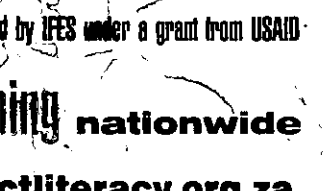
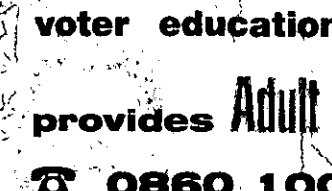
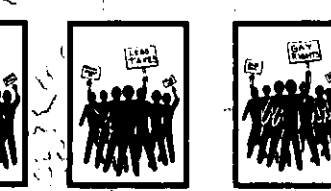
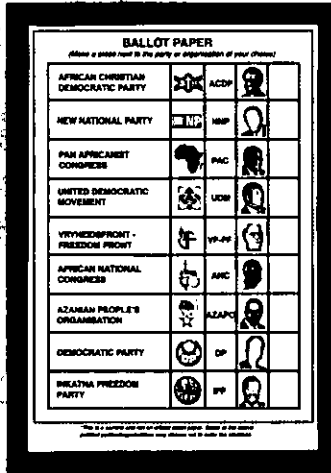
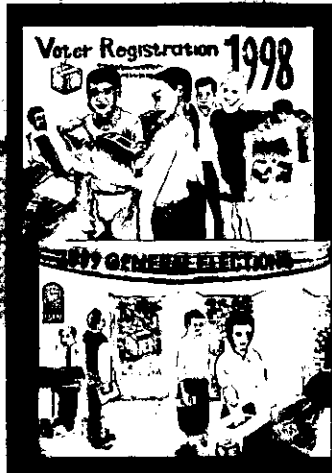
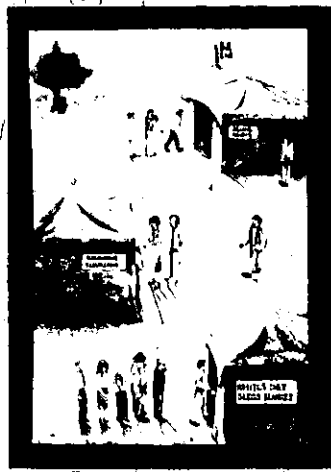
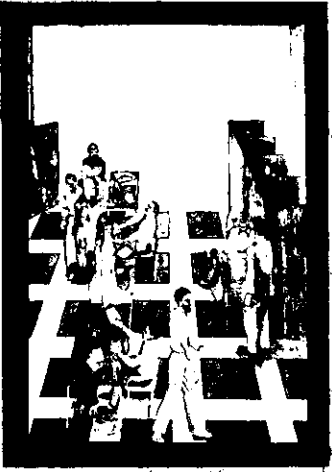


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PROJECT LITERACY'S VOTER EDUCATION PROGRAMME

General Notes

This course is designed to be used with both literate and non-literate learners. Posters, a card game and the simulation of voting day procedures put the content within the reach of all learners.

Language of the Course

The Facilitators' Guide has been written in English. There is no written material for learners in the Core Course. This is because the facilitator is expected to facilitate the learners in their mother tongue. In this way maximum understanding is guaranteed.

Duration of the Course

The course can be completed in no more than three and a half hours. However, if the facilitator has time and learners so wish, the time can be extended to include activities detailed in the second part of this guide. The list of activities is by no means exhaustive and facilitators may feel free to add to them.



F Clifton White Resource Center 6/98
International Foundation for Election Systems

The course consists of two parts:

The Core Course

This is a short course which should take no more than three and a half hours and covers the following:

- South Africa becomes a Democracy
- The Process of Changing the Apartheid Constitution to a Democratic Constitution
- The Bill of Rights
- The Three Tiers of Government and their Functions
- Why Citizens should Exercise their Vote
- The Right to Express a Political Viewpoint
- Elected Officials' Accountability to the Voters
- Registration of Voters
- A Simulation of the Actual Voting Procedure.

The Supplemented Core Course

The Supplemented Course is designed to take longer than the Core Course - the facilitator chooses the length of the course based on learner interest. It is designed for use by those facilitators who have time and want to involve their learners in a more in-depth look at the issues covered in the Core Course. Ideas for supplementary learner activities are contained in this Facilitators' Guide.

Equipment

Each facilitator should have the following equipment:

- **The Facilitators' Guide**

includes templates for the following (within the Core Course):

1. A Voters' Roll
2. Ballot paper for the National Assembly
3. Ballot paper for the Provincial Legislature
4. A page for learners to practise making their cross

- **Ideas for outcomes-based, learner-centered activities**

- **31 card Rights Game**

- **9 Posters depicting the following:**

1. Voters on a typical day during the All-White Elections (prior to 1994)
2. Voters on a typical day during the TBVC Elections (prior to 1994)
3. Voters on a typical day during the Tricameral Parliament Elections (prior to 1994)
4. Voters on 27 April 1994
5. The three tiers of Government
6. The Representative who does not think he is accountable to the Voters
7. Voter Registration and Voting Day
8. A Candidate Electioneering
9. A Ballot Paper

- **A3 pictorial handouts summarising the course**



PLEASE NOTE THE FOLLOWING:

Each page of the Facilitator's Guide is divided in the following way:

ACTIVITY

This section will identify what aids to use; a description of those aids and whether the activity is a group or a class activity.

Activities include:

1. Exercises in which learners are put into discussion groups.
2. Brainstorming involving the whole class/group.
3. Role-play.
4. A simulation of the balloting procedure.

METHOD

This section will give the facilitator guidelines on how to carry out the activity.

Methodology allows maximum participation of learners.

FACILITATOR'S NOTES

This section will identify the outcomes to be reached by the class; definitions and other facts which the facilitator might find useful.

