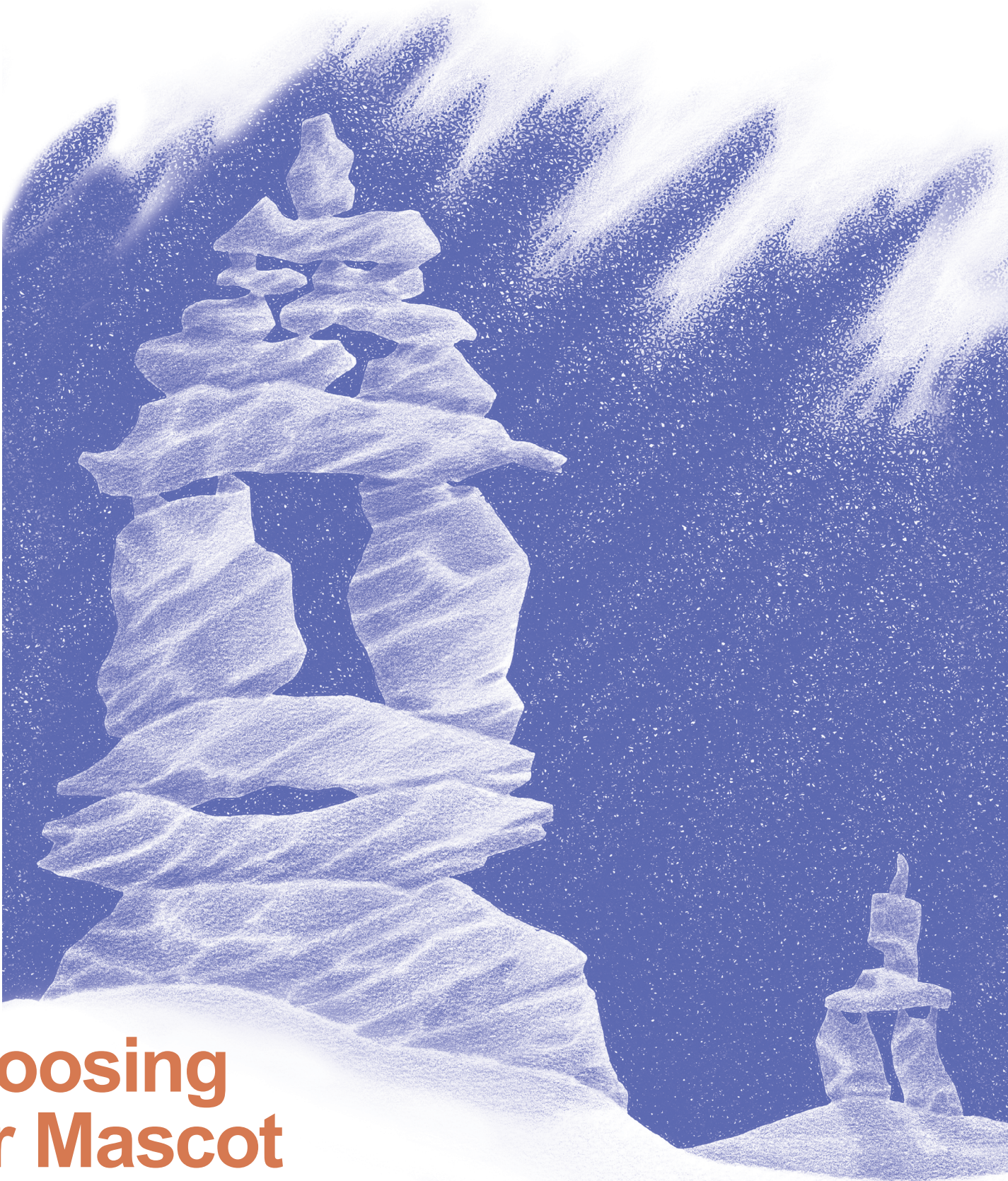


Engage.
Empower.
Learn.

Elections ^x
& Democracy

Teacher's
Guide



Choosing our Mascot

A voting activity for
early learners



Choosing our Mascot

About the cover

Inuksuk (plural: inuksuit) means “to act in the capacity of a human.” For thousands of years, Inuit have used inuksuit as markers throughout the Arctic. These handmade stone structures helped hunters, guided travellers, and allowed people to communicate with one another across time and distance. Today, inuksuit remain important landmarks across the Arctic.



Introduction

× Purpose

The purpose of this election simulation is to introduce kindergarten to grade 3 students to the basic principles of a real election. Students are invited to choose a mascot that will best represent the spirit of their class by voting by secret ballot for one of the five candidates: Charlie the Raven, Desneiges the Polar Bear, Max the Walrus, Neevee the Caribou or Sam the Grey Wolf.

× Outcome

Students will gain a basic understanding of democracy by experiencing how voting can help a group make a choice. They will practise using simple elections vocabulary and marking a ballot. They will also practise decision-making by comparing the qualities of the five candidates as they vote for a class mascot.

