

FOR TEACHERS GRADE 10-12



Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Dear Teacher

Welcome to the Electoral Democracy Toolkit. The aim of these lessons is to prepare learners to become active, engaged and responsible members of South Africa's democracy, particularly now, as we look forward to the 20-year mark in our democracy in 2014. This Electoral Democracy Toolkit is designed to help our young citizens be informed and ready to vote in the 2014 National and Provincial Elections.

Through these 10 lessons and co-curricular activities, learners will learn about democracy, their rights and responsibilities as voters, how to register to vote, how to vote, how to think critically about democratic issues, and how to make the best use of social media as part of their participation in our democracy.

The Electoral Democracy Toolkit comprises the following:

- 4 Lessons for Grade 10
- 4 Lessons for Grade 11
- 2 Lessons for Grade 12
- Learning Resources Pack: handouts, worksheet and games (for photocopying)
- Co-curricular activities: extra activities, citizen starter pack and social media plan

The lessons are CAPs compliant with the Life Orientation FET course. The specific topic these lessons fulfil is "Democracy and Human Rights". Under this topic we look at principles, processes and procedures for democratic participation; responsible citizenship; the role of media in a democratic society; clarify own values and beliefs, and democratic structures.






We hope that your journey through these lessons provides stimulating and engaging activities and discussions, and inspires your learners to play their role in our young and exciting democracy. Please see our inside back cover for a note on the social media component of this toolkit.

September 2013



SOUTH AFRICA

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Grade 10: Lesson 1 What is Democracy?



In this lesson, we:

- Explore the definition of democracy
- Show the origins and dynamic development of democracy
- Relate/assess/compare South Africa as a democracy
- Discuss the values of democracy.

Resources:

- **Introduction to Democracy** (1 copy per learner)
- **What Makes a Democracy Truly Democratic? A Case Study in Democratic Values** (1 copy per learner)
- **Values of Democracy Cards** (1 set for the class, cut into cards)
- **Democratic or Undemocratic? Concept Cards**. One set for the class.

Warmer Activity: What is “Democracy”?

5 minutes

Because democracy is such a key component of Life Orientation and the entire curriculum, we assume that learners will have been taught the basic concept. If not, this short exercise will check familiarity with the idea.

Write the word *democracy* on the board. Have a class discussion to explore the meaning of the word: democracy. Encourage the learners to express their ideas. Then write the keywords from the discussion on the board.

Activity 1: Define Democracy

15 minutes

1. Distribute the handout: **Introduction to Democracy**. Read through the handout with the learners.
2. Discuss all the quotes in the handout and agree on a definition of democracy that best suits the elements and issues raised in the discussion. Here is a good example of a definition:

“Democracy allows you to take part in decisions that affect your life.”

Activity 2: The Values of Democracy

15 minutes

The meaning of the word ‘democracy’ is constantly being debated. The concept of democracy is linked to social life. In a changing social world, the definition of democracy is constantly changing. Despite peoples’ differences and similarities, people need to coexist peacefully in society. Therefore, we need a set of shared democratic values to guide our society. In this exercise, we will be exploring the values of democracy.

1. Divide the learners into small groups. Give each group two values from the list in the handout. In their groups, they discuss what they think these values mean.
2. Next, the learners report back to the class. Write the learners’ definitions on the board.
3. Have a class discussion where you come to a collective understanding of these values. Learners can use dictionaries in this exercise.

Activity 3: Is it Democratic?

15 minutes

1. Hand out photocopies of the **Democratic or Undemocratic? Concept Cards**. Give one or two cards per learner depending on the number of learners in the group.
2. Write the following heading on the board: DEMOCRATIC, UNDEMOCRATIC, NOT SURE. Each learner has

a chance to read out the word or phrase on their card/s.

- Discuss as a class under which heading each card belongs. Learners take turns to walk up to the board and stick the card (with prestick) under the chosen heading.

Activity 4: Case Study

10 minutes

Read aloud the case study ***What makes a “democracy” truly democratic?*** handout. The first thing they do is compare kingdoms to democracies to get a better understanding of how the two systems differ. South Africa had many democratic institutions including regular elections during the apartheid era. However considering some of the laws and the treatment of Black, Coloured and Indian people we can certainly say that it did not share core democratic values like equality, tolerance, freedom, freedom of expression, respect and ubuntu. Use the case study to discuss the necessity of democratic values to a democracy.

- What is the difference between a kingdom and a democracy? Discuss.
- Ask the learners which core values were absent from the apartheid government.
- Do values shape people’s behaviour? Discuss.
- Can you think of other examples of countries that describe themselves as democratic, but do not share the values of democracy; for example, by not allowing women to vote? Or by bribing for votes?

Possible Answers:

Activity 2

| | |
|---------------------------|---|
| Equality | All citizens have equal status and are treated equally in terms of their rights, and their right to have access to what the Constitution of their country provides. |
| Fairness | Being free of bias or injustice. |
| Accountability | Being answerable and taking responsibility for your actions and decisions. |
| Transparency | In the political context, this means that decisions and actions are able to be seen and witnessed by others, and communication is open. |
| Respect and Ubuntu | Respecting that individuals have freedoms as stated emphasizes the value of equality. It refers to the importance of not legislating or enacting anything that is racist or sexist. |
| Participation | The public participate in the government through voting, holding politicians accountable and making full use of their civic rights. |
| Reconciliation | In South Africa, this principle has particular importance because it recognises the necessity to forgive for the past, pursue peace and build relationships across the divides set up by apartheid. |
| Rule of Law | The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law. |
| Responsiveness | This is an attribute of the government and the leaders of institutions in the government. It means that they reflect and express the will of the people as far as possible. |
| Representation | The public feel that their will and opinion is being represented in political spheres and public institutions. |

Activity 3

Democratic: Treating people equally no matter their status in society; voting for your government; being responsible for your behaviour; acknowledging that people have rights; getting to know about other people’s cultures; respecting people who do things that clash with your culture or religion; having a secret ballot on election days; allowing citizens to elect representatives; excluding people because of their background or gender; trusting that people will obey the law; free and fair elections; being allowed to express your opinions; freedom, caring for self and others; being able to demonstrate against a decision; having a Constitution; being transparent about your actions and decisions.

Undemocratic: Kangaroo courts/mob justice; taking the law into your own hands; behaving in a violent way towards others when you feel your rights have been infringed, discriminating against people on the basis of their sexual orientation; giving members of minorities limits on how much they can learn, earn or own; leadership of government is established using military force; dictatorship, bribing people with money to get your own way; bullying.

Open to discussion: Punishment according to the agreed laws (this is uncertain because the laws could be very undemocratic); affirmative action.

Grade 10, Lesson 2: How Our Democracy Works



In this lesson, we:

- Learn about how democracy works in practice

Resources:

• *The Constitution, Separation of Powers, Government, Elections and Electoral Systems, Electoral Commission of South Africa (IEC).*

Photocopy and cut up the handout into the above topics before the lesson. Make enough copies so that when learners divide into topic groups, each learner has a handout of their topic.

Warmer Activity: Freedom in a Democracy**5 minutes**

Write this quote on the board: *“Eternal vigilance is the price of liberty”* by Wendell Phillips. Ask the learners what they think that means, and how this quote relates to the topic of democracy.

Activity 1: Institutions of Democracy**10 minutes**

Explain that for people to govern themselves democratically there is agreement that people need to share certain democratic values and that the society needs to have certain institutions to realize these values. In this lesson, we will learn about the institutions that support democracy.

1. Copy this chart onto the board.
2. Remind the learners that we discussed these values in lesson one.
3. Write a list of institutions on the board.
4. Ask the learners to say which institutions they think are required to realise that value (give expression to that value).
5. Fill in the right-hand column as they give their answers. The institutions can be listed under more than one value. (*Hint: In what ways can these institutions embody all these values in the things they do?*)

Free and fair elections

Political parties

Independent Media

SA Human Rights Commission

Electoral Commission of South Africa

Parliament

Local government close to the people

Commission for Gender Equality

An Independent Complaints Commission

| Values | Institutions that help to realise our democratic values |
|----------------|---|
| Participation | |
| Representation | |
| Accountability | |
| Transparency | |
| Responsiveness | |



Activity 2

Democracy in Practice: Part 1

20 minutes

1. Tell the learners in this activity, they are going to learn how democracy works in practice. Write these keywords on the board: *The Constitution, Separation of Powers, Government, Elections and Electoral Systems, Electoral Commission of South Africa*. Tell the learners that in South Africa these are some of the institutions that express the practice of democracy.
2. Divide the learners into 5 groups. Each learner in each group gets a handout on their group's topic, i.e. Group 1 gets information on ***The Constitution***, Group 2 on ***Separation of Powers***, Group 3 on ***Government***, Group 4 on ***Elections and Electoral Systems***, Group 5 on the ***Electoral Commission of South Africa***.
3. Learners read their handouts together in their groups. They discuss the topic and make sure to take notes on their topic. While learners do this activity, circulate amongst the groups and assist with their understanding of the material.

Democracy in Practice: Part 2

15 minutes

1. Regroup the learners into new groups. Each new group has one person from each of the topic groups, i.e. each group has information on the *Constitution, Separation of Powers, Government, Elections and Electoral Systems*, and the *Electoral Commission (IEC)*.
2. In their new groups, learners report back on their topic to their other group members.
3. Circulate between the groups and check that learners are communicating the correct information about their topic.
4. Group members all take notes.
5. By the end of this activity all group members have information on all five topics.

Democracy in Practice: Part 3

10 minutes

Ask learners to give feedback to the whole class on what they have learnt about each topic.

Possible Answers

Warm-up

People need to watch that democratic rights and practices are being followed and respected. Democracy needs to be protected by ensuring different institutions of government and society operate freely and independently. This is to prevent tyranny (corrupt control). There are a number of institutions and laws that must be independent and free in order for democracy to be effective and meaningful.

Activity 1: Institutions of Democracy

In fact most of these institutions should embody all those values. The learning purpose of this activity is to link values to institutions and to begin to explore the ways in which those values can be realised within the functions, principles and activities of those institutions.

Grade 10, Lesson 3: Voting and Elections

**In this lesson, we:**

- Find out who is eligible to register and vote
- Discover why it is important to vote
- Learn about the importance of the 2014 elections
- Describe the conditions for free and fair elections.

Resources:

- ***Why is it Important to Vote?*** (1 copy per learner)
- ***Fair and Unfair Elections*** (1 copy per learner)

Warmer Activity: Power of X**5 minutes**

Write this quote on the board, “Make this country its best, the power that lies in the power of X!” Next, ask the learners what they think this quote means. Explain to the learners that voting is both a right and a duty. Our vote gives us power to express our political choices and participate in determining the direction our country takes. This is part of being an adult and taking on the responsibility of full citizenship in a democracy.

Activity 1: Why is it Important to Vote?**10 minutes**

1. Give each learner a copy of the handout: ***Why is it Important to Vote?***
2. Divide the learners into pairs. The learners take turns reading aloud the different ideas expressed in the speech bubbles on the handout.
3. Ask the learners to tell you what they learnt from the reading about voting and its importance.
4. Get feedback from the class.

Activity 2: Fair and Unfair Elections**15 minutes**

1. Tell the learners that for elections to be truly democratic, they need to be free and fair. Give each learner a copy of the handout: ***Fair and Unfair Elections***. Tell them they must choose from the list below which conditions/behaviours make elections fair or unfair. They write their answers on the grid.
2. Review the answers.

Activity 3: A Mock Political Campaign**15 minutes**

1. Divide learners into 4 or 5 groups. Tell them they are going to explore the theme of free and fair elections by allowing free political campaigning in the class. Tell the learners that each group represents an imaginary political party which will campaign to make changes to their school. Learners need to work quickly and to do the following:
 - Invent a name for their political party.
 - Brainstorm ideas of what they would offer the learners at the school, and what changes they would make to the school.
 - Choose a person to be the party leader.

2. Each party leader takes turns to present their party's ideas to the class. Select one group that the class will be intolerant to when they present their ideas. Learners can disagree, make negative comments and even make up lies about that party. Encourage learners to be tolerant to the other groups and to allow everyone to express their ideas and be accepting of different opinions.
3. Then have a class vote for the winning party.
4. After the winning party is selected, have a short discussion focusing on the following questions:
 - How did the group that was not tolerated or respected feel?
 - How did all groups experience the exercise?
 - Did this atmosphere allow for truly free and fair elections or not? Why or why not?

Possible Answers

Activity 2: Fair and Unfair Elections

Fair

- All candidates and parties can campaign without intimidation and restrictions.
- All people have opportunity to register to vote: to get ID books and Smart ID cards.
- Every registered voter can vote, irrespective of race, religion, gender, sexual orientation or disability.
- All citizens can express their political views.
- Elections are conducted, managed and administered impartially and transparently.

- All parties accept the election results.
- Open public debate – ideas and opinions need to be allowed to be freely expressed and debated.

Unfair

- Bribing people to vote for a particular party
- Discrimination by race, religion, gender, sexual orientation or disability
- Forging ballots
- Intimidating people to vote for a particular party
- Rigging elections so that a particular party wins

Grade 10, Lesson 4: Registering and Voting



In this lesson, we:

- Learn how to register to vote
- Learn how to vote
- Conduct a mock election

Resources:

How to Register to Vote (1 copy per learner)

The Voting Process Diagram: 8 copies per class (tear-out from the middle of this book).

Dice: 8 per class (copy, cut out and construct the easy dice shape in your resource pack)

Game counters: 40 per class (create these from bottle caps or coloured paper)

Explanation Cards, photocopied from template. 1 set per group of 4-5 learners.

Warmer Activity: Registering to Vote

5 minutes

1. Tell the learners that even though they might still be too young to vote, they can register to vote from 16 years old.
2. Have a class discussion about registering to vote. Ask the class, "Do you know how to register to vote?"



Activity 1: How to Register to Vote

5 minutes

1. Give each learner a copy of the handout: **How to Register to Vote**. Read it aloud while the learners follow in the text.
2. Check the learners understand the text.

