Let's Vote!

My Favorite Color Star

On behalf of the Madison County Board of Elections, it is our pleasure to introduce this year's Kindergarten through 3rd grade election-education program, **Let's Vote**. This program is designed to give the primary grade student a basic understanding of the electoral process by conducting a mock election using animals as candidates.

The right to vote is the foundation of our democratic society. Educating our children about the importance of voting and how it enables them to have a voice on issues lays the foundation for a responsible future voter.

Thank you, teachers, for your hard work and dedication to the important role you play in shaping the citizens of our future. It is my hope that this program will be a useful guide if you choose to conduct a mock election as a citizen education tool in your classroom.

Laura Costello, Democratic Commissioner
Kelley Hood, Republican Commissioner

Madison County Board of Elections

★ ★ ★ ★ ★ ★ ★

www.madisoncounty.ny.gov/boe

New York State Election Law requires that each County Board of Elections continually takes steps to increase registration opportunities, and coordinate voter education programs with school districts, colleges and universities. We can create our own instructional or extracurricular activities promoting participation in the electoral process or look to other sources for the information. The Illinois State Board of Elections generously shared their student voter education booklets with us and with a few alterations we have wonderful materials to share with the schools.

Two editions have been revised, updated and are available on the Madison County Board of Elections website. The first, **Let's Vote**, is a Kindergarten through third grade program designed to simply acquaint the very young student with the election process by conducting a mock election using animals as candidates. Also included is a coloring book. The second, **Mock Election**, is a fourth through twelfth grade election-education program correlating to a November General Election.

Let's Vote, presented on the following pages, teaches K-3 boys and girls that the vote is their voice in a democracy. They are given an opportunity to experience how campaigning influences the voter; to speak out for the candidates of their choice; to vote on a paper ballot; and to realize the importance of voting in secret. The program brings real-life situations of adulthood into the classroom. It is presented with the understanding that adaptation to the needs and ability level of the class will be necessary for the success of the program.

The materials provided to implement this program include:

1. background information for the teacher,
2. step-by-step procedures for conducting the election,
3. a registration form, application for ballot, polling place signs, a ballot, and a variety of related pupil activities.

All the material in this election-education program is downloadable and may be copied to suit your requirements. We sincerely hope that you find these materials informative and useful. To assist us with future programs, we will appreciate receiving your comments on the included evaluation form.

Thank you to the Illinois State Board of Elections for creating and sharing their election education programs.

MADISON COUNTY BOARD OF ELECTIONS

LET'S VOTE – EVALUATION FORM

Date: _____

Principal's or
Teacher's Name: _____

Number of Students
Participating: _____

School Name: _____

Grade Levels of
Students: _____

Address:_____

_____

_____

To help us evaluate this program, please answer the following:

	Yes	No
Were the concepts teachable?	___	___
Did you use the Appendix materials?	___	___
Did you include registration as part of the election activities?	___	___
Would you conduct a mock election again?	___	___
Did you use a ballot supplied by the Board of Elections?	___	___

Comments or suggestions:

_____

_____

_____

_____

Return to:

MADISON COUNTY BOARD OF ELECTIONS
138 North Court St
PO Box 666
Wampsville, NY 13163

boecommissioners@madisoncounty.ny.gov

TABLE OF CONTENTS

APPENDIX

FORMS
        VOTER REGISTRATION FORM
        POLLBOOK PAGES
        TALLY SHEETS
        CERTIFICATION OF ELECTION RESULTS

BALLOTS
        OFFICIAL SCHOOL BALLOT

SIGNS
        "HOW TO VOTE"
        "VOTE HERE"
        "POLLING PLACE"
        "BALLOT BOX"

PUZZLE WORKSHEETS
        POLLING PLACE MAZE
        FIND THE WORDS PUZZLE
        ELECTION WORDS CROSSWORD PUZZLE
        ANSWER KEY FOR PUZZLES

COLORING BOOK

The first three words of the Preamble to the Constitution of the United States, "We, the people...," is evidence that the power to govern in the United States lies with "the people." This power to govern is exercised, either directly or indirectly, through our right to vote. Voting is our way of making decisions, of speaking out to express our opinion on issues, and of expressing satisfaction or dissatisfaction with public officials.

The methods used to vote are many. The oldest and most common form of voting is the "voice vote." This method was used in the early American colonies in the 1700's and is used today by civic organizations, clubs, and in classrooms. In this method the voter simply responds aloud with the appropriate "aye" or "nay," "yes" or "no" to the issue to be voted upon. This method has one important drawback - it does not provide for secrecy. Voting in secret is necessary to protect the voter from undue influence, persuasion, coercion, and bribery when voting. It protects the voter's right to express his or her own opinion.

The most common method of voting used in the United States today is derived from the Australian Ballot System. To vote under this system, the voter marks a uniform ballot while alone in a private booth. New York State uses a paper ballot system with the following security steps required:

1. The ballots must be uniform in paper quality, size, color, and inking to ensure that one person's ballot cannot be singled out to determine how he or she voted.

2. The names of all candidates for the same office are on the same ballot to ensure that everyone is selecting from the same list of candidates.

3. Official election ballots must not be distributed until Election Day, and then only distributed in the polling place by the election inspectors.

4. Official absentee ballots are only available from the County Board of Elections.

5. There must be absolute secrecy in voting.

6. Official election ballots are totaled immediately following the close of polls.

7. All absentee ballots are counted and added to the totals before the election is certified.

In response to the 2000 presidential election debacle, a landmark election reform bill passed in Congress and requires monumental changes in the way elections are conducted. Our 43rd President signed the Help America Vote Act of 2002 (HAVA) on October 29, 2002 with the intention of improving the administration of elections for Federal office. New York State then had to enact legislation to comply with the new federal mandates. These mandates included revising the voter registration form, purchasing accessible voting machines for voters with disabilities, establishing provisional voting guidelines and developing a statewide voter registration database.

