Election
Simulation
Toolkit
Engaging students
in the electoral process
# Overview of the resource

## Introduction

- Why do an election simulation?  
- Preparing  

## The Activity:
### Holding an election

## Consolidating learning

## Extension activities

- Special cases at the poll  
- A Complete Electoral Campaign

## Background information for teachers
Materials

To be photocopied

• Voters list
• Sample oaths of office
• Sample ballot papers
• Tally sheet
• Official statement of votes
• Optional assessment rubric

In your kit

• Ballot box
• Voting screen
• Short seals
• Long seals
• Voting template
• Pencils
Introduction

Elections Canada developed the Election Simulation Kit to give secondary students first-hand experience with voting and the electoral process. It is based on the real procedures that are in place for Canadian federal elections. As such, the tools and information included in the kit are as authentic as possible, while still being classroom friendly. Much of it can also be adapted for community groups such as Scouts, Guides and cadets.

Elections Canada is proud to offer this educational tool and hope that it will serve as a step for your students toward a lifelong habit of participating in Canadian democracy.

**Why do an election simulation?**

An election simulation is a great way to help students learn about elections and practise voting before they reach the voting age.

Through hands-on experience with the electoral process, students will:

- be more aware that Canada is a democracy
- understand that the right to vote helps safeguard our democratic system
- increase their appreciation of the right to vote
- get familiar with voting procedures for a federal election

**Preparing**

This phase includes coming up with a triggering event and a situation description—something as simple as where to go on a field trip or as complex as electing a fictitious world Parliament—to make the election as relevant as possible to the students’ lives.

No matter what scenario you choose, this phase introduces the Canadian electoral system as a model for solving the problem. This gives students an opportunity to discuss how the system works and why it is seen as democratic.
The Activity: Holding an election

This section presents a scenario suitable for young people in grades 5 to 12. Feel free to adapt it to fit your needs.

× Time needed

60 min

Here is an estimate of the time it takes to do the activity in one class period, based on a class of 30 students. Adjust the allotted time as needed to fit your schedule:

• Giving instructions:
  5 min

• Hearing electoral campaign and candidate speeches:
  20 min

• Setting up the polling station:
  10 min

• Voting:
  15 min

• Tallying the results and declaring the winner:
  10 min

For a complete electoral campaign, see Extension Activity on page 15.

× Assigning roles

Everyone in your class or group takes part in the election simulation.

• Everyone is an elector.

• Some people play specific roles as well (see below). Assign these other roles randomly or by any other method you prefer, keeping in mind the characteristics of the group and your objectives.

You will need:

• 1 returning officer (teacher or facilitator)
• 1 deputy returning officer
• 1 poll clerk
• 4 candidates (students can present themselves using their own names, or they can play the role of well-known sports, television, online or music personalities)

Depending on the time available, you can add:

• 1 candidate’s representative per candidate (in a real election, every candidate may appoint 2 representatives for each polling station)
• 4 electors with situation cards (see Extension Activity page 11)

Descriptions of duties are found on pages 23–25.
Holding an election

This activity has four steps:

A. Preparing
B. Setting up the polling station
C. Voting
D. Counting the ballots

A. Preparing

To prepare, choose what students will vote on, select the candidates and create the ballots.

B. Setting up the polling station

1. Set up the polling station using the materials provided in the kit. Put a pencil behind the voting screen.

The polling station

The diagram below shows how to set up a polling station and where the participants should be. We suggest setting up one polling station per class or group of 20 to 30 participants. Set up a second polling station if time is limited or there are more than 30 participants. Allow at least 30 seconds for each person to vote.

- Poll clerk
- Deputy returning officer
- Voting screen
- Pencil
- Candidates’ representatives
The ballots

Included on page 30 are models of blank ballots. Make at least 10 percent extra to allow for spoiled ballots.

2. Assemble the ballot box but do not apply the seals to the top, so the poll clerk and candidates’ representatives can make sure the box is empty. Once they have confirmed that it is empty, the deputy returning officer can close the box and affix the final seals, as shown below.