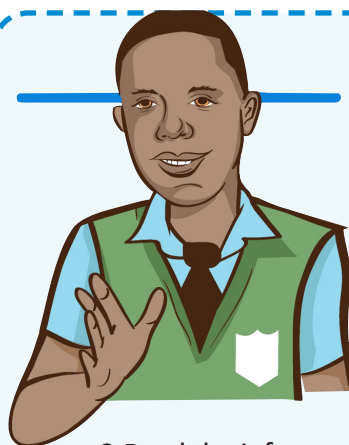
Activity 2: Registration Rhythm

25 minutes

1. Divide the learners into groups of 4. They are to imagine they are a music band that has to write a song that teaches people how to register to vote.
2. In their groups learners devise a song and a performance about the registering process. Different groups write and perform in different musical styles: e.g. rap, pop, a ballad, opera, etc.
3. Learners perform their songs for each other. The songs must communicate the registering information correctly.

Activity 3: Voting Process Game

20 minutes



the voting process game

1. Form the learners into groups of four. Tell them they are going to play a game which teaches them about the voting process.
2. Give each group **The Voting Process Diagram, a Die, Game Counters and Explanation Cards**.

3. Read the information on the handout aloud. Explain these are the steps you will go through when you vote.
4. Explain the rules for the game, then the learners play the game.

Rules

- Players use the A3 handout: **The Voting Process** as the board for the game.
- Players place the handout in the middle of a desk and sit around it.
- One player is the **Card Keeper**, and hands players the relevant card as they play the game.
- Players place their counters on the board on the picture of the queue of **Voters**.
- Each player takes a turn to throw the dice. Players move their counter forward along the voting process depending on the number they threw. E.g. if a player threw a 3, he/she counts his/her counter three steps forward in the voting process; 1= **Door Controller**, 2= **Party Agent**, 3= **Voters Check**, etc. He/She then lands his/her counter on the **Party Agent 1** icon and is given the corresponding **Party Agent 1** Card. The player reads the explanation aloud to the group then follows the instructions on the card. Repeat the steps with each player taking turns. Note: Players pick up **Observer** and **Party Agent** Cards in the correct order. i.e. **Party Agent Card**: 1st card is first, etc.
- The player who first arrives at the **Exit Door** wins the game. The remaining players continue to play until all players have voted and gone through the **Exit Door** on the board. If players end the game very quickly, they can play again.

Activity Debrief:

5 minutes

Reflect on the voting process game. Ask the learners to tell you some of the steps in the voting process, and the roles of some of the players.

Grade 11, Lesson 1: What is Democracy?

In this lesson we:

- Explore the concept and values of democracy
- Learn about the history of democracy
- Discover democracy in action.

Resources:

- **Introduction To Democracy** (1 copy per learner)
- **Values of Democracy Cards** (1 set per class, cut up into cards)
- **Media, Democracy and the Cause of the People** (1 copy per learner)

**Warmer Activity: Introduction to Democracy**

10 minutes

Because democracy is such a key component of Life Orientation as well as other school subjects, we assume that learners will have been taught the basic concept. If not, this short exercise will familiarise them with the idea.

1. Give each learner a copy of the handout: **Introduction to Democracy**. Read through the handout together.
2. Discuss: *What do you think about all these statements? What would you say democracy is?* Write the learners' definitions on the board.
3. Tell the learners that the word 'democracy' has many meanings. A fixed definition of democracy would contradict the very spirit of the word. However for a people to govern themselves as the concept of democracy suggests, those people need to share certain values. In the next exercise we will be exploring the values of democracy.

Activity 1: The Values of Democracy

15 minutes

Some democratic values are: equality, fairness, accountability, transparency, respect and ubuntu, freedom of expression, non-racism, non-sexism, reconciliation, rule of law, responsiveness, representation, participation.

1. Write these words on the board.
2. Give each group two cards on which is written one of the above values. In their groups learners discuss what they think these values mean, and then report back to the class. Write the learners' definitions on the board. Have a class discussion where you come to a collective understanding of these values. Learners can use dictionaries in this exercise.

Activity 2: Case Study: Media, Democracy and the Cause of the People 35 minutes

The aim of this case study is to show the strong link between social media and participation in a democracy. We want learners to become conscientious, responsible and critical users of the internet. This activity together with the debate in Lesson Three develops these essential life and literacy skills.

1. Social media platforms like Facebook, Twitter and Youtube have transformed the world and have had a significant impact on the ownership by ordinary citizens of democracy. Find out from your class who has a Facebook page, a Twitter page and a Youtube page. Take a survey to see which social media platform is the most popular. Ask the learners if any of them has a blog. Who knows what a podcast is?
2. Familiarise the learners with the concepts in the glossary below.
3. Social Media is one of the most exciting new landscapes for democratization. In the past people relied on mainstream media – radio, newspapers and television for information. A free press is regarded as an essential ingredient for democracy. However, it has also become increasingly clear the media is not the impartial watchdog of democracy it was once thought to be. Media companies are as likely to be driven by profits and

political agendas as any company. This makes media agencies less and less credible to the public. With the rise of social media anyone can be a journalist; anyone can capture events as they happen on their phones; anyone can voice their political opinion. A good example of this is the events in Turkey in May and June of 2013.

4. Hand out copies of the **Case Study: Media, Democracy and the Cause of the People**. Tell the learners that this case study is an example of democracy in action.
5. Read through the case study and then discuss the case study questions with the class.
6. Any tasks the learners don't complete in class can be completed as written homework.

A glossary of social media terms

| | |
|-------------------|---|
| Blog (n): | Blog is short for Web Log. It is a website created for personal use by individuals to publish information on any given topic. The home page is arranged like journal entries, and can consist of writings, photos and videos. www.tumblr.com or www.wordpress.org are examples of websites that help people to develop their own blog. |
| Crowdfunding (n): | Crowdfunding is the collective effort of individuals who network and pool their money, usually via the Internet, to support efforts initiated by other people or organizations that they believe in. Crowdfunding is used in support of a wide variety of activities, including disaster relief, citizen journalism, and support of artists by fans, political campaigns and civic projects. |
| Hashtag (n): | A hashtag started as a way to make text within Twitter, a clickable link to help people find out if other people were talking about the same thing. The most popular ones often show up in your Twitter sidebar as "trending topics." Hashtags have since evolved as a way to make jokes or to summarize one's thoughts. |
| Podcast (n): | The word podcast is derived from "broadcast" and "iPod". A podcast is an audio or video programme formatted to be played on an iPod, MP3 player or smartphone and made available for free or for purchase over the Internet. Podcasts are shows, similar to radio or TV shows. They are produced by professionals or amateurs and posted on the Internet. |
| Trending (adj.): | When an article, image or video (often indicative of a larger subject or a hashtag) is being widely discussed and rapidly shared on the internet, you can say it is "trending". The trending article, image or video is called a " trending topic " or a " meme ". |

Possible Answers

Activity 1

| | |
|---------------------------|---|
| Equality | All citizens have equal status and are treated equally in terms of their rights, and their right to have access to what the Constitution of their country provides. |
| Fairness | Being free of bias or injustice. |
| Accountability | Being answerable and taking responsibility for your actions and decisions. |
| Transparency | In the political context, this means that decisions and actions are able to be seen and witnessed by others, and communication is open. |
| Respect and Ubuntu | Respecting that individuals have freedoms as stated emphasizes the value of equality. It refers to the importance of not legislating or enacting anything that is racist or sexist. |
| Participation | The public participate in the government through voting, holding politicians accountable and making full use of their civic rights. |
| Reconciliation | In South Africa, this principle has particular importance because it recognises the necessity to forgive for the past, pursue peace and build relationships across the divides set up by apartheid. |
| Rule of Law | The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law. |
| Responsiveness | This is an attribute of the government and the leaders of institutions in the government. It means that they reflect and express the will of the people, so far as possible. |
| Representation | The public feel that their will and opinion is being represented in political spheres and public institutions. |

Grade 11, Lesson 2: How Our Democracy Works

In this lesson, we:

- Learn about the institutions of democracy
- Discover how democracy works in practice.

Resources:

- *The Constitution, Separation of Powers, Government, Elections and Electoral Systems, Electoral Commission of South Africa (IEC).*

Photocopy and cut up the handout into the above topics before the lesson. Make enough copies so that when learners divide into topic groups, each learner has a handout of their topic.



Warmer Activity: The Values and Institutions of Democracy

5 minutes

Explain to the learners that values don't mean anything until there are actions and institutions that support and give meaning to those values. Write this quote on the board: "Eternal vigilance is the price of liberty" by Wendell Phillips. Ask the learners:

- What do they think this quote means?
- How does this quote relate to our topic of "democracy"?

Activity 1: Institutions of Democracy

10 minutes

Explain that for people to govern themselves democratically there is agreement that people need to share certain democratic values and that the society needs to have certain institutions to realize these values. In this lesson, we will learn about the institutions that support democracy.

1. Copy this chart onto the board.
2. Remind the learners that we discussed these values in lesson one.
3. Write a list of institutions on the board.
4. Ask the learners to say which institutions they think are required to realise that value (give expression to that value).
5. Fill in the right-hand column as they give their answers. The institutions can be listed under more than one value. (*Hint: In what ways can these institutions embody all these values in the things they do?*)

Free and fair elections

Political parties

An Independent Media

Human Rights Commission

An Independent Electoral Commission

Parliament

Commission for Gender Equality

An Independent Complaints Commission

An Independent Judiciary

A National Broadcaster
(TV and radio e.g. SABC)

| Values | Institutions that help to realise our democratic values |
|----------------|---|
| Participation | |
| Representation | |
| Accountability | |
| Transparency | |
| Responsiveness | |

Activity 2

Democracy in Practice: Part 1

20 minutes

1. Tell the learners in this activity, they are going to learn how democracy works in practice. Write these keywords on the board: *The Constitution, Separation of Powers, Government, Elections and Electoral Systems, Electoral Commission of South Africa*. Tell the learners that in South Africa these are some of the institutions that express the practice of democracy.
2. Divide the learners into 5 groups. Each learner in each group gets a handout on their group's topic, i.e. Group 1 gets information on **The Constitution**; Group 2 on **Separation of Powers**, Group 3 on **Government**, Group 4 on **Elections and Electoral Systems**, Group 5 on the **Electoral Commission of South Africa**.
3. Learners read their handouts together in their groups. They discuss the topic and make sure to take notes on their topic. While learners do this activity, circulate amongst the groups and assist with their understanding of the material.

Democracy in Practice: Part 2

15 minutes

1. Regroup the learners into new groups. Each new group has one person from each of the topic groups, i.e. each group has information on the *Constitution, Separation of Powers, Government, Elections and Electoral Systems, and the Electoral Commission (IEC)*.
2. In their new groups, learners report back on their topic to their other group members.
3. Circulate between the groups and check that learners are communicating the correct information about their topic.
4. Group members all take notes.
5. By the end of this activity all group members have information on all five topics.

Democracy in Practice: Part 3

10 minutes

Learners remain in their groups. Ask learners to decide on a name for their team. Write the name of each team on the board. Have a quiz competition where the teams compete to answer questions on the reading material. Learners have to answer questions as quickly and accurately as possible. If they don't know the answers, they look them up in the relevant reading. Give a point for every question that is answered correctly. Write the scores on the board. The team with the most points wins.

Questions:

- Name three points about the Constitution
- What are the three 'powers' or 'arms' of the state?
- How does a political party become the government?
- How often are elections held?
- What does the Cabinet consist of?
- Who can vote?
- What is a constituency-based electoral system?
- What is a proportional representation-based electoral system?
- Name 3 functions of the Electoral Commission (IEC)

Possible Answers

Warm-up: People need to watch that democratic rights and practices are being followed and respected. Democracy needs to be protected by ensuring different institutions of government and society operate freely and independently. This is to prevent tyranny (corrupt control). There are a number of institutions and laws that must be independent and free in order for democracy to be effective and meaningful.

Activity One: Institutions of Democracy: In fact most of these institutions should embody all those values. The learning purpose of this activity is to link values to institutions and to begin to explore the ways in which those values can be realised within the functions, principles and activities of those institutions.

Grade 11, Lesson 3: Voting, Democracy and Debating

In this lesson, we:

- Learn about the rights and responsibilities of voting
- Explore why it is important to vote
- Find out about the importance of the 2014 elections.

Resources:

- **Rights and Responsibilities Card Game**, 1 set per every group of 4 learners
- **Why is it Important to Vote?** (1 copy per learner)
- **Promises, Promises, Promises** (1 copy per learner)



Warmer Activity: The Right and Responsibility to Vote

5 minutes

Tell the learners that in a democracy citizens have the right to vote. But with every right people have a corresponding responsibility. One of the responsibilities you have as a citizen is to choose your political representatives by voting in elections. So voting is both a right and a responsibility. But why is it important to vote in elections? Discuss this question with the class.

Activity 1: Rights and Responsibilities Game

15 minutes

Divide learners into groups of 4, and give each group a set of the **Rights and Responsibilities Cards**. Learners work in their groups to match the rights to the corresponding responsibility. Review the answers with the class.

Activity 2: Why is it Important to Vote?

10 minutes

1. Give each learner a copy of the handout, **Why is it Important to Vote?**
2. Divide the learners into pairs. The learners take turns reading aloud the speech bubbles of the different characters.
3. Get feedback from the learners about what they learnt about the importance of voting.

Activity 3: Freedom of Expression in a Democracy Debate

30 minutes

Give learners the handout of Brett Murray's artwork, **Promises, Promises, Promises**. Ask the learners the following:

1. What do they think the artwork refers to?
2. What message is the artwork making?
(Hint: the artwork refers to promises that governments make to their people, and is questioning whether or not they fulfil those promises.)
3. Tell the class they are going to have a class debate. A debate allows two opposing ideas to be discussed in a public forum so that differing opinions can be freely expressed and the best argument can be chosen. It is an important skill in a democratic society.
4. Explain: *Promises are always made by political parties at election times to win a bigger vote, but do they remember these promises after the election?*
5. Tell the learners they will debate the following topic. Write these opposing statements on the board:
Politicians cannot be trusted. They make empty promises.

OR

Politicians can be trusted. Not all promises can be fulfilled in only 5 years.

6. Divide the class into two teams. One team argues the 1st position; the other team argues the 2nd position.
7. Let each group formulate their own arguments. Even if they don't agree with the statement they should know

- how to argue for or against anything – this is the skill of debating.
8. Each team makes note of the main points of the argument.
 9. Ask the team to appoint a speaker from each group, who will present their respective arguments.
 10. When the time comes for the debate those who are not speaking will act as the audience.
 11. You act as the chairperson for the debate and lead the event allowing time for each speaker, time for comments from the two teams and time at the end to vote on the winning argument.
 12. Debates normally open with the “Pro” argument team speaking; and close with the “Anti” argument team speaking. Each team takes turns to respond to what the other has said. They should try to expose the weaknesses of the other team’s arguments, and disprove what they are saying.
 13. Encourage an atmosphere of open and tolerant discussion and debate.
 14. The debate ends with the class vote.

