



GIVING
YOUNG PEOPLE
A VOICE

STUDENT COUNCILS IN SCHOOLS

A MODULE OF WORK FOR CIVIC,
SOCIAL & POLITICAL EDUCATION



www.studentcouncil.ie



Office of the Minister
for Children
Oifig an Aire do Leanaí



Department of
Health & Children
AN ROINN SLÁINTE AGUS LEANAÍ



GIVING YOUNG PEOPLE A VOICE

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OFFICE OF THE MINISTER FOR CHILDREN

The Office of the Minister for Children (OMC) is committed to improving the lives of children and young people in Ireland under the National Children's Strategy and to bringing greater coherence to policy-making for all those under 18 years of age.

CITIZENSHIP EDUCATION SUPPORT TEAM

The Citizenship Education Support Team is a constituent part of the Second-Level Support Service (SLSS). It is in place to assist teachers with all aspects of teaching and learning CSPE (aims and objectives, course concepts and content, active learning methodologies, organising and managing action projects, and assessment).

SECOND-LEVEL SUPPORT SERVICE

The Second-Level Support Service offers school-based support, staff development programmes, regional cluster-based support and modular courses.

CURRICULUM DEVELOPMENT UNIT

The Curriculum Development Unit is managed by the City of Dublin Vocational Education Committee (CDVEC), Trinity College Dublin, and the Department of Education and Science.



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- The schools and CSPE teachers who participated in this project through piloting and providing feedback on this resource pack. See the opposite page for a full list of participating schools and teachers.

PILOT SCHOOLS

<p>Blackwater Community School Lismore, Co. Waterford</p> <p>Principal: Denis Ring Teacher: Lorna Lavelle</p>	<p>Portlaoise College Railway Street, Portlaoise, Co. Laois</p> <p>Principal: Michael Parsons Teacher: Eddie Blanch</p>
<p>CBS Mount Sion Barrack Street, Waterford</p> <p>Principal: Robert McCarthy Teacher: Bill Doherty</p>	<p>St. Brigid's Secondary School Callan, Co. Kilkenny</p> <p>Principal: Pat Power Teacher: Catherine Hahessy</p>
<p>CBS Secondary School Tramore, Co. Waterford</p> <p>Principal: Gearóid O'Brien Teachers: Jessica Simpson and Ann-Marie Power</p>	<p>St. Dominic's Secondary School Ballyfermot, Dublin 10</p> <p>Principal: Mary Daly Teacher: Sr. Liz Smyth</p>
<p>Clonaslee Vocational School Clonaslee, Co. Waterford</p> <p>Principal: Fran Bates Teacher: Mary Higgins</p>	<p>St. Fergal's College Rathdowney, Co. Laois</p> <p>Principal: Áine O'Neill Teachers: Stella Fitzgerald and Mary Dunne</p>
<p>Duiske College Graiquenamagh, Co. Kilkenny</p> <p>Principal: Séamus Knox Teacher: Pauline Lalor</p>	<p>St. Kieran's College College Road, Kilkenny</p> <p>Principal: John Curtis Teacher: Deirdre Phelan</p>
<p>Kilkenny College Castlecomer Road, Kilkenny</p> <p>Principal: Philip Gray Teacher: Mary Mulhall</p>	<p>St. Mary's Academy, CBS Railway Square, Carlow</p> <p>Principal: Leo Hogan Teachers: Tara Fitzharris and Anne Ahern</p>
<p>Kylemore College VEC Ballyfermot, Dublin 10</p> <p>Principal: Declan McDaid Teachers: Lillian Macken and Fiona Faye</p>	<p>Stella Maris Secondary School Tramore, Co. Waterford</p> <p>Principal: Colm Kehir Teacher: Mary Finn</p>
<p>Laois Youthreach Mountmellick, Co. Laois</p> <p>Principal: Patricia Cullen Teacher: Audrey O'Reilly</p>	

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PART I:

SCHOOL VOICE

CLASS 1: RIGHTS AND RESPONSIBILITIES




This first class introduces the concept of rights and responsibilities. Students are informed that they have the right to have a voice – as enshrined in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child, as well as in Ireland’s National Children’s Strategy and the Education Act 1998 (see *Teacher’s Information*, p. 4). However, having the right to a voice means that there is a responsibility to use that voice appropriately and responsibly.

When it comes to having a voice in school, it is not possible for every individual to be heard. Therefore, the method by which students can have a voice is through a representative body called a Student Council, which uses its voice for the good of the school.

ACTIVITY

Note: You will need clear sticky tape to complete this activity.

- 1 This activity involves the students working in groups to sort out the pieces of 5 jigsaws, each containing a statement about their rights and a message about their responsibilities in relation to those rights.
- 2 To start this activity, you need to **make a double-sided photocopy of each jigsaw**. The front of each jigsaw shows a statement about a person’s rights made up of 12 individual pieces, each marked with the letter A (see pages 6, 8, 10, 12 and 14). The back of each jigsaw reveals a message about responsibility (see pages 7, 9, 11, 13 and 15). So, for example, for Jigsaw 1, photocopy page 6, which is the front (with the statement ‘You have the right to have a voice’); then **on the other side of this sheet**, photocopy page 7, which is the back of Jigsaw 1 (with the message about ‘respecting other voices’).
- 3 Do the same for Jigsaw 2 (front p. 8 + back p. 9); Jigsaw 3 (front p. 10 + back p. 11); Jigsaw 4 (front p. 12 + back p. 13); and Jigsaw 5 (front p. 14 + back p. 15). You will end up with 5 photocopies, each showing the front and back of each jigsaw.
- 4 Next, using a scissors, cut out the individual pieces of each jigsaw (all marked with A) along the lines shown.
- 5 You can conduct the activity in two ways. (1) Simply break the class up into 5 groups and give each group the 12 cut-up A pieces of a jigsaw for them to fit together. **OR** (2) to make it more interesting, you can mix up all the pieces of all the jigsaws (60 pieces in total) and then, at random, give each student one or more pieces (depending on the number in your class). Doing it this way, the students will need to liaise with each other at first to find the other A pieces of their jigsaw, but soon they will form themselves into 5 groups, each working on their own jigsaw.
- 6 Stress to the students that they are only to look at the A side of the pieces for the moment, i.e. they are not to turn them over yet.

-  When all the A pieces are fitted together, the jigsaw will reveal a statement about a person's rights. Each group can check with you that their statement is correct. Then they can use the sticky tape to hold the pieces of their jigsaw in position. **Don't turn it over yet!**
-  Ask someone from each group to read out their statement and then have a discussion about what this right means and what are its implications. Remind the students that with every right comes a responsibility. Ask them what responsibilities come with their right to have a voice in matters that affect them and why this is so.
-  After this discussion, tell the students to turn over their jigsaws and read out the message on the back. Did they come up with these 'responsibilities' in the earlier discussion? Ask them to suggest examples where even though a person has the right to have a voice, using that voice might infringe on the rights of other people.

FOLLOW-UP ACTIVITY

1. Ask the students to think of other rights that they have and to think of the corresponding responsibilities attached to them.
2. Ask the students to think about why rights and responsibilities go together.

TEACHER'S INFORMATION

A child means every human being under the age of 18 years.

THE NATIONAL CHILDREN'S STRATEGY

The National Children's Strategy aims to improve the lives of all children and young people under the age of 18. There are three goals in the strategy and the first one concerns us here:

Goal 1: Children and young people will be given a voice in matters which affect them.

This goal means that students should be given the opportunity to participate in society and this includes being given a voice in their schools. This is Government policy. Student councils are an ideal way to give students a voice in their schools.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 19: Everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 12: State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

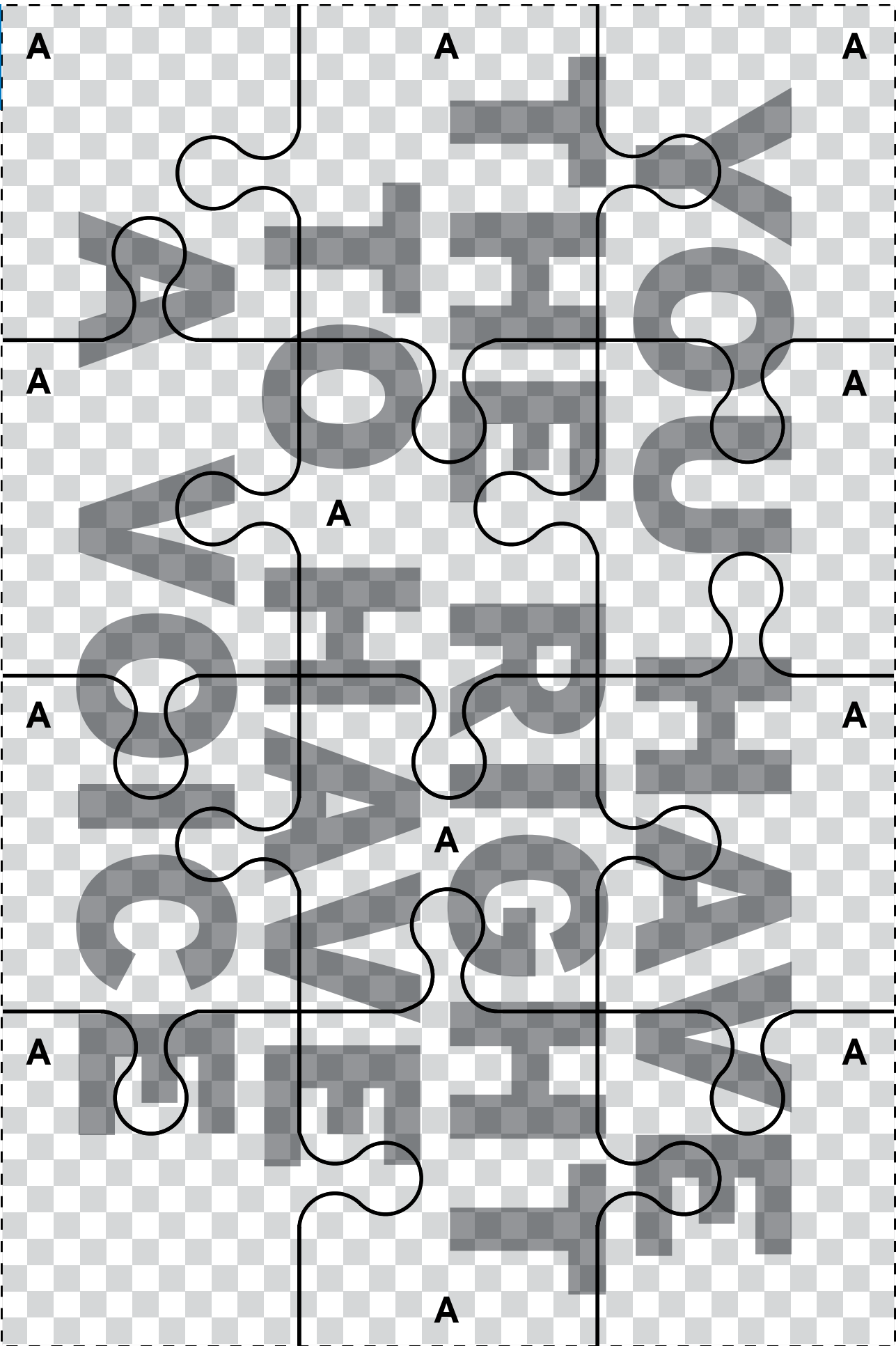
EDUCATION ACT 1998, SECTION 27:

1. A board shall establish and maintain procedures for the purposes of informing students in a school of the activities of the school.
2. The procedures established and maintained under subsection (1) shall facilitate the involvement of the students in the operation of the school, having regard to the age and experience of the students, in association with their parents and teachers.
3. Students of a post-primary school may establish a student council and, without prejudice to the generality of subsection (1), a board of a post-primary school shall encourage the establishment by students of a student council and shall facilitate and give all reasonable assistance to—
 - (a) students who wish to establish a student council, and
 - (b) student councils when they have been established.
4. A student council shall promote the interests of the school and the involvement of students in the affairs of the school, in cooperation with the board, parents and teachers.
5. The rules for the establishment of a student council shall be drawn up by the board, in accordance with such guidelines as may be issued by the Minister from time to time, and such rules may provide for the election of members and the dissolution of a student council.
6. A student council, following consultation with the board, may make rules governing its meetings and the business and conduct of its affairs.