The course is outcomes-based and learner-centred

Sub-groups should consist of no more than 10 learners. An optimum number would be 5-6.

If learners are working with the Core Course, discussion time should not exceed 15 minutes for both brainstorms and group discussions. An optimum time for both would be 10 minutes.

The use of posters is designed to accommodate both literate and non-literate learners. When dealing with learners who have poor literacy skills, make sure that when any summing-up is done particular attention is paid to clear explanations and that points are summed up while writing them on the board or flip chart. Points should again be summed up at the end of the report-back period.

PROJECT LITERACY'S VOTER EDUCATION PROGRAMME

The ice breaker

The last module of this Core Course allows learners to experience the "actual" balloting process.

As an ice breaker, at the start of the course, the facilitator should set up a Voters' Roll. Photocopy the template on the next page for this purpose.

When filling in the "Voters Roll" the facilitator should note the following:

- Check that the learner will be voting in the area in which s/he is "registering".
- If the learner states that s/he will be somewhere else tell her/him that s/he must register in that district. (If none of the learners state that they will be elsewhere on election day, ask three or four of them to role play voters who will be in another area so that the learners on the course understand that they must vote in the district in which they register).
- Check that the voter has a green bar-coded ID book.
- If the voter does not have the book, do not register her/him.
- Simulate using the zip-zip machine by passing your hand over the bar-code.
- Simulate pasting the resultant label into the ID book.
- Record the voter's full name, address and ID number on the "Voters Roll" and set aside for use in the "Balloting" Module. (Module 3)

At the end of the session ask the learners what they would like to do with the "Voters' Roll". For example, would they like you to destroy the "Voter's Roll"? Remind the learners that the real Roll will remain in existence so that it is there for the next elections.

Tell the learners that they will have to take responsibility for making sure that the correct information about themselves is kept up to date on the Voters' Roll, for example, changes of address, names (e.g. a woman who marries and takes her husband's name or a person who is adopted and takes the adoptive parents' surname). The Voters' Roll will be kept at central points between elections.

MODULE ONE

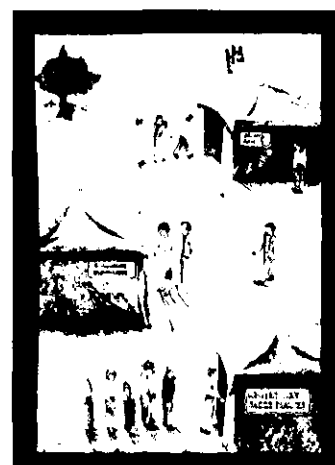
THE TRANSITION FROM APARTHEID TO DEMOCRACY

UNIT ONE: South Africa Becomes a Democracy

ACTIVITY

Exercise 1 Group discussion

👉 USE POSTERS 1 TO 3 FOR THIS EXERCISE



The posters show:

1. Voters voting in the all white elections in the years before 1994.
2. Voters voting in the TBVC states elections.
3. Voters voting in the Tricameral Parliament elections.

METHOD

👉 DIVIDE THE CLASS INTO GROUPS.

- The groups should discuss:
 - what the posters show
 - who the people in the posters are.
- Ask group leaders to report back on the group discussion.
- Record ideas on a flip chart/ board
- For those learners who do not have good reading skills repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

At the end of exercise 2 the class should have identified that:

- previous to 1994 not everyone in the country was allowed to vote in elections for the national government.
- that 1994 was the first election in which everyone in the country was allowed to vote.

Understand that, for this reason, South Africa was not a democracy before 1994.

Give the class the following definition of **Democracy**:

Democracy is a system in which the government of a country is elected (chosen) by all of the people (who are entitled to vote) in an election.

ACTIVITY

Exercise 2 Class discussion

➡ ADD POSTER 4 TO THE PREVIOUS THREE FOR THIS EXERCISE

The poster shows people voting in the 1994 democratic elections



METHOD

➡ THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE

- The class should discuss the following:
 - Who is voting ?
 - When did this voting take place?
 - What is the difference between what is happening in this poster and what is happening in the previous three?

FACILITATOR'S NOTES

Summarise by stating again that South Africa has been a democracy since 1994 because it is only since then that all the citizens of the country who are over 18 have had the right to vote.

UNIT TWO: The Transformation to a Democratic Constitution

ACTIVITY

Class discussion

How laws have changed since South Africa became a democratic country.

METHOD

 THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Brainstorm: Many apartheid laws affected peoples' lives. The class should identify some of the apartheid laws that have been changed since 1994 (e.g. there is no longer influx control).
- Record the ideas on a flip chart/board.
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.
- Ask the learners if any of them have heard of CODESSA. If they haven't, remind them about the CODESSA process.
- Remind the learners that a new constitution was written during this process.
- Explain that a CONSTITUTION is a document in which all the laws of a country are written down.

FACILITATOR'S NOTES

At the end of this exercise the class should have identified that:

- **there are many laws which have changed since the apartheid era. Examples would be: equal rights for all; no influx control; freedom of language choice; equal education for all; and freedom to choose where to educate one's children.**
 - **CODESSA 1 and 2 were the pre-election negotiations in which The ANC, The Nationalist Party(NP), The Pan Africanist Congress (PAC), The Inkatha Freedom Party (IFP), The Democratic Party (DP), The Freedom Front (FF) and the South African Communist Party (SACP) agreed on the content of the new South African democratic constitution. This Constitution became law in 1993.**
-

UNIT THREE: Democratic Constitutional Rights

ACTIVITY

Class discussion and game

Rights Game

There are 31 cards in the game:

- 17 of these cards illustrate conditions that do not exclude people from rights that are protected by the constitution. For example, if a woman is pregnant, her rights at work are protected by law. She is not excluded from her rights because she is pregnant.
- 11 of these cards illustrate people doing things that they have no right to do. For example, driving when drunk is not a right and in terms of the Constitution a person driving when drunk will be prosecuted and if found guilty, punished by the law. (See non-rights cards for other examples.)