× Time Needed

60 min

Teachers who would like to create a longer session may expand on the election campaign.

× Participation

All students are voters. Several students are also called upon to carry out various tasks during the election. The idea is to involve as many students as possible.

The simulation *Choosing our Mascot* is aimed at children ages 4 to 9. However, since the maturity level of participants may vary from one group to another, this kit indicates the level of complexity for each step. Look for the triangle (▲) to adapt the activity for grades 2 and 3.



Preparation

✘ Materials

- ballot box
- voting screen
- posters
- campaign songs and speeches (audio)*
- activity sheets*
- Election vocabulary (page 11)
- Campaign speeches and songs (pages 12–21)
- Voters list (page 22)
- Sample ballot papers (page 23)
- Samples of marked ballot papers (page 24)
- Tally sheet (page 25)
- Election results (page 26)
- Certificate (page 27)
- Inuktitut syllabarium chart (page 28)
- About the artist (page 29)

* Available online at electionsanddemocracy.ca

✘ Getting ready

Make a voters list using the template provided or the class list.

Photocopy and cut the number of ballot papers your group needs. Prepare an extra 10 percent in case of spoiled ballots. If you are using the online activity sheets, print enough for your students.

Note: You may tell the group that in a real election, the names of the candidates are printed on the ballot paper in alphabetical order, by family name, to keep things fair. There are no photographs of the candidates on the ballot.

Create two distinct areas in the room. The electoral campaign will take place in the first area. The election will be conducted in the second area. Make sure that no materials promoting a particular candidate enter the voting area.

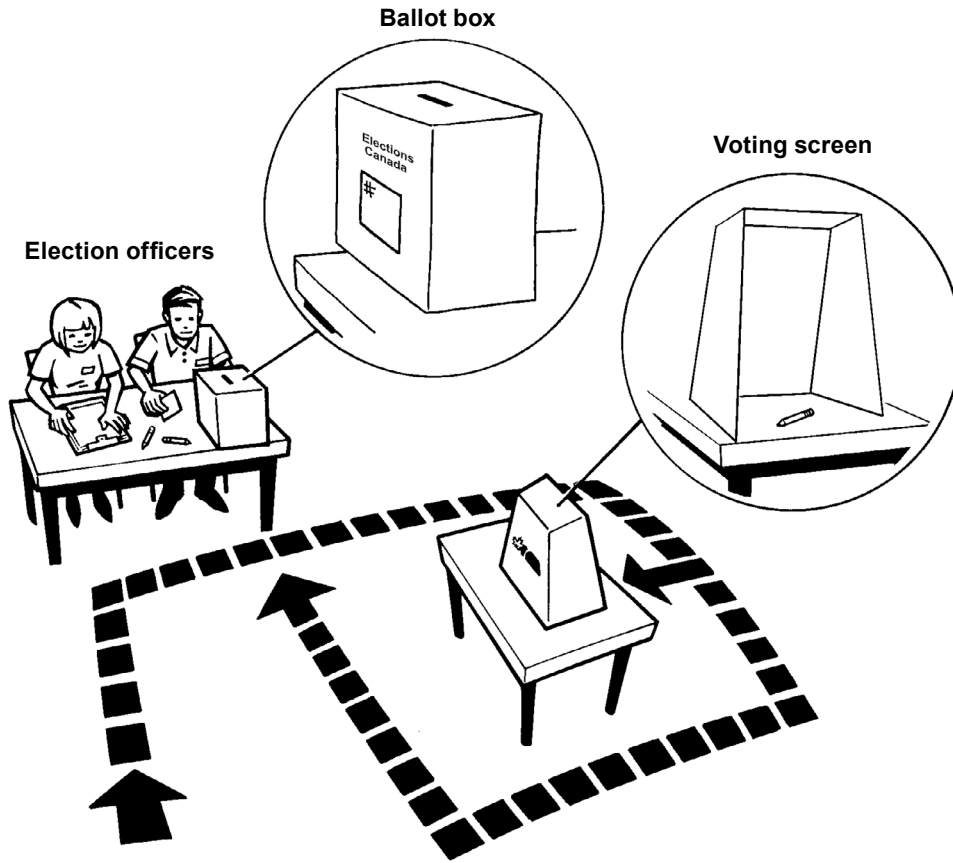
Put up the candidates' posters in the campaign area. Make sure each candidate is given equal visibility.

Set up the polling station in the voting area (see the diagram provided). This includes making up the ballot box and leaving the top open until it has been shown to be empty. Leave a pencil behind the voting screen.

As the teacher or group leader, you will play the role of returning officer. This is the person responsible for conducting the election in the electoral district where they live. Like all other citizens, the returning officer is allowed to vote, but they cannot publicly support any candidate in the election.

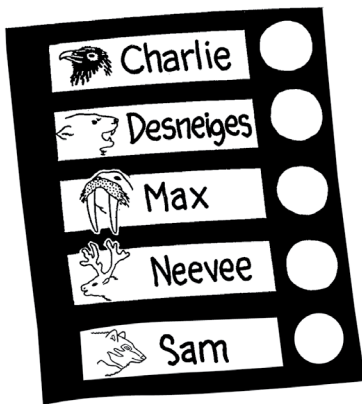
Have the students make up their own piece of identification showing their name and grade/class number.