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**YOU HAVE THE
RESPONSIBILITY
TO RESPECT
OTHER VOICES**

A A A

A A A

A A A

A A A

A A A

A A A

Article 12
Convention on the
Rights of the Child

A





**YOU HAVE THE
RESPONSIBILITY
TO USE
YOUR VOICE
APPROPRIATELY**

**YOU HAVE THE
RESPONSIBILITY
TO ACCEPT THAT
OTHER PEOPLE
HAVE OPINIONS TOO**



National Children's
Strategy



**YOU HAVE
A DUTY TO USE
YOUR VOICE
RESPONSIBLY**





**YOU HAVE THE
RESPONSIBILITY
TO USE YOUR
VOICE FOR THE
GOOD OF
THE SCHOOL**

CLASS 2: IMAGES OF DEMOCRACY

This class introduces students to the concept of democracy. Through discussion and the use of images related to different aspects of democracy, students will gain a broad understanding of this concept. It is hoped that students will realise that everybody has a part to play in democracy. Every individual has a voice, but in a democracy it is your choice whether or not you use it and how you use it. Students need to become aware that democracy is all around us and not just sitting in Dáil Éireann.

ACTIVITY

- 1 For this activity the class will be split in half, so make enough copies of the Photos of Democracy (pages 17-21) so that each group of two or three students in the first half of the class gets a sheet. Stick the cartoon Images of Democracy poster on the wall for the other half of the class who will be looking at these pictures.
- 2 Ask the groups to look at their sheets and to think about how these pictures or photos relate to the concept of democracy. Give them up to 10 minutes for discussion among themselves. You could pose some questions, such as:
 - What do you see in the pictures?
 - What is the story of each picture?
 - What word(s) do you think of when you look at the pictures?
 - Pick a picture that you particularly like and explain to the class what it is about and why you like it.
- 3 After the 10 minutes, ask each of the groups to put together what they have talked about – i.e. their definition of democracy. Ask a spokesperson from each group to present the definition.
- 4 Now that the class has a general idea that democracy means choosing your leadership/representatives and that you have access to the democratic structures that surround you, you can, for example, visit and speak with your local elected representative. You are given information everyday in the media about decision-making. You can let people know if you are not happy with something. You have a right to a voice, but also a choice as to whether or not you use it. These are all aspects of democracy.
- 5 Have a discussion with the students posing the following questions:
 - Is everything democratic in a democratic country?
 - Should everything be democratic?
 - Is there ever a good reason why things should not be democratic?
 - Is your home - school - leisure club - sports club - youth club democratic?
 - Could they be made more democratic? How?

FOLLOW-UP ACTIVITY

Give each student an A4 sheet of paper and ask them to produce a symbol, a word, a picture, a quote or a photo from a newspaper or magazine that represents democracy for them.

You could display these pieces of work and have a democracy wall!

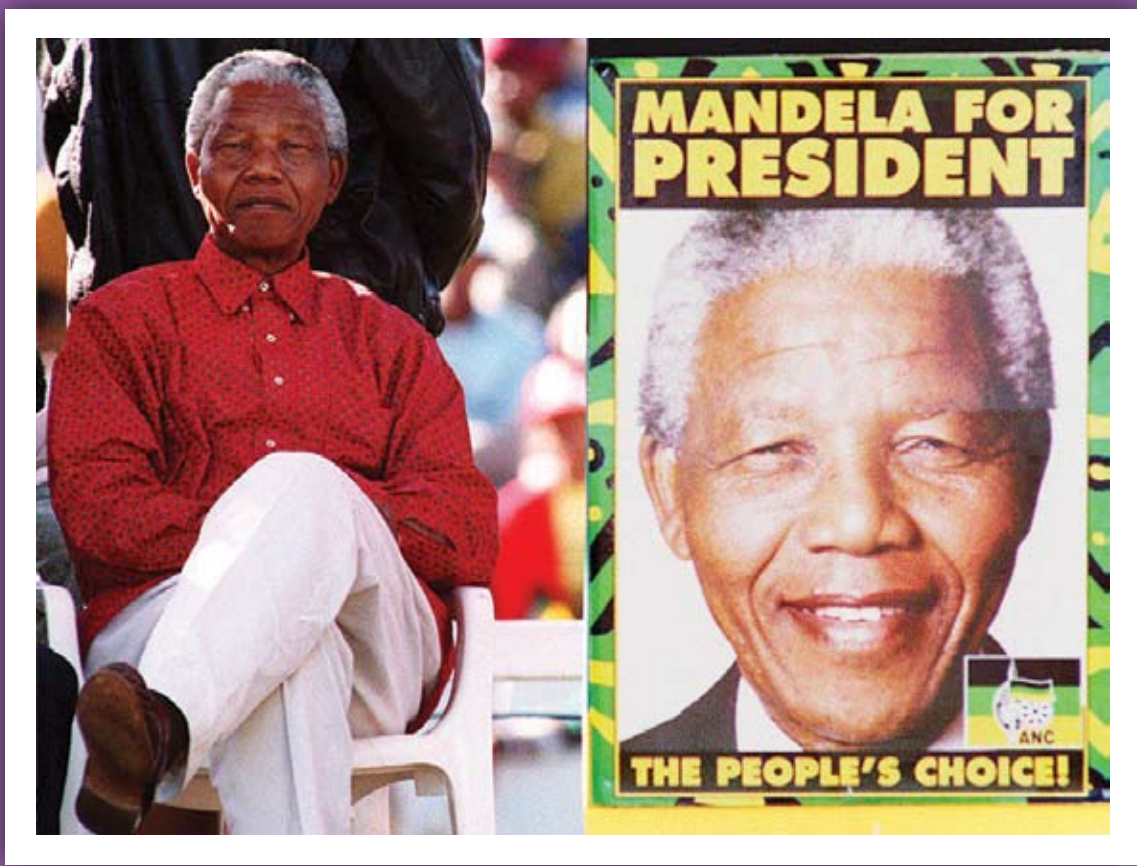




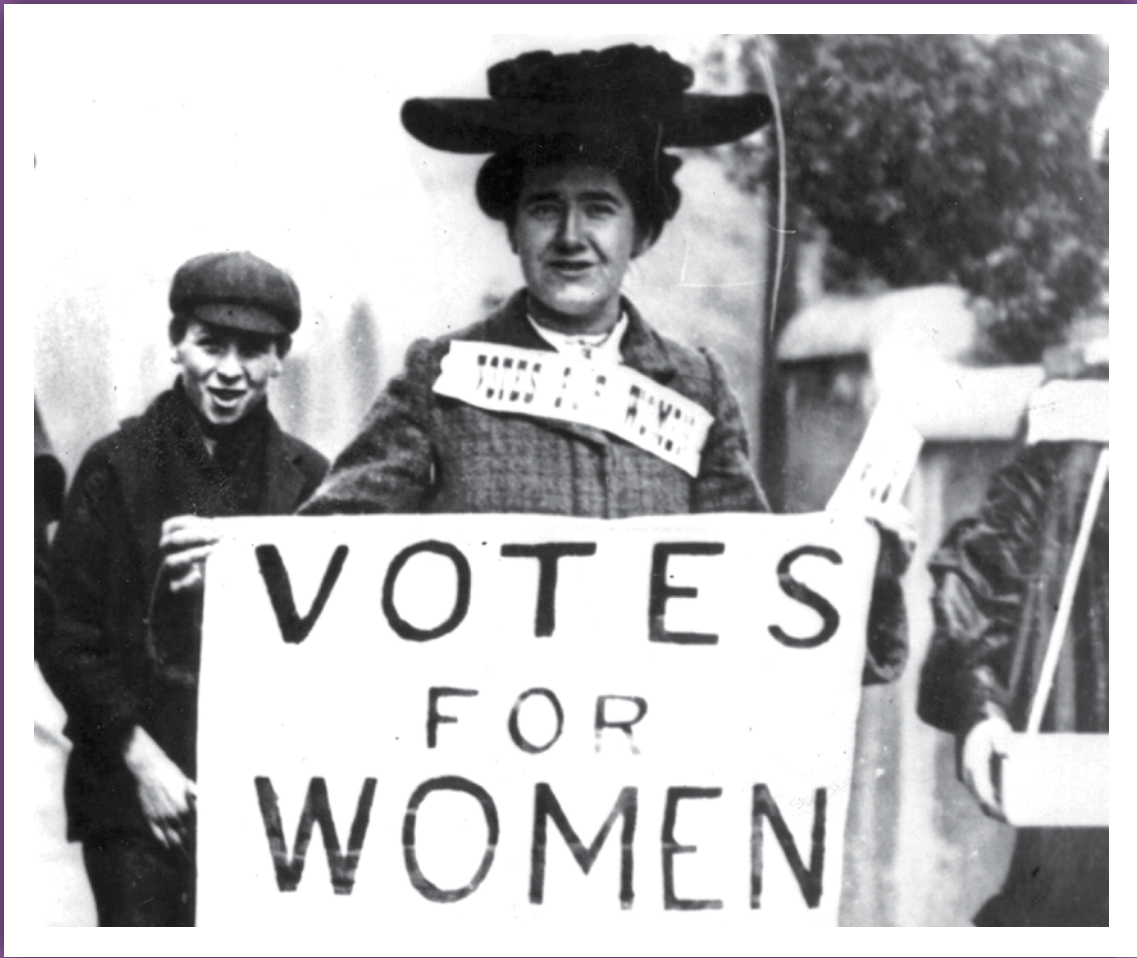


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dáil na nÓg



Photograph: Getty Images

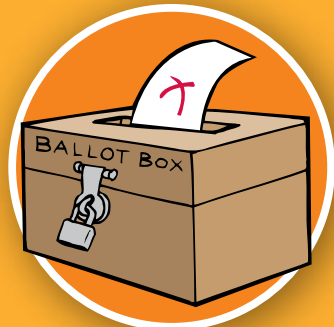
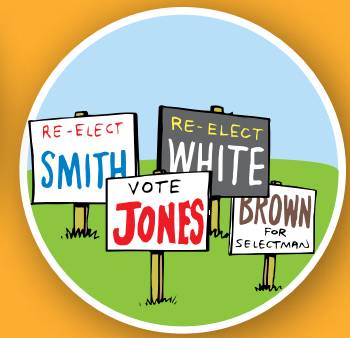
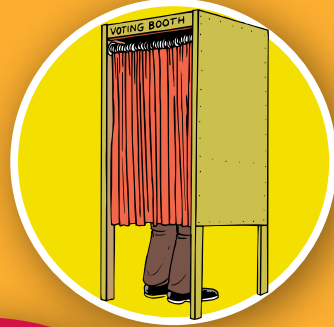
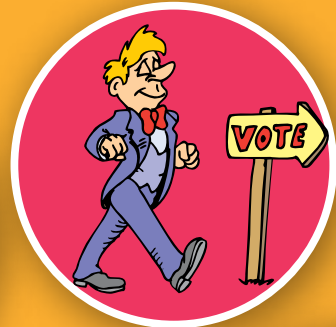
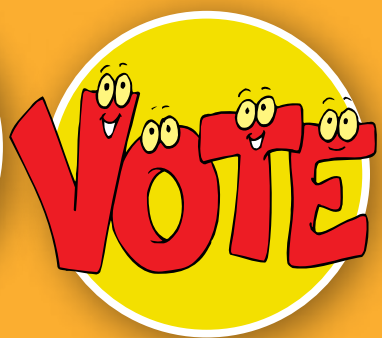


Photograph: Getty Images



Photograph: Getty Images

IMAGES OF DEMOCRACY



CLASS 3: SCHOOL COMMUNITY

This class introduces students to the various groups and individuals that make up our school community and the role that each has to play. Through working on simple word puzzles in groups, students will try to define for themselves the roles of these groups and individuals.