The rights cards are:

1	race	2	gender	3	pregnancy
4	age	5	ethnicity (about racial groups)	6	beliefs
7	disability	8-11	marital status	12	social background
13-16	religious belief	17	sexual orientation	18-20	freedom of speech

The non-rights cards are:

21	dagga smoking	22	bag snatching	23	juvenile delinquency
24	racial tension	25	abuse of rights	26	drunken driving
27	disturbing the peace	28	hi-jacking	29	abuse of women
30	abuse of children	31	cable theft		

METHOD

➡ DIVIDE THE CLASS INTO GROUPS.

- Hold up each of the cards and discuss them. Explain that the cards depict rights and "non-rights"
- Do not indicate which cards depict rights and which cards depict "non" rights.
- Brainstorm: Ask the class what they understand by the word "Right".
- Record ideas on a flip chart/board.

- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.
- Hand out the cards to the groups.
- Put up headings "Rights" and "Non-rights" on the board, or on a wall.
- After their discussion, the groups put their cards under one of the headings.
- A spokesperson from each group explains why the group decided where to put each of their cards.
- If any cards are put under the wrong headings, initiate a class discussion, guiding learners into placing them under the correct headings.
- Once all the correct cards are placed under the "Rights" column summarise by telling the class that these are rights contained in the Constitution and are **democratic** rights.

FACILITATOR'S NOTES

A right is something people in a country are allowed to do or be according to the law.

- **If a person has a right s/he has the right to be protected by the law.**
- **However, people may not infringe on others' rights.**
- **Note:**

One of the most controversial rights under the new Constitution is that of "gender orientation".

It is probable that learners will place the card depicting this under the "Non-Rights" column.

Simply take the card out of this column and place it under the "Rights" column.

Explain that though some people may not agree with all the rights that are guaranteed under the Constitution, they are nevertheless rights that are protected by the law and must be respected as such by all citizens.



ACTIVITY

Class discussion

👉 USE POSTER 8 FOR THIS EXERCISE

The poster is divided into two parts depicting the right of voters to support any political party of their choice:

- the top part depicts a man campaigning for his party
- the bottom part depicts a person from the audience hitting the campaigner.
- Two other rights should be discussed here:
 - The right to speak and be spoken to in the language of one's choice
 - The right to pursue one's cultural beliefs



METHOD

👉 THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Explain to the class that the Bill of Rights also gives people the right to:
 - support any political party they choose to support.
 - speak and be spoken to in a language of their choice.
 - pursue their cultural beliefs.

👉 DIVIDE THE CLASS INTO GROUPS.

- The groups should discuss the following:
 - "All people have rights under the law, but they must not violate other peoples' rights"*
- When they report back, each group should give an example of someone who exercises a right, but violates another person's right. They may not use the example depicted on the cards, i.e. the person in the wheelchair running over another person.

FACILITATOR'S NOTES

Summarise rights:

- ① recap on all the rights shown on the rights cards
 - ② the right to a political choice
 - ③ the right to speak and be spoken to in one's own language
 - ④ the right to pursue one's own cultural beliefs.
 - ⑤ re-emphasise that, in exercising their rights, no-one may infringe on another person's rights.
-

MODULE TWO

DEMOCRACY AND GOVERNMENT IN SOUTH AFRICA

UNIT ONE: South Africa's Constitutional Democracy

ACTIVITY

Class debate

Using your vote to show that you approve / disapprove of how officials are doing their jobs.

METHOD

 DIVIDE THE LEARNERS INTO GROUPS.

- Brainstorm: Ben is a 23 year old voter who voted in the last elections. He is very disappointed with the way the people in the party he voted for have done their work in the five years since the election. He says he won't vote again because the representatives of his party are dishonest, don't do their work and are ungodly. He is not going to vote in the coming elections. Groups have to come up with ideas to persuade Ben to vote.
- Record ideas on a flip chart/ board.
- For those learners who do not have good reading skills repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

When this course was tested, it was noted that learners who are new to the democratic process will state that people should not vote because, for example, officials are ungodly, officials are dishonest, officials do not do the work that they have been elected to do and therefore they will not vote for them again and in many cases not vote at all.

It is possible that new voters are not aware that a vote can be used as a protest against such officials, in other words, voters can use their votes to change the very issues they do not feel happy about.

If the groups don't come up with the ideas themselves, point out that:

- a vote against a party is saying that the voter doesn't approve of what that party's officials are doing/ not doing.
 - a voter does not have to vote for the party s/he voted for in the last election, or not vote at all. A voter can vote for any party s/he chooses to vote for.
 - a voter should not be afraid to change her/ his mind because her/ his vote is **SECRET** and no-one will know who was voted for.
-

UNIT TWO: What does the word 'government' mean?

ACTIVITY

Class discussion

Definition of "government".

METHOD

➞ THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

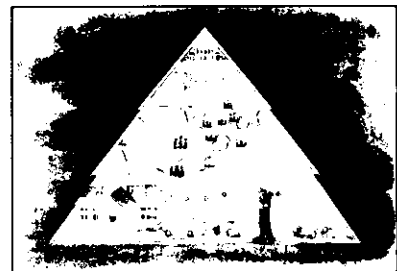
- The class brainstorms their ideas.
- Record their ideas on a flip chart/ board
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.

ACTIVITY

Class discussion

➞ USE POSTER 5

The pyramid shows the three levels of Government in South Africa.



METHOD

➞ THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Brainstorm: Point to each level of the pyramid and ask what level of government each depicts, where you find each of these levels and what kind of laws the people in each level make.
- You do not have to record these answers as you will probably have to make a large contribution to the discussion.