With the passage of HAVA the methods of voting in New York State changed dramatically. The lever voting machine that had been in use since the 1930's does not provide a way to audit the vote and is not accessible for persons with disabilities. The federal legislation provided funds for election jurisdictions to purchase new voting equipment and discard the lever voting machines. All of New York State chose to purchase an optical scan voting system, marking paper ballots and placing the ballots into a scanner to record the vote. Two scanner systems were certified by New York State and federal regulations. HAVA also requires at least one ballot marking device (BMD) for individuals with disabilities to be provided in each polling place. All election jurisdictions in New York State now meet this requirement.

MARKING THE BALLOT

A paper ballot has been provided for your use in this election-education program. A vote is cast on such a ballot by darkening the designated area opposite of the name of the individual candidates. The most desirable mark is one in which the oval is filled in completely.

At least ¼ of the oval needs to be filled in for the scanner to record the vote. The three marks above are valid marks. Valid marks will be picked up and counted by the scan equipment.

If there is no mark within the oval or a mark to small for the scanner to recognize, the vote does not register. The scanner LCD screen will notify the voter that the ballot has an ambiguous mark. The scanner can return the ballot allowing the voter to completely fill in the ovals. The ballot marks below would not be counted on the scanner.
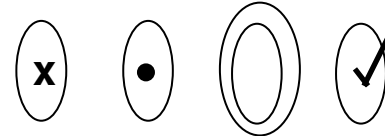
Any extra marks on the ballot that may identify the voter and defeat the secrecy of the ballot are prohibited. The entire ballot will be disqualified and no votes will be counted.

WRITE-IN'S - VOTING FOR CANDIDATES NOT ON THE BALLOT

Any voter may vote for a candidate of his or her choice whose name does not appear on the ballot by writing the name of the candidate on the ballot in the proper box labeled write-in. The ballot supplied in this packet intentionally omits the eagle and the rabbit as candidates. These two animals are popular with children and would be excellent suggestions for write-in candidates. A designated group of students could research interesting facts, color and size and then develop a campaign to solicit votes for their candidate.

The suggested ballot provided in the program includes a box for the write-in candidate. For a write-in to be counted, the voter must:

1. Write the name of the candidate in the write-in box provided under the appropriate office.

2. Only write inside the box.

It may be worth noting to the students that the write-in candidate must be voted under the proper office; i.e., to vote for the Eagle as **Favorite Bird** the write-in is executed under that office. In the following example, a vote is cast for **Favorite Dog**, **Favorite Wild Animal**, and under **Favorite Bird**, write-in Eagle and do not fill in an oval.

BULLDOG		HUMMINGBIRD		OPOSSUM	
POODLE	●	WOODPECKER		SQUIRREL	●
Write-In		Write-In **Eagle**		Write-In	

VOTER QUALIFICATIONS

Through the years voter qualifications have varied. In most American colonies only male landowners were permitted to vote. As states were established, each state set the qualifications of the voters in that state. Needless to say, voter qualifications varied from state to state. Women, black citizens, non-landowners, children and illiterates were usually prohibited from voting. It was not until the passage of the 14th Amendment to the Constitution that black men were given the right to vote. Women had to wait until 1920 with passage of the 19th Amendment to be granted this right. The 26th Amendment, passed in 1971, lowered the voting age from 21 to 18 years. Each of these changes came after years of struggle by people who cherished the right to vote.

New York State law provides that every person who is a citizen of the United States and is at least 18 years old is eligible to vote. However, a person must be registered in the county at least 25 days before the election in order to vote in New York State. Registration is one method of ensuring that only qualified persons are permitted to vote.

ELECTION INSPECTORS

Election Inspectors are recommended by the two major party (Democratic and Republican) County Chairs, then appointed and trained by the Board of Elections. Four inspectors serve in each district and it is their duty to ensure that every person who has the right to vote has the opportunity and that only qualified persons are permitted to vote. Persons serving as election inspectors must possess statutory qualifications that include being of good character, capable and registered to vote. Effective July, 2011, legislation was enacted making it possible for seniors in high school, meeting certain statutory requirements, to serve as election inspectors.

COUNTING VOTES

Once the votes are cast and the polls are closed, the election officials will count, or tally, the votes.

As each vote is read aloud, a mark is put on the tally sheet after the candidate's name receiving the vote. Tally marks are grouped in sets of five for easy counting.

OFFICE	CANDIDATE	TALLIES				TOTAL NUMBER OF VOTES
		5	10	15	20	
FAVORITE DOG	BULLDOG	卌	卌	/		11
	COLLIE	卌	卌	卌	//	17
	BEAGLE	卌	///			8
	POODLE	卌	卌	卌	////	19

These tally sheets serve as record of the election and must be certified by the Board of Elections. A tally sheet form especially designed for this election program includes a certification statement and signature lines for the election inspectors.
(See **Appendix.**)

This mock election is being voted on paper ballots and hand tallied following closely the statutory requirements for conducting an election on paper. In an actual polling place, optical scan ballots are tabulated on electronic machines. Electronic tabulating systems must be tested and certified by the State Board of Elections prior to sale and use.

CAMPAIGNING

With the right to vote, the voter has a responsibility to become familiar with the qualifications of each candidate. Political campaigning plays an important role in the election process in helping voters learn about the candidates and the issues. However, there may be no political campaigning, called "electioneering" within the polling place on election day. Electioneering on election day is also prohibited within 100 feet of the polling place. The following comparison charts of the candidates in the proposed election will help you familiarize the students with the candidates.