Grade 11, Lesson 4: Registering and Voting

Aim:

In this lesson, we:

- Explore your role in protecting democracy
- Learn how to register to vote
- Learn how to vote.

Resources:

- **How to Register to Vote** (1 copy per learner)
- **The Voting Process Diagram**: 8 copies per class (tear-out from the middle of this book).
- **Dice**: 8 per class (copy, cut out and construct the easy dice shape in your resource pack)
- **Game counters**: 40 per class (create these from bottle caps or coloured paper)
- **Explanation Cards**, photocopied from template. 1 set per group of 4-5 learners.



Warmer Activity: Choosing a Political Candidate or Party

5 minutes

Discuss this question with your class: What are your criteria for selecting who you will vote for?

Activity 1: Voting Motives

15 minutes

What makes us decide who to vote for? Tell the learners that when they are old enough to vote, they should give some thought as to who they will vote for, because their vote matters. In this exercise, learners explore a range of voting motives.

1. Give each learner a copy of **Voting Motives**. Assign roles to different learners in the class. They read their roles aloud while the class follows in the text. Discuss the questions as a class.
2. Learners write a paragraph about what they will look for in a political party or independent candidate when choosing who to vote for, for homework.

Activity 2: Registering to Vote

15 minutes

Tell the learners that in order to vote, they have to be registered on the Voters’ Roll.

1. Give each learner a copy of the handout: **How to Register to Vote**.
2. Read through the handout with the learners.
3. The learners then take the information from the handout and use it to draw a cartoon of the voting

process. Each step in the voting process must be clearly illustrated.

4. Have a quick class quiz. Ask the learners questions about how to register to vote. Be sure they understand all the steps.

Activity 3: The voting process game



the voting process game

20 minutes

1. Form the learners into groups of four. Tell them they are going to play a game which teaches them about the voting process.
2. Give each group **The Voting Process Diagram, a Die, Game Counters and Explanation Cards**.
3. Read the information on the handout aloud. Explain these are the steps you will go through when you vote.
4. Explain the rules for the game, then the learners play the game.

Rules

- Players use the A3 handout: **The Voting Process** as the board for the game.
- Players place the handout in the middle of a desk and sit around it.
- One player is the **Card Keeper**, and hands players the relevant card as they play the game.
- Players place their counters on the board on the picture of the queue of **Voters**.
- Each player takes a turn to throw the dice. Players move their counter forward along the voting process depending on the number they threw. E.g. if a player threw a 3, he/she counts his/her counter three steps forward in the voting process; 1= **Door Controller**, 2= **Party Agent**, 3= **Voters Check**, etc. He/She then lands his/her counter on the **Party Agent 1** icon and is given the corresponding **Party Agent 1** Card. The player reads the explanation aloud to the group then follows the instructions on the card. Repeat the steps with each player taking turns. Note: Players pick up **Observer** and **Party Agent** Cards in the correct order. i.e. **Party Agent Card**: 1st card is first, etc.
- The player who first arrives at the **Exit Door** wins the game. The remaining players continue to play until all players have voted and gone through the **Exit Door** on the board. If players end the game very quickly, they can play again.

Activity Debrief:

5 minutes

Reflect on the voting process game. Ask the learners to tell you some of the steps in the voting process, and the roles of some of the players.

Possible answers

Activity 1

In discussion, the learners need to understand the following: the person/party they vote for represents their beliefs and desires for the country at a government level. They need to choose someone whose policies they best agree with, and who they believe can best fulfil the role as their representative. The following behaviours are illegal, undemocratic and undermine your rights as a voter:

- Accepting a bribe to vote for someone/a party.
- Being intimidated to vote for someone/a party.

These behaviours are undemocratic and undermine your rights as a voter:

- Voting for someone/a party because everyone else in your family or community votes for that person/party. It is your individual right to make your own choice. Your vote is secret.
- Nepotism: This is the practice of using a position of power to promote someone's cause because they are related to you. Nepotism is unfair discrimination and it violates our right to equality.

Grade 12, Lesson 1: Democracy, Voting and Voter Registration



In this lesson, we:

- Learn about voting in a way that supports democracy
- Learn about fair and unfair elections
- Find out how to register to Vote

Resources:

- **Fair and Unfair Elections** (1 copy per learner)
- **Voting Motives** (1 copy per learner)
- **Citizen pack** (1 copy per learner)
- **Why is it Important to Vote?** (1 per learner)
- **How to Register to Vote** (1 per learner)

Warmer Activity

5 minutes

Write the word democracy on the board. Ask the learners: 'How does voting support the democratic process?' And 'What makes elections fair or unfair?' Have a class discussion on these two questions.

Activity 1: Fair and Unfair Elections

15 minutes

1. Tell the learners that for elections to be truly democratic, they need to be free and fair. Give each learner a copy of the handout: **Fair and Unfair Elections**. Tell them they must choose from the list below which conditions/behaviours make elections fair or unfair. They write their answers on the grid.
2. Review the answers.

Activity 2: Voting Motives

20 minutes

Tell the learners, that now that they are old enough to vote, they need to make good choices about who they vote for. In the next exercise, they are going to explore peoples' different voting motives. Give each learner a copy of the handout: **Voting Motives**. Assign roles to different learners in the class. They read their roles aloud while the rest of the class follows in the text. Discuss the questions as a class.

Activity 3: How to Register to Vote

20 minutes

1. Give the learners the handout: **Why is it Important to Vote?** and allow them to read it in silence.
2. Tell the learners that part of their responsibility as citizens is to register to vote on the Voters' Roll.
3. Give each learner a copy of the handout: **How to Register to Vote**.
4. Read through the handout with the learners.
5. The learners then take the information from the handout and use it to draw a cartoon of the voting process. Each step in the voting process must be clearly illustrated.
6. Ask learners to stick all their cartoons to the wall and make an exhibition, allowing learners to walk around and see each others' work. Encourage an atmosphere of tolerance and respect. As learners walk around, ask quiz questions and allow them to check the diagrams for answers.
7. Encourage learners to go home and register, then to update their Facebook status and tweet once they have registered.

Possible Answers

Activity 2

In discussion, the learners need to understand the following: the person/party they vote for represents their beliefs and desires for the country at a government level. They need to choose someone whose policies they best agree with, and who they believe can best fulfil the role as their representative. The following behaviours are illegal, undemocratic and undermine your rights as a voter:

- Accepting a bribe to vote for someone/a party.
- Being intimidated to vote for someone/a party.
- Nepotism: This is the practice of using a position of power to promote someone's cause because they are related to you. Nepotism is unfair discrimination and it violates our right to equality.

These behaviours are undemocratic and undermine your rights as a voter:

- Voting for someone/a party because everyone else in your family or community votes for that person/party. It is your individual right to make your own choice. Your vote is secret.

Grade 12, Lesson 2: How to Vote



In this lesson, we:

- Revise how to register to vote
- Learn how to vote

Resources:

- **How to Register to Vote** (1 copy per learner)
- **The Voting Process diagram**: 8 copies per class (tear-out from the middle of this book).
- **Dice**: 8 per class (copy, cut out and construct the easy dice shape in your resource pack)
- **Game Counters**: 40 per class (create these from bottle caps or coloured paper)
- **Explanation Cards**, photocopied from template. 1 set per group of 4-5 learners.
- A ballot box with a slot cut into the top (*a shoebox from home will do*)
- Ballot papers (1 ballot per learner)

Warmer Activity: Quiz Game

10 minutes

1. As revision, learners play a quiz game. Divide learners into teams. Give each team turns to answer questions from the handout **How to Register to Vote**. The team that gets the most answers correct wins the game.
2. Find out how many learners have registered to vote.
3. If they haven't registered yet, encourage them to do so, and to tweet or update their Facebook status once they have registered.



the voting process game

20 minutes

1. Form the learners into groups of four. Tell them they are going to play a game that teaches them about the voting process.
2. Give each group **The Voting Process Diagram**, a **Die**, **Game Counters** and **Explanation Cards**.
3. Read the information on the handout aloud. Explain these are the steps you will go through when you vote.
4. Explain the rules for the game, then the learners play the game.

Rules

- Players use the A3 handout: **The Voting Process** as the board for the game.
- Players place the handout in the middle of a desk and sit around it.
- One player is the **Card Keeper**, and hands players the relevant card as they play the game.
- Players place their counters on the board on the picture of the queue of **Voters**.
- Each player takes a turn to throw the dice. Players move their counter forward along the voting process depending on the number they threw. E.g. if a player threw a 3, he/she counts his/her counter three steps forward in the voting process; 1= **Door Controller**, 2= **Party Agent**, 3= **Voters Check**, etc. He/She then lands his/her counter on the **Party Agent 1** icon and is given the corresponding **Party Agent 1** Card. The player reads the explanation aloud to the group then follows the instructions on the card. Repeat the steps with each player taking turns. Note: Players pick up **Observer** and **Party Agent** Cards in the correct order. i.e. **Party Agent Card**: 1st card is first, etc.
- The player who first arrives at the **Exit Door** wins the game. The remaining players continue to play until all players have voted and gone through the **Exit Door** on the board. If players end the game very quickly, they can play again.

Activity 2: Mock Elections

35 minutes

Tell the learners the class is now going to have a mock election.

Mock Election: Part 1: Hearing from the Political Candidates

Tell the class they all belong to a country called Utopiarama and have peacefully decided they no longer want to be a monarchy. They want to be a democracy. They need to select a leader who will guide their country through the democratic process justly and fairly. Take the class through the following process:

1. Ask them, who is most likely to be President of Utopiarama?
2. Nominate 3 people with a show of hands.
3. The three candidates each form a political party by inviting two friends to join their cause.
4. They choose a name and a shape that embodies their cause, and take five minutes to work out what they propose to do for their country (e.g. build schools!). They can choose one of three shapes: Triangle, Circle, Square. The ballots already have these shapes and this will help the voters to vote for their party.
5. The 3 political parties, with the candidates in charge, take turns to say why they should become President of Utopiarama.

***Mock Election: Part 2: Making Your Mark***

1. It's time to vote: Prepare the ballots beforehand by copying one ballot for each member of the class.
2. Use a shoebox as a ballot box. You may want to label the ballot box. Make sure it has a slot on top to receive the ballots.
3. Select three desks and angle them in such a way as to give voters maximum privacy. Place a pencil and an eraser at each desk. This is a voting booth!
4. Ask the class to form a queue around the classroom.
5. Distribute the ballots to the learners. One per learner.
6. Learners complete the ballot using the pencil at the voting booth. They fold their ballot and then post it in the box on the teacher's table, and take their seat.

***Mock Election: Part 3: The Count***

Once everyone has voted, count the votes in front of the class and announce the results of your election: Show each party's vote count and show how many, if any, votes were spoiled.

Introduction To Democracy



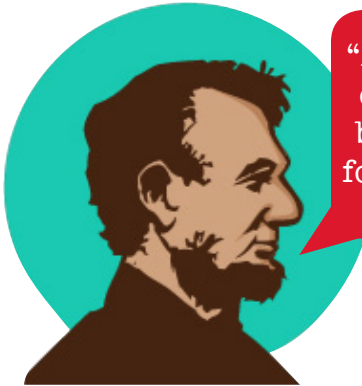
What does “democracy” mean?

So democracy is about people's power, and people governing themselves. In a democracy people get to vote in elections for the political party that they want to govern their country. The first democracy in the West was in Athens, Greece, in 550 BC.

Demos, which means + Kratos, which means

= _____

Definitions of a democracy



“A government of the people, by the people, for the people.”

Abraham Lincoln, American President, 1863



Although, Athenian women would have disagreed! They weren't allowed to vote. Only Athenian men who had completed their military training could participate in their elections.

We have to work hard to build a democracy in South Africa. The government alone can not solve the nation's problems. Democracy is a way of life.



Nelson Mandela, First President of Democratic South Africa

The meaning of the word ‘democracy’ is constantly being debated.

“We need democracy so that people can be free to be themselves in a society. Democracy is about the active participation of citizens, all being equal before the law, citizens protected by human rights, and fair elections.”



What do you think about all these statements? What would you say democracy is?



“Voting in free and fair elections is essential in a democracy.”

KINGDOMS

There are many different types of government. This is because people have different ideas about how a country should be run. Throughout history, different systems have come and gone. In earlier times, the **kingdom** was one of the most common systems.

Here is a picture of a **royal family** long ago. They are not happy. They have just heard that their **kingdom** will be replaced by a **democracy**.



Do you know the difference between a kingdom and a democracy?

A kingdom is a country that is ruled by a king or queen, called a monarch. (And these days kingdoms are sometimes called monarchies!) When the monarch retires or dies, the eldest son inherits the crown. But if there is no son, the daughter reigns.

In a democracy, every few years people vote for a person or political party they think will rule the country best. Unlike in a kingdom, his or her son does not inherit the position! The people choose a new leader.



Did you know?

- Bordering our very own democratic country is a kingdom called Swaziland! The king, Mswati III, rules the country.

There are many other kingdoms in the world and in South Africa as well. The monarchs of Britain are very well known, but they do not make the rules anymore. We call them **figureheads**. Most modern kingdoms are ruled by a government that is elected by the people.



What about South Africa?

Has it always been a democracy?



In 2014 South Africa will be celebrating 20 years of being a democracy, but what was it before?

Before 1994, South Africa had regular elections, had a Constitution, held referendums, had a parliament, and numerous political parties. There was also a separation of powers. Those are all important institutions and features of a democracy.

But Black, Indian and Coloured people were not allowed to vote. They were subject to a government and laws that they had no voice in and could not change.

The media were also not free.



For the vast majority of South Africans, Apartheid South Africa was not a democracy, it was a dictatorship.