FACILITATOR'S NOTES

- ④ There are three law making "bodies" in South Africa.
- ④ These are called legislatures:
 - On the top level, is the National Assembly (Point out the Parliament building and the

Union Buildings) where all the laws are discussed and made for the whole country. For the first six months of the year members of parliament meet in the Parliament Building in Cape Town. For the rest of the year, the government works at the Union Buildings in Pretoria.

- The middle level of the pyramid shows the Provincial legislatures. Each Province has its own legislature. (Point out that the picture shows people "sitting" in each Province.) These legislatures decide about issues which affect their own province e.g. roads, schooling issues such as exams, books, etc.
- The bottom level of the pyramid shows the Metropolitan Councils/ Transitional Local Councils and Transitional Rural Councils who make laws for their areas. For example, they make laws about local transport, rubbish removal, traffic control, the provision of water and electricity, etc.
- The people who make laws in each level are called representatives.
- The representatives for the National Assembly and the Provincial legislatures are elected by the voters during national elections.
- The representatives elected for the Metropolitan Council and the Transitional Councils are elected in separate elections in their areas.

ACTIVITY

Class discussion

What voters expect from the officials they elect to office

METHOD

 DIVIDE THE CLASS INTO GROUPS.

- Ask the groups what they expect from the people they elect into office.
- Record their ideas on a flip chart/ board.
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

- Elected officials must do their jobs properly.
 - They must be honest and open.
 - They must understand that the voters can ask questions about any problems they have with laws etc.
 - They have a right to expect open, honest answers.
 - They have a right to demand action about their concerns.
-

Activity

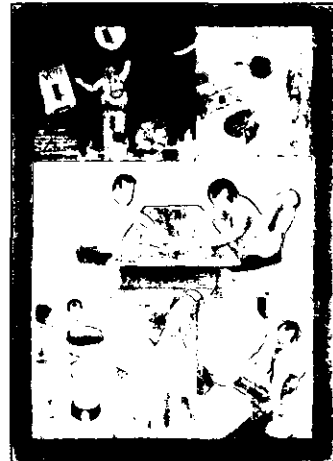
Accountability of elected officials.

➔ USE POSTER 6

METHOD

➔ THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Brainstorm: Ask the class if they think that this official is being accountable to his electorate.
- Record ideas on a flip chart/ board.
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.



FACILITATOR'S NOTES

- ① **Picture 1:** A candidate from a political party is explaining why voters should vote for him. This is before the election.
- ② **Picture 2:** The candidate has been elected. However, though his desk is loaded with work he should be doing for his voters, he is not in his office.
- ③ **Picture 3:** The candidate is quite happy to take money/bribes for certain things e.g. an illegal driver's licence, identity document, matric certificate, etc.
- ④ **Picture 4:** Someone is posting a letter to the candidate asking for help with a problem.
- ⑤ **Picture 5:** The official throws the letter away and the matter is not dealt with. The official sleeps his time away.



MODULE THREE

THE VOTE/THE BALLOT

THE VOTE

UNIT ONE: The right to a secret vote

ACTIVITY

Facilitator recap

METHOD

👉 ASK THE CLASS:

- who has the right to vote?
- how many votes does each voter have?

FACILITATOR'S NOTES

- All citizens, 18 and over, have the right to vote
 - Each citizen has one vote to exercise in each of the three levels of government, i.e.
 - the national assembly
 - the provincial bodies
 - metropolitan/ transitional councils
-



ACTIVITY

Class discussion

Voting in secret

METHOD

→ THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Brainstorm: The constitution provides for the fact that voters should vote in secret. Why is this so?
- Record ideas on a flipchart/ board.
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

Voting should take place in secret because:

- the voter will then be able to exercise her/his own choice.
- because no one can see who a voter is voting for, she/he can vote for whoever they want to.
- a voter must not be intimidated into voting for the person s/he doesn't wish to vote for.
- no person can get into trouble for voting for the representative s/he votes for because the vote is in secret.

ACTIVITY

The role of the IEC (Independent Electoral Commission)

METHOD

- Ask the class who has the role of making sure that the elections are free and fair.

FACILITATOR'S NOTES

- Explain that the IEC sees that elections are free and fair.
-

ACTIVITY

Class discussion

What is a free and fair election?

METHOD

👉 THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Brainstorm: The class should identify:
 - what makes an election free and fair
 - what would make the election invalid (i.e. not free and fair)

The class must identify which of the following statements would make the election free and fair and which would make the election invalid:

- all the eligible voters in the country understand how to vote.
- only people in three provinces know that there are going to be elections.
- elections are only held every fifty years.
- voters can vote in secret.
- ballot papers can't be copied/forged.
- only the country's president can count the votes.
- the IEC, which is neutral, oversees the elections.
- the results of the election must be told to the people as soon as possible after the elections.
- the ruling party must run the elections.

Record the correct versions as shown in the next column on a flip chart/ board and point out the incorrect versions orally as well as in a separate column on the flip chart. For those learners who do not have good reading skills repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

The following conditions would make an election free and fair:

- everyone who may vote knows how to vote.
 - everyone in the whole country must know the date of the elections.
 - elections are held at regular intervals. (In South Africa elections must be held at least every five years).
 - voters can vote in secret.
 - ballot papers can't be copied/forged.
 - the IEC and other independent observers oversee the elections because they are not connected to the government.
 - the people must be told the results of the election as soon as possible after the elections.
-

THE BALLOT

UNIT ONE: What happens on Election Day?

ACTIVITY

Class discussion

Voting

METHOD

➔ ASK THE CLASS THE FOLLOWING QUESTIONS:

- What date has been chosen for the 1999 elections?
- Over how many days will the election be held?
- Between which times of the day/night will people be able to vote?