COMPARISON OF CANDIDATES FOR FAVORITE DOG

CANDIDATE	COLOR	AVERAGE SIZE	INTERESTING FACTS
BEAGLE	smooth coat of white hair with large black and tan patches	13" - 15" high and 18 - 30 pounds	Has long drooping ears and is a hunting dog.
COLLIE	long hair of brown & white, black, white & tan, gray or all white	22" high and 50 - 75 pounds	First bred to care for sheep and helps in farm work.
BULLDOG	smooth, fine, short-haired coat and red, brindle; white; pale yellow or fawn in color.	12" – 16" high and about 50 pounds	This breed is perfect for apartment living.
POODLE	white, black, gray, blue, brown, or apricot	*Toy*: under 10" *Miniature*: over 10", under 15" *Standard*: over 15" and 7 - 55 pounds	Once used as a hunter and has frizzy hair with a top knot.

COMPARISON OF CANDIDATES FOR FAVORITE BIRD

CANDIDATE	COLOR	AVERAGE SIZE	FOOD	INTERESTING FACTS
BLUE JAY	blue varied with white	12" long	seeds, fruit, caterpillars, eggs and young of others	Has a loud, harsh voice mixing melodious with rasping shrieks sounding like "thief, thief."
CARDINAL	Male: red with black throat	7" - 9" long	seeds, fruit, insects, and worms	Is also called a "redbird," is a song bird with a clear ringing whistle and is the official bird of Illinois.
HUMMINGBIRD	jeweled colored, metallic green	3" - 4" long	nectar and small insects	Wings move 60 - 70 times per second making a whirring or humming sound from which it gets its name and is able to fly forward, backward, up and down like a helicopter.
WOODPECKER	spotted black and white or brown and black	10" - 20" long	insects and seeds	Bores holes in trees with its chisel-like beak and its long tongue reaches far into holes to eat insects.

COMPARISON OF CANDIDATES FOR FAVORITE WILD ANIMAL

CANDIDATE	COLOR	AVERAGE SIZE	FOOD	NUMBER OF YOUNG	INTERESTING FACTS
FOX	Gray or reddish brown	23" - 27" long with a 14" - 16" tail and 8 - 11 pounds	small animals	3 - 7	Has keen hearing and excellent sense of smell and is considered cunning.
DEER (WHITE TAIL)	red-brown in summer; blue gray in winter	3 1/2' high and 200 pounds	berries, twigs, & vegetables	5 - 20	Can leap 15-20 feet, can run 40 miles per hour, is a member of the only animal family with "antlers."
OPOSSUM	rough grayish white hair	12" - 20" long with a 10" - 21" tail	small animals & vegetables	5 - 20	Female has pouch in which young are carried, pretends to be dead when trapped, and hangs upside down from tree.
SQUIRREL	gray, brown, reddish or black	16" - 24" long and 3/4 - 1 1/2 pounds	nuts, seeds, berries, & birds' eggs	2 - 5	Lives in trees or on the ground, stores nuts and seeds for winter.

THE POLLING PLACE

The election authority, the teacher in this program, is responsible for the selection of the polling place and furnishing it. The election inspectors are responsible for opening and closing the polls, conducting the election, and maintaining order in the polls throughout the day.

OPENING THE POLLS

Voting begins in New York State elections when the polls are opened at 6:00 a.m. and continues until the polls are closed at 9:00 p.m. Promptly at 6:00 a.m. an election inspector proclaims that the polls are open.

CLOSING THE POLLS

Thirty minutes before the polls close (8:30 p.m.) a judge announces the polls will close in 30 minutes. Then at 9:00 p.m. a judge announces the polls are closed and locks the door. However, those persons in line to vote at 9:00 p.m. are allowed to cast a ballot.
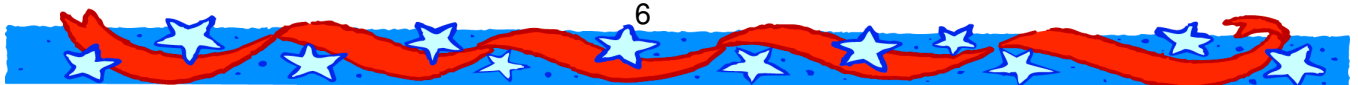
The following links are available for teachers that include information on voting, campaign finance and the election process in general.

ACE Electronic Publication
www.aceproject.org/main/english

Campaign Finance
www.opensecrets.org

Center for Civic Education
www.civiced.org

Center for Voting and Democracy
www.fairvote.org

Common Cause
www.commoncause.org/site

Constitution of the United States
www.archives.gov/exhibits/charters/constitution.html

**CSAE: Committee for the Study
of the American Electorate**
www.american.edu/spa/cdem/csae.cfm

Election Assistance Commission
www.EAC.gov

 Federal Election Commission
www.FEC.gov

**Follow the Money -
Information on money in state politics**
www.followthemoney.org

History Central
www.multied.com

IDEA: International Institute for Democracy and Electoral Assistance
www.idea.int/
www.idea.int/vt/

International Foundation for Electoral Systems
www.ifes.org

US Census Bureau
www.census.gov/
www.census.gov/hhes/www/socdemo/voting/index.html

Voting Rights Act 1965
www.justice.gov/crt/about/vot/intro/intro_b.php

Below is suggested curriculum for students depending on the grade level

We suggest that your curriculum include 6 to 12 hours of classroom instruction. We would also suggest you include homework assignments that necessitate dialogue between the students and their parents (or guardians) concerning the voting process and specifically the candidates and propositions to be voted upon at the general election.

Voting Procedures

Students will identify the procedures for voting. Mock Election materials will be used for various grade levels.

Voting History and Laws

Students will identify amendments and selected laws that have expanded the electorate since colonial times.

Students will analyze the historical significance of these acts.

Election Campaigns

Students will analyze the main issues and platforms of the major candidates in local, state and national races.

Media Influence

Students will analyze the influence the media has on candidates, issues and the electorate.