ACTIVITY

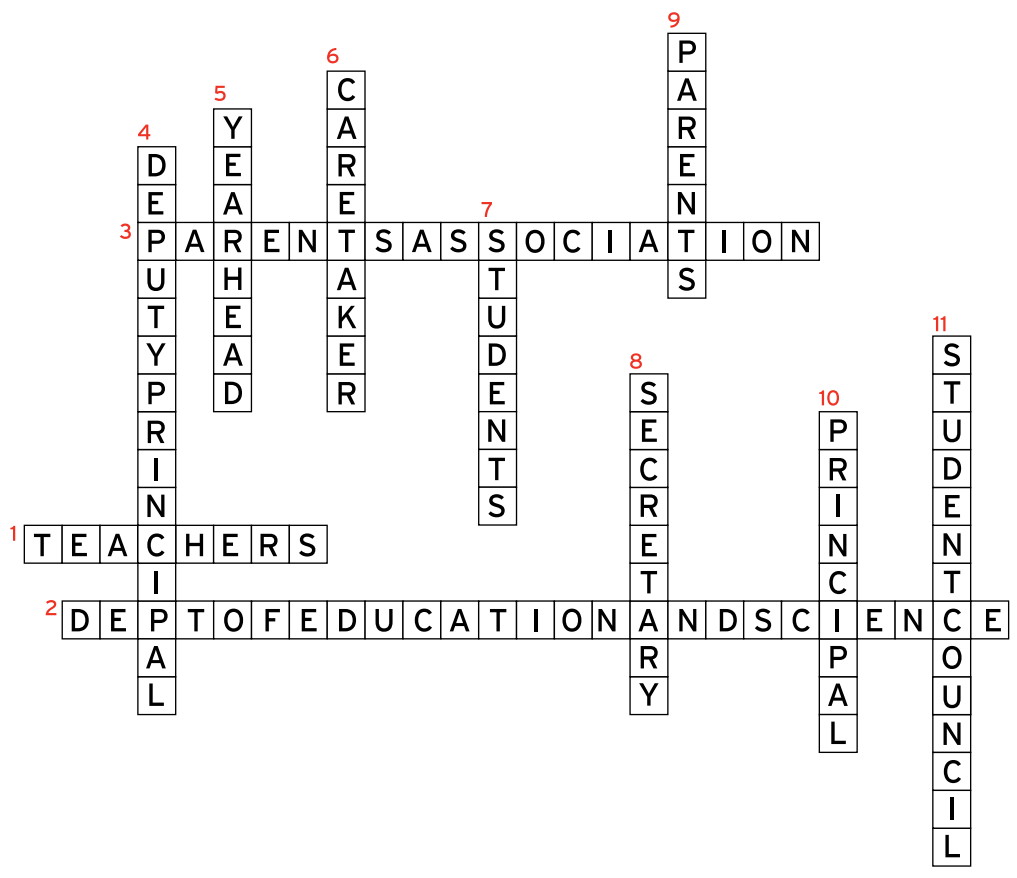
Photocopy the following pages – 'Our School Community', sheets A, B and C, and the Word Search (p. 27).

- 1 Divide the class into groups of 4. Distribute one copy of sheet (A) and sheet (B) to each of the groups. Tell the groups that they have 10 minutes to come up with the clues/definitions for the crossword and these clues are to be filled in on sheet (B).
- 2 When the groups have finished, ask the students to put their names on the (B) sheet. Collect both (A) and (B) sheets. Redistribute the (B) sheets to different groups this time and ask the students to complete the crossword using only the new clues.
- 3 Allow the students 5 minutes to complete this task. When all the groups have finished, distribute the (C) sheet – one to each student. Make a list of the words on the board and discuss the different definitions that the groups have come up with. From these suggestions, devise a definition that best suits the word.
- 4 Ask the students to fill in sheet (C). At this point, explain to students the different people involved in the Board of Management or Vocational Education Committee and their roles in the running of the school. Include these in the definitions.
- 5 From your discussions, students will mention other people from your school community who could be added to the list. You might, for example, have a chaplain, traffic warden, catering staff or others.

FOLLOW-UP ACTIVITY

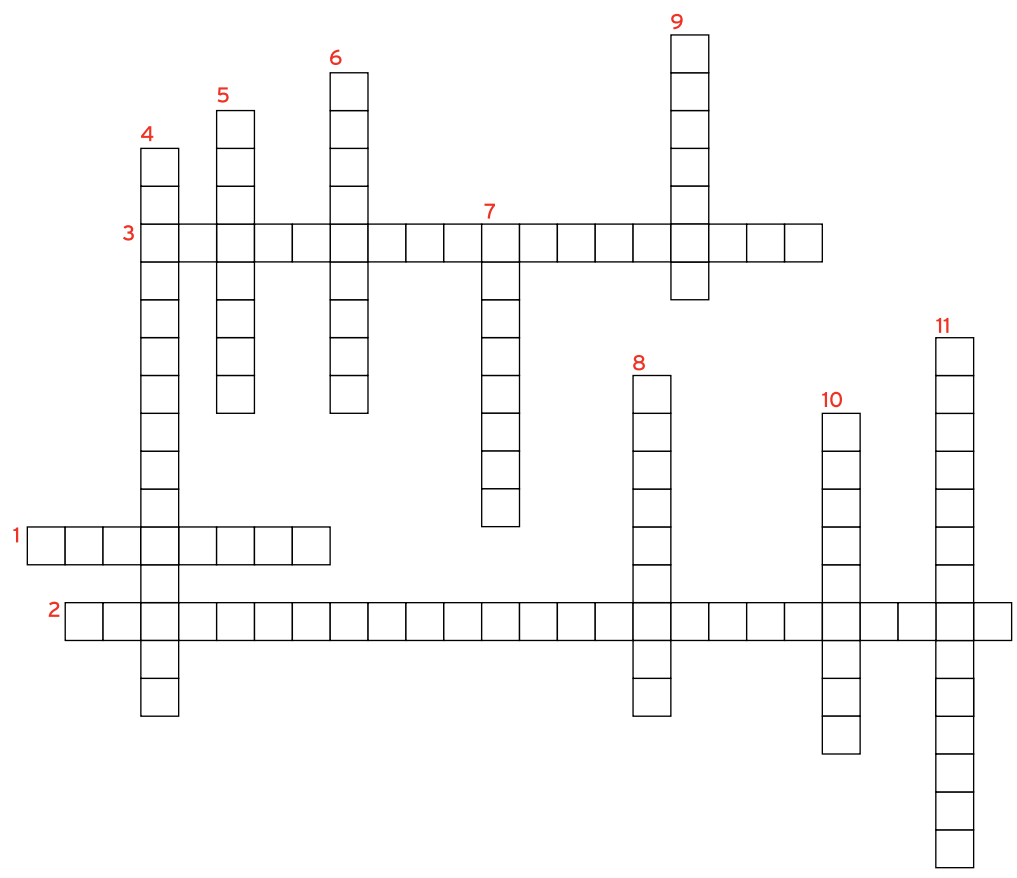
1. Give a copy of the Word Search (p. 27) to each student and ask them to find the words in the grid. If you are doing this in class, you could make it very interesting by offering a reward for the first to complete the puzzle correctly.
2. Ask the students to come up with a word or a picture/symbol or a sketch that represents the people who are part of the school community.

OUR SCHOOL COMMUNITY (A)



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

OUR SCHOOL COMMUNITY (B)



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

OUR SCHOOL COMMUNITY (C)

Board of Management	
Caretaker	
Department of Education & Science	
Deputy Principal	
Parents	
Parents Association	
Principal	
Secretary	
Students	
Student Council	
Teachers	
Vocational Education Committee (VEC)	
Year Head	

OUR SCHOOL COMMUNITY WORD SEARCH

Find the following words in the grid (*they can be vertical, horizontal or diagonal*).

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

1. parents
2. students
3. teachers
4. yearhead
5. principal
6. secretary
7. vec
8. caretaker
9. student council
10. board of management
11. parents association
12. dept of education and science
13. deputy principal

CLASS 4: DEMOCRACY IN A MEETING

This class introduces students to the idea of how a student council can provide a voice for students. Through a simulation (in which there is a part for everyone), students will see that other groups within the school structure provide a mechanism through which ideas and suggestions can be discussed.

If the school has an active, effective student council, then students already have a mechanism open to them for allowing their voices to be heard.

This activity allows for 30 students to take part. If you have less than that in your class, you can double up on the parts within the groups. You might also consider having the same person play the part of Principal for all of the meetings since this will show the pivotal role played by the Principal in the running of the school.

Even if you have a student council that is running effectively in the school, there is still value in this class because it draws attention to the mechanism by which representative groups work within organisations and formal structures, and also highlights the fact that just because an individual group wants, needs or desires something, there is still a process to be followed – and this can, and does, take time. Many young people do not understand why requests and demands are not met instantly, particularly when they feel they have followed the correct procedure of making a submission to the student council.

ACTIVITY

1. Make one photocopy of each of the following: 'Instructions for each meeting' (p. 30), the role cards A-E (pp. 31-36) and the 4 meeting signs (pp. 37-38). Cut up the instructions, signs and role cards. Stick the signs up on the wall or on the back of chairs in 4 different parts of the room, where the meetings will take place.
2. Next, distribute a role card to each student. Instruct the students to read their own role card and then go and sit with their group. Those 5 students that get the 'Students' role cards E (pp. 35-36) should sit on their own around the room because they are not part of a group meeting.
3. Ask the members of each group to sit in the order in which they will speak, as specified on each role card (this will avoid confusion during the exercise). Once in their groups, students are to read the instructions card for their meeting to find out what they will be discussing.
4. When all the groups have familiarised themselves with their role cards, start the meetings according to the running order listed below, asking each group member to introduce themselves according to their card as part of their particular group. Each group then holds its meeting while the other groups listen before taking their turns.

Running order:

1. Parents' Association
2. Teacher Staff Meeting
3. Board of Management
4. Support Staff Meeting

5 When all of the groups have finished carrying out their meeting, ask the **5 individual students** to introduce themselves according to their card and read out their idea.

6 As each individual student reads out their card, ask the group to comment on what process this idea would have to go through and what might happen to it at a student council meeting. What do they think might be the outcome of this proposal and how long do they think it might take to get an answer? Would the implementation of this idea involve the time and support of other people? Is it likely that this idea would be accepted?

FOLLOW-UP ACTIVITY

Ask the students to think about what a student council might mean to them and then to write a statement or design a symbol that explains their understanding of a student council.

INSTRUCTIONS FOR EACH MEETING



PARENTS' ASSOCIATION MEETING

You are the Parents' Association of your school and one of the members has an idea for buying defibrillators for the school (these are machines that can get a person's heart to start working again and could save a life). You are discussing this at your meeting. Read your role card and be ready to join in the meeting. Introduce yourselves to each other.

Speaking order:	1. John	4. Principal
	2. Jane	5. Jake (Chairperson)
	3. Jamie	

TEACHER STAFF MEETING

You are all teachers in a school and you are having a staff meeting. At the meeting, someone suggests that TVs and DVD players should be bought for every classroom in the school. You are discussing this at your meeting. Read your role card and be ready to join in the meeting. See who is speaking and in what order. Introduce yourselves to each other.

Speaking order:	1. Mr. Browne	5. Mr. Greene
	2. Ms. Scarlett	6. Ms. Violet
	3. Ms. White	7. Principal
	4. Principal	

BOARD OF MANAGEMENT MEETING

You are all members of the Board of Management and somebody at your meeting has suggested doing up the Science Lab. You are discussing this topic. Read your role card and be ready to join in the meeting. Introduce yourselves to each other.

Speaking order:	1. Chairperson	5. Member 2
	2. Principal	6. Member 3
	3. Chairperson	7. Principal
	4. Member 1	8. Chairperson

SUPPORT STAFF MEETING

You are a group of people who keep the school running. Your members include the caretakers, security person, evening watch person, gardener and cleaners. At your meeting, one of your members has a good idea about asking for a room in the school where you could keep your belongings, have a cup of tea, have a noticeboard, etc. You are having a meeting about this. Read your role card and be ready to join in the meeting. Introduce yourselves to each other.

Speaking order:	1. Member 1	4. Member 4
	2. Member 2	5. Member 5
	3. Member 3	6. Member 6

**PARENTS' ASSOCIATION MEETING****1st TO SPEAK: JOHN**

You have had a great idea about buying some defibrillators for the school.

You say:

- Other schools and sports clubs are buying defibrillators.
- You have found out that they cost less than €2,000 each.

PARENTS' ASSOCIATION MEETING**2nd TO SPEAK: JANE****You ask:**

- How many should we buy?
- How would the Parents' Association raise the money to buy these machines?
- It would be nice to think that the parents might help to save someone's life sometime.