The Values of Democracy Cards

Equality

Fairness

Accountability

Reconciliation

Transparency

Respect
& Ubuntu

Freedom of
expression

Participation

Non-racism,
Non-sexism

Representation

Responsiveness

Rule of Law





Democratic or Undemocratic? Concept Cards

| | | | |
|--|--|--|--|
| Treating people equally no matter their status in society | Voting for your government | Being responsible for your behaviour | Kangaroo courts/ mob justice |
| Acknowledging that people have rights | Getting to know about other people's cultures | Respecting people who do things that clash with your culture or religion | Having a secret ballot on election days |
| Allowing citizens to elect representatives | Excluding people because of their background or gender | Trusting that people will obey the law | Taking the law into your own hands |
| Behaving in a violent way towards others when you feel your rights have been infringed | Discriminating against people on the basis of their sexual orientation | Free and fair elections |  SOUTH AFRICA |



| | | | |
|---|--|---|----------------------------|
| Giving members of minorities limits on how much they can learn, earn or own | Being allowed to express your opinions | Freedom | Caring for self and others |
| Being able to demonstrate against a decision | Leadership of government is passed on from father to son | Providing people with opportunities to reach their potential regardless of race, age and gender | Affirmative action |
| Interference by government in our daily lives | Leadership of government is established using military force | Dictatorship | Having a Constitution |
| Bribing people with money to get your own way | Being transparent about your actions and decisions | Punishment according to the agreed laws | Bullying |

Grade 10 Lesson Plan One Activity
Is it Democratic or Undemocratic Concept Card

Voting Motives

(Adapted from IFES Civic Education textbook)

Read this with your class and discuss these questions. Please note that the names of the characters, candidates and political parties are all fictional.

I voted for Jacob Joss as he is my uncle and he will look after me. I trust him as he is part of our family. He will help me get a job in the government.



Andile

I voted for Thembi Thuli as she said that she will build some new schools for our community with the money she receives as a salary for being an MP.



Thabo

I voted for Khanyisa because she said that she will give R20 to everyone who votes for her.



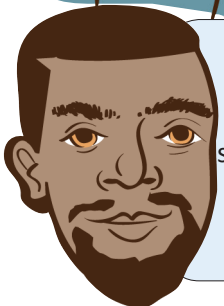
Sasha

I voted for Vusi as he has some good ideas about how to bring more tourists to our country and to improve the economy. I also think his experience as a lawyer will help him do his work.



Shakira

I voted for Joe because he is so rich and powerful. Also he went to university in Johannesburg to study something. We need people like him to tell us what to do and look after us.



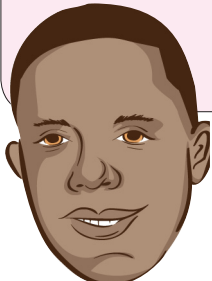
Rustam

I voted for Nontobeko. Actually, I don't know if she was the best, but at least it means that we have a chance of getting rid of the current representative who has not done his job properly.



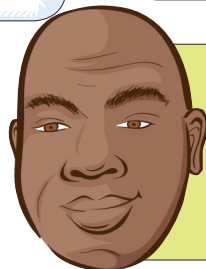
Rebecca

I voted for Andile because he is SMART. In my city most people are SMART and I think it is important that our representative should be too.



Thembi

I voted for Amir as Muslim people are in the minority in our country. I think that if we voted for someone from another religion, the government would ignore our representative.



Mohammed

I didn't vote. It's just a waste of time.



Dan

Questions for Discussion

1. Who do you think has the best understanding of how democratic systems should work?
2. Are some motives better than others? Do you know anyone who has similar motives to the ones described above?
3. Which motives are negative? Are any motives potentially harmful? Why?
4. What does it mean to vote responsibly?
5. "Voters should make informed choices and there should be no undue influence in the choice they make". Discuss this and give some examples of what you think "undue influence" could be.



How Our Democracy Works

Teacher photocopies and cuts up the notes along the dotted lines into separate topics



The Constitution



South Africa is a constitutional democracy. The Constitution is the highest Law in the country. No person can go against it, not even the President. Parliament cannot pass any laws that go against the Constitution. The courts and the government must also make sure that their decisions and behaviour is constitutional. The Constitution contains The Bill of Rights which states the rights and responsibilities of all citizens. The Constitution guarantees democracy through giving every person over the age of 18 the right to vote.



It ensures one Voters' Roll for all adult citizens, regular elections, and a multi-party system of government. The Constitution can only be changed if 75% of the members of the National Assembly and six of the nine provinces agree. All aspects of how our democracy works are explained in the Constitution.



Separation of Powers



The Constitution protects democracy by separating the power of the state into three parts or 'arms':

- the legislature (Parliament, the nine provincial legislatures and local councils)
- the executive (the part of government which runs the country from day to day)
- the judiciary (the courts).



This separation of powers makes sure that citizens are protected from abuses of state power. Each arm of the state checks up on how the other arms are using their power. The courts can judge the actions of the legislatures and the executive but it cannot make laws or take executive action. The executive can run the affairs of the country but it cannot make court judgments or pass laws. The legislatures can make laws but they cannot make court judgments or take executive action.



The Government



The political party that wins the majority of seats in an election for Parliament (more than 50%) has the right to form the government. It is called the majority or ruling party. The other parties are called minority parties or opposition parties. The

government is not permanent – the citizens give it the right to rule the country for five years. After five years, elections are held and the citizens vote again. They may or may not vote again for the current government. The President is elected by Parliament after an election. He or she forms the government by appointing the Deputy President and the Cabinet. The Cabinet is made up of the President, the ministers and the deputy ministers. Each minister

leads a government department. For example, the Minister of Finance leads the Department of Finance, the Minister of Health leads the Department of Health, etc. These departments are responsible for running the country, e.g. The Department of Education makes decisions about education and schooling. The government is divided into different spheres: the national government manages the affairs that affect the whole country, the provincial governments manage the affairs of the provinces, and the municipal governments manage the affairs of the cities and towns.



Elections



Elections for Parliament must be held once every five years. Every citizen who is 18 and above, and who is registered on the Voters' Roll can vote. From the age of 16, you can register to vote. The party who wins the next election will become the majority party and will be able to form a new government. Votes are private, and voters have the right to vote for different representatives at every election.

Electoral systems

There are two major kinds of electoral systems in the world's democracies:

- **Constituency-based systems:** the voters in each local area (each area is called a constituency) elect an individual candidate. The person who wins the majority of votes in each constituency becomes a member of parliament (MP).
- **Proportional representation systems:** voters in a large area (for example, a country or a province) vote for political parties. Each political party chooses the people who will become its members of parliament. Each party is allocated a number of seats in Parliament, which is proportional to how many votes it got in the election. Here the political party holds the seat, not the individual MP. The seats in Parliament are allocated in proportion to the number of votes cast in the election.

In South Africa, the national and provincial elections have proportional representation. Local government elections use a mixture of proportional representation and constituency-based representation. For more information on the IEC, please visit www.elections.org.za.



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The Electoral Commission of South Africa (IEC)



The IEC is an independent, impartial institution established by Chapter 9 of the Constitution of SA to strengthen constitutional democracy. The Commission manages national, provincial and municipal elections. It makes sure these elections are trustworthy and free and fair through the participation of citizens, political parties and civil society.

The IEC does the following:

- Manages national, provincial and municipal elections, including referendums
- Makes sure that elections are free and fair
- Announces the results of elections within seven days
- Compiles and updates the national common Voters' Roll
- Compiles and updates the register of political parties
- Reviews the legislation that applies to elections
- Educates voters.

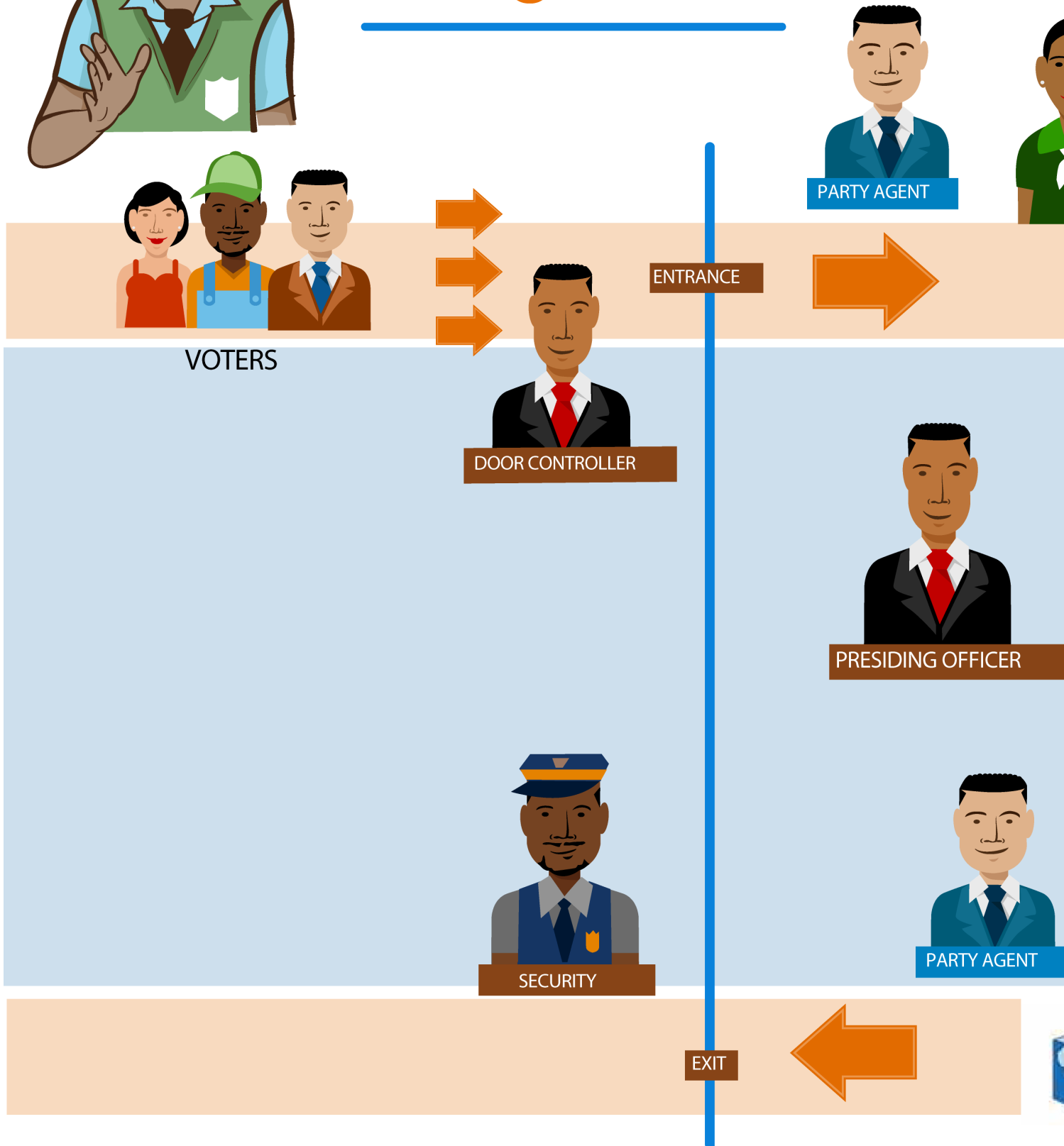
For more information on the IEC, please visit www.elections.org.za.

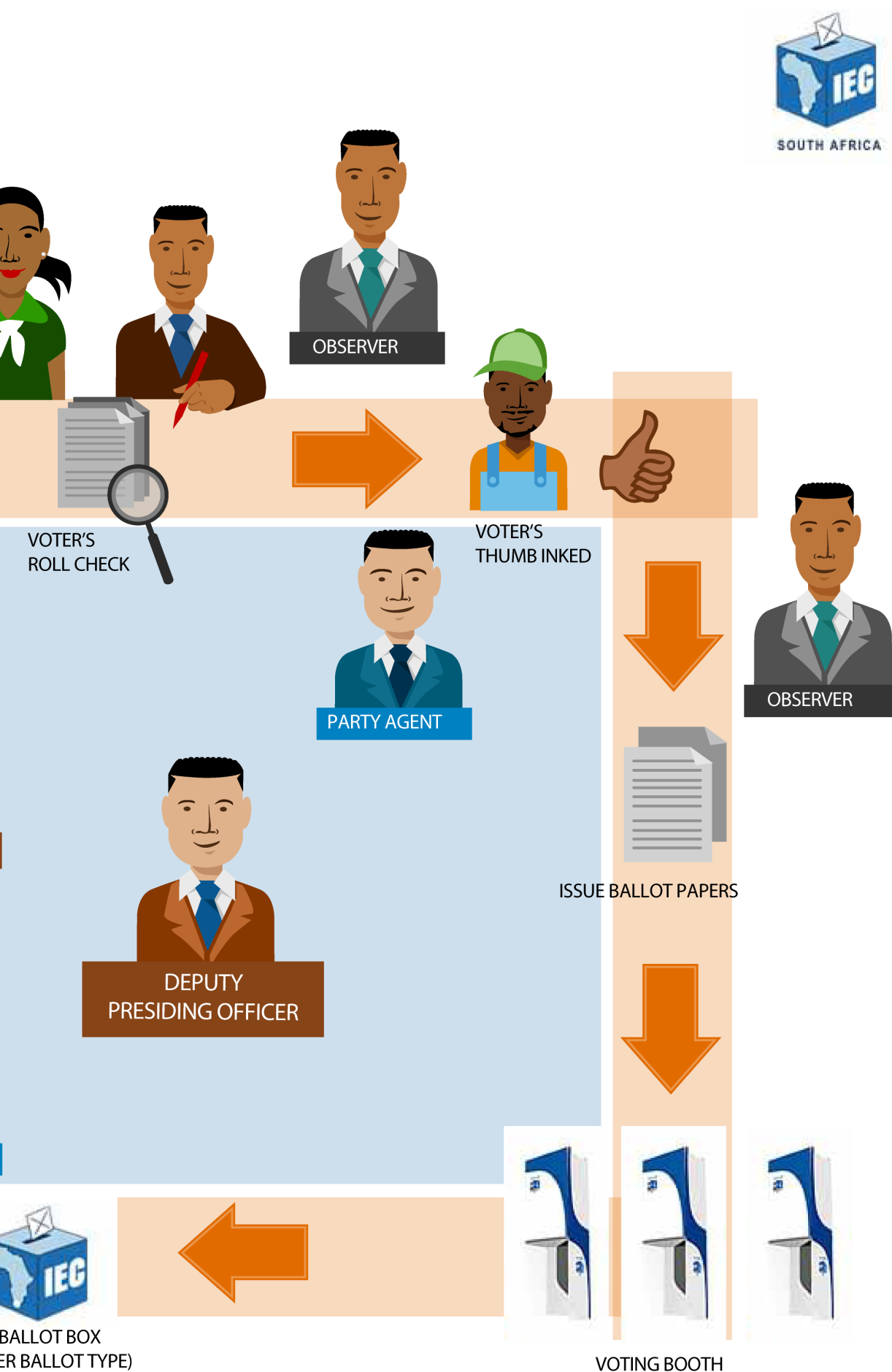


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the voting process







THE VOTING PROCESS GAME: EXPLANATION CARDS

Teacher's Note: Photocopy these cards and cut out along the dotted lines. Give one set of cards to each group in *The Voting Process Game*.