FACILITATOR'S NOTES

- Ⓝ The date of the election will be 2 June 1999.
- Ⓝ Voting time will be from 07h00 to 21h00.
- Ⓝ The elections will be held on 1 day only.

Check that everyone knows what times they can vote by asking questions such as:

- Ⓝ if you arrive at the polling station at 5 o'clock in the morning on 2 June, will you be able to vote straight away?
 - Ⓝ if you arrive at 11 o'clock in the morning on 4 June, will you be able to vote?
 - Ⓝ if you arrive at 2 minutes past 9 at night on 2 June, will you be able to vote?
-

ACTIVITY

Class discussion

➡ USE POSTER 7 AND PICTURE 1 FOR THIS ACTIVITY



Understanding the process of voting in the 1999 elections.

METHOD

- The entire class should take part in this exercise.
- Brainstorm: "What is happening in the first picture?"
- Record ideas on a flip chart/board
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

If learners themselves do not identify what is happening in the picture, draw their attention to the following:

Picture 1:

This is what happened when voters registered to vote:

- Voter took ID book to the election official.
 - Official checked the photo to see if the ID belonged to the voter.
 - Official passed the zip-zip machine over the bar code.
 - Official pasted label from zip-zip machine into the voter's ID book.
 - Voter was then registered on the Voters' Roll.
-

ACTIVITY

Class discussion

What can go wrong on election day?

METHOD

👉 THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Ask: "What is happening in the second picture?"
- Brainstorm: If the voter's name is not on the voters' roll, what could have gone wrong?
- Record ideas on a flip chart/ board
- For those learners who do not have good reading skills, repeat what is said as you write the point up and summarise when report back is finished.

FACILITATOR'S NOTES

If voter's name is not on the Voter's Roll, it could be for one of these three reasons:

- The voter didn't register or
- The voter is at the wrong voting station or
- The voter's name was left off the roll by mistake.

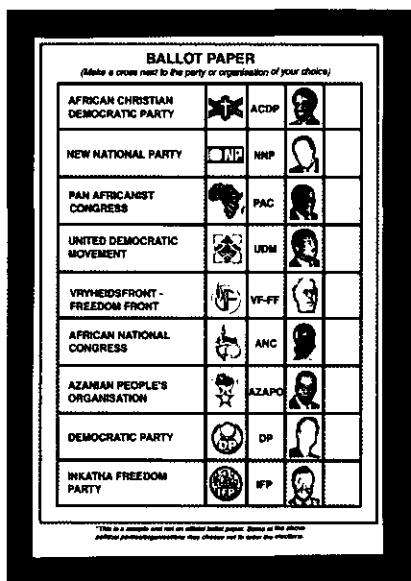
Make learners aware that after registration they should check to see whether their names have been entered onto the Voters' Roll.

Tell your learners that:

- If their names are not on the voters roll; and
- they have a sticker (from the zip-zip machine) in their ID book to show that they did register as a voter then they must ask to see the electoral officer and tell her/him their problem. **They must also make sure that the electoral officer writes down their name and ID number so that s/he can take the complaint further.**

ACTIVITY

 USE POSTER 9 FOR THIS ACTIVITY



How to mark the ballot paper.

METHOD

 DEMONSTRATE AS FOLLOWS:

- Have ready an X which you can either cut out of paper or cardboard so that it will fit into the correct place on the ballot paper.
- Show learners how to mark the ballot paper with an X in the correct place to show which candidate and which party is being chosen.
- Let learners who need to practice their X's do the exercise on the page provided. (see at end of this module)
- Tell learners that a vote can be wasted in the following way:
 - putting the X in the wrong place and so voting for the wrong candidate
 - putting the X in a position in which it overlaps two candidates' boxes
 - writing something other than the X on the paper
- You could also show learners how to deliberately spoil a vote as a protest.
- Demonstrate how you can recognise both the political party and the candidate you want to vote for on the ballot paper.
- Explain that the candidate's photo will be on the list as well as the party logo.
- NB some people will know the party but not the candidate and vice versa.

ACTIVITY

Class discussion

Deciding which party to vote for

METHOD

➔ THE ENTIRE CLASS SHOULD TAKE PART IN THIS EXERCISE.

- Brainstorm: "How can you decide who to vote for?"
- Record ideas on a flip chart/ board
- For those learners who do not have good reading skills repeat what is said as you write the point up and summarise when the report back is finished.

FACILITATOR'S NOTES

Tell the learner that they can decide who to vote for in the following ways:

- ① Listen to the radio/ read newspapers/ watch the TV to learn what political parties and their candidates are saying.
 - ② Go to meetings where candidates are speaking.
 - ③ Listen to/ read what others are saying.
 - ④ Discuss what they have heard and read with different people. Listen to what others think.
 - ⑤ Decide for themselves which party is the one they think will do the most for them and their community e.g. by providing more jobs/houses/clinics/water or by getting rid of people in public jobs who are using public money for themselves instead of for the community.
-



ACTIVITY

Balloting - a dummy run

METHOD

 DO A DUMMY RUN OF THE BALLOTING SIMULATION:

1. Set up the "voting station" as shown in the diagram at the end of this module
2. Ask for 5 volunteers from the class. They will fulfil the following roles:
 - a voter in the correct voting district.
 - a voter who is not in the correct voting district.
 - the official who escorts the voter to the booth.
 - the official who guards the balloting booth.
 - the official who escorts the voter to the ballot box.
3. Insist on silence in the "station".
4. The voter approaches the official in charge of the Voters' Roll (the facilitator).
5. S/he hands over her/his ID Book
6. The official checks the following:
 - that the voter has a green bar-coded ID Book/ temporary ID form with zip-zip label on it.
 - that the voter is in the correct voting district. (If the voter is in the incorrect district s/he is turned away at this point. This happens when the second volunteer presents his book.)
 - check that the voter's ID number matches that which appears in the Voters' Roll.
 - that the voter's picture matches her/ his appearance.
 - that there is a label from the zip-zip machine in the voter's ID book.
 - that the ID number on the zip-zip label matches the ID number.
7. If the above is correct, the official draws a line through the voter's name on the voter roll. (At this stage just pretend to do so, as the "voter" will be voting again).
8. The official hands the voter two ballot papers – one for the National Assembly and one for the Provincial Legislature. Point out to the learners that they will get two papers on the day and explain why. (Use the templates at the end of the module to create the ballot papers).