PARENTS' ASSOCIATION MEETING**3rd TO SPEAK: JAMIE****You say:**

- You think it is a great idea and you ask the Principal about training people in the school to use the defibrillators.

PARENTS' ASSOCIATION MEETING**4th TO SPEAK: PRINCIPAL****You say:**

- You like the idea very much.
- You will say it at the next staff meeting and ask for people to volunteer to be trained to use the machines.
- You think that the PE teachers would welcome something like this.
- We need to think about where the machines would be kept in the school.

PARENTS' ASSOCIATION MEETING**5th TO SPEAK: JAKE****As the Chairperson, you sum up with:**

- Is everybody happy to buy the defibrillators?
- Maybe we could do a raffle to raise the money?
- The Principal is to report back on what the staff say.
- Also, suggestions about where to put the machines.
- We will talk about it again at the next meeting.



TEACHER STAFF MEETING

1st TO SPEAK: MR. BROWNE

You think it would be a great idea to have a TV and a DVD player in every classroom in the school. At your staff meeting, you tell people about your idea.

You say:

- There are not enough in the school and you can never get a TV when you want one.
- It means that you wouldn't have to go looking for one when you need it.
- It would really help everybody and be good for the students.

TEACHER STAFF MEETING

2nd TO SPEAK: MS. SCARLETTI

You say:

- You are a CSPE teacher and you need a TV in the classroom for keeping students aware of what is happening around them.

TEACHER STAFF MEETING

3rd TO SPEAK: MS. WHITE

You say:

- You are a history teacher and if you had a TV and DVD player in the classroom, there would be lots of films that you could show to students.

TEACHER STAFF MEETING

4th TO SPEAK: PRINCIPAL (CARD 1)

You say:

- It is a very good idea, but it would cost too much money.
- There is an issue about minding the TVs if the room was not being used.
- Ask does anyone have an idea about how to get over that?

TEACHER STAFF MEETING

5th TO SPEAK: MR. GREENE

You agree with the Principal – that it is expensive and that there could be problems minding the TVs and DVDs.

You suggest:

- The school could buy, say, 10 TVs, which would be enough.
- Get a small storage room and give every teacher a key to the room so they can get the equipment when they need it.

TEACHER STAFF MEETING

6th TO SPEAK: MS. VIOLET

You say:

- You agree with Mr. Greene.
- It would be good for everybody in the school to have more TVs and DVD players.
- You would organise a small fund-raiser to help to pay for them.

TEACHER STAFF MEETING

7th TO SPEAK: PRINCIPAL (CARD 2)

At the end of the meeting, **you say:**

- Thank you to Staff Member 5 (Mr. Greene) and you will suggest this at the next Board of Management meeting.
- There might not be any money left if a new Science Lab is going to be built.
- You would support a fund-raiser.
- There is a room that could be used for storage.

**BOARD OF MANAGEMENT****1st TO SPEAK: CHAIRPERSON (CARD 1)**

You say:

- It has been suggested that the Science Lab in the school is in a very bad condition and might need some work. You ask the Principal about this.

BOARD OF MANAGEMENT**2nd TO SPEAK: PRINCIPAL (CARD 1)**

You say:

- The Science Lab is very old and does not have the equipment that it should have.
- You would be delighted to get a new lab and the students and teachers would also be happy.

BOARD OF MANAGEMENT**3rd TO SPEAK: CHAIRPERSON (CARD 2)**

You ask:

- What do the other members at the meeting think about rebuilding the school's Science Lab?

BOARD OF MANAGEMENT**4th TO SPEAK: MEMBER 1**

You say:

- The Principal should talk to the science teachers in the school and find out what they need.

BOARD OF MANAGEMENT**5th TO SPEAK: MEMBER 2**

You agree with Member 1 and you suggest:

- Once you know what is needed, an architect could plan it out and then a builder could give you an idea of the price.

BOARD OF MANAGEMENT**6th TO SPEAK: MEMBER 3**

You ask:

- Should money be spent on this when not many do a science subject for the Leaving Cert?
- Wouldn't it be better to spend money on the toilets, which everybody use and which are in an awful state?

BOARD OF MANAGEMENT**7th TO SPEAK: PRINCIPAL (CARD 2)**

In answer to Member 3, you say:

- People are not doing science for their Leaving Cert because of the lab and not being able to do experiments properly. However, most of the students do science for the Junior Cert.
- Work on the toilets will start soon – this was something that was agreed at the meeting before Christmas, but you are still waiting on the plumber!
- You will contact the Department of Education and Science about the plans with a view to getting money and permission from them.

BOARD OF MANAGEMENT**8th TO SPEAK: CHAIRPERSON (CARD 3)**

Finally, to finish the meeting, you say:

- You will talk to an architect.
- You ask the Principal to talk to the science teachers.
- We will all talk about this subject again at the next meeting.



SUPPORT STAFF MEETING

1st TO SPEAK: MEMBER 1

You have had a great idea about having a special room for the support staff. At your meeting, **you say:**

- It would be good because it would be somewhere to sit for a cup of tea.
- Somewhere to leave your coat.
- Somewhere to sit down at break time.
- You could even have a noticeboard to let everyone know about things that are happening.

SUPPORT STAFF MEETING

2nd TO SPEAK: MEMBER 2

You say:

- You agree with Member 1.
- You don't need a big room.
- But you would like lockers in it to keep bags and keys and stuff like that.

SUPPORT STAFF MEETING

3rd TO SPEAK: MEMBER 3

You also like the idea and **you say:**

- It would be nice to be able to leave a message for someone.
- It would make it easier to get to know people if there was somewhere like this room to go to for a break.

SUPPORT STAFF MEETING

4th TO SPEAK: MEMBER 4

You say:

- You really like the idea, but how do you get a room? You can't just go and take one!

SUPPORT STAFF MEETING

5th TO SPEAK: MEMBER 5

You answer Member 4 and **you say:**

- You know that there are a couple of rooms that are not being used, but they would need to be cleaned up.
- You suggest going to the Principal to ask for the use of one of these rooms.
- You would be happy to help clean up the room.

SUPPORT STAFF MEETING

6th TO SPEAK: MEMBER 6

You say:

- You don't mind talking to the Principal.
- You would also help to clean up the room.
- You know where there are unused chairs and tables in the school.
- You will make an appointment with the Principal.
- You will let people know as soon as you know anything.

**STUDENTS****1st TO SPEAK: STUDENT 1**

Your Form Teacher thought it was a great idea and told you to go and work on it, but you are only one person – you need help if you are going to do anything about this issue. Your friends also think it is a great idea, but do not know what to do about it.

You say:

- You are a 2nd-year student in your school.
- The people in your area have been fund-raising a lot recently for a new community centre, which will have great facilities for young people such as a meeting room, games room, computer room, etc.

- You know that they still haven't reached their money target.
- You think that the students should help out with the fund-raising because it will benefit them.
- You could do a simple no-uniform day, which would raise a lot of money.
- You would like to talk to somebody about your idea, but you are not sure who.

STUDENTS**2nd TO SPEAK: STUDENT 2**

Your Form Teacher thought it was a great idea and told you to go and work on it, but you are only one person – you need help if you are going to do anything about this issue. Your friends also think it is a great idea, but do not know what to do about it.

You say:

- You are a 3rd-year student in your school and you are finding it very difficult to study.
- You can do your homework, but you don't know how to do revision properly. You spend time reading the books, but don't remember what you have read 5 minutes later.

- Your brother in 6th year had a day in school for doing study skills and you think that this would be a good idea for 3rd years as well.
- You wonder how to find out if other people are interested and if it is possible to do something like this in the school.
- You would like to talk to somebody about your idea, but you are not sure who.

STUDENTS**3rd TO SPEAK: STUDENT 3**

Your Form Teacher thought it was a great idea and told you to go and work on it, but you are only one person – you need help if you are going to do anything about this issue. Your friends also think it is a great idea, but do not know what to do about it.

You say:

- You are in 5th year and have just changed schools. You have an idea for a homework club in the evenings after school, like in your old school.
- You used to go to the club when you were in 1st and 2nd year, and it was great for getting help with some of the homework.

- This school does not have such a club. It does have after-school study, but that is too long for 1st and 2nd years.
- You are sure that if there was a homework club for an hour every day, the younger students would go to it and find it very useful.
- Sometimes parents can't help with the kind of homework students get, but other students or teachers could.
- You would like to suggest your idea to somebody, but you are not sure who.

**STUDENTS****4th TO SPEAK: STUDENT 4**

Your Form Teacher thought it was a great idea and told you to go and work on it, but you are only one person – you need help if you are going to do anything about this issue. Your friends also think it is a great idea, but do not know what to do about it.

You say:

- You are a 1st-year student and you have an idea. In your National School, all students had a uniform and a school tracksuit. But there is no school tracksuit in this school.
- You think it would be a good idea if the students had a school tracksuit they could wear not only when they are doing PE, but also when they are training with their teams or going to play matches.

- It could be a sensible tracksuit and everybody would look the same. It might also be more practical than some of the things people wear for PE and might end up saving parents money.
- You would like to talk to somebody about your idea, but you are not sure who.

STUDENTS**5th TO SPEAK: STUDENT 5**

Your Form Teacher thought it was a great idea and told you to go and work on it, but you are only one person – you need help if you are going to do anything about this issue. Your friends also think it is a great idea, but do not know what to do about it.

You say:

- You are a 2nd-year student and you think it would be a good idea if the students had picnic tables outside so that they could sit down and eat their lunch on a fine day.
- There is an area where you could easily put in lots of tables and bins for any rubbish.
- You don't know how much they cost, but you do know there are lots of places selling them.

- You even know somebody who makes them and who might do a special price for the school.
- You would like to suggest your idea to somebody, but you are not sure who.



BOARD OF MANAGEMENT



PARENTS' ASSOCIATION



**SUPPORT
STAFF**

**TEACHER
STAFF**

CLASS 5: FUNCTIONS OF A STUDENT COUNCIL

In Class 4, students discovered a place for the student council within the school community and saw that it was a way for their voice to be heard. In this class, students will explore the possible functions of a student council and are asked to rate these functions in order of importance to them. (The functions of a student council are usually decided in consultation with the Board of Management, Principal and teaching staff.)

ACTIVITY

Note: You will need bluetack to complete this activity.

- 1 Photocopy the following 3 pages on 'Functions of a Student Council' – enough for one set to each group of 3 or 4 students. Cut the sheets up into the individual cards.
- 2 Break the students up into groups of 3 or 4, and distribute a set of cards to each group. Give each group at least one pair of blank cards. Ask the students to **match the image with the explanation**.
- 3 Inform the students that the blank cards are there for them to fill in anything that they think might be missing from what is given.
- 4 When the students have matched the cards, check their answers. Ask if they have filled out any of the blank cards and what they have put on them.
- 5 Still working in their groups, ask the students to rank in order of importance the functions of the student council. They can include any of the blank cards if they have used them.
- 6 While students are discussing the ranking, draw a long line across the board from left to right. Mark one end with 'most important' and the other with 'least important'.
- 7 Give each group some blue tack and when they have finished ranking, ask each group individually to come up to the board and place their functions in order of importance.
- 8 Ask the groups to give some reasons why certain things ranked higher than others. From the board, work out the most important functions of the student council as decided by the students.

FOLLOW-UP ACTIVITY

1. If you have a student council in your school, you could have a discussion about whether the students feel that the student council is carrying out the important functions as defined by them in the ranking exercise.
2. If you do not have a student council, you could have a discussion about which of the functions were the most important and whether they think that the school could benefit from a student council. What would their recommendations be for a student council?

FUNCTIONS OF A STUDENT COUNCIL



LISTEN

The student council listens to what students in the school have to say.



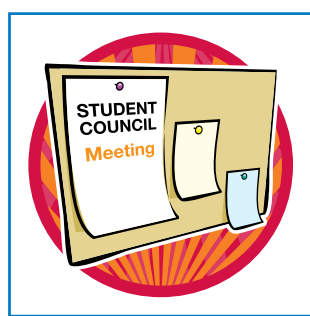
REPRESENT

The student council represents the students and is the voice for their opinions and ideas.



CONSULT AND COOPERATE

The student council consults and cooperates with all of the other members of the school community on issues that are of concern to the students.



INFORM

The student council keeps the rest of the school informed about the issues being discussed, decisions taken and events planned, through the use of noticeboards, school magazine, newsletter, website, etc.