✘ Setting up the polling station

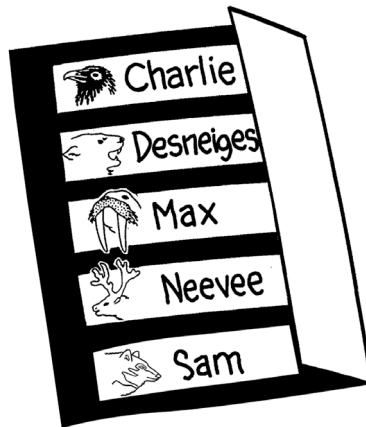


✘ Folding the ballot paper

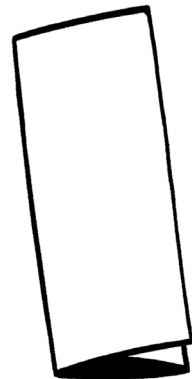
1



2



3





Simulation – Step by step

Explain to the group that they will have an election to choose a class mascot. They will vote in secret for the candidate of their choice: Charlie the Raven, Desneiges the Polar Bear, Max the Walrus, Neevee the Caribou or Sam the Grey Wolf. Students can practise reading the candidates' names in Inuktitut using the syllabarium chart provided.

Ask the students these questions to help them understand the basic principles of a real election. You can pre-teach the vocabulary using the Election vocabulary handout provided.

A. What is an election?

An election is an activity where a group chooses a person to speak for them about important things that affect their lives.

Examples: election of a member of Parliament to represent Canadians who live in a certain area of the country; election of a class president to represent students

B. What does voting mean?

Voting means choosing.

Note: Tell students that there would be no election if there were only one candidate.

C. Who has the right to vote in a Canadian federal election?

People who are:

- 18 years of age or older; and
 - Canadian citizens.
- ▲ The names of these people have to be on the voters list for them to use their right to vote.

D. What is a candidate?

A candidate is someone who runs for office.

Examples: a person who wants to be elected as a member of Parliament; someone who wants to represent their class

E. How do I mark my ballot?

To mark your ballot, make an X in the circle beside the name of the candidate you are voting for.

- You can vote for only one candidate
- You must not write your name or anything else that might tell people who you are

Show students the handout “Samples of marked ballot papers” for examples of how to mark a ballot. Tell them that if they make a mistake when they mark their ballot, they can get a new ballot paper.

Legend

- ▲ This instruction suits grade 2 or 3 classes.

F. Why do I vote in secret?

You vote in secret because your vote is your personal choice. No one else needs to know how you vote.

You have the right to make this choice:

- by yourself;
- without help from anyone else; and
- without having to tell your friends.

Note: We don't tell people who we are voting for so that no one can influence our decision. Also, we don't want to hurt our friends' feelings if we don't vote for them or if we don't vote for the same person they do.

G. How is my vote kept secret?

- All the ballot papers look exactly the same, so no one will know which one is yours.
- The voting screen (a hiding place) allows you to vote without anyone seeing.
- The ballot papers are all dropped into the same ballot box and mixed together.
- No ballot can be set apart, so nobody can tell who voted for which candidate.

✗ Campaigning

The election campaign introduces the five candidates to the students in a fun and age-appropriate way. This kit contains a poster for each candidate and a copy of each candidate's campaign speech. Five students may hold the posters while you or five participants read the speeches with lots of expression. Have the group listen to and take part in the candidates' short campaign songs. Both the campaign speeches and songs can be accessed online. The words to the songs and the gestures that go with them are also included. Encourage all students to get involved in the campaign. Explain that many people are involved in helping every candidate during a real election.

When the five speeches and songs are over, explain that the campaign is now finished. It is time to vote for their favourite candidate. To help with classroom management, you can have students work on their activity sheets while waiting to vote or after they vote.

✗ Voting

To keep things simple, this section has been divided into two subsections by grade level:

Section **(A)**: for kindergarten and grade 1

▲ Section **(B)**: for grades 2 and 3

(A) For kindergarten and grade 1

1. Ask a student to show the group that the ballot box is empty. Then close the box.
2. Ask someone to be responsible for the polling station. This student will fold the ballot papers in two and distribute them one at a time.
3. Explain the voting procedures to the group.
 - Students will come forward one at a time to the polling station and receive a folded ballot paper.
 - Each student will go behind the voting screen, unfold the ballot paper and mark it properly.
 - Each student will refold the ballot paper in two and drop it in the ballot box.