ACTIVITY

Balloting - a dummy run continued

METHOD

9. The voter is escorted to the voting booth where s/he votes by putting a cross in the right place to indicate which candidate s/he is voting for.
10. The voter then folds the ballot paper in half.
11. S/he is then escorted to the ballot box where the vote is "posted".
12. S/he then "leaves" the balloting station.

ACTIVITY

Facilitator sums up

METHOD

- Tell learners that the ballot box is sealed when it is full. Even if it is not full at the end of the voting day i.e. at 9.00 p.m., it is still sealed.
- This is to make sure that there is no tampering with the ballots until they are counted.
- The people counting the votes are monitored by the IEC and other independent observers.

ACTIVITY

Run the Dummy Simulation of a Ballot

METHOD

- Follow the method indicated above.
- This time, actually cross out the voter's name on the Voters' Roll.

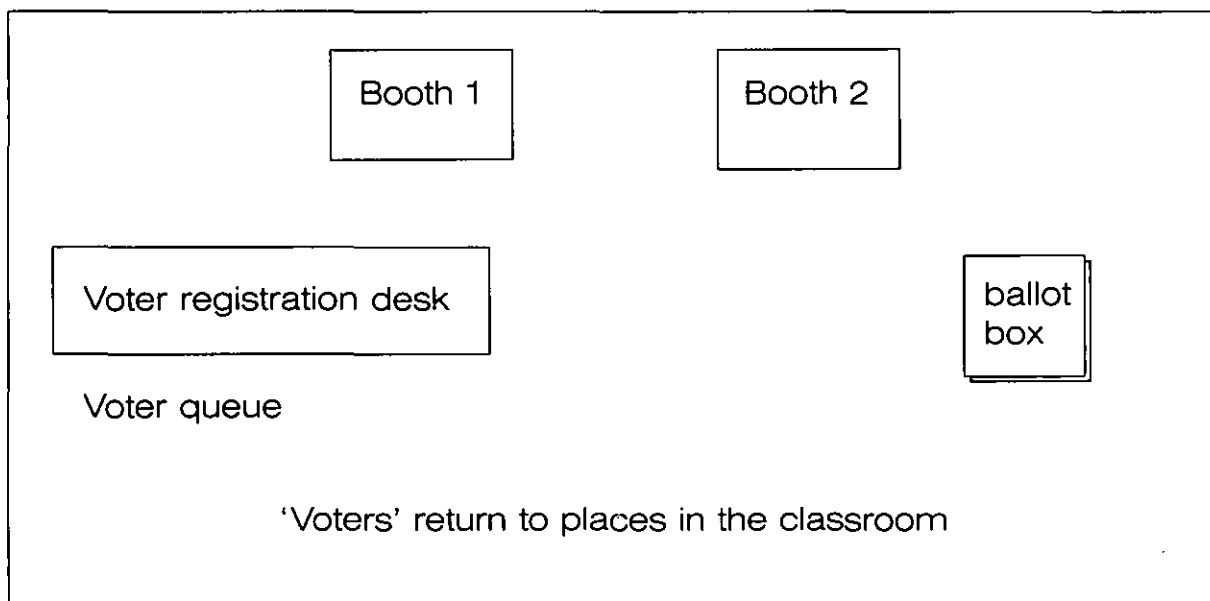
NATIONAL ASSEMBLY

AFRICAN FRONT		AF		
THE FEDERAL MINORITY		FM		
THE WORKERS' PARTY		WP		
NATIONAL TEAM MOVEMENT		NTM		
CITIZENS' RIGHTS PARTY		CRP		
THE SPORTS COLLECTIVE		SC		
AFRICAN FREEDOM PARTY		AFP		
SOUTH AFRICAN PEOPLES' PARTY		SAPP		
DEMOCRATIC ALLIANCE PARTY		DAP		
THE PEOPLES' CONGRESS		PC		

PROVINCIAL LEGISLATURE

AFRICAN FRONT	AF	AF	☹	
THE WORKERS' PARTY	WP	WP	☺	
THE SPORTS COLLECTIVE	SC	SC	☺	
AFRICAN FREEDOM PARTY	AFP	AFP	☺	
SOUTH AFRICAN PEOPLES' PARTY	SAPP	SAPP	☺	
THE PEOPLES' CONGRESS	PC	PC	☺	

SUGGESTED LAYOUT FOR SIMULATED ELECTION



DON'T FORGET TO PUT PENCILS ON THE TABLES IN THE "VOTING BOOTHS"

SUPPLEMENTARY ACTIVITIES

Module One

UNIT ONE: South Africa Becomes a Democracy

INVOLVE THE LEARNERS IN SOME OR ALL OF THE FOLLOWING ACTIVITIES:

Group Work/ Report Back

Between the time when South Africa was colonised in 1652 and 1994, when the first democratic election took place, most people did not get a chance to vote for the government of the country or the area in which they lived. Learners share their memories of how people protested about this injustice.

Individual Work

Individual learners should choose a hero of the struggle. Each learner to make a speech of up to 3 minutes about the hero chosen, her/his contribution and beliefs. Speeches to be presented to the rest of the class.