INVESTIGATE

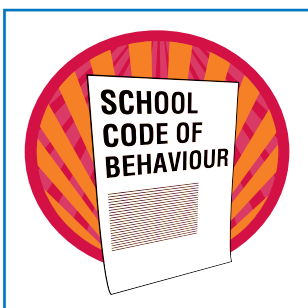
The student council actively tries to find out the opinions, ideas and concerns of students by carrying out surveys/questionnaires.

FUNCTIONS OF A STUDENT COUNCIL



ESTABLISH

The student council establishes links with other schools and their student councils.



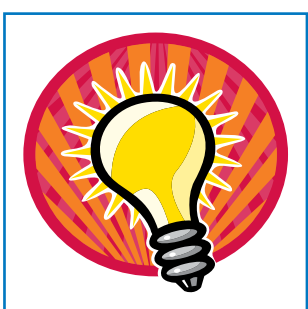
HELP

The student council helps school discipline by being involved in the planning of school policies, e.g. anti-bullying policy.



IMPROVE

The student council helps to improve the relationship between teachers and students by keeping the lines of communication open all of the time.



SUGGEST

The student council suggests ideas and comes up with plans to improve the school environment for students.



INVOLVE

The student council gets itself involved in activities for the benefit of the local community (or the wider world), e.g. meals-on-wheels, tidy towns, fund-raising.

FUNCTIONS OF A STUDENT COUNCIL



PARTICIPATE

The student council participates in a process that leads to proposals being brought to the wider school community.

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CLASS 6: ELECTION STEPS

In this class, students are led through the democratic process, step by step, using the story of one girl and her journey to becoming a member of the school's student council. Key words are highlighted in the text, and students will become familiar with how a person can become an elected representative, whether it be on the student council or in local or national government.

ACTIVITY

Note: This activity can be done individually, in pairs or in groups.

- 1** Photocopy the following 2 sheets – 'Student Council Elections' and 'Election Steps'.
- 2** Distribute the sheet on Student Council Elections to each student.
- 3** Either read the sheet aloud with students or allow them to read it themselves or in their groups.
- 4** When the students have finished reading and you are happy that they have understood it, distribute the Election Steps sheet.
- 5** Explain the instructions on the bottom of the sheet and ask the students to work individually, in pairs or in groups.
- 6** When the sheet is completed, ask a selection of the students or groups to identify the steps to election.

FOLLOW-UP ACTIVITY

Ask the students to pick one of the following characters who has been involved in Lena's election process and then to write a paragraph about the process from that character's perspective:

- Ms. Casey
- Mr. Dunne
- Principal
- Lena's friend
- another student

STUDENT COUNCIL ELECTIONS



Hi, my name is Lena. I am in 2nd year and I want to tell you all about our Student Council Elections.

First of all, we did some work in CSPE about student councils and we learned what they are for and how important they can be in the school.

Two weeks ago, the Principal told us that the teachers would be taking names of people, or **NOMINATIONS**, for candidates for the student council.

I talked it over with my friends and decided that I would like to be a member of the student council. On the nomination day, one of my friends suggested my name and then my other friend backed this up. The teacher accepted the nomination and gave me a nomination form with my name and the names of my two friends – the first who **PROPOSED** me and the other who **SECONDED** me. In our school, you have to go to the Year Head to get the nomination form signed. If he didn't sign it, then I couldn't go forward as a candidate.

When I went to Mr. Dunne (my Year Head) to ask him to sign the form, he was quite happy to do it. He asked me why I wanted to be on the student council and I told him it was because students had lots of ideas and suggestions to make and this was a way that these could be heard. When I was finished talking to him, I handed in my completed nomination form to the Student Council Liaison teacher, Ms. Casey.

The following day, a list of candidates was put up on the noticeboard. There were eight people looking to be elected in my year, but only three could get a place on the student council.

I now had to think about how I was going to get the students to vote for me. The **ELECTION** was only a week away. My friends helped me to make some election posters, saying *Vote for Me Lena. YOUR Voice is MY Voice on the Student Council*. I had to put together a **MANIFESTO** saying what I would do for my class on the student council if I got elected. In the manifesto, I promised to work hard for the students and that I would keep them informed of everything I was doing. I also told them I would be looking for their ideas to bring to the meetings.

I **CANVASED** as many people as I could from my year to try and get them to vote for me (this just means I talked to people and tried to persuade them that I was the best person for the job). Some people said they would and others were honest and said they were supporting one of the other candidates.

On the day of the election, one of the 2nd-year classrooms was being used as a **POLLING STATION**. They had set up three **POLLING BOOTHS** in the station so that people could vote in private – a **SECRET BALLOT**. Ms. Casey had asked a friend of hers to come in for the day to act as the **PRESIDING OFFICER**, to make sure that the election was run fairly and properly.

My class queued up at the **REGISTRATION DESK**. The students there had a list of names and as you went up, they crossed off your name and handed you a **BALLOT PAPER**. This is to make sure that you don't vote more than once.

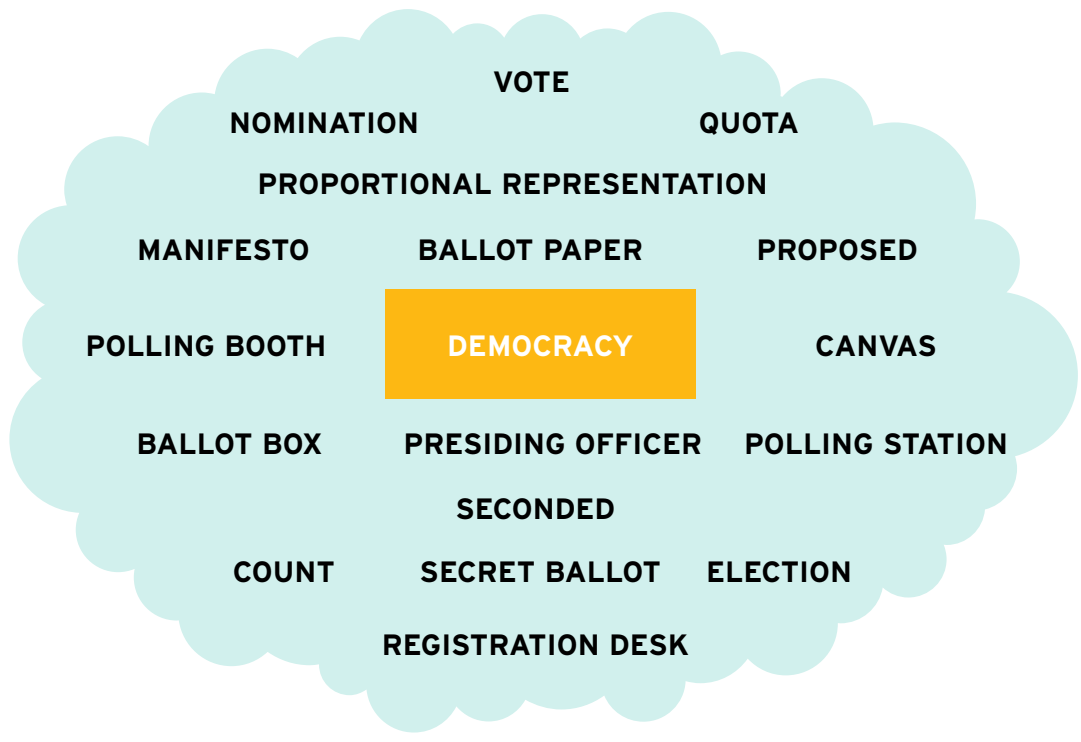
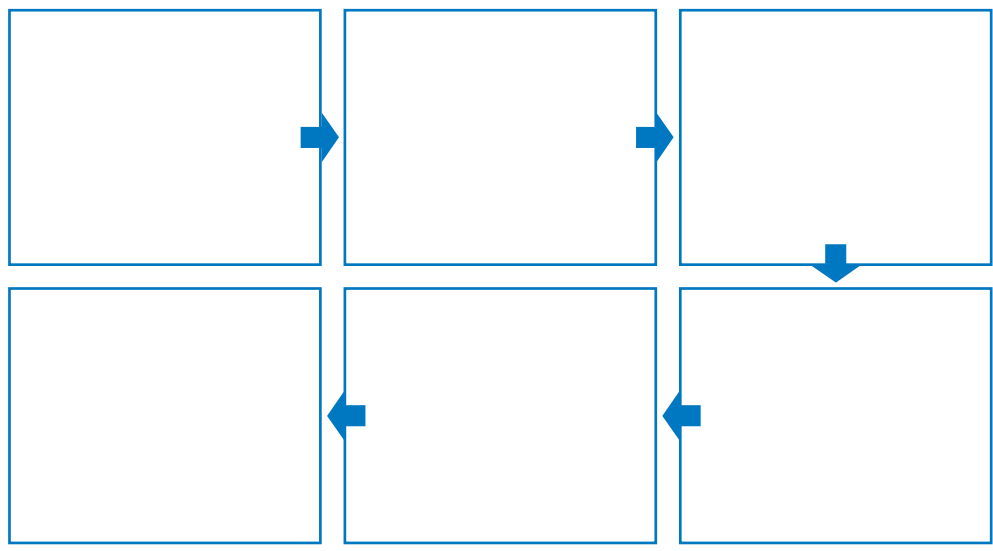
This was the first time I had seen the ballot papers and there was my name on it. I went behind one of the screens that made the polling booth and I put a number 1 in the box beside my name. I was going to fold it up and put it in the **BALLOT BOX** when I started thinking about who would I like to get elected if I didn't. I looked down through the list of candidates and decided who I would like (after me, of course) and I gave them a number 2, and then, just in case that didn't work out, I put a number 3 beside another person I thought would be good. This type of voting is called **PROPORTIONAL REPRESENTATION**, or PR, and means that you have some chance of having voted for the people who get elected.

When all of the classes had voted, the ballot boxes were opened and the **VOTES** counted. The counters had found out first how many people had voted so that a **QUOTA** could be worked out – this is the smallest number of votes that you need to get elected. Once the quota was set, they could now count how many votes each candidate got.

As I was a candidate, I was allowed to watch the count. It was very exciting and I didn't know right up to the last count whether I had been elected or not.

I was very lucky – I was the second candidate elected, which means that I will now be a member of the student council.

ELECTION STEPS



INSTRUCTIONS

In the boxes above, place key words or symbols to show Lena's journey to being elected to the student council, step by step. All of the words in the cloud are key words to help us talk about democracy. Lena being elected to the student council was **democracy in action**.

1. For all of the words above in the cloud, write down on your copy what they mean to you. You can use Lena's story to help you.
- or
2. Draw a symbol or a picture on your copy to match each of the words in the cloud.

CLASS 7: CHOOSING REPRESENTATIVES

In this class, students will explore the different qualities of leadership. In an exercise, students are challenged to pick a representative from a mixed bunch of characters with very different personalities. The next step in the exercise asks students to rank in order of importance the qualities they would like to see in their student council representative(s). Students need to be reminded that they get what they vote for!

ACTIVITY

- 1 Photocopy the 2 sheets on 'Class Personalities', one for every 3 or 4 students depending on your group arrangements. Also photocopy the sheet on 'Ranking Qualities', one for each student.
- 2 Break the class up into groups of 3 or 4. Distribute the Class Personalities sheets, one set to each group, and ask the students to read the instructions at the end.
- 3 Each group now has to decide its number 1, 2 and 3 choices of personality and be able to give reasons. Allow about 10 minutes for the discussion to take place. Remind the students that their number 1 choice will be their student council representative.
- 4 Ask each group to give their choices. Is there consensus between the groups? Discuss the choices. Remember there is no right answer – **you get what you vote for** is the message of this exercise!
- 5 Next, on the 'Ranking Qualities' sheet, ask each individual student to rank in order of importance to them the qualities that they believe their representative should have – on a scale of 1-10, 1 is the 'most important' and 10 the 'least important'.
- 6 When each individual has finished the ranking, ask the students to work in groups of 3 or 4. They must now come up with a ranking based on the group opinion. While the class is working in groups, write the quality words across the board and the number of groups involved down the side. When the groups have finished, ask one member of each group to come up to the board and fill in their rankings.
- 7 When each group has finished and all of the results are up on the board, work out which qualities are the most important according to the class. Then each student can complete the third section of the 'Ranking Qualities' sheet – 'My Class' – with the overall results.