▲ (B) For grades 2 and 3

1. Ask someone in the group to show that the ballot box is empty. Ask another student to close the box.
2. Designate two election officers for the polling station. Give the election officers the ballots. Ask them to fold the ballots in three as shown in the “Preparation” section. Then ask them to write their initials on the back of each ballot.
3. Explain the voting procedures to the group.
 - Students will come forward one at a time, say their name out loud and show their ID to one of the officers. This will prove who they are and show that they are voting at the right place. One of the officers will cross the person’s name off the voters list.
 - The other officer will then give the student a ballot paper that is folded in three.
 - Each student will go directly behind the voting screen and mark the ballot properly.
 - Each student will then refold the ballot paper in three and bring it to the election officer. The election officer will check to make sure it is the same ballot, with their initials on the outside.
 - Each student will drop their ballot in the ballot box.

Legend

▲ This instruction suits grade 2 or 3 classes.

✘ Counting the votes

Once every elector has voted, the votes are counted using the following procedure:

1. Open the ballot box and empty its contents on the table, or ask a student to do this.

or

- ▲ Ask one of the election officers to open the ballot box and empty it onto the table.
2. Send five students, one for each candidate, to the board, where they will record the votes their candidate receives. Ask one student to unfold the marked ballots, show each one to the group, and say the name of the candidate for whom it is marked. A ballot paper is rejected if it is marked improperly (see “Samples of marked ballot papers”).

or

- ▲ Ask the election officers to use the tally sheet provided to add up the votes. One officer can check the square on the tally sheet under the name of the corresponding candidate. The other will make a separate pile of ballot papers for each candidate as they read out the result.
 3. Fill in the Election results form and explain to the class what you are doing.
- or*
- ▲ The election officers fill in the Election results form.
 4. As the returning officer, announce the name of the elected mascot and fill in the certificate provided. This certificate may be posted in the room to remind students of their first voting experience.

✘ Victory celebration

Allow the class a few minutes to celebrate and wind down. Use this time to ask what they thought of the election. Help them understand that even though only one candidate was elected, all five candidates are happy because they participated.

It may be a good idea to serve refreshments or have balloons or make this period feel like a celebration in some other way. The objective is to help students understand that voting is secret, simple, easy and important, and that winning is not the only thing that matters. Exercising our democratic right to vote is what is most important.

Materials

To be photocopied



✘ Election vocabulary

Ballot A piece of paper used to vote in an election.

Ballot box A box with a narrow slot on top into which voters place their ballots.

Campaign The time before an election. During this time, political parties and candidates explain their ideas and try to convince people to vote for them.

Polling station The place where you go to vote.

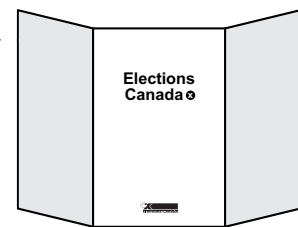
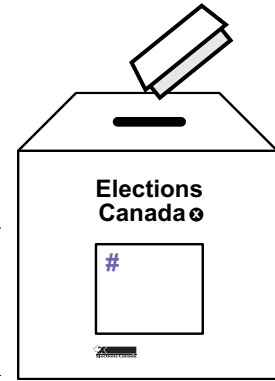
Returning officer The person in charge of organizing the election in an electoral district.

Tally sheet A piece of paper used to count the votes during an election.

Voter A Canadian citizen who is at least 18 years old on election day.

Voters list A list of the people who are eligible to vote.

Voting screen A cardboard barrier behind which voters mark their ballot in secret.





Charlie



Raven

Ravens are large, all-black birds that are part of the crow family. They can be over 60 cm long with a wingspan of 1.3 metres! Ravens can do somersaults in the air and can even fly upside down.

✘ Charlie's speech

Hi there, little buddies!

I'm your friend Charlie the Raven, and I think I would make a great mascot for your group.

I've got personality plus! I'm very lively, and I never feel downhearted about anything, even when it's minus 40 outside and there isn't much around to eat.

I'm a helpful guy, too, because I like to clean up things: I try to eat up all the food that has been thrown away by others.

Because I'm a little noisy, some people say I'm full of mischief. But I like to think I'm full of fun. I just love to play the way you do. I often mimic sounds I hear, and sometimes, when I'm flying, I glide and swoop and pretend I'm an eagle or a gull.

Every day just after the sun goes down, I love to gather with my friends and perch on some high place. Then we all chatter about the things we've done during the day.

For a happy and lively class, why not choose me as your mascot? You'll be glad you did.

✘ Charlie's campaign song

(actions)

Charlie the Raven is a mischievous fellow,
Who likes popcorn and hot dogs and Jell-O.

His idea of a bash

Is to clean up the trash,

And then he'll eat till he's drowsy

And mellow.

*(hop and make the motion
of picking up garbage)*

Refrain

Walk like Charlie, talk like Charlie.

Walk like Charlie, talk like Charlie.

(walk like a bird)

Charlie is a daring young flyer

Who circles up higher and higher;

He swoops away, away, down

Just to hop around on the ground,

And take off even higher.

*(spread arms
and jump twice)*

Refrain

Walk like Charlie, talk like Charlie.

Walk like Charlie, talk like Charlie.

(walk like a bird)





Desneiges ᑎᓐᓴᓴ

Polar Bear

Polar bears are large meat-eating mammals. They are the only marine bears and prefer sea ice for hunting. The bottoms of their paws have fur so they don't slip, and their hind feet each have five toes.

