article:**

**One argument** **in favour** of compulsory elections is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**One argument against** compulsory elections is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Article 5: Compulsion Emboldens Democracy

[**Compulsion Emboldens Democracy: A Deep-dive into Australia’s Mandatory Voting – Harvard International Review**](https://hir.harvard.edu/compulsion-emboldens-democracy-a-deep-dive-into-australias-mandatory-voting/)

 **1. Decide if the following statements are TRUE or FALSE after reading the article.**

1. Since the introduction of compulsory voting Australia has had more than 90% of eligible voters show up to vote.\_\_\_\_\_\_\_\_\_\_
2. In Australia voting traditionally happens on Sundays. \_\_\_\_\_\_\_\_\_\_
3. Polling booths across Australia have stand for local groups to sell snacks. \_\_\_\_\_\_\_\_\_\_
4. Another feature of the Australian voting system is early voting. \_\_\_\_\_\_\_\_\_\_
5. Australians do trust our political and democratic processes. \_\_\_\_\_\_\_\_\_\_

**2. Complete the following sentence using information for the article:**

**One argument** **in favour** of compulsory elections is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**One argument against** compulsory elections is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Article 6: Your vote matters: Here are several reminders for the upcoming May polls

[**Your vote matters: Here are several reminders for the upcoming May polls – Seniors Discount Club**](https://seniorsdiscountclub.com.au/threads/your-vote-matters-here-are-several-reminders-for-the-upcoming-may-polls.72616/?utm_source=campaign-monitor&utm_medium=email&utm_campaign=daily-newsletter)

1. **Decide if the following statements are TRUE or FALSE after reading the article.**
2. Voting in elections is a civic duty. \_\_\_\_\_\_\_\_\_\_
3. Australians are only allowed to vote once in an election. \_\_\_\_\_\_\_\_\_\_
4. The only way to vote in an Australian election is to go to a polling station on a Saturday. \_\_\_\_\_\_\_\_\_\_
5. There are no excuses allowed by the Australian electoral commission for people who do not vote in an election. \_\_\_\_\_\_\_\_\_\_
6. Voting is a legal obligation for every citizen over the age of 18. \_\_\_\_\_\_\_\_\_\_

**2. Complete the following sentence using information for the article:**

**One argument** **in favour** of compulsory elections is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**One argument against** compulsory elections is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Activity 6: Four Corners Activity – Discussion Activity

**Learning Intentions**

* We understand different perspectives on compulsory voting in Australian elections.

**Success Criteria**

* I can identify key arguments for and against compulsory voting and listen to the viewpoints of other students.

**Task Instructions:**

**Teachers:**

**1. Introduce the activity by telling students that in Australia voting is compulsory which means that every adult must vote, or they may be fined.**

**2. Explain that they will hear different statements and they need to decide how much they agree or disagree with this statement.**

**3. Point out the four corners of the room labelled: Strongly Agree, Agree, Disagree, Strongly Disagree**

**4. Instruct students to move to a corner based on how they feel about the statement that you have read out aloud.**

**5. Present each statement one at a time and ask students to move to the corner of the room that best represents their opinion.**

**6. Ask a student from each corner to explain why they chose that position.**

**7. Summarise the key points from the different student perspectives and present to the whole class.**

**Materials Needed:**

* Four signs: **Strongly Agree, Agree, Disagree, Strongly Disagree** (place in each corner of the room)
* A list of statements related to voting
* Sticky notes for students to write down their thoughts

**Statements:**

1. **“Voting should be a choice, not a rule.”**
2. **“Compulsory voting makes elections fair.”**
3. **“People who don’t care about voting shouldn’t have to do it.”**
4. **“If voting wasn’t compulsory, fewer people would vote, and that would be a problem.”**
5. **“Even if voting is compulsory, people should be able to submit a blank vote if they don’t like any candidates.”**
6. **Voting is a civic duty and support democracy**
7. **Compulsory voting encourages political education and awareness since people know they need to make a choice**
8. **Democracy is about freedom so forcing people to vote goes against the idea of free choice**
9. **Compulsory voting does not guarantee meaningful participation – it just means more people turn up to vote**
10. **Compulsory voting leads to more donkey votes or informal voting so it should be voluntary not forced**

**Summary of the key points raised during this activity.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## POST CONVENTION ACTIVITIES

### Activity 1: Mock Election

**Learning Intentions**

* We understand how elections work in a democratic system through my participation in this mock election.