FOLLOW-UP ACTIVITY

Ask the students to create a profile of their **ideal** Student Council Representative, bearing in mind the type of work that may be involved.

CLASS PERSONALITIES



MAXINE THE MESSER

Maxine is the funniest girl in the class. She messes a lot in school, but still does well because she is clever. She only takes a few things seriously and it is always great fun when she is around!



SHY SEÁN

Seán doesn't talk a lot, but when he does you listen because it makes sense. He has lots of ideas and good suggestions, but you have to ask him directly as he won't speak out in a group



SPORTY SUSAN

Susan loves sports and believes very strongly in teamwork. She is a very confident person. She plays hockey and basketball for the school. Outside of school, she plays tennis and swims.



WAYNE THE WASTER

Wayne couldn't be bothered about anything. He is a nice guy, but don't ask him to do anything that he might think is work. He comes to school to sleep and do as little as possible.



LOUDMOUTH LORRAINE

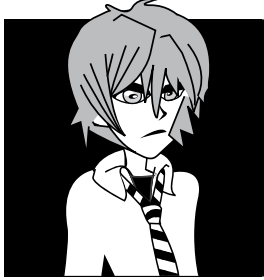
Lorraine loves the sound of her own voice and has an opinion on everything. She is not afraid to say what she thinks. Her ideas are often very good and what she says makes sense – it's just that she is so loud.



SOUND SAM

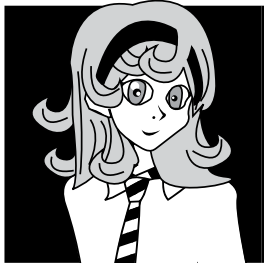
Sam is a nice guy. He is a hard worker, but knows how to have fun. He takes things seriously and listens to what people have to say. He is very reliable and when he is asked to do something, he does it.

CLASS PERSONALITIES



BULLY BOY BILLY

Billy picks on people and makes fun of them. He can't talk to people without having an argument that he always has to win. He knows how to make his point and if he is losing, he just uses his fists!



ORGANISED ORLA

Orla writes lists of things she needs to do. When she has to do something, she makes a plan and makes sure that she finishes the job properly. She prefers to be busy than doing nothing.

INSTRUCTIONS

Read about each of the characters above. Then take a look at the list below of possible duties that your student council representative might have to do and decide from the personalities given who you would pick as your representative. Give your 1st, 2nd and 3rd choices. You must have a reason for picking these individuals. Please remember, your No. 1 choice will be your student council representative.

POSSIBLE DUTIES:

- Making weekly announcements about student council activities.
- Speaking to the Principal on behalf of the class.
- Representing your ideas and suggestions at student council meetings.
- Giving a report to the teaching staff and Board of Management.
- Attending a Student Council meeting at lunch time every two or three weeks.
- Doing Student Council work at home for upcoming meetings.
- Working with management on school policies.
- Organising people into sub-committees.
- Carrying out surveys, questionnaires, etc.
- Collecting money for a fund-raising event.
- Asking for help from other people.

RANKING QUALITIES

ME	
Dedicated	
Confident	
Honest	
Organised	
Reliable	
Teamworker	
Trustworthy	
Sincere	
Listener	
Responsible	

MY GROUP	
Dedicated	
Confident	
Honest	
Organised	
Reliable	
Teamworker	
Trustworthy	
Sincere	
Listener	
Responsible	

MY CLASS	
Dedicated	
Confident	
Honest	
Organised	
Reliable	
Teamworker	
Trustworthy	
Sincere	
Listener	
Responsible	

CLASS 8: ELECTION CAMPAIGN

In this class, students are challenged to devise an election campaign, manifesto and interview questions for candidates for the student council. Having completed Class 7, they will now have some idea of the qualities they would like to see in their student council representative. This class offers students the opportunity to put this information together to come up with election strategies that are going to win them votes. It will also help to inform any students who may be considering becoming candidates for the student council some time in the future.

ACTIVITY

- 1 Photocopy the Student Task sheet, enough for each group of 4 students. Break the class into groups of 4, or any combination that works for you.
- 2 Distribute the sheet and read through the instructions with the students. Allow 20 minutes for students to work on the task.
- 3 Get each group to nominate, from within the group, a candidate, a campaign manager and two interviewers.
- 4 When the students are organised, ask each of the campaign managers to outline their campaign strategy.
- 5 When the campaign managers have finished, ask the candidates to make their speeches. They have a maximum of 2 minutes to talk uninterrupted.
- 6 Time the speeches and stop them at the 2-minute mark.
- 7 Ask all the candidates to stand up and the groups can then ask questions of whichever candidate they wish. They must raise their hand and speak through you as the Chairperson.
- 8 They must declare who they are asking the question of and state their question clearly. Heckling the candidates is not allowed!

FOLLOW-UP ACTIVITY

1. Ask the students to decide individually which was the best overall campaign strategy and speech from the manifesto. In other words, who would they, as individuals, have been most likely to vote for and why.
2. Ask each student to put together their own short campaign speech, now that they have heard the candidates from each group. They will have heard things that they liked themselves or things that they didn't use while in their groups.

STUDENT TASK SHEET

Student council elections are going on in your school in a month's time.

TASK

1. One of your group is a candidate, so your job is to come up with a **campaign strategy** for them.
2. Put together a **manifesto**, in the form of a leaflet or flyer, to tell people about the candidate and what they stand for. It will also help you to compose the candidate's speech.
3. Prepare **questions** for the other candidates, bearing in mind that you want your candidate to win!

When your group has finished this task, the person you've chosen as candidate will make an election speech (maximum length of 2 minutes) and then be questioned by the other groups. (Your own group will not interview you, but will ask questions of the other candidates.) Your teacher will also ask you to outline your campaign strategy for getting elected.

CAMPAIGN STRATEGY

- How are you going to get support for your candidate so that lots of people will vote for them?
- Where, when and how are you going to campaign?
Hint: Posters, announcements, giving speeches, meeting people...

THE MANIFESTO

- How are you going to let your classmates know what is going on at the student council?
- How do you intend to get and bring the issues from your class to the student council?
Hint: Suggestion box, regular meetings...
- What type of a person are you and why would you be the best for this job? Are you reliable, a good listener, dedicated, fair...?
- Don't make promises that you can't keep, e.g. promising a half-day on Fridays or less homework. **But** what would be the first thing you would like to see done as a student council representative? What issues are important to you and your class?

INTERVIEWING CANDIDATES

- See what the various candidates are promising and find out how they are planning to carry out these promises.
- Why should you vote for them? What issues are important to them?

Tip: Keep in mind your candidate's manifesto when putting together the questions since it will help him or her to know what to expect and to be ready for the interview!

CLASS 9: APPLYING PR SYSTEM

In this class, students will discover how to apply the proportional representation (PR) system of counting, which is used in Ireland for elections at local, national and European level. This system is deemed to be more representative of the voice of the people than a straight majority, or first-past-the-post, system. In an exercise, students will apply this PR system to elect a candidate to the student council from a class of 32 students. All the instructions are given in an easy-to-follow way and students will be able to see how this system works to elect a representative. Students should be allowed some time to discuss the activity and what they think of this particular system before the class finishes.

ACTIVITY

- 1 Photocopy a set of the 4 sheets of ballot papers (A-D), the sheet called 'Election Results (Students)' and the 'Instructions for the Count' sheet, enough for each group of students. Cut out the individual ballot papers so that each group will have their own set.
- 2 Distribute an Instructions sheet to each group. Read through each individual instruction with the students so that all the groups are at the same stage at the same time. As each instruction has been followed, students fill in the appropriate space on their Election Results sheet. Make sure that each group has the right answer.
- 3 When the count has finished, allow the students to discuss the results. Explain to them that if a majority, or first-past-the-post, system was being used, then the result would have been very different. In fact, Barney would have won in this case.
- 4 Ask the students to consider whether this would, in fact, have been representative of what they wanted. Barney received 12 first preference votes, which is 37% of the total. If he had been elected, how would the other 63% have been represented?

Important Note: In this application of the PR system, votes have been transferred using the **elimination system**. In a situation where there is more than one position available and there are many candidates, some candidates may achieve over the quota on the 1st or 2nd count. In this case, the surplus votes are transferred on a percentage of the amount over the quota. However, in a student council election in a school, whether it is on a class group or a year group basis, this is unlikely to happen (though not impossible). The elimination system has been demonstrated here to give students a very basic idea of how to apply PR to a class election.

FOLLOW-UP ACTIVITY

To gain more practice at counting, do a mock election in the class and apply the PR method, as demonstrated in this activity.

BALLOT PAPERS (A)

1	Andrew Archer	5
	Barney Brown	1
	Carla Clancy	2
	Denise Daniels	3
	Eddie Evans	4

2	Andrew Archer	
	Barney Brown	1
	Carla Clancy	2
	Denise Daniels	
	Eddie Evans	3

3	Andrew Archer	1
	Barney Brown	4
	Carla Clancy	2
	Denise Daniels	3
	Eddie Evans	5

4	Andrew Archer	
	Barney Brown	2
	Carla Clancy	1
	Denise Daniels	3
	Eddie Evans	

5	Andrew Archer	
	Barney Brown	
	Carla Clancy	1
	Denise Daniels	
	Eddie Evans	

6	Andrew Archer	
	Barney Brown	3
	Carla Clancy	2
	Denise Daniels	1
	Eddie Evans	

7	Andrew Archer	
	Barney Brown	
	Carla Clancy	2
	Denise Daniels	1
	Eddie Evans	

8	Andrew Archer	
	Barney Brown	X
	Carla Clancy	
	Denise Daniels	X
	Eddie Evans	

BALLOT PAPERS (B)

9	Andrew Archer	1
	Barney Brown	3
	Carla Clancy	2
	Denise Daniels	5
	Eddie Evans	4

10	Andrew Archer	
	Barney Brown	2
	Carla Clancy	1
	Denise Daniels	
	Eddie Evans	3

11	Andrew Archer	2
	Barney Brown	1
	Carla Clancy	3
	Denise Daniels	4
	Eddie Evans	5

12	Andrew Archer	2
	Barney Brown	1
	Carla Clancy	3
	Denise Daniels	5
	Eddie Evans	4

13	Andrew Archer	4
	Barney Brown	1
	Carla Clancy	3
	Denise Daniels	2
	Eddie Evans	5

14	Andrew Archer	3
	Barney Brown	1
	Carla Clancy	2
	Denise Daniels	5
	Eddie Evans	4

15	Andrew Archer	
	Barney Brown	3
	Carla Clancy	
	Denise Daniels	2
	Eddie Evans	1

16	Andrew Archer	
	Barney Brown	2
	Carla Clancy	1
	Denise Daniels	3
	Eddie Evans	

BALLOT PAPERS (C)

17	Andrew Archer	
	Barney Brown	3
	Carla Clancy	1
	Denise Daniels	2
	Eddie Evans	

18	Andrew Archer	2
	Barney Brown	1
	Carla Clancy	3
	Denise Daniels	4
	Eddie Evans	5

19	Andrew Archer	4
	Barney Brown	3
	Carla Clancy	2
	Denise Daniels	1
	Eddie Evans	5

20	Andrew Archer	3
	Barney Brown	
	Carla Clancy	2
	Denise Daniels	1
	Eddie Evans	

21	Andrew Archer	4
	Barney Brown	1
	Carla Clancy	2
	Denise Daniels	3
	Eddie Evans	5

22	Andrew Archer	2
	Barney Brown	1
	Carla Clancy	
	Denise Daniels	3
	Eddie Evans	

23	Andrew Archer	
	Barney Brown	1
	Carla Clancy	2
	Denise Daniels	
	Eddie Evans	

24	Andrew Archer	4
	Barney Brown	1
	Carla Clancy	5
	Denise Daniels	3
	Eddie Evans	2

BALLOT PAPERS (D)

25	Andrew Archer	4
	Barney Brown	3
	Carla Clancy	2
	Denise Daniels	1
	Eddie Evans	5

27	Andrew Archer	
	Barney Brown	YES
	Carla Clancy	
	Denise Daniels	YES
	Eddie Evans	

29	Andrew Archer	1
	Barney Brown	4
	Carla Clancy	2
	Denise Daniels	3
	Eddie Evans	5

31	Andrew Archer	5
	Barney Brown	4
	Carla Clancy	1
	Denise Daniels	3
	Eddie Evans	2

26	Andrew Archer	
	Barney Brown	2
	Carla Clancy	
	Denise Daniels	3
	Eddie Evans	1

28	Andrew Archer	5
	Barney Brown	4
	Carla Clancy	1
	Denise Daniels	3
	Eddie Evans	2

30	Andrew Archer	3
	Barney Brown	1
	Carla Clancy	2
	Denise Daniels	4
	Eddie Evans	5

32	Andrew Archer	1
	Barney Brown	3
	Carla Clancy	2
	Denise Daniels	4
	Eddie Evans	

INSTRUCTIONS FOR THE COUNT

1. Count all the votes.
2. Separate the spoiled votes and count how many of them there are.
3. Subtract the number of spoiled votes from the total number of votes.
This is your total valid poll.
4. Work out the quota on the sheet. You can't start counting until you know how many votes a person needs to be elected.