Voter Participation

Students will analyze elections to identify the impact of voter registration and participation.

Students will identify rights and responsibilities of voting.

I. PRE-ELECTION DAY PROCEDURES

A. **Materials** -- Organize the following in preparation for election day.

1. One ballot per pupil. These may be duplicated from the ballot included in the **Appendix**.

2. Registrations for each voter and the pollbook pages in the **Appendix**.

3. Signs to be posted around the polling place, such as "Vote Here," "Polling Place" and "Ballot Box." Duplicate these from the materials included in the **Appendix**.

4. One large box or container with a removable lid to serve as the ballot box. The lid should have a slot in the top large enough to allow casting of the voted ballots.

5. Two desks to serve as voting booths. Cardboard screens may be used to complete the booths. Table and 4 chairs for the inspector table where ballots are issued. Small table (or chair) on which to place the ballot box.

6. Pencils to mark the ballots.

B. **Polling Place Arrangement**

1. The voting area should be isolated to ensure the secrecy of the vote.

2. The two stations for voting should face separate walls.

Suggested Arrangement
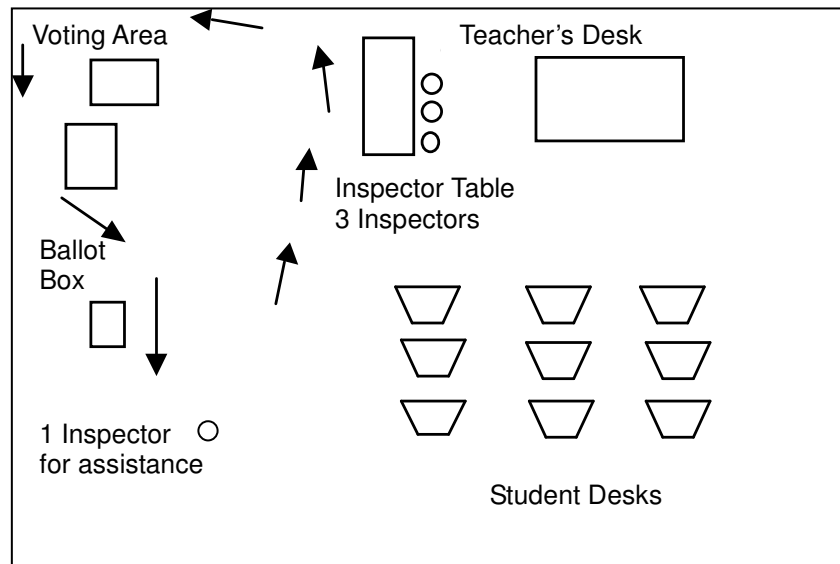
C. **Voter Qualifications** -- Set voter qualifications for your class. (See **Related Activities** I-C, page 16.)

D. **Election Inspector** -- It is suggested the teacher appoint the students who will serve as election inspectors in this program. Depending on the age and maturity of the class, a teacher may expand the duties of the inspectors to include comparing the signature in the pollbook to the signature on the registration form.

    The following are suggested duties of the election inspectors:

    1. Set up the pollsite and post the signs including how-to-vote instructions. The American flag must be displayed in the room.
    2. Announce the opening of the polls.
    3. Compare signatures to registration form and determine voter eligibility.
    4. Issue ballots and privacy folder.
    5. Provide voting information and assistance when asked.
    6. Announce closing of the polls.
    7. Tally the votes.

D. **Voting Instructions**

    1. Acquaint the boys and girls with the ballot. Explain that they should vote for (a) their favorite dog, (b) their favorite bird, and (c) their favorite wild animal.
    2. Show the class how to mark the ballot by darkening the oval in the box of their selection. Explain that only correctly marked votes will be counted. (See **Teachers Background**, page 3.)
    3. Explain where to write-in the name of the candidate of their choice. (See **Teachers Background,** pages 3 & 4.)
    4. Emphasize that each voter may vote for only one candidate in each group and the consequences of voting for more than one creates an overvote and neither will be counted.
    5. After the ballot is marked, explain that it must be carried in the privacy folder and inserted into the ballot box.
    6. Discuss the importance of secrecy of the ballot and how identifying marks defeat the purpose of secrecy. Explain that such marks will disqualify the ballot so that none of its votes will count.
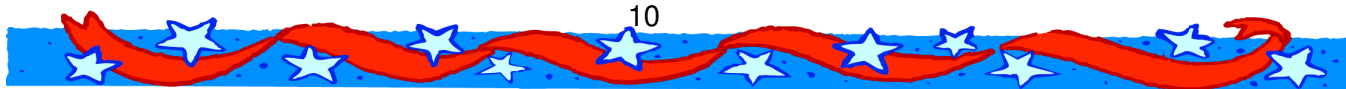
ELECTION DAY PROCEDURES

A. **Conducting the Election**

1. At the given time an election inspector announces that the polls are now open and shows the class that the ballot box is empty.

2. As the class is engaged in other election related activities, each student approaches the inspector table to request a ballot.

   Step l.
   The voter brings a completed registration to the inspector table. The registration form is supplied in the **Appendix.**

   Step 2
   The voter gives the signed registration to the first inspector. (In a regular election the registration will be on file for signature comparision).

   Step 3
   The first inspector reads the name aloud and passes the registration to pollbook inspector.

   Step 4
   The voter signs the pollbook and the inspector compares the signature with the voter registration signature. If the signatures match, the inspector initials the pollbook. (The inspector keeps the registration and stacks it neatly with those of previous voters.)

   Step 5
   The next inspector will give the voter a ballot and a privacy folder.

   Step 6
   The voter takes his ballot to a voting booth where he marks it in secret.

   Step 7
   The voter puts the ballot in the privacy folder and takes it to the ballot box.