**Success Criteria**

* I will participate in the voting process by casting my vote based on the arguments presented at the Convention.

**Task Instructions:**

**Teachers:**

**1. Create voting stations around the classroom to ensure student confidentiality while voting**

**2. Nominate a student to speak for and another against compulsory voting in Australia and give them three minutes to present their arguments to their constituents or the class**

**3. Use the ballot paper provided to enable students to vote in the designated polling booths**

**4. The two speakers can act as electoral officials and tick off each student before issuing a blank ballot paper**

**5. Place the completed ballots in ‘yes’ or ‘no’ piles and count them**

**6. Announce results and have a debrief session about student experiences**

**7. Extension Activity 1 – students can go to** [**Build a Ballot**](https://www.buildaballot.org.au/) **and complete the survey to see how they would have voted at the last Federal election.**

**8. Extension Activity 2 – once everyone has voted, a bar or pie chart could be constructed to show the results in a graphical representation.**

**Ballot Paper**
**GENERAL ELECTION**

***Instructions:***
Mark **one box only** by clearly writing a **✓** or **✗** in the box of your choice.

**Question:**
Do you agree that voting in elections should be compulsory in Australia?

⬜ **Yes**
⬜ **No**

### Activity 2: Poster Activity – Visual Presentation

**Learning Intentions**

* We understand the arguments for and against compulsory voting in Australia and can express our opinion through a visual representation.

**Success Criteria**

* I can create a visually appealing poster with arguments that clearly show my position on this topic.

 (either in support of or opposing compulsory voting)

**Task Instructions:**

**1. Use a bold statement on the poster paper that clearly shows your opinion. Alternatively, you could use a digital platform like Canva to create your poster.**

**Examples:**

 **\*Voting should be compulsory in Australia as it strengthens our democracy**

 **\*Voting is a civic right that should be upheld by everyone over 18**

 **\*Voting promotes active citizens and better engagement with our political system**

**OR:**

 **\*Voting should not be compulsory; it should be a choice not a duty**

 **\* Voting should be a right not an obligation**

 **\* You should not be forced to vote if you do not want to**

**2. Include three clear points to support your point of view.**

 **For compulsory voting you could include:**

 ***Fair representations as everyone has a voice***

 ***Civic duty to vote to be an active citizen of this country***

 ***Less risk of extreme groups gaining power because of low voter turnout***

 **Against compulsory voting:**

 ***Freedom of choice for people who can then decide if they want to vote or not***

 ***Leads to uninformed voting as some people do not know what the issues are or vote just to avoid a***

 ***fine***

 ***Enforcement issues as need time and resources to chase the citizens who did not vote***

**3. Add relevant images or graphics to support your arguments.**

**4. Present your poster to the class and explain your point of view.**

### Activity 3: Exit Ticket – Reflection Activity

**Learning Intentions**

* We understandthe concept of compulsory elections in Australia and its importance.

**Success Criteria**

* I can clearly explain my point of view based on whether voting should be compulsory in Australia.

**Task Instructions:**

**1. Reflect on the Convention you have participated in, the pre- convention activities and complete the Exit Ticket.**

**2. Share your thoughts and opinions with another student- How were they similar? How were they different?**

**3. Share one of your points with the rest of the class and consider the opinions of other students.**

**What is an exit ticket?**

|  |
| --- |
|  **Exit Ticket – Should voting be compulsory in Australia?**1. What did you learn about compulsory voting from participating in the Convention and completing the pre-convention activities. ✍️ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. What is your position on this topic? Why? ✍️ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Did the debate change your opinion? Why or why not? ✍️ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. What part of this topic did you enjoy or find interesting? Why? ✍️ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. What is one question you still have about voting, democracy, or elections? ✍️ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

An exit ticket is a brief assessment tool used at the end of the debate session to assess students' understanding, reflections, and opinions regarding this topic of whether elections should be compulsory in Australia.