Voters

- All the people waiting their turn to vote

Instruction to player:

You are ready to vote, role the dice to begin the voting game.

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Door Controller

- Keeps control of how many people can enter the voting station at a time.

Instruction to player:

You have to wait in a long queue, miss a turn.

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Voters' Roll Check

- Voters show their ID and get their names ticked on the Voters' Roll and their ID stamped to show that they have voted.

Instruction to player:

You have successfully been checked on the Voters' Roll, move ahead one step.

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Party Agent: 1st Card

- Each political party participating in an election can appoint two agents to be present at a voting or counting venue.
- A party agent must be a South African citizen, and not be a candidate for that election.

Instruction to player: You try to distract a party agent, go back two steps.

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Observer: 1st card

- Neutral outsiders who witness the voting process
- Checks that voting process is transparent, free and fair.
- Observers keep an eye on voting procedures, the counting of votes, and the calculation and announcing of results

Instruction to player:

The observer is doing her job well and watching you, move ahead two steps.

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Voter's Thumb is Inked

- Voters get their thumb marked with ink to show that they have voted, and so that they cannot try to vote again.

Instruction to player:

You get your thumb marked as a voter, move ahead one step.

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THE VOTING PROCESS GAME: EXPLANATION CARDS

Presiding Officer

• Is responsible for managing the voting station properly so that the elections are free and fair.
Jobs are:

- To hand out ballot papers to voters
- To set up voting booths
- To take away ballots boxes for votes to be counted.

Instruction to player:

Some one tries to witness you cast your vote in the booth. The Presiding Officer comes to help. Move back three steps.

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Deputy Presiding Officer

- Is next in charge of the voting station after the Presiding Officer.
- Assists Presiding Officer in the management of the voting station.

Instruction to player:

A person in front of you is being disruptive. You wait for the Deputy Presiding Officer to sort out the problem. Miss a turn.

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Ballot Paper Issued

- Voters get a ballot paper with the list of the political parties running in the election.

Instruction to player: You get your ballot paper, move ahead one step.

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Exit

- Once voting is completed, voters exit through the exit door.

Instruction to player: Well done! You have successfully voted and fulfilled your civic responsibility and right to vote! You have finished the game.

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Ballot Box

- Once voters have cast their votes, they post their vote in a sealed ballot box.
- The box is only opened when the votes are counted.

Instruction to player: Well done! You have successfully voted. Move ahead two steps.

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Security

- Security Guards are present to ensure voters are on their best behaviour and voters are safe.

Instruction to player: The Security Guard allows a disabled person to go ahead of you in the queue, go back four steps.

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THE VOTING PROCESS GAME: EXPLANATION CARDS

Voting Booth

- Voters go one by one into voting booths to cast their votes.
- Voters make an X next to the name of the party they are voting for.
- If voters make other marks on the paper, then the vote is spoilt and not counted.

Instructions to player:

The voters in front of you are taking their time. You have to wait. Miss a turn.

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Party Agent: 2nd Card

A party agent must:

- Wear prescribed tags that say "Party Agent" and the party they represent.
- Communicate with the Presiding Officer or his or her deputy, and not with ordinary voting officers.
- Not display or distribute any information about their party in any form, nor wear or carry any item that displays a party logo, picture or sign.

Instructions to player:

The party agent is watching you, move back three steps.

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Party Agent: 3rd Card

A party agent:

- Must not attempt to influence or persuade a person to vote or not to vote.
- Must not interfere with the voting processes in any way, or with voters in the station, but may bring any problems to the attention of the Presiding Officer.
- Must not witness the marking of the ballots.
- Must check ballot boxes are sealed.

Instruction to player:

The party agent is honest, move ahead one step.

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Observer: 2nd Card

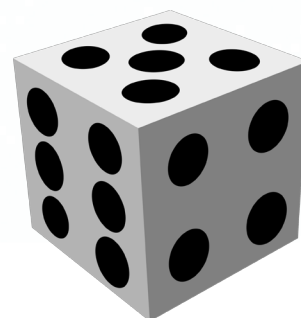
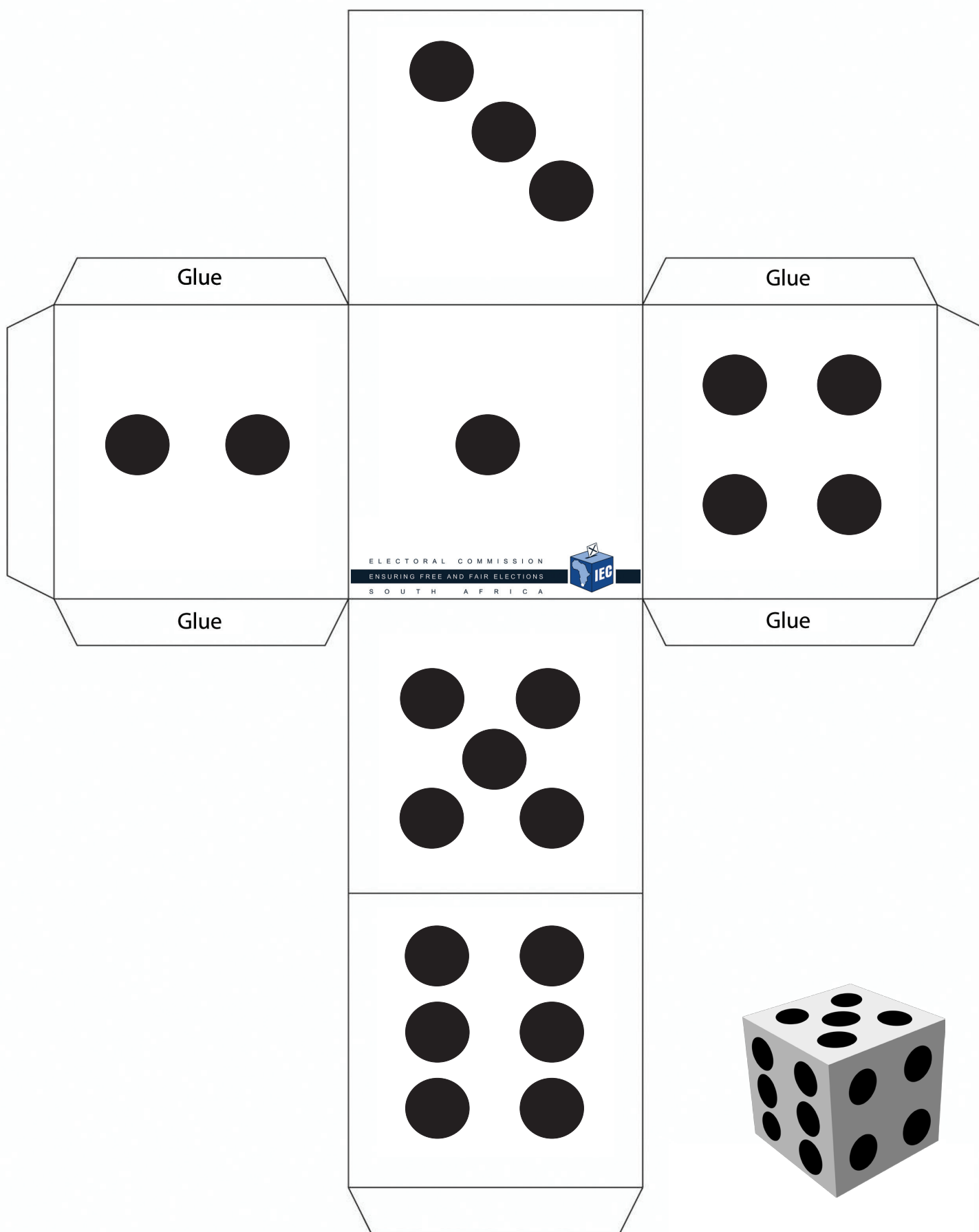
- The presence of Observers has a stabilizing effect on the voting hall: potential troublemakers must behave.
- Observers often come from international organizations.
- They watch the voting procedures, the counting of votes, the calculating and announcement of votes.

Instructions to player:

The observer is suspicious of some voter's behaviour, and notifies the Presiding Officer. Move back four steps.

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A Do-It-Yourself Die for the Voting Process Game

Cut along the lines and fold over the edges. Glue the glue-marked edges to form a cube shape.



Fair and Unfair Elections



Read all the points below. Do they create fair or unfair elections? Write each point in the correct column.

| Fair | Unfair |
|------|--------|
| | |
| | |
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- Rigging elections so that a particular party wins.
- All candidates and parties can campaign without intimidation and restrictions.
- Bribing people to vote for a particular party.
- All people have the opportunity to register to vote: to get ID books and Smart Card IDs.
- Discrimination by race, religion, gender, sexual orientation or disability.
- Every registered voter can vote, irrespective of race, religion, gender, sexual orientation or disability.
- Intimidating people to vote for a particular party.
- All citizens can express their political views.
- Elections are conducted, managed and administered impartially and transparently.
- All parties accept the election results.
- Open public debate – ideas and opinions need to be allowed to be freely expressed and debated.
- Forging ballots.



Why is it Important to Vote?



- 1.** You can vote if:
- 1) You are a South African Citizen
 - 2) You have a South African bar-coded ID, temporary ID certificate or SMART ID card
 - 3) You are 18 or older
 - 4) You are registered to vote.

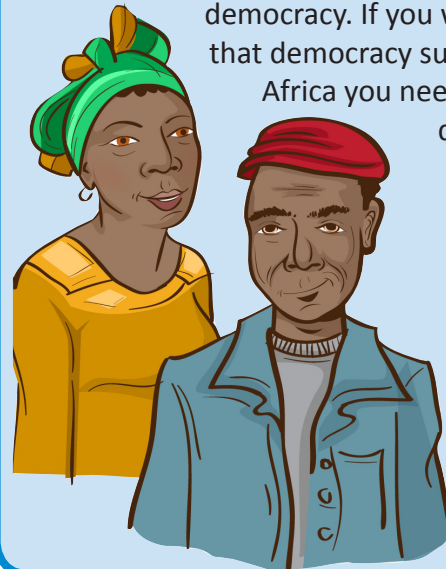
- 2.** As a voter you have the right to vote in national, provincial and municipal elections. This means you have a vote for all spheres of the country's government.



- 3.** Every vote counts, so it's important that ALL eligible citizens vote. This is a true democracy as every person's vote has equal importance and every person's opinion is equally valid.



- 4.** Elections are the cornerstone of democracy. If you want to ensure that democracy survives in South Africa you need to support democracy by voting.



- 5.** Multipartyism is one of the pillars of democracy. In a multiparty system, citizens can form political parties to promote their own particular vision for the country. They are also free to support the political party of their choice. In this way, a multiparty system promotes two important human rights: freedom of association and freedom of choice. An election celebrates those rights by giving citizens an opportunity to shape the future of their country.



- 6.** Elections provide a fresh mandate to government. A mandate is to give a political party permission to act in a certain way on your behalf to represent you politically. By voting, citizens are able to show their support for the policies and proposals of a particular party. With each election, voters are able to review their choices.



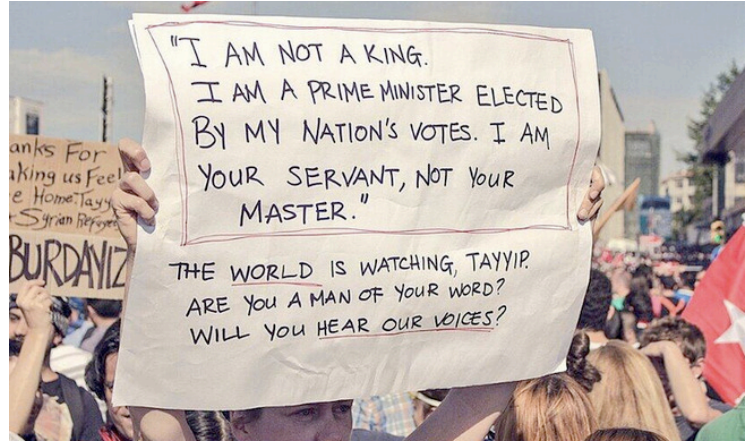
Grade Eleven: Case Study: Media, Democracy and the Cause of the People

Social Media is one of the most exciting new landscapes for democratization. In the past people relied on mainstream media – radio, newspapers and television for information. A free press is regarded as an essential ingredient for democracy. However, it has also become increasingly clear that the media is not the impartial watchdog of democracy it was once thought to be. Media companies are as likely to be driven by profits and political agendas as any company. This makes media agencies less and less credible to the public. With the rise of social media anyone can be a journalist; anyone can capture on their phones events as they happen. A good example of this is the events in Turkey. You will read about this in the case study exercise.

Taksim Square Protests, Istanbul, Turkey *



Photograph: Thanassis Stavrakis/AP <http://www.theguardian.com/media/2013/jun/09/media-pluralism-turkey>



<http://www.policymic.com/articles/45849/taksim-square-protests-13-photos-showing-severity-of-the-protests>

How did it begin?

The unrest in Istanbul began on 28 May, 2013 as a protest to stop the demolition of one of Istanbul's rare city parks. Gezi Park is located in Taksim Square. It is in the heart of the city and a favourite community space. The development plans were to build a mall and a mosque on the park. However the city already had many malls and Islamic houses of prayer, and people felt they weren't properly consulted or heard on the matter.

People were also protesting the Islamisation of their secular state by the ruling party and the country's leader, Prime Minister Tayyip Erdogan. For example, a law was recently passed to ban the late-night sale of alcohol in shops. The Prime Minister had also sought to unban the Islamic headscarf, and to ban adultery and kissing in public. Of particular concern were the increased restrictions being imposed on freedom of speech, freedom of

the press and internet use, television content, as well as the right to free assembly.

What happened next?