✘ Desneiges' speech

Hello, little ones.

You know me, of course. I'm Desneiges the Polar Bear. Considering my many fine qualities, I think you would be making a good choice if you picked me as your mascot.

I am strong and swift and hardy. I can swim in icy water or burrow in a snowbank and it doesn't bother me a bit. My thick white fur keeps me warm and safe even in the worst blizzards.

I have keen eyesight and good hearing that helps me keep my lovely little cubs perfectly safe until they learn to look after themselves. I patiently teach them how to swim, and how to hunt and fish, so that one day they will be proud hunters just like me. We have lots of fun too. I feel quite happy and playful when my cubs romp and roll about.

Everyone seems to agree that besides being strong and swift, I look very beautiful in my long white fur coat. I'm known and admired far and wide. Some people even call me "Queen of the North".

If you want a strong and proud class, you should pick me as your mascot – me, Desneiges.

✘ Desneiges' campaign song

Desneiges the Polar Bear
Steps outside of her cozy lair.
Simply rambles off
Wanders everywhere.
First she stands,
Then she roars,
Then she dances on all fours.



Refrain

Crouch and growl,
Stand and roar,
Stick your claws out,
Swim to shore.

(actions)

(crouch and growl)

(stand and roar)

(raise arms, spread fingers)

(make swimming motions)

Desneiges the Polar Bear
Is a real good mother.
She takes care
Of her little cubs,
Her baby bears.
Takes them everywhere,
Feeds them fish,
Gives them seal,
Shows them how
To catch a meal.

*(motion of throwing a line,
catching and eating a fish)*

Refrain

Crouch and growl,
Stand and roar,
Stick your claws out,
Swim to shore.

(crouch and growl)

(stand and roar)

(raise arms, spread fingers)

(make swimming motions)



Max



Walrus

Walruses are marine mammals with wide, bristly muzzles. Males and females have tusks, which are long upper canine teeth. They use their tusks to fight and to climb onto the ice from the water.

✘ Max's speech

My name is Max the Walrus, and I'm running to become your group's mascot.

I work hard, and I'm honest and gentle. I'm very sociable and I like to bask in the sun with all my friends among the ice floes. I believe we could be good friends too.

At first sight, I may look clumsy, but you would be proud of me if you saw me moving smoothly and quickly in the water. I'm a pretty strong swimmer! I glide under the water holding my breath, just like you.

Every once in a while, I have to come up for air.

After a long, busy morning raking the ocean floor looking for shellfish to eat, I come to the surface to rest.

In the summer, I like to rest on the rocks. In the spring, I use my long ivory tusks to pull myself up onto the ice and drift happily and take a nap.

If you would like a sociable and hard-working class, please think about choosing me as your mascot.

✘ Max's campaign song

(actions)

Max the Walrus, Max the Walrus,
 We think you're a winner,
 Looking on the ocean floor
 For something for your dinner.

Refrain

Float on the water, lie on a rock,
 Walk your rolling walrus walk.
 Your flippers make a flap, flap, flap;
 After you work you nap.

(bobbing motion)

(walk like a walrus)

(hands out, then clap)

(tilted head rests on hands)

Max the Walrus, Max the Walrus,
 When your work is done,
 Lie upon a floe of ice
 Basking in the sun.

Refrain

Float on the water, lie on a rock,
 Walk your rolling walrus walk.
 Your flippers make a flap, flap, flap;
 After you work you nap.

(bobbing motion)

(walk like a walrus)

(hands out, then clap)

(tilted head rests on hands)





Neevee



Caribou

Caribou are part of the deer family. They have large hoofs and antlers. In winter, big herds migrate south, sometimes travelling more than 5,000 km. They head back north in the spring.

✘ Neevee's speech

Hello, little friends! I'm Neevee the Caribou, and I really hope you'll choose me as your mascot, because I think I would do a good job.

I'm friendly. I enjoy the company of others. In fact, I travel in a great herd of thousands of my friends. We all get along very well together.

I'm considerate of others and I have many qualities that set me apart and make me very special. I have a thick fur coat that allows me to stand on the tundra when a strong, cold wind is blowing and it's 35 degrees below zero. I have sturdy bones that help me walk hundreds of miles every year when I journey from across the North and back again.

As you can guess, I do love to travel. Perhaps you could take a trip with me someday. You would see the great plains of the North and the animals that roam it – the muskox, the fox, the hare and the great snowy owl. You could be part of a great adventure, just like me!

For a kind and considerate class, please pick me as your mascot.

✘ Neevee's campaign song

(actions)

Let's do the Caribou boogie.

Neevee walks swiftly
Over rocks and snow,
Swimming streams,
Facing foes,
Eating grass and lichen,
Always on the go.

Refrain

Clickety-clack, shake your rack,
Walk to the Arctic,
Then come back.
Caribou boogie, Caribou boogie.