   Step 8

   The voter deposits the ballot in the ballot box and gives the privacy folder to voter-assistance inspector.

B. **Closing the Polling Place**

1. After all qualified voters have voted, an election inspector announces that the polls are closed.

2. Two inspectors open the ballot box, unfold the ballots, and read aloud the properly marked ballots.

3. The remaining two inspectors, each with his/her own Tally Sheet and with the class looking on if practical, tally the votes on the Tally Sheet form. (See **Appendix** and **Teacher's Background**, page 5.)

4. All four inspectors sign the Certification of Election Results sheet and the winners of the election are announced. (See **Appendix**.)

I. **PRE-ELECTION DAY ACTIVITIES**

A. **Vocabulary Activities** -- To encourage the boys and girls to learn and to use election-related words.

1. Encourage the boys and girls to explain the meaning of the following terms in their own words:

VOTE -- *a choice expressed by written ballot, voice, show of hands, etc.*

VOTER -- *a person who votes.*

QUALIFICATIONS TO VOTE -- *requirements people must meet before being allowed to vote.*

BALLOT -- *list of candidates' names.*

CAST A BALLOT - *vote.*

BALLOT BOX -- *container where ballots are placed after voting.*

ELECT -- *choose.*

ELECTION -- *process of choosing a candidate by voting.*

POLLS or POLLING PLACE -- *place where election is held.*

BALLOT MARKING BOOTH -- *enclosure where voters can vote in secret.*

CANDIDATE -- *person who seeks to be elected.*

REGISTRATION -- *act of making a record of person's qualifications to vote.*

CAMPAIGN -- *effort to gain votes for a candidate.*

TALLY -- *mark which is used to keep score when counting the votes.*

WRITE-IN VOTE -- *a vote cast for a candidate not appearing on the ballot but written on the ballot by the voter.*

2. Have the boys and girls use each of the above election-related terms in a sentence.

B. **Campaign Activities** -- To help the boys and girls learn about the candidates and make informed choices.

1. Have the boys and girls discuss words which describe:

a) how the candidates move about;

b) the sounds the candidates make;

c) how the candidates might feel when touched; and

d) the size of the candidates.

2. Have the boys and girls discuss the ways each of the candidates might help man.

3. Have the students discuss the special characteristics of the animals and how these characteristics help the animals live.

4. Encourage each pupil to compare the candidates and to select his or her favorite in each category. Stress the importance of knowing about each candidate before choosing a favorite.

5. Some children may wish to select other animals or birds found in New York but are not on the ballot. Encourage these children to learn about these animals and birds; where they live, what they eat and something special about them. One or more of these could become <u>write-in</u> candidates.

6. Explain the purpose of campaigning to the children. Have the boys and girls divide into groups to form campaign committees for the candidates of their choice. Each committee may draw and cut out figures representing their candidates to wear as campaign buttons.

7. Have the children, or the campaign committees, make clay figures of their candidates to display in the classroom.

8. Have the students draw and color pictures of their favorite candidates or color pictures from the **Coloring Book of Candidates.** (The coloring book may be accessed through the "link" found on the appendix page.) As an alternative the students may look for pictures in magazines or on the Internet. Use the pictures to make posters promoting their candidates. Hang these in the classroom until election day. On election day have the children remove all campaign materials. Point out that electioneering within the polling place on election day is against the law.

9. Allow each child to tell why he or she thinks his/her favorite is the best and to try to convince others to vote for the same candidate.

C. **Voter Qualifications Activities** -- To acquaint the boys and girls with the concept of "voter qualifications."

1. Discuss voter qualifications for general elections (See **Teacher's Background,** page 4.) Then encourage the children to talk about the voter qualifications for their election as outlined on the Registration Form sheet found in the **Appendix**. Conduct a registration day as a class activity. The completed registration forms may be used on election day to verify applicant's qualifications to vote.

2. Discuss the importance of knowing for sure that a person is qualified to vote in their election before being allowed to vote. Point out that registration serves this purpose.

3. Ask the children to determine the year in which they will be old enough to vote. Point out that a voter must be at least 18 years old.

D. **Voting Procedure Activities** -- to prepare the boys and girls for voting.

1. Discuss with the pupils some of the voting methods they might have already used, such as the voice vote or a show of hands. Ask them to tell about times when they voted.

2. With the help of the class decide the location of the voting area within the classroom. Stress the importance of voting in secret. Also point out the importance of placing the ballot box where it can be seen by everyone at all times.

3. Have the children make badges for the "Election Inspectors" to be worn on election day.

4. Conduct a training session for the class on the duties of election inspectors and the voter's procedures for obtaining and voting a ballot.

II. ELECTION DAY ACTIVITIES

A. **Preparation Activities** -- to allow the children to assume responsibility for the conduct of the election.

1. Have the boys and girls help arrange the polling place.

2. Have the boys and girls hang the "Polling Place," Vote Here," and "Ballot Box" signs in appropriate places in the polling place.

B. **Reinforcement Activities** -- to reinforce the children's election vocabulary and election knowledge.

1. Duplicate the enclosed appropriate puzzle worksheets. Distribute these to the boys and girls to work on at their desks while the voting proceeds.

2. Have the children tell or write why voting is important.

3. Encourage the boys and girls to discuss why secrecy in voting is important. Have them point out what steps were taken in their election to make certain that the voting was in secret.

APPENDIX

REGISTRATION FORM

Last Name	First Name	Middle Name or Initial

Name of School	Year in school
	K ☐ 1 ☐ 2 ☐ 3 ☐

Date of Birth: Month Day Year	Sex (Circle One)	Teacher's Name
	M F	

Signature of Voter

Pollbook Pages

General Election _____, **20**_____

I hereby certify that I am registered and am qualified to vote in this election.

Signature of Voter _____ _____
Inspector Initials

I hereby certify that I am registered and am qualified to vote in this election.