Note: In a federal election, the number on the ballot box identifies the polling station. An electoral district can have 175 to 250 polling stations, each with its own ballot box.

3. Tell the group about the ballots:
   - the candidates are listed in alphabetical order by last name, with the party name below the candidate’s name
   - electors must make an acceptable mark (any clear mark that does not identify the elector) using the pencil provided
   - electors must fold the ballot

   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 (the black detachable part). This is done to make sure that the ballot that is returned is the same one that the deputy returning officer gave the elector. The counterfoils are removed and discarded to maintain the secrecy of the vote.

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

Note: Give the deputy returning officer and the poll clerk the opportunity to vote before opening the polling station. Explain that in a real election, they would vote at the advance polls.

Have the deputy returning officer and poll clerk swear an oath (see page 28). Explain each role to the group. (See pages 23–25 for these role descriptions.)

Tell the group how to go about voting:

• Participants come forward one by one. They clearly state their name and address (in this case, their class/grade). The poll clerk locates the elector’s name on the list.

• The deputy returning officer then asks for the elector’s ID. If it matches the voters list, the poll clerk crosses out the elector’s name on the list.

• The deputy returning officer gives each elector a folded ballot (see example on page 29).

• Each elector goes behind the voting screen right away 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 considered a spoiled ballot and is set aside with the rest of the spoiled ballots.

• Once the elector has marked their ballot, they fold it in the same way as they received it. They give it to the deputy returning officer, who removes the counterfoil, discards it and gives the ballot back to the elector without unfolding it.

• The elector places the ballot in the ballot box.

The electoral process is accessible to all Canadians. Ensure that all electors with a disability exercise their right to vote.

Why do I vote in secret?

Everyone’s vote is their personal choice. They have the right to make this choice by themselves, without anyone’s influence and without having to tell their friends. 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. Ask them what effect this might have had on the vote.
**How is my vote kept secret?**

- All ballots are identical; no one will know which one was yours.
- The voting screen lets you vote in private.
- By folding the ballot, you hide the mark you made in the circle.
- You place the ballot in the ballot box yourself.
- 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.

**D. Counting the ballots**

After everyone has voted, the ballots are counted.

1. The deputy returning officer opens the sealed ballot box and empties it onto the table.
2. The deputy returning officer 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.
3. On the tally sheet (page 32), the poll clerk checks off a box under the name of the candidate selected on each ballot.
4. The deputy returning officer places the counted ballots cast for each candidate in separate piles.
5. The deputy returning officer checks whether the number of votes that the poll clerk recorded on the tally sheet corresponds to the number of ballots in each candidate’s pile.
6. Ballots are rejected if they are marked incorrectly (see sample of marked ballots, page 31). Make separate piles for rejected ballots and spoiled ballots (any ballot incorrectly marked by the elector and exchanged for another one).
7. The deputy returning officer and the poll clerk must fill out the Statement of Votes (page 33). Explain to the group that the number of valid, spoiled, rejected and unused ballots must equal the number of ballots you had before the election. This must be checked to prevent fraud.

After the votes have been counted, announce the results of the election to the class. Point out that in a democracy, everyone wins because we all have a say in who is elected.
Consolidating learning

After the election is done, you can engage students in a reflective exchange. This will help them internalize their knowledge and understand its real-life value.

In the consolidation phase, you could ask students to:

• discuss how voting contributes to 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
Extension Activity: Special cases at the polls

Elevate your students’ experience by incorporating four special cases during the election. Please note that you may need more time to complete the activity.

Photocopy these cards, cut them out and distribute them to four participants.