(snap fingers, shake head)
(two steps forward and two back)

Neevee helps people
In the North survive:
Gives them warm clothes
And meat to keep them alive,
Gives them lots of tools.
With her help they thrive.



Refrain

Clickety-clack, shake your rack,
Walk to the Arctic,
Then come back.
Caribou boogie, Caribou boogie.

(snap fingers, shake head)
(two steps forward and two back)



Sam



Grey Wolf

Grey wolves are the largest members of the dog family. They have long, bushy tails. Wolves work together to hunt for food. They can eat as much as 10 kg of meat in one meal!

✘ Sam's speech

I'm Sam the Wolf. I'm the mascot that you need!

I'm very intelligent and also very nice. It's true: I'm not a threat to human beings. What's more, I'm very sociable.

In my family, also known as a pack, we enjoy a good tug-of-war over a bone or a piece of wood. And it's while playing like that that I have developed my talents as a fierce hunter.

Personally, I like running, hunting and howling. I can be heard hundreds of kilometres away. When we, us wolves, howl, it's to celebrate a good hunt or to get together. It's also our way of talking to each other.

I'm really handsome in my thick, soft and shiny coat. I'm known as the Grey Wolf, but my fur can take on many colours, from black to white with rich tones of rust, gold, silver and brown. You would love me a lot if you would take the time to get to know me better.

For a close-knit class and a teamworking one at that, vote for me, Sam the Grey Wolf. I'm surely the mascot that you need!

✘ Sam's campaign song

(actions)

Everybody go aroooooo . . .

(howl like a wolf)

Everybody go aroooooo . . .

He's Sam the howler,

(walk and stalk as if hunting)

A grey wolf prowler,

Hunting so quietly.

He has endurance

And a lot of power.

He was born wild and free.



Refrain

Everybody go aroooooo . . .

(howl like a wolf)

Everybody go aroooooo . . .

When the pack appears

(hands reaching for the sky and brought down alongside body)

At the edge of the woods

Under a starry sky,

Look how handsome Sam is

With his warm fur coat,

His piercing eyes, his shiny teeth,

(show eyes, show teeth)

His inquisitive nose, his attentive ears.

(wiggle nose, pull on ears)

Refrain

Everybody go aroooooo . . .

(howl like a wolf)

Everybody go aroooooo . . .

He's Sam the howler,

(walk and stalk)

A grey wolf prowler,

Hunting so quietly.

He has endurance

And a lot of power.

He was born wild and free.

Refrain

Everybody go aroooooo . . .

(howl like a wolf)

Everybody go aroooooo . . .