COUNT 1

- Count all the votes.
- Make a pile for each candidate with their number 1 preferences.
- Fill in the grid with the totals for each person.

COUNT 2

- Eliminate the person with the lowest number of votes.
- Now look at that person's votes and find out who was the number 2 preference on these ballot papers.
- Add these number 2 votes to the candidates' piles and fill in the grid.

COUNT 3

- If nobody has reached the quota, eliminate the next person with the lowest number of votes.
- Find out who the number 2 1st preferences were for and add those to the candidates' piles and fill in the grid.

COUNT 4

- If nobody has reached the quota, eliminate the next person with the lowest number of votes.
- Find out who the number 2 preferences were for and add those to the candidates' piles.
- If this person (that you are currently eliminating) received transfers from an already eliminated person, check the number 3 preferences and add them on to the candidates' piles.
- Fill in the grid.

ELECTION RESULTS (TEACHER)

Total Poll	32
Spoiled Votes	2
Valid Poll	30

$$\text{Quota} = \left[\frac{\text{Valid Poll}}{\text{Number of Seats} + 1} \right] + 1$$

$$\text{Quota} = \left[\frac{30}{1+1} \right] + 1 = \text{Quota } 16$$

Candidates	Count 1	Count 2	Count 3	Count 4	Count 5
Andrew Archer	4		Eliminated		
Barney Brown	12	+ 1		+ 1	14
Carla Clancy	7		+ 4	+ 5	16
Denise Daniels	5	+ 1		Eliminated	
Eddie Evans	2	Eliminated			

ELECTION RESULT

Having reached the quota of 16, Carla Clancy is deemed elected as a member of the student council.

ELECTION RESULTS (STUDENTS)

Total Poll	
Spoiled Votes	
Valid Poll	

$$\text{Quota} = \left[\frac{30}{1+1} \right] + 1 = \boxed{}$$

$$\text{Quota} = \left[\frac{\text{Valid Poll}}{\text{Number of Seats} + 1} \right] + 1$$

Candidates	Count 1	Count 2	Count 3	Count 4	Count 5
Andrew Archer					
Barney Brown					
Carla Clancy					
Denise Daniels					
Eddie Evans					

CLASS 10: STUDENT COUNCIL MEETING

In this class, students are given the opportunity to simulate a student council meeting. They will find out the roles of the various officers and appoint people to these roles within their groups. Issues to be discussed are suggested, but students may decide for themselves the issues they would like to discuss, which may have a particular relevance for them and for their school.

ACTIVITY

- 1 Photocopy the sheet on 'Student Council Officers (Students)' and the Answer sheet, enough for each group of 2, 3 or 4 students. Photocopy the Minutes sheet and the Planning sheet, enough for groups of 8.
- 2 Divide the students into groups of 2, 3 or 4, and distribute the Student Council Officers sheet. Ask them to match the definitions with the various officers' roles.
- 3 Allow about 10 minutes for this activity, then correct using the 'Student Council Officers (Teacher)' sheet. When this exercise is completed, divide the class into groups of 8 or more.
- 4 Each group is now the Student Council and must first of all appoint their officers. Distribute a copy of the Minutes sheet and the Planning sheet to each group.
- 5 Give each group an issue to discuss from the list below and ask them to come up with a plan of action. Alternatively, the students themselves may have an issue that they would like to discuss, one that is relevant to their own school.

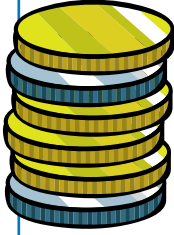
DISCUSSION ISSUES

- The student toilets are locked during the day except for the 10 minutes of the morning break and 10 minutes at lunch time.
- The staff and Principal are talking about changing the school starting time in the mornings to allow people to finish earlier in the evenings, but they would like to know what the students think about this idea.
- As a student council, you don't think that the students are aware of the work that you are doing. You need a bigger noticeboard somewhere, where all the students will see it, and you need to put together a newsletter for students and parents. What will you put on the noticeboard and in the newsletter?
- Some of the younger students would like to do activities at lunch time. Come up with a plan and suggestions for what and how this could be done.

FOLLOW-UP ACTIVITY

If you have a student council in your school, you could give your representative the ideas from your class on the issues discussed, particularly if you chose your own issues.

STUDENT COUNCIL OFFICERS (TEACHER)



TREASURER

- Keeps money in a safe place, e.g. bank account, school safe.
- Manages funds raised by the student council.
- Keeps financial records and gives a report at each meeting.



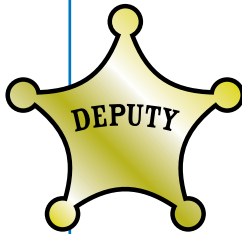
SECRETARY

- Gives out the agenda before meetings.
- Keeps a record of council meetings and Minutes.
- Assists the Chair in preparing the agenda.



STUDENT COUNCIL MEMBERS

- Work with other members, school management, staff and parents for the benefit of the school and its students.
- Inform their class/year about student council meetings.
- Represent the views and ideas of their class by putting issues that are raised by their class on the agenda.



DEPUTY CHAIRPERSON

- Helps the Chairperson in the organisation of the student council meetings.
- Takes over the responsibility of the Chair if the Chairperson is absent.
- Goes with the Chairperson to meetings where necessary.



PR PEOPLE

- Keep everybody informed of student council activities through newsletters, announcements, etc.
- Keep noticeboards updated.

CHAIRPERSON

- Prepares the agenda for meetings.
- Chairs the meetings fairly and makes sure that everyone gets a say.
- Has the casting vote if voting is divided equally.

Chairperson

STUDENT COUNCIL OFFICERS (STUDENTS)



TREASURER

- Helps the Chairperson in the organisation of the student council meetings.
- Work with other members, school management, staff and parents for the benefit of the school and its students.



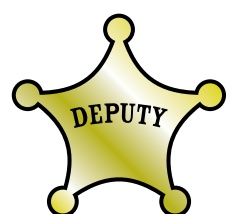
SECRETARY

- Keep noticeboards updated.
- Keeps money in a safe place, e.g. bank account, school safe.
- Inform their class/year about student council meetings.



STUDENT COUNCIL MEMBERS

- Has the casting vote if voting is divided equally.
- Keep everybody informed of student council activities through newsletters, announcements, etc.



DEPUTY CHAIRPERSON

- Takes over the responsibility of the Chair if the Chairperson is absent.
- Prepares the agenda for meetings.
- Manages funds raised by the student council.



PR PEOPLE

- Assists the Chair in preparing the agenda.
- Goes with the Chairperson to meetings where necessary.
- Represent the views and ideas of their class by putting issues that are raised by their class on the agenda.



CHAIRPERSON

- Gives out the agenda before meetings.
- Keeps financial records and gives a report at each meeting.
- Chairs the meetings fairly and makes sure that everyone gets a say.
- Keeps a record of council meetings and Minutes.



ANSWER SHEET

CHAIRPERSON

DEPUTY CHAIRPERSON

SECRETARY

TREASURER

PR PEOPLE

STUDENT COUNCIL MEMBERS

MINUTES OF STUDENT COUNCIL MEETING

(Reproduced from the *Second-Level Student Councils Resource Pack*, National Children's Office, 2006)

Name of school: _____ Date of meeting: _____

Names of people present:

Apologies for absence:

Other absences:

	ACTION	BY WHOM
Minutes of the last meeting:		
a) Are they agreed?		
b) Matters arising from last meeting's minutes		
Item 1		
Item 2		
Item 3		
Item 4		
Item 5		
Item 6		
Item 7		
Any other business		
Items for next agenda		
Date of next meeting		

PLANNING

ACTIVITY/ISSUE						
What is to be done?	Who is to do it?	What resources will be required?	When is it to be done?	How is it to be done?	What costs will be involved?	

(Reproduced from the *Second-Level Student Councils Resource Pack*, National Children's Office, 2006)

PART II:
LOCAL VOICE

CLASS 11: COMHAIRLE na nÓG

This class looks at the structure of Comhairle na nÓg. At this stage, students are aware that they have a right to have a voice and that in the education system that voice can be heard through the student council. If students are interested in having a voice in their local community, then Comhairle na nÓg is a vehicle for that voice to be heard.

Comhairlí na nÓg are run by the City or County Development Boards (CDBs) of local County Councils. The structure and running of the Comhairlí vary from one area to the next, but if students are interested in being involved or feeding suggestions into their local Comhairle, then they can find out this information from the CDB – you might even consider asking the person responsible for it to come in to a CSPE class to talk about their Comhairle na nÓg.

This class has been taken directly from two newsletters from the Co. Cavan and Co. Monaghan Comhairlí na nÓg. The young people themselves were involved in the writing and putting together of the newsletters. These two Comhairlí are an example of the kind of work that can be done when there is interest, funding and a dedicated person assigned to working with the young people.

This class also asks the students to start thinking and talking about the issues that affect them in their local area. They can develop their ideas in Class 12 and perhaps even write a small report to send or present to their local Comhairle.

ACTIVITY

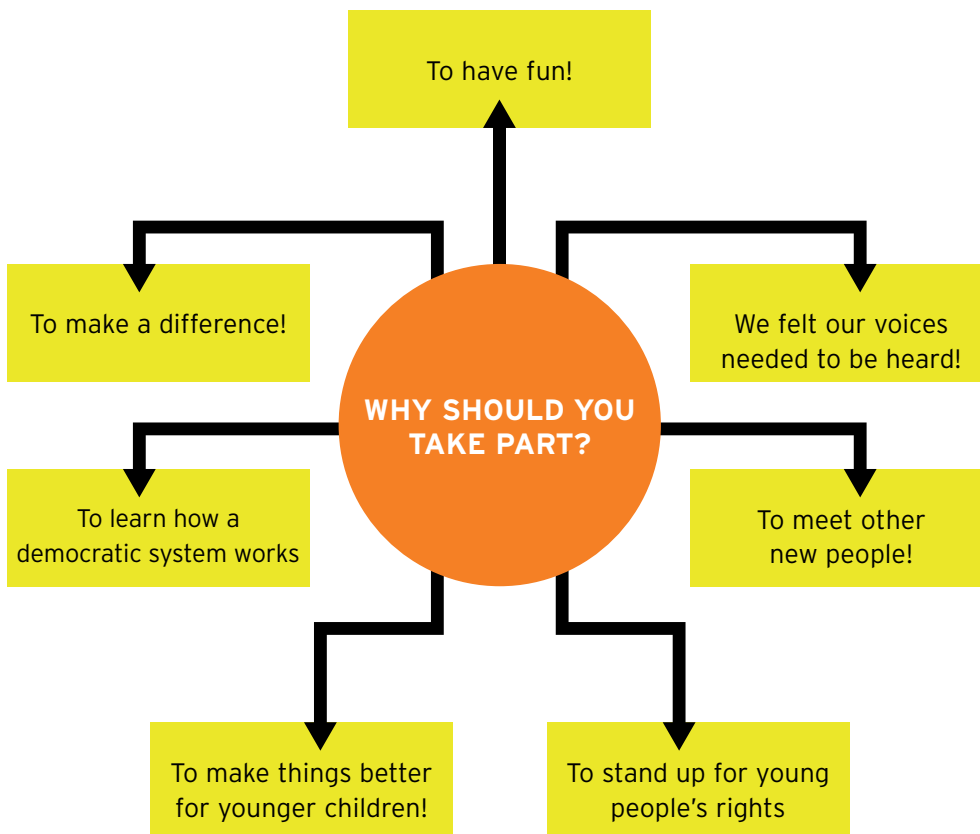
- 1 Photocopy the following 3 pages on Comhairle na nÓg, enough for a set between each pair of students.
- 2 Ask the students to work in pairs and give each pair a copy of the 3 pages. Ask the students to read the first 2 pages and then answer the Questions page.
- 3 When all the pairs have finished, correct the answers. Then ask each pair to think of one issue that affects young people in their local area. Give them 5 minutes to discuss this between themselves since they have to agree on one issue.
- 4 Make a note of all these issues on the board. Ask the students to vote on the 3 issues that they would like to discuss in a meeting for the next class.