Initially, just a small group of protesters were gathered in Gezi Park but after riot police moved in to clear them out with tear gas and water cannon, the unrest exploded into huge demonstrations in Istanbul. Protests spread from there to 78 towns and cities in the country and public sector trade unions staged a sympathy strike. At least 6,000 protesters and policemen were injured, many of them seriously. The Turkish Human Rights Foundation said that four have died.

What role did the media play?

Here is a quote from the New York Times to describe the picture of what happened on May 31 – the day that the large scale protests really began:

"[On the afternoon of Friday, May 31, 2013] CNN Turk was broadcasting a food show,

featuring the "flavors of Niğde." Other major Turkish news channels were showing a dance contest and a roundtable on study-abroad programs. It was a classic case of the revolution not being televised."

At 1am on 2 June CNN Turk was broadcasting a documentary on penguins while CNN International was showing live coverage of the protests in Turkey.

Thousands of people gathered to protest the media's lack of coverage of the protests. Some TV staff even resigned in protest at the lack of coverage.

Falsification of News

There were a number of cases where media went further than not reporting the events by actually falsifying reports. One newspaper printed a fake

* Main source: <http://www.bbc.co.uk/news/world-europe-22780773> retrieved 23 July 2013



<http://www.policymic.com/articles/45849/taksim-square-protests-13-photos-showing-severity-of-the-protests>

demonstrations had a different political agenda. Later in June the state media regulator fined a number of TV channels “for ‘harming the physical, moral and mental development of children and young people’ by broadcasting coverage of the Gezi Park protests”. One TV station that did report on the protests was even ordered to stop broadcasting.

Social media

Because televisions and newspapers mostly failed to report on the protests, social media played an important role in keeping people informed. Over a third of Turkish people use social media so it was a very successful medium for communication and mobilisation.

News on Twitter was identified and compiled using Twitter hashtags. Between 4pm 31 May and 4am, 1 June, there were more than 2 million tweets for the 3 leading hashtags, with 88% in Turkish and 90% of the tweets coming from Turkey. Erdoğan said in a speech that “There is now a menace which is called Twitter. The best examples of lies can be found there. To me, social media is the worst menace to society.”

Around 30 people were detained for making comments on Twitter. They

were released later.

Facebook, Tumblr, Flickr and blog pages also became important sites to upload visual evidence in photos and video of what was happening.

Thousands of people across the internet crowd-funded a full page advertisement in the New York Times to make people aware of what was happening in Istanbul.

There were reports that the 3G signal in some areas had been turned off; in response, some shops



<http://www.policymic.com/articles/45849/taksim-square-protests-13-photos-showing-severity-of-the-protests>

and offices removed security from their Wifi networks. Rumours of censorship led to increasing use of virtual private networks (VPNs) during the protests by Turkish mobile internet users. The Prime Minister was forced to respond.

Conclusion

Success with all the complaints has yet to be seen, but one of the outcomes of these protests is that the plans to redevelop the park have been scrapped. Success!

“interview” with CNN’s Christiane Amanpour on their frontpage. In the interview Amanpour false-confesses that CNN’s coverage of the protests was motivated by international business interests that wanted to destabilise Turkey.

The Turkish public broadcasting service aired footage of people burning the Turkish flag. The footage was originally aired in 2010, but the station forged dates to make it look as if it was happening at the time of the protests. They did this to make it seem as if the current

Answer These Questions

1. What were the demonstrators’ complaints?
2. How did the mainstream media (TV and newspapers) respond to the protests?
3. Why do you think they responded in this way?
4. What role did Twitter play?
5. What did government do to prevent internet access and how did people respond to that?
6. What were some of the other successes of social media activism?
7. Were the demonstrators ultimately successful?

Task

Draw a timeline of the events described in the article.

Discussion Topics

1. What are the benefits of social media to democracy?
Try to think of as many as you can.
2. What are some of the risks of social media?
Reread the article and try to list as many as you can.
3. What are some of the ways in which these dangers can be averted?
4. Do you think a situation like this could ever happen in South Africa?



Rights and Responsibilities Cards

Photocopy these cards. Make enough copies so that each group of 4 learners gets one set each. Cut out the cards and divide them into sets.

Instructions to players: *Shuffle the cards, then read each card and match the right to its corresponding responsibility.*

RIGHT:

To vote in elections

All South African citizens, 18 years of age or over and registered on the Voters' Roll have the right to vote. No person can be prevented from voting because of their appearance, religion, wealth, disability, racial background, or where they live.

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RESPONSIBILITY:

Register as voters

It's your responsibility to register on the Voters' Roll. Only people who have registered to vote may vote in an election. People can register to vote when they are 16 years old so that they are on the Voters' Roll ready to vote at the next election after they turn 18. Voters are required to reregister on the Voters' Roll if they move house.

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RIGHT:

Equal vote

All voters have one vote in each election. This is the same for everyone. Votes cannot be bought or sold, nor can extra votes be given to people. Every vote has the same value.

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RESPONSIBILITY:

Vote in elections

From the age of 18, it's your civic responsibility to vote in elections, by-elections and referendums.

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RIGHT:

Secret ballot

Citizens vote in secret. A voting booth is provided to prevent others from seeing how each person votes. The secret ballot allows people to vote without fear of intimidation from others and reduces the risk of bribery.

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RESPONSIBILITY:

Know how to fill out a ballot paper correctly

Voters should understand how the voting system works, from filling out a ballot paper correctly, to how it is counted when all the votes are collected. If a ballot paper is not filled out correctly, that vote cannot be counted.

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RIGHT:
Participate in regular elections

It is the law for elections to be held every 5 years. This is outlined in the South African Constitution. Voters have the right to vote in national, provincial and local elections.

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S O U T H A F R I C A


RESPONSIBILITY:
Be 'active citizens'

This means having your say in choosing representatives who make decisions that affect your life. Citizens need to be aware of the issues that affect their lives and choose representatives who will take action on those issues.

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ENSURING FREE AND FAIR ELECTIONS
S O U T H A F R I C A


RIGHT:
Participate in elections that are free and fair

The Electoral Commission (IEC) conducts national, provincial and local elections according to the provisions of the South African Constitution of 1996.

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S O U T H A F R I C A


RESPONSIBILITY:
Make informed decisions

This means that voters know who the candidates are in an election, and understand their viewpoint and opinions on issues, because if elected they will be making decisions on behalf of the people of South Africa.

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S O U T H A F R I C A





HOW TO REGISTER TO VOTE



To vote in elections in South Africa you need to register as a voter.

Who can register as a voter?

- You must be a South African citizen.
- You must have a South African bar-coded Identity Document (ID), a smartcard ID or a temporary ID certificate.
- You must be 16 years or older (but you will only be able to vote when you are 18 years or older).
- You have to register in person. Nobody can do it for you.

REMEMBER: If you do not have your green bar-coded ID book or a smartcard ID, you need to apply for one at the Department of Home Affairs. It takes two to four weeks.

Once you have registered to vote, you do not need to re-register to vote in future elections. You will only need to re-register if:

- You have moved house and are living in a different voting district.
- You have been affected by the re-drawing of voting district and/or ward boundaries.



Why should you register?

- If you don't register, you cannot vote. And if you don't vote, you are giving up one very important way of making yourself heard.
- It is your right and civic duty to choose your public representatives. So register as soon as possible.

Where can you register?

- Register to vote in person at a registration station in the voting district in which you live.
- Register at your local IEC office from Monday to Friday during office hours. Registration is on-going. You can register to vote whether an election is taking place or not.
- The IEC opens its registration stations during registration weekends just before general elections.
- Make sure that the address you provide is correct and complete. The address shows where you normally live.

REMEMBER: If you give false address information, it is a criminal offence. You could go to jail for up to 10 years.

How does registration work?

The barcode of your ID or smartcard will be scanned. The registration official will place a receipt in your ID book or on a form. The receipt will show:

- Proof of application
- Your ID number
- The voting district number of your voting station
- Date and time of your application
- Your ID book/smartcard will be checked when you vote to make sure that it is YOU. Your personal details on the Voters' Roll will be the same as on your ID/smartcard.


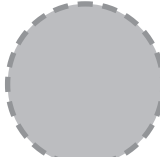

How do you check if you are registered?


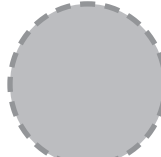

- Check at your local IEC Office from Monday to Friday during office hours.
- SMS your ID number to 32810.
- Go to the IEC website (www.elections.org.za) and follow the link "Am I registered to vote?"
- Before general elections, check the Voters' Roll at your voting station where you are registered to vote. You can do this during the voter registration weekends.


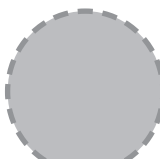




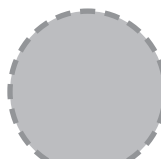




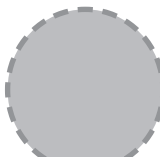

Ballot Papers for the Mock Election Activity


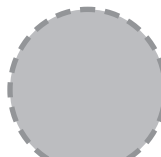

| The Political Party | Tick (✓) next to the party of your choice |
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| The Political Party | Tick (✓) next to the party of your choice |
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| The Political Party | Tick (✓) next to the party of your choice |
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| The Political Party | Tick (✓) next to the party of your choice |
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Promises, Promises, Promises



Artist: Brett Murray

Co-curricular Activities



Introduction to Social Media

- Learners are given an overview of all the social media platforms.

Social Media Debate

- A step-by-step guide to debating the strengths and challenges of using social media as a tool for democracy.

Use social media to be heard

- Learners use Facebook to create a page, a group and an event.
- “Follow me on Twitter”: Learners create a Twitter campaign through the use of hashtags to promote voter registration.
- Learners create a podcast: Grades 10-11 create podcasts to promote voter registration, and Grade 12s create a podcast to promote voter participation.

Get your facts right

- Learners are given data provided by the IEC and obtained by the HSRC to critically examine and debate.
- Learners then conduct their own research.
- Learners share their research data and discuss critically.

Use the information creatively to create media messages suitable for online platforms

- Based on their research and discussions they create a viral video to motivate the youth to register to vote.
- Learners are given an information sheet on how to create a viral video.

The Citizen Starter Pack

What you need to become full participants in our democracy (including getting your own smart card ID, registering to vote, getting a learner’s and driver’s license, and opening a bank account).



TEACHER'S NOTES

BECOMING A GOOD NETIZEN (CITIZEN ON THE NET)**30 MINUTES**

As an introduction to the social media component of this Electoral Democracy Toolkit, we provide an overview of the social networking and social media sites that the learners will be using in the forthcoming activities.

1. Copy the 2-page handout and give one to each learner.
2. Present the information to the learners and take surveys of which learners already have online profiles on these different sites.
3. Ask learners about their experiences on these different sites.
4. What would they say are the advantages and disadvantages of each site.
5. Can they think of a time they have seen statuses, tweets, videos, etc. that have had a political theme or were focused on a cause or campaign? Were they effective? What made them effective?
6. Explain that they will be using social media and social networking sites to promote voting and participation in our democracy. Let the learners create a set of do's and don'ts together on how to run a pro-voting and pro-democracy social media campaign. You may want to refer them to the Gr.11 case study on Social Media, Democracy and the Cause of the People for ideas. Look for values like:
 - **Tell the truth:** Make sure you can back up your claims with reliable sources and proven statistics.
 - **Be fair:** Give everyone a chance to have their say and look at all sides of the argument, even if you have your own opinion.
 - **Be respectful** • **Be bold and have the courage to speak up**

TEACHER'S NOTES

Start a Facebook Page**30 MINUTES**

1. The very first thing learners do is form groups of four or five. Each group will work together through the course of these co-curricular activities. Using their phones or online computers at school and home, these groups must create a Facebook profile or use existing members' profiles.
2. It is quite important that learners understand that they will create profiles and a Facebook group as part of their education. Its focus will be democracy and elections. For this reason all profile links should be given to you. Let them know that you will be keeping a close eye on everything that takes place online as part of this course. They may want to create profiles only for this class if they wish to keep their personal profiles private. If they choose to use their original personal profiles then they need to give this information to you and give consent to you to monitor their profiles to ensure that they are following the social media rules that they created in "*Becoming a Good Netizen*".
3. Then they need to create a page. All the members of the group should like the page and they should all be able to administer the page (control content on the page). They should consider as per the advice of "*Being a Good Netizen*" what their profile name will be.
4. You should be provided with and have access to each group's page and during the course of this programme you should monitor the discussions there to assess the learning taking place, the discussions and whether the class are following their do's and don'ts for social media interaction.
5. This page will receive:
 - Tweets that they make in each lesson and on the field (linked to the Facebook page)
 - The two or more podcasts they create and upload to Soundcloud (linked to the Facebook page)
 - Their viral video (posted to the page as well as to YouTube or Vimeo)
 - They should spend the first ten minutes and the last ten minutes of each co-curricular activity reading, updating and commenting on posts on that page.
6. The final lesson should be devoted to a class discussion about the Facebook page (highlights and challenges) as well as the other profiles created on other sites for these sessions.

Becoming a Good Netizen (CITIZEN ON THE NET)

Learn how to use social media platforms to participate in democracy

We use social media platforms like Facebook, YouTube, Twitter, Vimeo, Soundcloud, etc. for our personal enjoyment all the time, but have you ever thought about the power of these platforms to make your voice heard politically, to defend your values and beliefs and let your voice be heard? Here's a guide to how to do it. You will learn how to:

1. Be heard and build up a following on Facebook and Twitter
2. Make a viral video
3. Make audio podcasts that you can upload to Soundcloud and link to all your different social media accounts
4. Create an online profile to promote your cause.

We are going to learn about a few of the different social media platforms available to us and their different uses. But the first thing you need to think about before you sign up for anything is what your message or focus will be. Then create a profile name that expresses this message. Remember we are learning to use social media to raise our voices about a political interest e.g. you may want to promote democracy. Perhaps you decide you like the name "friend of democracy".

Choose your identity carefully

When you open an account on any social media platform think about your name and message. Choose a name that is likely to come up when people do google searches. "Friend of Democracy" for example could be found on many google searches because *friend* and *democracy* are both popular words. Find an image that can complement your name. On your profile, create links to all your other social networking pages.

Keep the same identity across platforms

To make it easy for people to follow you and find you across social media platforms make sure that you keep the same identity all the way across, and link it to the same email address. You can also link your Twitter, Soundcloud, YouTube, etc. accounts so that whatever you do on one platform will be reported across all the platforms.