<table>
<thead>
<tr>
<th>Situation card</th>
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<tr>
<td><strong>Cross Elector</strong></td>
<td><strong>Cross Elector</strong></td>
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<tr>
<td>At the polling station, tell the deputy returning officer you have a visual impairment. Ask for a template and for someone to read out the names of the candidates shown on the ballot in the order they appear.</td>
<td>When you are about to vote, accidentally tear your ballot. Show it to the deputy returning officer and ask them for a new ballot.</td>
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<tr>
<td>DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS.</td>
<td>DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS.</td>
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<td>B</td>
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<tr>
<td><strong>Cross Elector</strong></td>
<td><strong>Cross Elector</strong></td>
</tr>
<tr>
<td>At the polling station, tell the deputy returning officer that you need help voting. Ask whether a relative or friend voting at the same polling station can help you.</td>
<td>At the polling station, give a name that does not appear on the voters list. Ask the deputy returning officer to register you under this name.</td>
</tr>
<tr>
<td>DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS.</td>
<td>DO NOT TELL ANYONE WHAT YOUR SITUATION CARD SAYS.</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
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</tbody>
</table>
Explanatory notes for special cases

The following notes relate to the situation cards you distributed discreetly to four electors. Each card describes a special case 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 they have a visual impairment. The deputy returning officer will provide a voting template and follow the instructions written on it.

**Purpose:** to show that like other voters, people with a visual impairment can vote in secret.

B. Spoiled ballot

An elector is asked to spoil a ballot accidentally by tearing it. They ask the deputy returning officer for another one. The deputy returning officer writes “spoiled” on the torn ballot and keeps it in a separate pile. They give a new ballot to the elector, and voting proceeds normally.

**Purpose:** to show that 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 they need help from 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/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 their name added to the list. The deputy returning officer asks the voter to produce one or two pieces of identification that prove their name and address. Once the voter has done so, they will complete a registration certificate. They will be added to the list and will receive a registration certificate. If the student does not have acceptable ID, they may ask another student who knows them to attest to their address. In this case, both students must take an oath and the student who is vouching must present ID.

**Purpose:** to show that electors’ names must appear on the voters list before they may vote, but if their names are not on the list, they can register on election day.
Oral oaths and notes for special cases

The deputy returning officer can administer the following oaths orally, without any signatures.

Anyone refusing to swear an oath cannot receive a ballot or vote.

Any oath taken or refused should be noted in the poll book. The texts of the oaths for special cases are examples of authentic oaths from the poll book.

Special case A

Follow the instructions written on the template.

Special case B

If the elector accidentally tears their ballot or marks it incorrectly, they can ask the deputy returning officer for another one. The deputy returning officer writes “spoiled” on the original ballot and keeps it separately with the other spoiled ballots and gives the elector a new ballot. If an elector marks a ballot incorrectly and deposits in the ballot box, it will 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 needs 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 attesting for the unregistered elector’s address:

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 attesting for the address of 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.
Extension Activity: A Complete Electoral Campaign

This section presents a scenario suitable for young people in grades 5 to 12, to be done over several class periods. Feel free to adapt it to fit your needs.

In this activity, participants can experience all aspects of a real campaign:

- nomination of candidates
- creation of an organizing committee
- interaction with the media
- partisan advertising
- campaigning
- election day

This activity has four steps:

A. Assigning roles
B. Preparing for the election
C. Campaigning
D. Voting and counting the ballots

A. Assigning roles

An election involves choosing among several candidates and, generally, among several political parties. We suggest a maximum of three candidates for this activity.

- Divide the class into three groups. Each group represents a different party.
- Each group appoints one student who leaves the group to perform certain duties. One of these students is poll clerk. Another is deputy returning officer. A third acts as a journalist. Group members without a specific position may join the communications or production group.

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 made up)
- nominate a candidate (nominated by … / seconded by …)
If you have time, they can
• conduct research to develop an election platform based on their party’s ideology, their vision of Canada or current issues
• appoint a communications director, a production director and one representative per candidate

See pages 23–25 for role descriptions for the deputy returning officer and poll clerk.