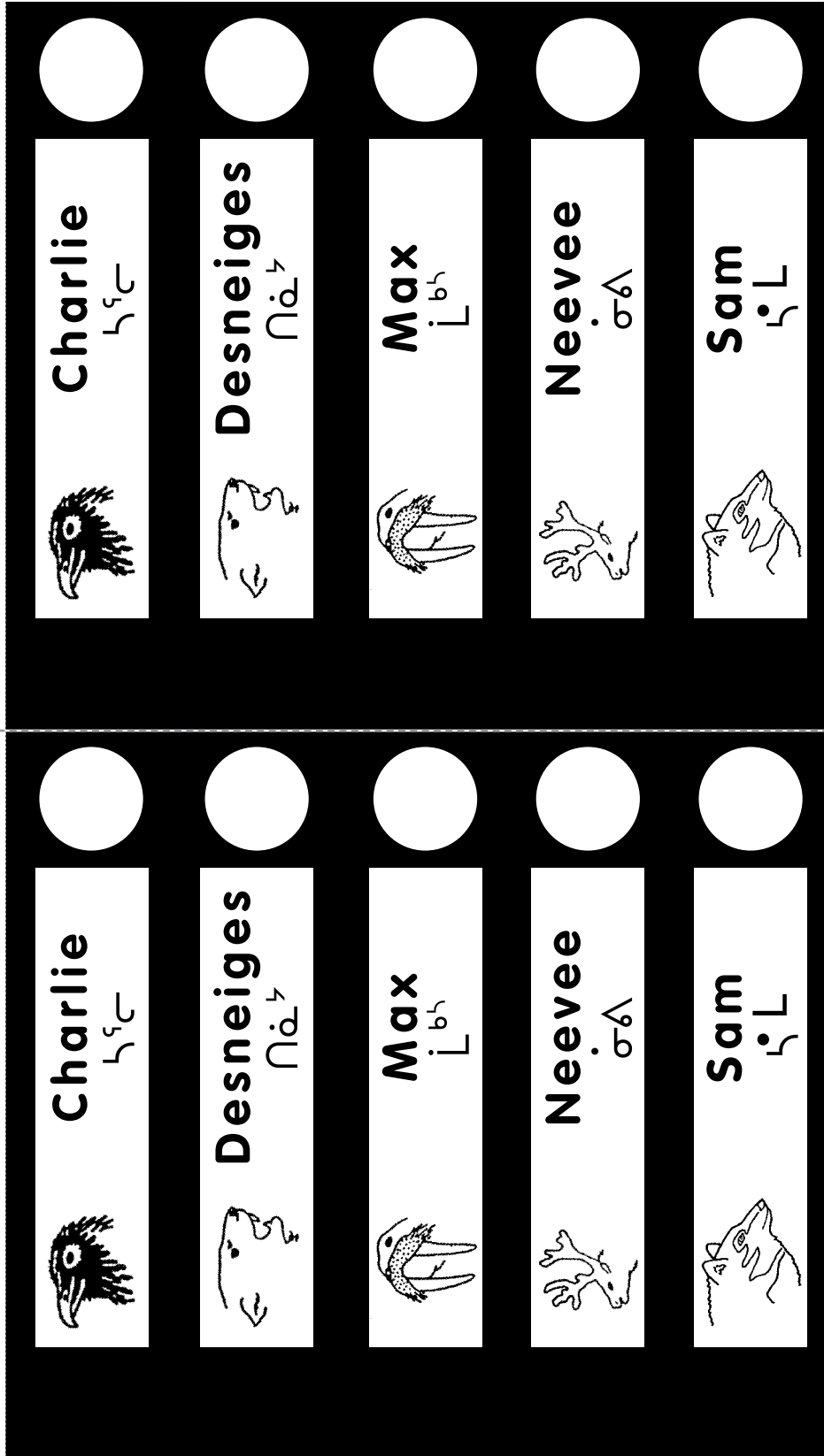
✘ Voters list

List the names of all the students who are taking part in the simulation. At your election, this will be proof that they are all eligible to vote. Students who are playing the roles of election officers have the right to vote.

#	Name of voter
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

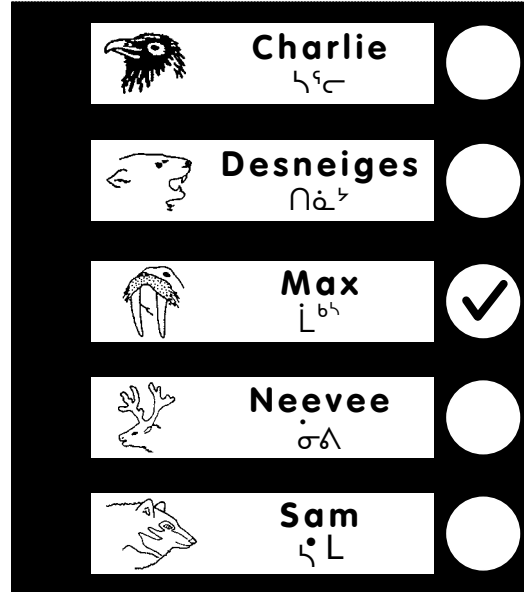
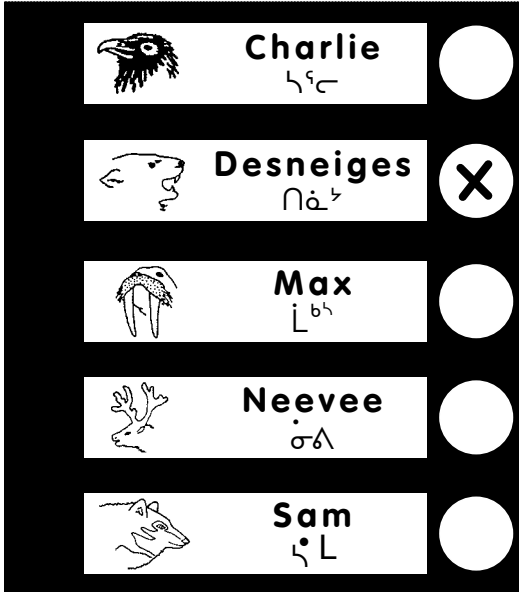
✘ Sample ballot papers

Photocopy these sample ballot papers and cut out the number you need.

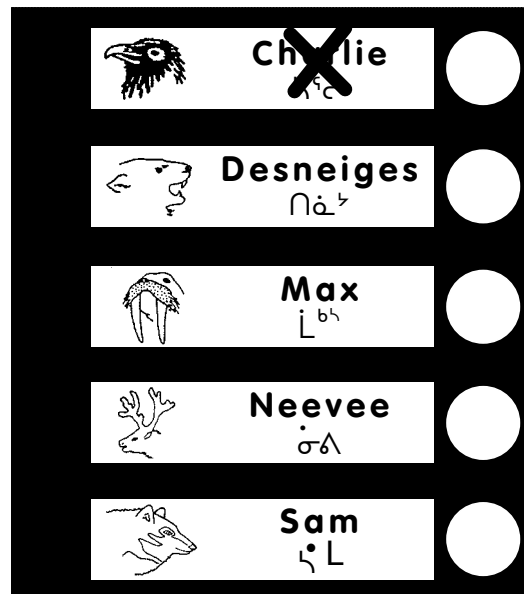
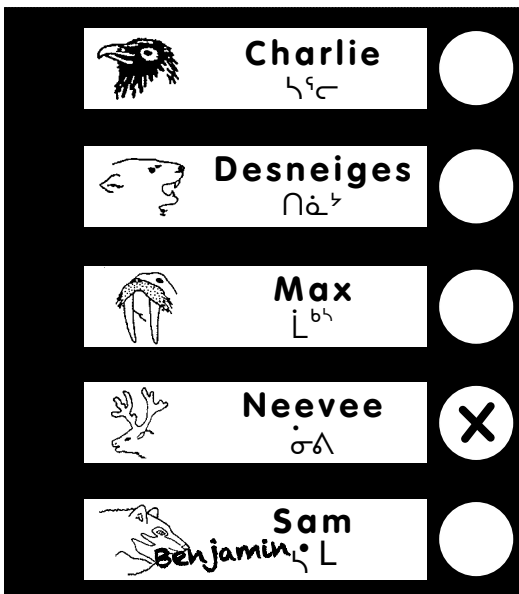