Signature of Voter _____ _____
Inspector Initials

I hereby certify that I am registered and am qualified to vote in this election.

Signature of Voter _____ _____
Inspector Initials

I hereby certify that I am registered and am qualified to vote in this election.

Signature of Voter _____ _____
Inspector Initials

Tally Sheet for "Let's Vote"

OFFICE	CANDIDATE	TALLIES						TOTAL NUMBER OF VOTES
FAVORITE DOG		5	10	15	20	25	30	
	BEAGLE							
	COLLIE							
	BULLDOG							
	POODLE							
	WRITE-IN							
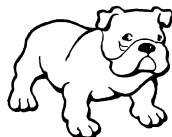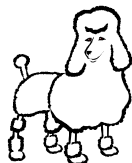
Tally Sheet for "Let's Vote"

OFFICE	CANDIDATE	TALLIES						TOTAL NUMBER OF VOTES

FAVORITE BIRD

CANDIDATE	5	10	15	20	25	30	TOTAL NUMBER OF VOTES
BLUEJAY							
CARDINAL							
HUMMINGBIRD							
WOODPECKER							
WRITE-IN							

Tally Sheet for "Let's Vote"

OFFICE	CANDIDATE	TALLIES						TOTAL NUMBER OF VOTES
		5	10	15	20	25	30	
FAVORITE WILD ANIMAL	FOX							
	DEER							
	OPOSSUM							
	SQUIRREL							
	WRITE-IN							

Certification of Election Results

We, the Judges of Election for Let's Vote, _____

_____20_____, do hereby certify that the totals for each candidate on the Tally Sheet are true and correct to the best of our ability.

_____
Inspector

_____
Inspector
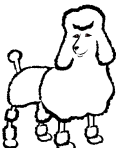
_____
Inspector

_____
Inspector

OFFICIAL SCHOOL BALLOT

FAVORITE DOG (Vote for one)	FAVORITE BIRD (Vote for one)	FAVORITE WILD ANIMAL (Vote for one)
BEAGLE ◯	BLUE JAY ◯	FOX ◯
COLLIE ◯	CARDINAL ◯	WHITE TAIL DEER ◯
BULLDOG ◯	HUMMINGBIRD ◯	OPPOSSUM ◯
POODLE ◯	WOODPECKER ◯	SQUIRREL ◯
Write-In	Write-In	Write-In

How to Vote

on the ImageCast Voting System

1

Sign in at the inspector table to receive your ballot and a privacy folder.

Proceed to the **ballot marking booth** and mark your ballot with the pen provided.

2

To **vote for a candidate** completely fill in the oval in the box with your candidate choice.

To vote for a person that is not listed on the ballot simply print the name in the blank WRITE-IN box at the bottom of the column for that office.

If you make a mistake on the ballot do not try to correct the mark. You must return the ballot to the Election Inspectors and ask for a new ballot.
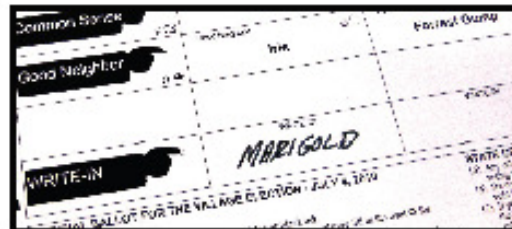
Be careful to only print in the selected write-in box.

3

After you have finished marking your ballot, please **review your ballot**. Do not over-vote (vote for more candidates than allowed in an office). Look on the back of the ballot for any Propositions. Place your ballot in the privacy sleeve and proceed to the ImageCast voting machine.

Place either end of the ballot into the scanner. If the ballot is clearly voted it will automatically cast. (If an error message appears on the LCD, follow the instructions on the screen)

To **record your vote**, wait for the LCD screen to display **Ballot Successfully Cast.**