Set up an email account

The first step you need to take is open an email account. That is because all social media platforms require an email to login and to verify your activities are your own. You can open email accounts easily by going for example to www.gmail.com, www.hotmail.com, or www.yahoo.com.

Now let's look at the different activities you will be doing using digital media to promote participation in democracy and especially in the elections!

You will conduct a Twitter campaign to encourage young people to register to vote at 16 and to vote from the age of 18.



You will need:
A Twitter Account

You will create a viral video that you can upload to YouTube or Vimeo.



You will need:
A YouTube Account or a Vimeo Account

You will create a Facebook page, group and event!



You will need:
A Facebook Account

You will create a podcast that you can upload to Soundcloud and share on YouTube, Facebook and Twitter.



You will need:
A Soundcloud Account.

NOW LET'S TAKE A CLOSER LOOK AT THE DIFFERENT SOCIAL MEDIA PLATFORMS WE WILL BE USING IN OUR ACTIVITIES.

This App is free to download on your smartphone.



www.Twitter.com

Your profile name is called a Twitter handle. Twitter is all about writing new lively and interesting status updates and doing it consistently. That way you will build a following and get some great conversations going. Use Twitter to respond to events as they happen in real time, that way you will keep your tweets fresh and relevant. Twitter is a perfect platform to talk about events like forthcoming elections and the political happenings on our global and local stage. Once you have enough followers you can challenge them. For example have a Twitter contest of who got their smartcard ID first. Followers send photos of themselves standing with their cards. The first one to do so wins! Promote an idea by linking it to a hashtag and promote the hashtag everywhere to get more tweeters tweeting!



The Apps are free to download on your smartphone.

www.YouTube.com
www.Vimeo.com

View and upload videos on YouTube and Vimeo. These videos can get audiences in the millions (a viral video) or they can get just a few views. People can subscribe to your YouTube channel or your Vimeo profile. The YouTube App often comes prepackaged on smartphones. You can also get a Vimeo App on your phone. Use your phone to make a viral video.

This App is free to download on your smartphone.



www.Facebook.com

Facebook (fb) is a site for friends to connect with one another. Once you have created a profile, you can upload photos, videos, songs and sounds and share your interests. If you have a cause that you want to promote you can create a Facebook PAGE. This page is like a blog space on fb. You can invite friends to like this page and they will be notified every time you update your status. If you want to create a community of people around a cause you can create a fb GROUP. It's like a page except you invite people to be *members* of the group. You can have a closed or an open group. Anyone can join an open group, but a closed group is by invitation. A Group page is like a profile page. You can create group events, upload group photos and files and you can have an About page to explain who you are.

This App is free to download on your smartphone.



www.Soundcloud.com

Upload sounds to Soundcloud and share them here as well as on Facebook and Twitter. People can follow your profile on Soundcloud and you can adjust settings to share your uploads with the public or by invitation only to friends, groups and followers.

You can also join a group and share files with the group. In this way you can meet people and groups online who are interested in the same things as you. To upload, click upload and connect the file to your profile. Your podcast can have a picture and a recording and you can set who has access to it. Create TAGS to make it easy to search for your file and to group it with similar files. You can also make your podcast downloadable or not. You can immediately share it on Twitter, Tumblr and Facebook.



Debating Social Media

60 minutes

The aim of this activity is to equip learners with critical insight into the uses of social media as well as the role that it plays politically in the fight for democracy before they set upon using it themselves.

Tell the class they are going to have a class debate. Familiarise them with a few social media terms (provided in the glossary below the debate cards). Write the following topic on the board.

Social Media: A Threat to personal and social freedom

OR

Social Media: A Vital Tool to protect and defend personal and social freedom

- Divide the class into two teams. One team is representing the 1st idea: **Social Media: A Threat to personal and social freedom**. The other team is representing the 2nd idea: **Social Media: A Vital Tool to protect and defend personal and social freedom**.
- Hand the two groups, the one for and the other against, the Debate Cards. Let each group read through the debate cards and formulate their own arguments. Even if they don't agree with the statement they should know how to argue for or against anything – this is the skill of debating.
- Each team makes note of the main points of the argument.
- Ask the team to appoint 3 speakers from each group who will each make different points of their argument.
- They should appoint a main speaker who will open the debate with a presentation of the topic and a key point. They should also think about how they want to conclude their debate.

Ask the learners to read the Case Study from Grade 11 for interesting information and perspectives!



- When the time comes for the debate, those who are not speaking will act as the audience.

- Debates normally open with the “Pro” argument team speaking; and close with the “Anti” argument team speaking. Each team takes turns to make their arguments and points. Each team should respond to what the other has said. They should try to expose the weaknesses of the other team's arguments, and disprove what they are saying.

Hold a class debate where you hear ideas from each team.

- Encourage an atmosphere of open and tolerant discussion and debate.
- At the end of the debate the class must vote on who they think made the best argument.

Podcast Number One

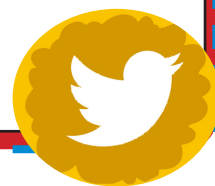
Use your phone or recording device to capture a few “sound bytes” – statements made by your team or the opposing team in the Social Media Debate. Capture and upload them to Soundcloud.

Use the description to raise discussions and ask questions, and use the tags to raise the profile of the keywords of your podcast.

You may get some interesting responses from this podcast because it is raising a debate on social media on social networking sites.

Share your podcasts on Facebook and Twitter as well as all other sites you use.

Follow the discussions.





Debate Card:

Social Media: A Threat to personal and social freedom

Some points for your argument:

1. Governments are using technology to repress individual freedoms. There are more and more cases of people being arrested, jailed, tortured and killed because of things they have said on the social media sites. No matter how much you try to hide your identity, you can be found and made to pay, even with your life, for the things you publish online.
2. Not all people who use social media have democratic values. Many use these sites to promote hate speech and violence. Many terrorists have clearly relied on social media sites to recruit young people into their war. Many young people in countries around the world are being influenced and "turned" to terrorism and violent "solutions" by what they see on these sites
3. Mainstream media check their facts before they go to print or air but who checks the truth of what we see on social media sites? There is no way to check the truth.
4. Social media has a lot of degrading, immoral, violent and pornographic content that is destroying the imaginations and morality of its users.

Debate Card:

Social Media: A Vital Tool to protect and defend personal and social freedom

Some points for your argument:

1. Even while repressive governments try to prevent information getting out there, heroic people everywhere continue to find ways to hide their identity and speak out against corruption and repression. It is possible to beat them!
2. Many people under repressive governments and people in dangerous situations are able to report, as firsthand eyewitnesses, on events happening in situations that mainstream media cannot gain access to.
3. You cannot rely on mainstream media anymore. You could even argue that social media is now acting as a mainstream media watchdog.
4. Controlling access to social media is not the solution for people who worry about the impact it has on users' morality. Parents, media, government and schools should rather teach people how to make moral and responsible choices about what they look at, read and believe, and how to judge those things and check them for truth. You can't control people anymore and you can't tell them what to think any more but you can teach them to be responsible and make moral decisions. Responsibility is the price of freedom.

A few social media terms

| | |
|------------------|---|
| Netizen (n): | This is a new word used to describe people who use the "Net" to express their citizenship and participate in democracy. |
| Blog (n): | Blog is short for Web Log. It is a website created for personal use by individuals to publish information on any given topic. The home page is arranged like journal entries, and can consist of writings, photos and videos. www.blogspot.com or www.wordpress.org are examples of websites that help people to develop their own blog. |
| Hashtag (n): | A hashtag started as a way to make text within Twitter, a clickable link to help people find out if other people were talking about the same thing. The most popular ones often show up in your Twitter sidebar as "trending topics". Hashtags have since evolved as a way to make jokes or to summarize one's thoughts. |
| Podcast (n): | The word podcast is derived from "broadcast" and "Ipod". A podcast is an audio or video programme formatted to be played on an iPod, MP3 player or smartphone and made available for free or for purchase over the Internet. Podcasts are shows, similar to radio or TV shows. They are produced by professionals or amateurs and posted on the Internet. |
| Trending (adj.): | When an article, image or video (often indicative of a larger subject or a hashtag) is being widely discussed and rapidly shared on the internet, you can say it is "trending". The trending article, image or video is called a " trending topic " or a " meme ". |



Who Votes? Part One

60 minutes

In this activity, learners examine and interpret data about voting patterns by age group. They consider the question of why young people (ages 18-19) vote at lower rates than older people, and think about the implications of non-voting for a democracy. They learn some of the fundamentals of how to conduct research using a survey, including how to formulate survey questions through focus group discussions. Then they take a community survey of youth voter registration.

1. Ask the learners to get into their groups. Let them quickly report back on their Facebook page and how it is progressing.
2. Hand out: **Who Votes?** Ask learners to look at the table (Table 1: **Voting Registration By Age Group**) and answer the following two questions looking at the statistics:
 - Which age group had the highest percentage of registered voters?
 - Which age group had the lowest percentage of registered voters?
3. Ask learners why they think 18 to 19-year-olds vote less than other groups of voters. Learners should write their answers down.
4. Ask the class to list their reasons and write the answers on the board.
5. Let the class select their top 5 reasons for not voting.
6. When finished, tell the learners that you are going to share information collected from a national survey of 18 to 24-year-olds. The survey asked why young people choose not to vote. As the statements are read aloud ask learners to respond to each one. Were their reasons the same? Are they in agreement, and would they like to revise their list of reasons? Make those changes to the list on the board if there is consensus.

- Many youth are not learning about the political process from their families, with a large proportion never speaking to their parents about politics.
- Many do not know where to go to register to vote and feel as if they wouldn't know what to do if they walked into a voting booth.
- Young people do not feel that they have enough good information about candidates, parties, and issues.
- Young people see few connections between the role of government and the concerns they currently face in their own lives.
- The fact that there is so much negative political advertising and news coverage that focuses on scandal has left young people feeling cynical and distrustful of politics and politicians.
- Youth feel as if today's politicians are not talking to them or speaking to their concerns.

6. The learners in their groups now take their top five reasons and write them into the header row of the Table provided on the handout with one reason per column. This is the survey sheet. Each learner is challenged to ask 10 young people in their school or family the question: "Are you aware that only 10% of 18 to 19-year-olds are registered to vote; why do you think that is?" and provide their respondents with the five choices to agree or disagree with, as well as a chance to add a further opinion under "other" at the end of the interview. Respondents are only allowed to take part in the survey once. The learners mark each respondent's answer with a Y for yes, an N for no, a U for unsure. Completed surveys are brought back the following session for Part Two of the activity.

"Who votes?"

Table 1: Voting Registration By Age Group

| Age Band | SA Citizens | Current Registered Voters | Percentage Registered |
|----------|-------------|---------------------------|-----------------------|
| 18-19 | 1 926 127 | 190 361 | 9.9% |
| 20-29 | 9 481 294 | 4 945 813 | 52.2% |
| 30-39 | 6 895 947 | 5 881 463 | 85.3% |
| 40-49 | 5 301 005 | 4 831 329 | 91.1% |
| 50-59 | 3 867 469 | 3 563 406 | 92.1% |
| 60-69 | 2 255 911 | 2 097 032 | 93% |
| 70-79 | 1 172 634 | 1 117 703 | 95.3% |
| 80+ | 533 647 | 546 469 | 102.4% |

HUH?

Can you guess why the stat for this age group is over 100%?

Who Votes Survey: Data Collection Table

Y = Yes

N = No

U = Unsure

| Statements | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------|---|---|---|---|---|---|---|---|---|----|
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |
| 5. | | | | | | | | | | |
| Other | | | | | | | | | | |



Who Votes? Part Two

60 minutes

Make a podcast while you are collecting your survey

What is a podcast?

The word podcast is derived from “broadcast” and “Ipod”. A podcast is an audio or video programme formatted to be played on an iPod, MP3 player or smartphone and made available for free or for purchase over the Internet. Podcasts are shows, similar to radio or TV shows. They are produced by professionals or amateurs and posted on the Internet.

- You are going to have a few opportunities to create instalments of your podcast. Data collection in the field is the perfect occasion to develop your first podcast.
- We want to explore, discuss, and engage our friends to vote and participate in our democracy. These podcasts can be short statements of 2-3 minutes or even longer, made by anyone you meet, with something to say on the subject of elections and democracy.
- As you take the survey use your phone or any recording device you have to capture interesting statements made by the people you meet in the field and interview.
- There are many platforms you could use to upload audio files. We recommend trying Soundcloud to upload your mp3 recordings. Use the “description” to raise discussions and ask questions, and use the “tags” to create keywords to describe your podcast, making it easier to find for people searching for it.
- If you talk to Grade 12s or anyone over the age of 18, ask them to comment on voting and not just registering to vote!
- Once the podcast is uploaded to Soundcloud, tweet it and post it on Facebook to get the discussions going. Follow the discussions.



Who Votes? Part Three

60 minutes

1. Learners bring their completed surveys from the previous co-curricular lesson activity. They return to their groups.
2. Groups share the findings of their surveys with one another.
3. Class discussion: Groups provide feedback to the class on findings and observations.
4. Inform the class that they are going to take their research and use it to inform a viral video that they are going to develop for their community to encourage them to vote. The groups select their top finding (reason not to vote) as the focus of their video.
5. Looking at this reason and anything else community members may have said, they now come up with a creative way to address the fears or concerns of youth with the aim of encouraging youth voter registration and voting as a behaviour.
6. The viral video should not be more than 60 seconds, preferably 30 seconds.
7. Let the learners plan their video per second. They need to think about the theme of the video, and then they need to decide on music, costume, actors and importantly: the script.
8. The script describes the actions and speech of the whole video.
9. Learners create the video together as homework.
10. Encourage them to show the video to school friends and family as a pre-test. If everyone is happy with the result they can upload the video to their Facebook page and tweet about it. Use our helpful guide on how to make a viral video.

Make a Viral Video about Voting and Democracy

You have done your research on why youth in your community are not voting or registering to vote. Now is your chance to let your voice be heard. What do the youth stand to lose and what do they stand to gain by registering to vote and voting? Do they care and do they really believe in the values of democracy? Tell the world what you think and make your video viral using the helpful hints provided below.

How to make a viral video

When you're making your video make sure it is share-worthy and like-worthy! This means it must have at least one of these qualities: worth talking about (strikes debate up), unique, funny, strange or even stupid. People will share your video if they enjoy it and want others to do the same; or they will share the video if they don't like it and want to express their opinion. Here are some tips on how to make a viral video.

