

Voting in the Community Online Program

Lesson Plan

The Voting in the Community program is based around a story “Larfalot’s Letter” written by The Constitutional Centre of WA. The program is designed for students from Year 1 to 3 and introduces the concepts of voting to make decisions in a community and establishing rules to form a constitution. The program can be completed over one or more lessons and would work best with groups of students.

<p>Learning intentions</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the concept of voting to choose a leader. • Understand the concept of community members working together to solve a problem. • Understand why we need rules and who makes them. • Understand the consequence of not having rules in a community and why they are needed. 	<p>Outcomes</p> <p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Contribute to fair decision making by being involved in a voting process. • Participate in shared decision making about rules.
<p>Resources required for this lesson</p> <ul style="list-style-type: none"> • Smartboard or projector and screen • Internet connection • Print outs of: puppet templates (on card), tally boards, ballot papers, character profile sheets, vocabulary information sheet (Resources can be downloaded from the beginning of the program or from the “Additional Resources” section on our website. • Pop sticks or cardboard for puppets 	

Western Australian curriculum links

Outcome	Learning Outcome Descriptor
Year 1-2 Early Years Learning Framework	
Outcome 2: Children are connected with and contribute to their world.	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Outcome	Learning Outcome Descriptor
Year 3 Humanities and Social Sciences	
WA3HAKUC1	Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed.

Year 1-2 Curriculum Links: https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0018/4635/EYLF_Outcome2.pdf

Year 3 Curriculum Links: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences#year-3-syllabus>

Lesson Plan for Voting in the Community Online Program

Stage of Lesson	Time
Introduction	
<p>Introducing the story</p> <p>Explain to the children that you are going to read a story with them about a fictional town called Parkesville where there are a number of animal characters and a Mayor.</p> <p>Before beginning to read the story, have a general discussion about what a Mayor is, what do students know about rules, leaders and voting? Why do we need rules, leaders and voting?</p> <p>When reading the story ask students to pay attention to the different characters, to decide which one they like the best.</p>	5 minutes
Suggested story activities	
<p>Puppets and character profile</p> <p>After reading the story students can choose the character they like the best and assemble as a puppet. Students can then use the character profile that corresponds to their puppet to fill out the particular sections of the sheet.</p>	40 – 45 minutes

Voting activity

Explain to the class that it is a year later and Parkesville has another election for the candidates of Democracy Drive and Constitution Street.

Split the class into two groups according to the character puppets they have chosen (each character is a representative for either Democracy Drive or Constitution Street). Half the class will be voting for candidates representing Democracy Drive and the other half will be voting for the candidates representing Constitution Street.

Depending on the ability and year level of the students, they could use their character profiles and present to the class as though standing for the election and put forward to the class why their character should be voted as the leader of their particular street.

Show the students the tally boards for each street and explain that they will be voting for the character they think should be the leader of their street. If need be, remind students about who each character is.

Distribute the ballot papers for each street to the respective group of students. Explain to students that they tick the box of their favourite character and it is a secret vote, so they don't need to share their choice with their peers.

Collect the ballot papers and tally up for each street and show results on the tally boards.

After announcing the winner of each street, discuss with the class other times they may have voted in an election e.g. for school faction captains or to make a decision when choosing a fun activity to do as a class. Have any students accompanied their parents to a polling booth, when they have voted for either a local, state or federal election?

Class constitution activity

Revisit the concept of rules, why we need them and who makes them? Discuss that a Constitution is a set of rules. Look at the Parkesville Constitution again. Discuss why the street leaders chose these particular rules.

Brainstorm with the students some class rules that could be used to make either a Class Constitution, or rules that groups of students could use at their desks for a Group Constitution.

Students could write up or draw one or more of the rules they have decided.

45 minutes

35 minutes



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WA.gov.au

The Constitutional Centre of WA

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Acknowledgement of Country The Department of the Premier and Cabinet acknowledges the traditional custodians throughout Western Australia and their continuing connection to the land, waters and community. We pay our respects to all members of the Aboriginal communities and their cultures; and to Elders past and present.