✘ Samples of marked ballot papers

Ballot papers that should be accepted and counted



Ballot papers that should be rejected



✘ Tally sheet

Use this tally sheet to help you count the ballots.

Candidate: **Charlie**

5	10	15	20	25	30

Candidate: **Desneiges**

5	10	15	20	25	30

Candidate: **Max**

5	10	15	20	25	30

Candidate: **Neevee**

5	10	15	20	25	30

Candidate: **Sam**

5	10	15	20	25	30

✘ Election results

Name of returning officer: _____

Name of school: _____

Number of electors on the list: _____

Total number of votes cast: _____

Number of votes cast for Charlie the Raven: _____

Number of votes cast for Desneiges the Polar Bear: _____

Number of votes cast for Max the Walrus: _____

Number of votes cast for Neevee the Caribou: _____

Number of votes cast for Sam the Grey Wolf: _____

Signature of election officer

Signature of election officer

Certificate

Be it known by all that

.....

has been elected as the mascot of

.....

Signed

Date



✘ Inuktitut syllabarium chart

Use this chart to have students practise reading the candidates' names in Inuktitut.

Δ	(i)	▷	(u)	◁	(a)
∧	(pi)	>	(pu)	<	(pa)
∩	(ti)	∩	(tu)	∩	(ta)
ρ	(ki)	∂	(ku)	∂	(ka)
∩	(gi)	∩	(gu)	∩	(ga)
∩	(mi)	∩	(mu)	∩	(ma)
σ	(ni)	∂	(nu)	∂	(na)
∩	(si)	∩	(su)	∩	(sa)
∩	(li)	∩	(lu)	∩	(la)
∩	(ji)	∩	(ju)	∩	(ja)
∩	(vi)	∩	(vu)	∩	(va)
∩	(ri)	∩	(ru)	∩	(ra)
∩	(qi)	∩	(qu)	∩	(qa)
∩	(ngi)	∩	(ngu)	∩	(nga)
∩	(&i)	∩	(&u)	∩	(&a)

✘ About the artist

Germaine Arnaktauyok

Germaine was born in Igloolik, Nunavut. Being part of the art world has given her a reason to travel widely and far from the community of her birth.

She studied Fine Arts at the University of Manitoba. A perfectionist in her art, Germaine constantly strives to learn new techniques, including the art of intaglio etching with a master printer in Montréal and, more recently, lithograph printing on Mylar. Both techniques allow her to etch her finely detailed work (she usually works in pen, ink and pencil) directly into the medium and thus create multiple original prints in limited editions.

Germaine has worked as an artist in Iqaluit and Yellowknife as well as in major cities in British Columbia, Alberta, Ontario and Quebec. She has illustrated over 30 children's books and has completed work on a book by C.W. Nicol called *The Raven's Tale*, simultaneously released in Canada and Japan. Her travels have taken her to Israel to do a poster for El Al Airlines, to Greenland and Sweden on an art exchange, and to Washington, DC, as part of a delegation of Canadian artists. She also designed and executed a beautiful mural in the Inuit Art section of the Prince of Wales Northern Heritage Centre in Yellowknife.



Germaine has had successful shows in Montréal and Vancouver. While in Montréal, she worked for the National Film Board, designing a stage and puppets with Co Hoedeman for the animated film *The Owl and the Lemming*, based on the Inuit legend. Five of Germaine's works were acquired for the Art from the Arctic exhibition, which toured five countries.

Germaine created "The Drum Dance," the design that graces the back of the 1999 \$2 coin, as well as "Mother and Child" for the 2000 \$200 gold coin – part of the Royal Canadian Mint's Native Cultures and Traditions series honouring Inuit motherhood.

In 2015 she released her autobiography, *My Name Is Arnaktauyok: The Life and Art of Germaine Arnaktauyok* (Inhabit Media).

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

Follow us

Learning is social and so are we! Join our community of educators on Facebook and Twitter (@democracyCA) and share with us your experiences of teaching about elections and democracy.

Permissions

All rights reserved. Any part of this publication may be used and reproduced for educational purposes. Please acknowledge Elections Nunavut, Elections Northwest Territories and Elections Canada.

© Chief Electoral Officer of Canada, 2021