1. Keep the video short— the average viewer watches 15-30 seconds of a video, so lead with the portion of the video that is engaging. If you have a longer video, use a tool like www.ReelSurfer.com to break it down into shareable clips.
2. Do not advertise in the video.
3. Create shock value. One way to do this is to create a provocative thumbnail and proper tagging. A thumbnail is like the cover page to your video. It's the image viewers see and click on. It should be interesting: a good thumbnail gets your video clicked on YouTube's popular video list. Also, make sure to give your video the proper tagging with description text that helps with search engine optimization (people can find it easily on search engines like google).
4. Make 3-5 videos.
5. Promote the video on Social Networks: Reddit, Digg, StumbleUpon in the YouTube section (www.YouTube.com), Facebook, Twitter and any other frequently visited site that displays video. Also try submitting your video to Fark (<http://www.fark.com/>).
6. Find videos relevant to yours in YouTube, and submit yours as an answer.
7. Find discussion boards relevant to your video and submit it as a post.
8. Send links of your video to bloggers who may be interested in your content.

Resources

<http://venturebeat.com/2013/05/29/how-to-make-a-viral-video/#u4HeLb7ekvjTJ46j.99>

<http://www.wikihow.com/Make-a-Viral-Video>





Citizen Packs

Tell the learners that between the ages of 16 and 18 they are preparing to enter into full participation of democracy. At age 16 they can register to vote, so that at age 18 they can vote. At age 16 they can get their smartcard ID, which is also necessary for voting as well as for many other activities. At age 17 they can get a learner's licence so that at age 18 they can get their driver's licence. And if they haven't done it yet, age 16 is a good time to open a bank account and start learning to save for your future!

1. Citizen Pack Stations Cheatsheet: There are four cheatsheets on the following topics:

- How to get a SMART CARD ID.
- How to get a learner's and a driver's licence.
- How to open a bank account.
- How to register to vote.

Teachers, you may want to add information on local home affairs departments, local banks, local registration drives (IEC) and the local traffic department.

2. Each cheat sheet provides information on the following:

- Why do I need one?
- Where do I go to get one?
- Will it cost me anything?
- Is there a waiting period?
- What do I need to bring?

3. Create Four stations around the classroom: Smart Card ID Station, Voter Registration Station, Bank Account Station and Qualify to Drive Station.
4. Ask four learners to man a station each. The four "station masters" can answer questions asked by other learners using the cheat sheet to provide all necessary information. If you have a large class you may want to ask two learners to man each station and give them both the relevant cheat sheets.
5. Explain that around the classroom you have set up four stations: Smart Card ID station, Voter Registration Station, Bank Account Station and Qualify to Drive Station. Give the learners a citizen pack handout each and ask them to go from station to station collecting all the answers they need to complete the assignment.
6. To avoid clogging, arrange the learners into four groups and ask each group to start at a different station and move in a clockwise direction.
7. When the activity is complete, go through the answers together as a class.

Twitter Time!

The groups who have been working all this time to create a Facebook page, a viral video, and two podcasts, should now have a Twitter contest.



- Who will be the first to open a bank account?
- Who will be the first to register to vote and to vote (if they are age 18 and over)?
- Who will be the first to get their smartcard ID?
- Who will be the first to get a learner's licence (and a driver's licence if the groups are mostly 18+)?

The first group to tweet pictures of all of these first-time achievements between the four or five of them wins the contest!

Teacher's monitor the Twitter profiles that have been created for these exercises. Check that they are following their own do's and don'ts, and that learning is being reflected in the content of the tweets, and the tone and quality of the discussion.

CITIZEN PACK

Between the ages of sixteen and eighteen you are preparing to enter adulthood and become full participants of society. At age 16 you can get a smartcard ID and register to vote, so that at 18 you can vote. At age 17 you can get a learner's licence so that at age 18 you can get a driver's licence. And if you haven't done it yet, age 16 is a good time to open a bank account and start learning to save for your future!



SMART CARDS



WHAT DO I NEED TO GET A SMART ID CARD?

SA Citizen: Green bar-coded ID. First time applicant: Birth Certificate, proof of address and in case of minors, must be accompanied by the parent/s. Permanent resident of South Africa: Green bar-coded ID. First time applicant: Permanent residence certificate and proof of address.

WHERE DO I GET A SMART ID CARD?

Any of the 70 identified Home Affairs Offices. For more information on Home Affairs see <http://www.home-affairs.gov.za/>

IS THERE A WAITING PERIOD?

14 working days from date of application provided it is a straight-forward application meeting all the requirements.

WILL IT COST ME ANYTHING?

The Smart ID Card will be issued free to the 16-year-olds who are first-time applicants. All other Smart ID Card applicants will be expected to pay R140.00 (one hundred and forty rand only).





REGISTERING TO VOTE



WHO CAN REGISTER AS A VOTER?

- You must be a South African citizen.
 - You must have a South African bar-coded Identity Document (ID), a smartcard ID or a temporary ID certificate.
 - You must be 16 years or older (but you will only be able to vote when you are 18 years or older).
 - You have to register in person. Nobody can do it for you.
- **REMEMBER:** If you do not have your green bar-coded ID book or a smartcard ID, you need to apply for one at the Department of Home Affairs.

WHERE CAN YOU REGISTER?

- Register to vote in person at a registration station in the voting district in which you live.
- Register at your local IEC office from Monday to Friday during office hours. (Because registration is on-going, you can register whether an election is taking place or not)
- The IEC opens its registration stations during registration weekends just before general elections.

REMEMBER: If you give false address information, it is a criminal offence. You could go to jail for up to 10 years.

HOW DOES REGISTRATION WORK?

The barcode of your ID or smartcard will be scanned. The registration official will place a receipt in your ID book or on a form. The receipt will show:

- Proof of application
- Your ID number
- The voting district number of your voting station
- Date and time of your application

Your ID book/smartcard will be checked when you vote to make sure that it is YOU. Your personal details on the Voters' Roll will be the same as on your ID/smartcard.

For more information contact the IEC.



GETTING A BANK ACCOUNT



WHERE DO I GO TO GET A BANK ACCOUNT?

At any official South African bank. Some popular banks are Capitec, First National Bank (FNB), Standard Bank, Africa Bank, ABSA, Bidvest Bank.

WILL IT COST ME ANYTHING?

Different banks have different charges, and most banks require you to deposit a minimum amount of money to open the account.

WHAT DO I NEED TO BRING?

A green ID book/Smartcard and proof of address



QUALIFY TO DRIVE



WHAT IS A LEARNER'S LICENCE?

A Learner's Licence is a permit that proves that you have basic knowledge of a motor vehicle and the rules of the road. It allows you to drive as long as you are supervised by a licensed driver in the car with you. Once you have your Learner's Licence and you are age 18 or over, you can apply for a Driver's Licence, which will give you permission to drive. The Learner's Licence is obtained by passing a written test that checks your knowledge of K53 (the rules of the road).

WHERE DO I GO TO GET A LEARNER'S LICENCE?

Go to the nearest driving licensing testing centre (DLTC) to book a test date and confirm the booking. To find your closest DLTC station, see the website: <http://www.enatis.com/>

WHAT DO I NEED TO BRING?

Bring your ID/SMART Card or valid Passport. You also need to take an eye test. Bring recent photographs, passport size, in black and white or colour (most photography centres know to take the correct size photographs).

HOW MUCH DOES IT COST?

Both the Learner's Licence and the Driver's Licence will cost you. Costs vary. Go to your nearest licensing office to find out the different costs.

A Note on the Social Media components of this toolkit

There are few arrivals on the global stage more democratically powerful and interesting than the suite of social media platforms that have swept across the 21st century, made even more accessible since the popularisation and increasing affordability of smartphones with their wide range of Apps (*software “applications”*). We have developed a range of activities in this toolkit for learners to learn how to make the best use of social media as part of citizen participation in democracy. We learn how to create media messages based on research and creative brainstorming. Learners get an overview of the different social media platforms and then learn how to put their media messages in viral video format, Twitter format, Facebook format, etc.

However, no tool is truly neutral. It is important that we learn to use these platforms to our advantage, but in doing so it is equally important that we also learn to be educated about the strengths and weaknesses of social media platforms. How can one independently verify the truth value of statements made online? Are we aware that as much as mainstream commercial media is guided by their profit margin, social media users are guided by a different set of production values? How can we be critical, moral and intelligent users of social media platforms?

To this end we have developed a case study and a debate looking at the strengths, weaknesses and potential of social media. It is hoped that learners will come away from this short course in democratic participation using social media as conscientious *netizens* (citizens on the net) who are able to participate in our democracy using social media platforms responsibly and to the best of their ability.

Steps to becoming a conscientious netizen:

Get your facts right

- Learners are given data to critically examine and debate.
- Learners then conduct their own research.
- Learners share their research data and discuss critically.

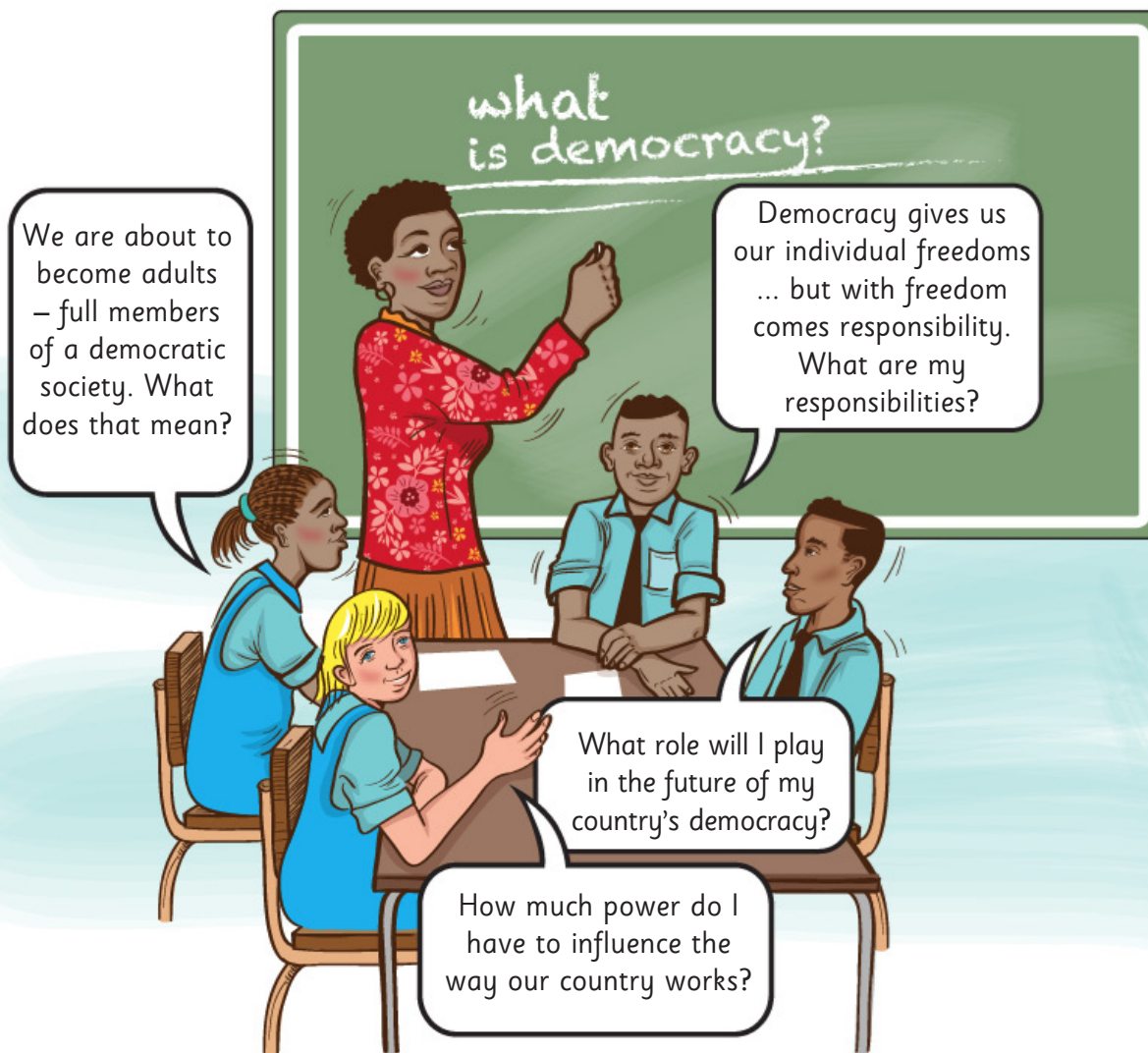
Use the information creatively to create media messages suitable for online platforms

- Based on their research and discussions they create a viral video to motivate the youth to register to vote.
- Learners are given an information sheet on how to create a viral video.
- Learners are given an overview of all the social media platforms.

Use social media to be heard

- “Follow me on Twitter”: Learners create a Twitter campaign through the use of *hashtags* and *memes* (an article, image or video that spreads across the internet is called a “trending” topic or a meme) to promote voter registration.
- Learners create a podcast: Grades 10-11 create podcasts to promote voter registration, and Grade 12s create a podcast to promote voter participation.
- Learners use Facebook to create a page, a group and an event.





For More **Information** contact the IEC

National office

Tel: 012 622 5700 Fax: 012 622 5784

IEC call centre

0800 11 8000 (during the election)

Provincial offices

Eastern Cape

Tel: 043 709 4200
Fax: 043 743 4784

KwaZulu-Natal

Tel: 031 279 2200
Fax: 031 279 2226

North West

Tel: 018 391 0800
Fax: 018 391 0851

Online

iec@elections.org.za
www.elections.org.za

Free State

Tel: 051 401 5000
Fax: 051 430 4845

Limpopo

Tel: 015 283 9100
Fax: 015 297 2506

Northern Cape

Tel: 053 838 5000
Fax: 053 831 8095

Gauteng

Tel: 011 644 7400
Fax: 011 644 7448

Mpumalanga

Tel: 013 754 0200
Fax: 013 753 2564

Western Cape

Tel: 021 910 5700
Fax: 021 910 4965

www.facebook.com/IECSouthAfrica www.twitter.com/IECSouthAfrica
www.youtube.com/IECSouthAfrica

E L E C T O R A L C O M M I S S I O N

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S O U T H A F R I C A