VOTE
HERE

POLLING
PLACE
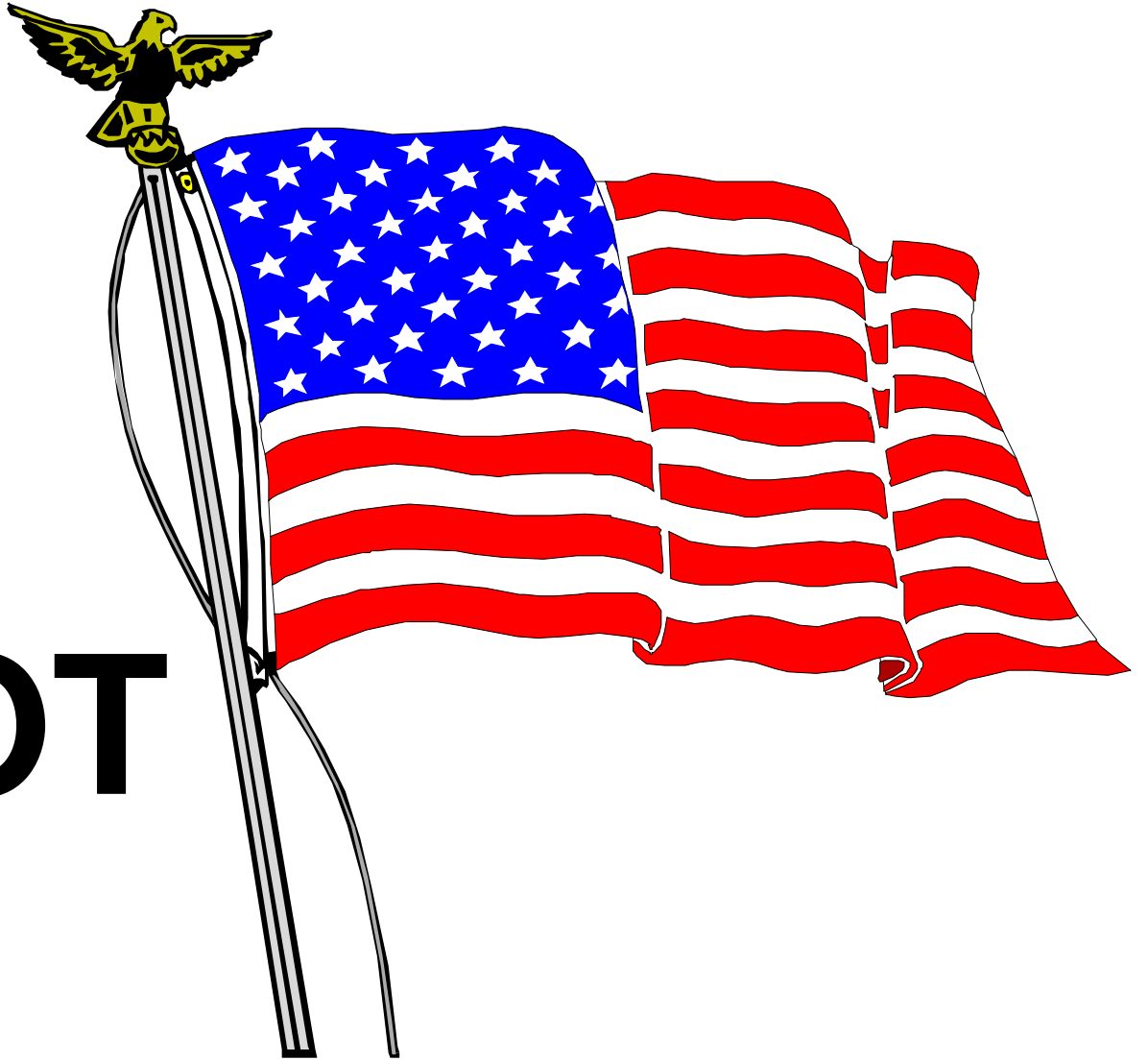
BALLOT
BOX

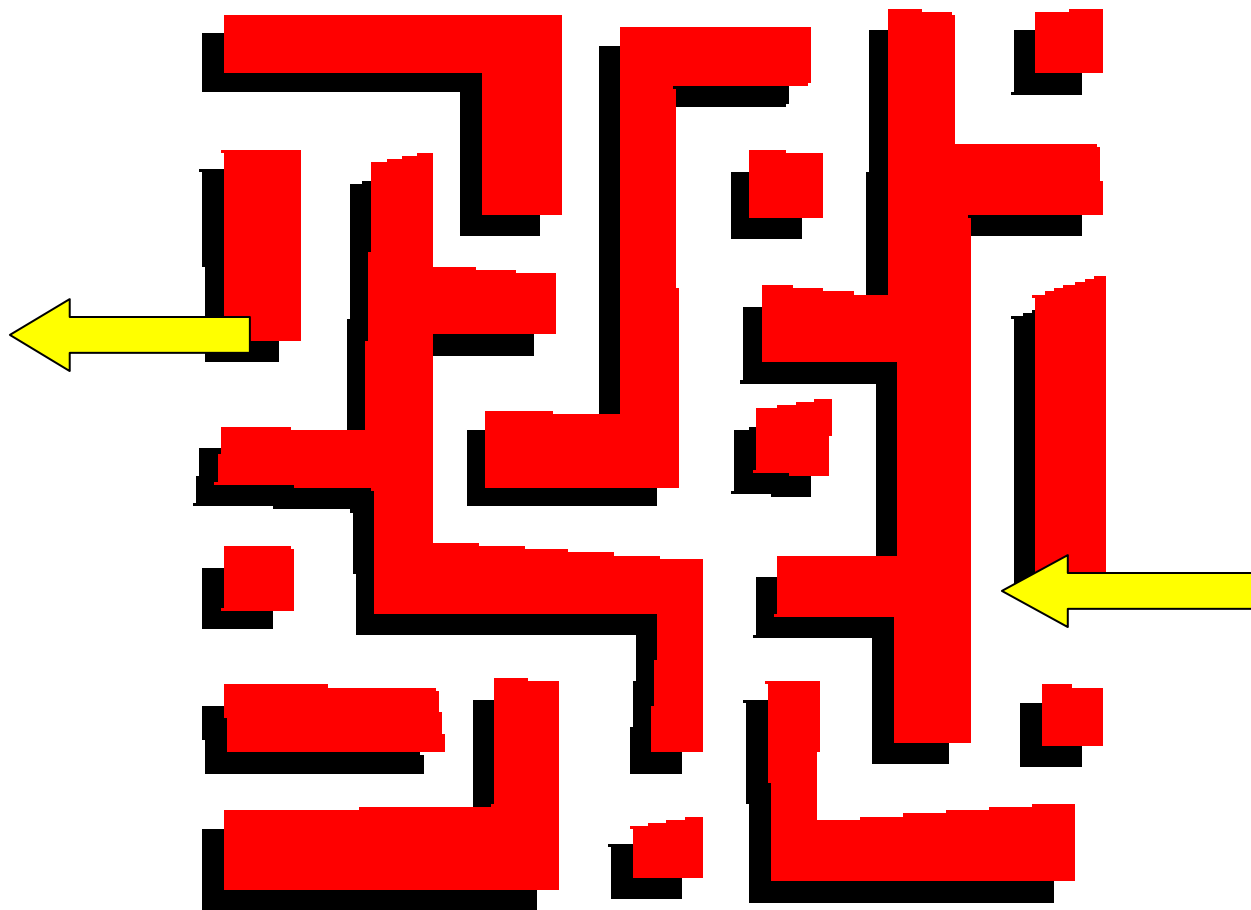# FIND THE WAY TO THE POLLING PLACE

POLLING PLACE

FIND THE WORDS

```
C  V  O  T  E  R  E  Z
E  P  O  L  L  S  T  S
N  G  I  A  P  M  A  C
Y  E  D  E  C  T  D  O
L  R  M  U  H  A  I  L
L  T  B  A  J  L  D  X
A  E  L  E  C  T  N  O
T  O  L  L  A  B  A  B
E  T  S  A  X  A  C  Q
```