Roles

The campaign manager:
• organizes the campaign
• coordinates canvassing

The candidate:
• leads their team
• gives speeches
• answers questions at the press conference

The communications director:
• creates the campaign strategy
• plans how to present the candidate’s image
• writes 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
• raises funds (if needed)

The candidate’s representative:
• serves as an observer at the polling station on election day during the voting and the counting of the ballots

The journalists

Each journalist represents a different medium (print, radio, television, online, etc.). Journalists are responsible for:
• interviewing the candidates
• organizing speeches by candidates and press conferences
• conducting interviews with political party representatives
• writing articles
• reporting news
• interacting with the real media (if desired)
B. Preparing for the election

The *returning officer* (teacher or facilitator):

- 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
- ensures that the ballots are printed and the polling station is set up

Each campaign manager presents their candidate to the returning officer, stating the party's name orally or filling out a nomination paper.

C. Campaigning

The electoral campaign begins immediately after the candidates are nominated: posters are created and put up, flyers are created and distributed, speeches are written and given, etc.

This is also the time for the public to gather information and for journalists to inform the public. Journalists interview representatives of each political party. They also 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
- stresses the importance of exercising the right to vote

D. Voting and counting the ballots

The process for voting and counting the ballots is the same as in The Activity: Holding an election (see pages 5–9).
Background Information

For teachers
Overview of the electoral process

× 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

Who is not entitled to vote?
• the Chief Electoral Officer

Who can be a candidate?
Any Canadian citizen who:
• is 18 years of age or older and
• has the signatures of 100 electors in the electoral district (for some geographically larger or remote ridings, only 50 signatures are needed)

Candidates do not have to live in the electoral district in which they are running for election. They do not have to belong to a political party; they may run as an independent candidate or as a candidate with no affiliation.

× Main steps in the election process

1. Parliament is dissolved by the Governor General and an election is called.

2. The Chief Electoral Officer of Canada issues a writ of election for each federal electoral district.

3. The period for nominating candidates begins.

4. Parties and candidates campaign.

5. Voters lists are prepared from the National Register of Electors.

6. Polling locations are finalized.

7. Voter information cards are mailed to every registered elector.

8. Advance voting takes place for people who are unable to vote on election day.
9. Election day.

10. Polls close and preliminary results are released.

11. Results are validated by the returning officers.

12. A judicial recount takes place, if needed.

13. The writ is returned to the Chief Electoral Officer.

14. The winner is declared.

15. A new Parliament is convened.

Members of Parliament are 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.

**Glossary of election terms**

Review these terms with your students before you begin the election simulation.

**Ballot**
The paper on which voters mark their choice of candidate in an election or their 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

**Candidate**
A person who seeks to be elected

**Candidate’s representative**
A person appointed by a candidate to represent them at a polling station

**Chief Electoral Officer of Canada**
The non-partisan officer of Parliament who is responsible for the administration of federal elections and referendums under the Canada Elections Act

**Counterfoil**
The black detachable part of a ballot

**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 and poll clerks). To make sure that the electoral process is fair and secure, all election officers must be non-partisan, or not affiliated with any party

Elector
A person who is 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 areas 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

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 keeping with the law; this person is responsible for receiving campaign contributions and paying the candidate’s election expenses

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

Referendum
Vote during which electors answer “Yes” or “No” to a question

Rejected ballot
An improperly marked ballot that is found in the ballot box

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; the returning officer writes the candidate’s name on the writ of election and returns it to the Chief Electoral Officer

Returning officer
The person responsible for conducting the election in the electoral district where they live

Spoiled ballot
A ballot that is improperly marked but is 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 (also known as a list of electors)

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
Role descriptions

Give a copy of their role descriptions to the deputy returning officer, poll clerk and candidate’s representatives. Briefly review this information with all students as well.