Group Work

- Groups to discuss what individuals were doing when they heard that President Mandela was to be released and banned political parties were to be unbanned?
- Individual learners to tell their group how they felt about these events.

Individual Work/ Role Play

- Each individual in the group to imagine that s/he was a prisoner on Robben Island.
- Each learner to write two pages of a diary. Tell learners that prisoners had to hide the diary pages from the prison warders. The diary should reflect a routine day in the life of a political prisoner, where the diary was hidden, as well as feelings about being on the island.
- Learners to read the "diary" to the rest of the group.
- Learners who have difficulty writing could do this exercise orally.

Group Work/Report Back

- Groups discuss the following: "Did sanctions help South Africa on the road to Democracy?"
- Report back to rest of the class.

Group Work/ Class Work

Group members share memories of life before South Africa became a democracy. Facilitators record memories in a report back and the class compares the different memories.

Individual Work

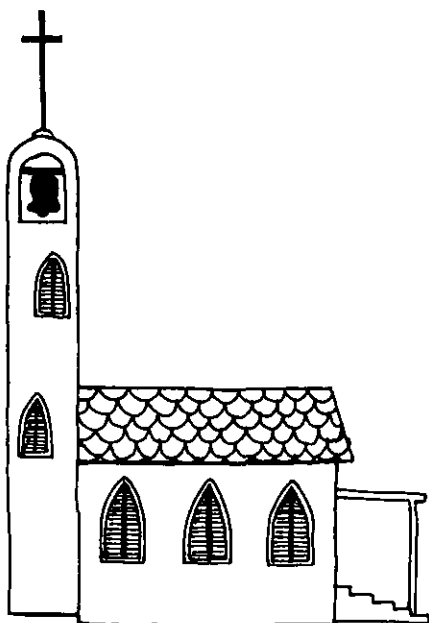
- Individuals to write about how they felt voting in the first democratic elections.
- Learners who have difficulty writing could do this exercise orally.

Group Work/Report Back


- Members of the group share memories about the kinds of election that were held before 1994.
- Facilitators record memories in a report back and the class compares memories.

Group Work/Report Back

Groups discuss what the citizens of a country should do to maintain a democracy. Facilitators to record the groups' points and discuss them with the rest of the class.



UNIT TWO The Transformation to a Democratic Constitution

 INVOLVE THE LEARNERS IN SOME OR ALL OF THE FOLLOWING ACTIVITIES:

Group Work/ Class Work

- ❑ The class is divided into two groups.
 - ❑ The first group prepares to debate the topic: *It was wise to have all the parties at the talks to create a new constitution.*
 - ❑ The second group prepares to debate the topic: *There should have been an election first and the party that won should have been the only party to create a new constitution.*
 - ❑ Five learners from the class should not be part of either group and should act as judges.
- ❑ Groups have 10 minutes to prepare their points.
- ❑ Each group appoints one spokesperson.
- ❑ Spokespeople should be allowed to break off the debate to consult with their group if they need to.
- ❑ Once each side has made their points, the judges should confer and then declare a winner.
- ❑ The class brainstorms why laws should be written in a constitution. The facilitator records the points and discusses them with the class.

Class Work/Brainstorm

- ❑ The class shares memories of the times that CODESSA 1 & 2 were conferring.
- ❑ Class says how they felt about the fact that South Africans could sit down and negotiate with each other about the future, rather than fight a war about it.
- ❑ Class to say why they think other nations are so impressed with the way South Africa handled the transition to democracy.

UNIT THREE Constitutional Rights

 INVOLVE THE LEARNERS IN SOME OR ALL OF THE FOLLOWING ACTIVITIES:

Group Work/Class Work

- The class is divided into two groups.
 - The first group prepares to debate the topic: *People have the right to exercise their Constitutional Rights no matter who they disturb.*
 - The second group prepares to debate the topic: *People should not be allowed exercise their rights if they infringe on other peoples' rights.*
 - Five learners from the class should not be part of either group and should act as judges.
- Groups have 10 minutes to prepare their points.
- Each group appoints one spokesperson.
- Spokespeople should be allowed to break off the debate to consult with their group if they need to.
- Once each side has made their points, the judges should confer and then declare a winner.
- The class brainstorms why people should not be allowed to infringe on others' rights. The facilitator records the points and discusses them with the class.

Individual Work

Worksheet:

 ANSWER TRUE OR FALSE TO THE FOLLOWING:

The following are political rights guaranteed by the Constitution:

- | | | |
|--|-------------------------------|--------------------------------|
| 1. The freedom to make political choices. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 2. The right to stop people forming a political party. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 3. The right to participate in political activities. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 4. The right to force people to participate in political activities. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 5. The right to stop people campaigning for a political party. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 6. The right to elections every 100 years | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 7. The right to free and fair elections. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 8. The right to stop people voting in an election. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 9. The right to vote in secret. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 10. The right to stand and hold public office. | True <input type="checkbox"/> | False <input type="checkbox"/> |

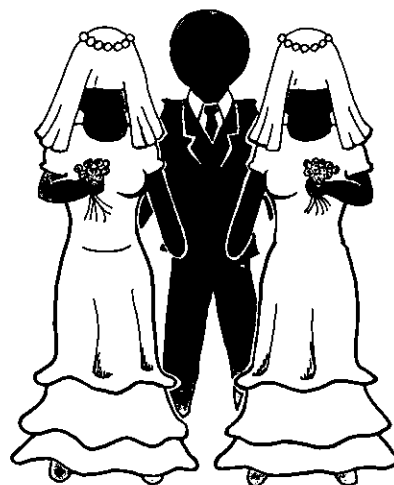
Class Work

Find out what the following people do:

- a. The Human Rights Commissioner
- b. The Public Protector
- c. The Commission for Gender Equality
- d. The Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities
- e. The Auditor-General
- f. The Electoral Commission
- g. The Constitutional Court

Group Work/Class Work

- ▣ The class is divided into two groups.
 - ▣ The first group prepares to debate the topic: *South Africa should have the Death Penalty.*
 - ▣ The second group prepares to debate the topic: *South Africa was right to abolish the Death Penalty.*
 - ▣ Five learners from the class should not be part of either group and should act as judges
- ▣ Groups have 10 minutes to prepare their points.
- ▣ Each group appoints one spokesperson.
- ▣ Spokespeople should be allowed to break off the debate to consult with their group if they need to.
- ▣ Once each side has made their points, the judges should confer and then declare a winner.
- ▣ The class brainstorms whether South Africa should have the Death Penalty. The facilitator records the points and discusses them with the class.





INVOLVE THE LEARNERS IN SOME OR ALL OF THE FOLLOWING ACTIVITIES:

Group Work/Report Back

Group One should research local government in their area.

- a. Who should participate in local government?
- b. What is the role of political parties in local government?
- c. What can people living in the area do to promote good local government?
- d. Find out the name of one local government representative and association in your area.
- e. Find out if you have a Metropolitan Council, a Transitional Local Council or a Traditional Local Council in your area.
- f. Find out the names of your local Councillors
- g. Who should you complain to if there is a problem in your area?
- h. Find out where to vote for the local Councillors in your area (i.e. the exact location).
- i. Find out when the next local elections will be in your area.

Report back to the class.

Group Two should research the following:

- a. When does Parliament sit in Cape Town?
- b. When and where would you find members of Parliament in Pretoria if you had a problem?
- c. Who sees that the laws are obeyed?
- d. Who punishes people who don't obey the law?
- e. Find out what the Provincial Legislature is responsible for in your Province.
- f. Find out what your local Metropolitan/ Transitional Council is responsible for in your area.
- g. What are the people who make the laws in each level called?
- h. How often are these people elected?
- i. How often are local Councillors elected?

Report back to the class.

 INVOLVE THE LEARNERS IN SOME OR ALL OF THE FOLLOWING ACTIVITIES:

Group Work/Class Work

- ❑ The class is divided into two groups.
 - ❑ The first group prepares to debate the topic: *Voting should take place in secret.*
 - ❑ The second group prepares to debate the topic: *Husbands should know who their wives voted for.*
 - ❑ Five learners from the class should not be part of either group and should act as judges.
- ❑ Groups have 10 minutes to prepare their points.
- ❑ Each group appoints one spokesperson.
- ❑ Spokespeople should be allowed to break off the debate to consult with their group if they need to.
- ❑ Once each side has made their points, the judges should confer and then declare a winner.
- ❑ The class brainstorms whether there should be a secret vote in a Democracy. The facilitator records the points and discusses them with the class.

Group Work/Class Work

- ❑ The class is divided into two groups.
 - ❑ The first group prepares to debate the topic: *The Vote should be given to children over 14 years of age.*
 - ❑ The second group prepares to debate the topic: *The Vote should only be given to people over 21.*
 - ❑ The third group prepares to debate the topic: *Only Men should be allowed to Vote.*
 - ❑ Five learners from the class should not be part of either group and should act as judges.
- ❑ Groups have 10 minutes to prepare their points.
- ❑ Each group appoints one spokesperson.
- ❑ Spokespeople should be allowed to break off the debate to consult with their group if they need to.
- ❑ Once each side has made their points, the judges should confer and then declare a winner.
- ❑ The class brainstorms whether South Africa should give the vote to people under 18. They should also brainstorm whether they feel that there should be universal suffrage. The facilitator records the points and discusses them with the class.

Group Work/ Report Back

Groups to discuss the fact that In Australia it is illegal not to vote. They should decide if they think this should happen in South Africa and how it would be enforced if it was illegal?

Groups report back to the class.

Group Work/Report Back

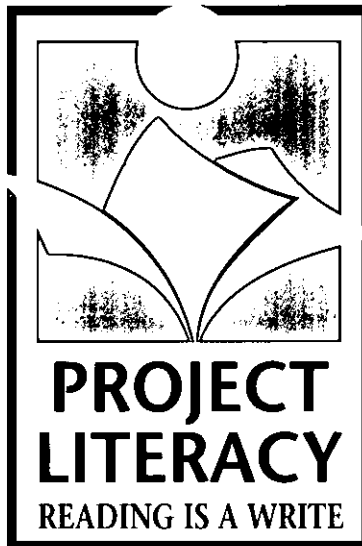
Groups to discuss the fact that there was no Voters' Roll in 1994. They should decide why the Government has set up a Voters' Roll up for this election?

Groups to report back to the class.

Group Work/Class Work

The following classes of people will not be allowed to vote in the 1999 elections.

1. Prisoners
 2. Non-South African Citizens
 3. South Africans living outside the country on Election Day
 4. People who have been declared mentally unstable by the High Court
 5. People detained under the Mental Health Act of 1973
 6. People who apply for registration fraudulently.
- The class is divided into two groups.
 - The first group prepares to debate the topic: *The Government is correct not to allow these people to vote.*
 - The second group prepares to debate the topic: *These people/ some of these people should be allowed to vote.*
 - Five learners from the class should not be part of either group and should act as judges.
 - Groups have 10 minutes to prepare their points.
 - Each group appoints one spokesperson.
 - Spokespeople should be allowed to break off the debate to consult with their group if they need to.
 - Once each side has made their points, the judges should confer and then declare a winner.
 - The class brainstorms whether South Africa should give the vote to these people. They should also brainstorm whether they feel that there should be universal suffrage. The facilitator records the points and discusses them with the class.



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