1. BALLOT   2. TALLY   3. ELECT   4. POLLS   5. VOTER   6. CANDIDATE   7. JUDGE   8. CAMPAIGN

ELECTION WORDS CROSSWORD PUZZLE
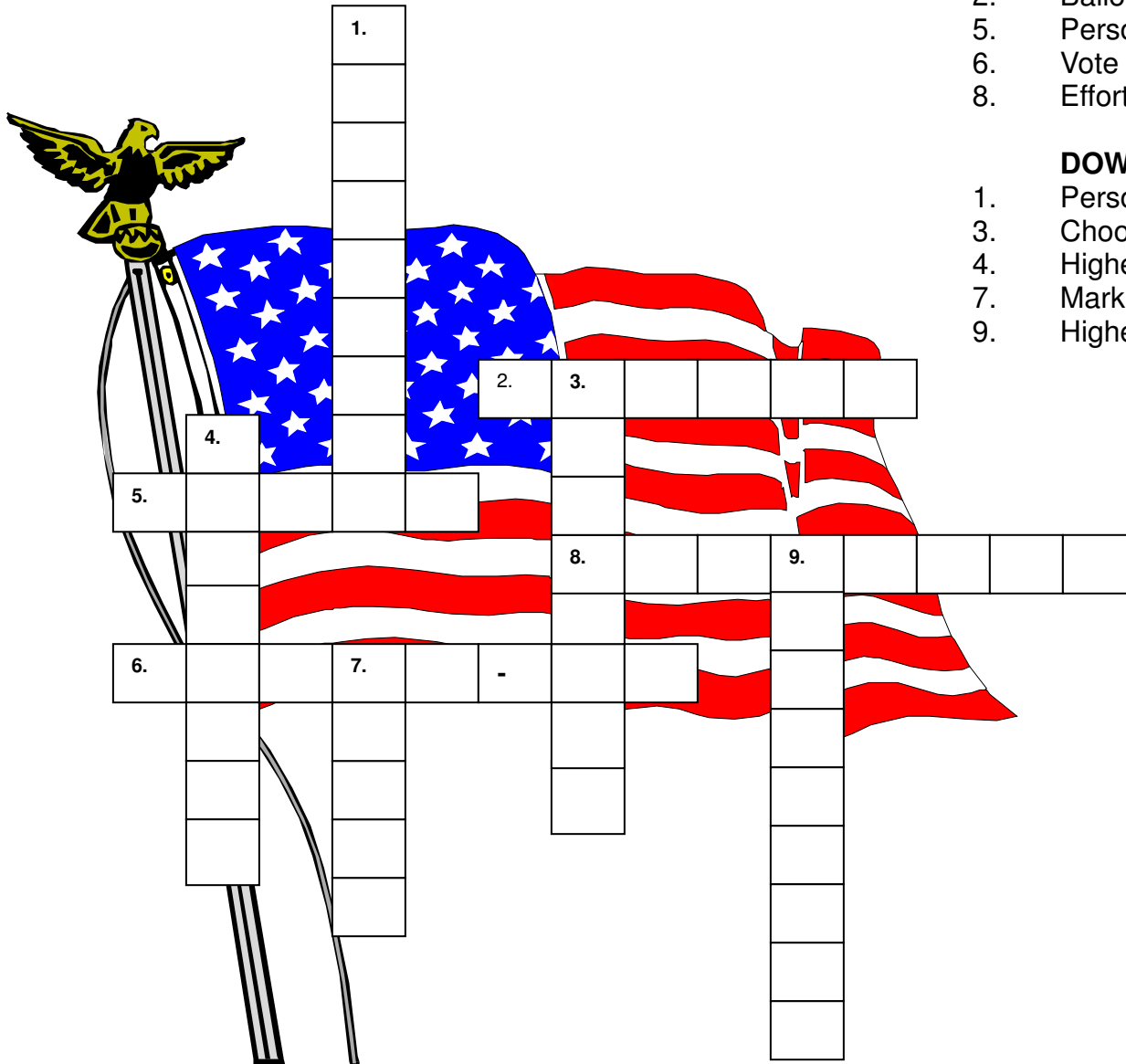
ACROSS
2. Ballots are marked in _____
5. Person who votes
6. Vote for candidate not on the ballot
8. Effort to gain votes for candidate

DOWN
1. Person who seeks to be elected
3. Choosing candidates by voting
4. Highest elected office in the state
7. Mark used in counting votes
9. Highest elected office in the United States

Answers:

Write-in
Secret
President
Tally
Election
Voter
Campaign
Candidate
Governor

ANSWER KEY FOR PUZZLES

FIND THE WORD PUZZLE

C	V	O	T	E	R	E	Z
E	P	O	L	L	S	T	S
N	G	I	A	P	M	A	C
Y	E	D	E	C	T	D	O
L	R	M	U	H	A	I	L
L	T	B	A	J	L	D	X
A	E	L	E	C	T	N	O
T	O	L	L	A	B	A	B
E	T	S	A	X	A	C	Q

ELECTION WORDS CROSSWORD PUZZLE

1. C (down) C A N D I D A T E
2. S (down) S L E C T
3. E C R E T
4. G (down) G O V E R N O R
5. V O T E R
6. W R I T E - I N
7. T (down) T A L L Y
8. C A M P A I G N
9. P (down) P R E S I D E N T

ELECTION (down): E L E C T I O N