Returning officer (teacher or facilitator)

The returning officer:

• draw up the voters lists, including the names of everyone entitled to vote (you could use your class or group list)
• create the ballot papers, listing the candidates in alphabetical order by last name, with the candidate’s party, if any, under their name
• train the election officers (the deputy returning officer and the poll clerk)
• administer an oath to the deputy returning officer (see page 28)

Deputy returning officer

Opening the polling station

After swearing an oath, the deputy returning officer:

• sets up the polling station with the necessary supplies
• ensures that all partisan material is removed
• administers oaths to the poll clerk and candidates’ representatives (see page 28)
• counts the ballots and initials the back of each ballot
• opens the ballot box, shows everyone present that it is empty and seals it (see page 7)

Overseeing the voting process

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

• checks the back of the ballot paper to ensure that their own initials are there, then folds it twice, as shown below:
• gives the folded ballot to the elector, instructing them to go behind the voting screen, mark the circle opposite their chosen candidate using the pencil provided, and return the ballot refolded in the same way

• checks that their own initials are on the back of the ballot paper returned by the elector, checks that the number on the counterfoil (the black detachable part) matches that on the stub, removes the counterfoil in full view and discards it, and returns the folded marked ballot to the elector, who will put it in the ballot box

• makes sure that the poll clerk places a checkmark in the “Voted” column beside the elector’s name on the voters list

Counting the ballots

Once voting is completed, counting can begin. Only the deputy returning officer may handle the ballots. (See page 9 for more information on this step.)

Poll clerk

Overseeing the voting

• The elector states their 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 their 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 that the deputy returning officer counted and writes the total on the tally sheet (see page 32).
Candidates’ representatives

- oversee the voting 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
- share information about the voters list with their party
- 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
Materials

To be photocopied
Voters list

List the names of all participants in the simulation to ensure that 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:

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<tr>
<th>#</th>
<th>Name of elector</th>
<th>Voted</th>
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</table>

This voters list was prepared for use in this election simulation activity.

CERTIFIED AS TO COMPLETENESS AND CORRECTNESS

Signature(s) of teacher(s)/group leader(s): ____________________________ Date: ____________

Electoral district – Name of school or organization:

Municipality: | Urban ☐ | Rural ☐ | Polling division no. – grade/co. #:
Sample oaths of office

Here are the oaths sworn by the deputy returning officer, the poll clerk, and the candidate’s representatives when they assume their duties.

- The returning officer administers the oath to the deputy returning officer.
- The deputy returning officer then administers the oath to the poll clerk and candidate’s representatives.

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

   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.

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 be kept. Only exceptional voting procedures are recorded in the poll book.
Sample ballot papers

1. Type in the candidates' names and political affiliations (as in the model below).
   
   **Last names must appear in alphabetical order.**

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

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

4. Fold the ballot according to the instructions on page 30.

*Note:* The sample below was developed for a history class.

*For illustrative purposes, not exact replica.*
Sample blank ballot papers for four candidates

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

STUB  COUNTERFOIL
Samples of marked ballot papers

Samples of marked ballot papers which should be **accepted and counted**:  

**Samples of marked ballot papers which should be rejected**:  

The only ballot papers which the deputy returning officer should normally reject are those falling within one of the following categories:

- Ballot papers not marked or marked for more than one candidate;
- Ballot papers upon which the elector has made any mark or writing by which he/she could be identified;
- Ballot papers not marked in the circular space to the right of the candidate’s name.


**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 the candidates’ names at top of columns in the same order as on the ballot.

2. When the deputy returning officer unfolds a ballot and reveals which candidate it is marked for, make a cross or other mark in a square in that candidate’s column.

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>35</td>
<td>40</td>
<td>45</td>
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<td>55</td>
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<td>100</td>
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<td>110</td>
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<td>120</td>
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<tr>
<td>125</td>
<td>130</td>
<td>135</td>
<td>140</td>
<td>145</td>
<td>150</td>
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<tr>
<td>155</td>
<td>160</td>
<td>165</td>
<td>170</td>
<td>175</td>
<td>180</td>
</tr>
<tr>
<td>185</td>
<td>190</td>
<td>195</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5          | 10         | 15         | 20         | 25         | 30         |
| 35         | 40         | 45         | 50         | 55         | 60         |
| 65         | 70         | 75         | 80         | 85         | 90         |
| 95         | 100        | 105        | 110        | 115        | 120        |
| 125        | 130        | 135        | 140        | 145        | 150        |
| 155        | 160        | 165        | 170        | 175        | 180        |
| 185        | 190        | 195        | 200        |
Official statement of votes

To be completed by the deputy returning officer after the ballots are counted.

Polling station: ____________________________ (Name and/or number)    Date: _______

<table>
<thead>
<tr>
<th>Name of candidates (same order as on ballot)</th>
<th>Number of votes</th>
<th>Name of candidates (same order as on ballot)</th>
<th>Number of votes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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 = _____
3. Spoiled ballots (not deposited in ballot box): _____
4. Unused ballots: _____
   Total 1 + 2 + 3 + 4 = _____ B
   (A must equal B)

______________________________    ______________________________
Signature of deputy returning officer    Signature of poll clerk

Signatures of candidates’ representatives (optional)
________________________    ____________________________    __________________________
________________________    ____________________________    __________________________
________________________    ____________________________    __________________________
### Elections Canada Civic Education Assessment Rubric

**Task: Election Simulation Toolkit**

<table>
<thead>
<tr>
<th>Student name: __________________________</th>
<th>Group: __________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Absent / Incomplete</th>
<th>Level 1 (Below expectations)</th>
<th>Level 2 (Approaches expectations)</th>
<th>Level 3 (Meets expectations)</th>
<th>Level 4 (Exceeds expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., ideas, opinions, concepts, relationships among facts)</td>
<td>Demonstrates limited understanding of content</td>
<td>Demonstrates some understanding of content</td>
<td>Demonstrates considerable understanding of content</td>
<td>Demonstrates thorough understanding of content</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding Context(s)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(e.g., relationship of content to big ideas, such as “fairness,” “democracy,” and “inclusion vs. exclusion;” themes; frameworks)</td>
<td>Demonstrates limited understanding of context(s)</td>
<td>Demonstrates some understanding of context(s)</td>
<td>Demonstrates considerable understanding of context(s)</td>
<td>Demonstrates thorough understanding of context(s)</td>
<td></td>
</tr>
<tr>
<td><strong>Applying Critical Thinking Skills</strong></td>
<td></td>
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<tr>
<td>(e.g., analyzing, evaluating, inferring, interpreting, revising, refining, reviewing, reflecting, forming conclusions, detecting bias, synthesizing)</td>
<td>Uses critical thinking skills with limited effectiveness</td>
<td>Uses critical thinking skills with some effectiveness</td>
<td>Uses critical thinking skills with considerable effectiveness</td>
<td>Uses critical thinking skills with a high degree of effectiveness</td>
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<tr>
<td><strong>Using Collaborative Group Learning Skills</strong></td>
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<tr>
<td>(e.g., communication skills, questioning, active listening, problem solving, focus on task, level of engagement, teamwork)</td>
<td>Shows communication skills and collaborative group learning skills with limited effectiveness</td>
<td>Shows communication skills and collaborative group learning skills with some effectiveness</td>
<td>Shows communication skills and collaborative group learning skills with considerable effectiveness</td>
<td>Shows communication skills and collaborative group learning skills with a high degree of effectiveness</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrating Civic Disposition</strong></td>
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</tr>
<tr>
<td>(e.g., respects diversity of opinion, recognizes that rights come with responsibilities, considers what is good for society as a whole)</td>
<td>Expresses few civic dispositions</td>
<td>Expresses some civic dispositions</td>
<td>Expresses many civic dispositions</td>
<td>Expresses a considerable number and range of civic dispositions</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Learn more

If you and your students enjoyed this lesson, we encourage you to use Elections Canada’s other educational resources. These cross-curricular materials can be taught in a variety of subjects, including history, geography, social studies, civics and math.

All resources are available in English and French, and there are versions for language learners.

Visit electionsanddemocracy.ca to browse our complete list, download or order. You can also contact us using the information beside.

Contact us

To share comments or ask questions, or if some of your kit components are missing, write or call us:

Email: info@elections.ca
Telephone: 1-800-463-6868
TTY: 1-800-361-8935
Fax: 1-888-524-1444

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