FOLLOW-UP ACTIVITY

Divide the class up into 3 groups. Each group is responsible for collecting and finding out information about one of the 3 issues voted on above, to be discussed at the meeting in Class 12. Each person is to show evidence of having found some information: this could be having had a discussion with other young people, friends or family and taking notes, or it could be an Internet search or reading articles in a newspaper or a report.

COMHAIRLE na nÓG

This information is taken from the Co. Cavan and Co. Monaghan Comhairle na nÓg Annual Newsletters from 2004/2005. The young people involved worked with their Youth Development Officer, Jenny McLoughlin, from the County Enterprise Board to produce the two newsletters. All the information is taken directly with the permission of the County Board and without making any changes to the original work, except for layout and design which was not possible to replicate.



Even though under 18s can't vote, they can still make a difference! Did you know that you have a RIGHT to have a say in issues that affect your lives and that your views have to be listened to by people who make decisions?

Cavan County Development Board, Cavan County Council, have set up a Comhairle na nÓg to give children and young people the opportunity to represent the views of those under 18 in County Cavan. Comhairle na nÓg means 'young people's council'.

Members of Comhairle na nÓg are known as Councillors. Councillors are elected once a year. Comhairle na nÓg is made up of two groups: primary school members, aged 7-11, and secondary school members, aged 12-18. Comhairle na nÓg can also be consulted by other organisations that are completing plans or strategies that affect young people's lives.

We meet every three to four weeks to talk about ways to improve young people's lives. Meetings take place out of school hours in the County Council Chambers, which is also the meeting place of Cavan County Council.

WHO SHOULD GET INVOLVED

Remember, Comhairle na nÓg is a big commitment. You will have to attend a lot of meetings out of school hours.

A good junior councillor should be able to:

- communicate well with the group;
- be open-minded;
- cooperate with group decisions;
- bring other people's views to the table, not just their own;
- responsible – your decisions will affect a lot of people;
- understanding;
- good at researching the views of young people in your area.

SO DON'T JUST SIT BACK AND LET OTHER PEOPLE MAKE DECISIONS FOR YOU. USE YOUR VOICE AND GET INVOLVED!

EVERYONE IS ENTITLED TO RUN FOR ELECTION

It has been a busy year for us. Here's what we have been getting up to:

- Training
- Committee skills – After this we nominated our own Chairperson, Vice Chairperson, Secretary and Media Officer
- Team-building training in an Outdoor Adventure Centre
- Research skills
- Lobbying and campaigning skills
- Facilitation skills

Research: Because we try to represent the views of young people in County Monaghan, we have carried out a survey with people our age to find out about the issues that affect their lives. The survey was directed at secondary school pupils. Over 1,000 responses were received.

YOUNG PEOPLE FELT THAT THE PROBLEM OF BULLYING WAS THE MOST IMPORTANT ISSUE IN THEIR LIFE.

THIS WAS CLOSELY FOLLOWED BY THE FACT THAT THERE IS NOT ENOUGH FOR YOUNG PEOPLE TO DO IN THE COUNTY.

WHAT'S NEXT

We intend to talk to local and national decision-makers to try and find solutions to these problems.

QUESTIONS

1. Give three reasons why members got involved in Comhairle na nÓg?

2. As a young person, what right have you got even though you cannot yet vote.

3. Why was Comhairle na nÓg set up?

4. What does Comhairle na nÓg mean?

5. Who can consult Comhairle na nÓg?

6. How often does this group meet?

7. What commitment is involved in being a councillor?

8. What are the qualities necessary to be a councillor?

9. What kinds of things have the Comhairle members been getting up to?

10. Why does this Comhairle do research?

11. Do you think that this is a good idea?






12. Do you think that young people are often asked for their opinion?
Explain your answer.

CLASS 12: LOCAL ISSUES

This class gives students the opportunity to discuss issues that are important to them outside of the school community in their local area. They are asked to give some of the facts around this issue and to discuss. Instead of just complaining, an important aspect of this class is that the students themselves have to come up with suggestions or recommendations as to how these issues could be tackled.

Suggestions might include raising awareness about an issue, doing a survey to find out how other young people think, contacting politicians or the media to highlight the issue, or writing letters to people in organisations connected with the issue. There is a Report sheet (p. 74) included with this class in the hope that one of the students, with the agreement of the class, would pass on the report to their local Comhairle na nÓg or to their own student council, which may have a relationship with the Comhairle.

ACTIVITY

-  Photocopy the Summary sheet for every student so that they can all have a record of the discussion.
-  Give each of the 3 groups 5 minutes to discuss their findings on their particular issue. Ask each group to nominate a spokesperson.
-  To keep track of the information and to help structure the discussion, it might be a good idea for the group to elect a chairperson and someone to take notes (for the board).
-  Ask each group to present the facts on their issue. Advise students to use the Summary sheet to note the agreed facts.
-  When each group has presented the information, all the students must now come up with suggestions and recommendations for ways of dealing with these issues.

FOLLOW-UP ACTIVITY

1. Get the students to nominate one person to write up the official Report so that it can be sent to the Comhairle na nÓg in your area.
2. Find out when the next Comhairle meeting is being held and contact the Chairperson so that this report can be sent directly to him or her.

If you need information on your local Comhairle na nÓg, look on the Dáil na nÓg website (www.dailnanog.ie) and follow the links.

SUMMARY

FACTS ABOUT ISSUE 1

1.

2.

3.

FACTS ABOUT ISSUE 2

1.

2.

3.

FACTS ABOUT ISSUE 3

1.

2.

3.

RECOMMENDATIONS / SUGGESTIONS

1.

2.

RECOMMENDATIONS / SUGGESTIONS

1.

2.

RECOMMENDATIONS / SUGGESTIONS

1.

2.

REPORT

In our CSPE class, we had a discussion about some of the issues that are important to young people in this area. These are the issues we discussed:

Issue 1:

Issue 2:

Issue 3:

These issues were important because:

During our discussions, we made suggestions and recommendations as to how these issues could be tackled to improve the situation for young people in the area.

Issue 1:

Issue 2:

Issue 3:

We would appreciate if you could give us some feedback on this report.

Signed: _____

Date: _____

School: _____

Class: _____

PART III:

NATIONAL VOICE

CLASS 13: DÁIL na nÓG

In this class, students will learn about Dáil na nÓg, the National Youth Parliament of Ireland, which gives young people the opportunity to represent, at national level, the views of those under the voting age of 18. The Teacher's Information sheet (p. 78) gives some background information on Dáil na nÓg and what it is all about.

There are two approaches to this class. You could simply have a discussion about the two themes that were discussed at the 2007 Dáil na nÓg and get students to come up with their own thoughts, ideas, suggestions and recommendations. Or you could have the discussion about the themes first, then present the students with the statements and ask them to vote on them, as the 2007 delegates did. Work out the percentages and compare them to the actual percentages from the 2007 Dáil na nÓg, which had representatives from every county in Ireland.

Dáil na nÓg was established under the National Children's Strategy (2000), which states that **'children will have a voice in matters which affect them and their views will be given due weight in accordance with their age and maturity'**. The National Children's Strategy is Government policy, aimed at improving the lives of all children in Ireland. (Throughout the National Children's Strategy, the word 'child' refers to people under the age of 18.)

The Office of the Minister for Children (OMC) is a Government office and part of the Department of Health and Children. It was set up in 2005 to lead and support the implementation of the National Children's Strategy. It is responsible for, and funds, Dáil na nÓg.

- Student councils give young people a voice in school
- Comhairle na nÓg give young people a voice in their locality
- Dáil na nÓg gives young people a voice at national level

ACTIVITY

- 1 Make one copy of 'Michael's Diary' (pp. 79-80) and cut it up into its 6 sections. Also, make a copy of 'Michael's Diary – Full Text' (p. 81) for each student or pairs of students in the class, but don't give these out until the end of the exercise.
- 2 Divide the class into 6 groups and give each group one of the 6 sections. Each group is to read their own section and come up with the text message that Michael would send to his friend. The text message cannot exceed 160 characters, including spaces!
- 3 When the groups have finished composing their text message, ask one person from each group to read out the message in the order that the passage was written.
- 4 When all of the groups have finished, discuss what the class has now learned about Dáil na nÓg. Do they have a good understanding of how the day worked from the messages?
- 5 You can now distribute copies of 'Michael's Diary – Full Text' to each student so that they can read about the entire day with no detail omitted!

FOLLOW-UP ACTIVITY

1. Find out when the next Dáil na nÓg is taking place (from the website www.dailnanog.ie) and what themes are being discussed.
2. You could think about inviting in someone to talk to the class about Dáil na nÓg. This could be someone who has represented your county at Dáil na nÓg or someone from the Dáil na nÓg team (www.omc.gov.ie).

TEACHER'S INFORMATION



In this class, students will learn about Dáil na nÓg, the National Youth Parliament of Ireland, which gives young people the opportunity to represent, at national level, the views of those under the voting age of 18. Here is some background information to support the following activity for the students.

Objectives of Dáil na nÓg

- To provide a place where children and young representatives can raise and debate issues of concern to them.
- To act as a way for children and young people's concerns to be fed into the development of public policy-making.
- To provide a model for children and young people's participation which can be developed at local level with links to the national Dáil.
- To support civic, social and personal development in children and young people.
- To provide an opportunity for children and young people to hear and learn about the experiences of other children growing up in Ireland.

The topics or themes for discussion at Dáil na nÓg are selected by young people who are members of a Comhairle na nÓg. In early October 2006, each Comhairle na nÓg was asked to choose two themes that were of most interest to young people for discussion at Dáil na nÓg 2007. One of the themes had to be chosen from the Social Partnership Agreement called *Towards 2016*, while the second theme could be chosen by members themselves.

Choosing a theme for Dáil na nÓg from a list of themes that the Government is also prioritising means that it is more likely that young people's voices can make a direct impact on Government policy. Choosing a second theme that is totally random means that young people can let the Government know exactly what they think is a priority.

Each theme was divided into 5 key aspects or areas for discussion. Dividing the themes into such specific key areas ensured that all the subjects were discussed in detail and that delegates had the opportunity to discuss and prioritise a wide range of issues and recommendations.

It is important to realise that Dáil na nÓg is not a one-day event, but a year-long process. A democratically elected Dáil na nÓg Council (elected from the Dáil na nÓg delegates) works throughout the year to drive forward the ideas and recommendations that delegates agreed on at the previous year's Dáil session. This group presents a report at the next Dáil na nÓg.

MICHAEL'S DIARY



1. There were four members of Transition Year chosen to attend Comhairle na nÓg from Scoil Mhuire Clane. Before going, an election for Dáil na nÓg was mentioned and the thought of representing Kildare was exciting, but I did not keep any hopes up. When we arrived, we were split up into groups on 'Road safety' and 'Attitudes to young people'. There were only two allowed from each group, but since two people pulled out from other groups, all the people that wanted to enter from our group had the chance. When I made my speech, I was nervous speaking in front of so many people, but I felt they actually listened to what I was saying. When it came to the result, it was a complete shock that I got through because I thought only people from my school would vote for me (which they didn't). It did not really sink in until weeks later.



2. The training session before Dáil na nÓg was good. In the end, it was a chance to meet up and discuss our ideas prior to Dáil na nÓg. But otherwise I didn't see it as a necessity.

Going to Croke Park was a brilliant experience. The thought of representing every young person between the ages of 12-18 is amazing when you think about it. It was a great day overall and the fact that everyone there was committed to the Comhairle, and not just there for the laugh, was important.



3. The discussion groups were better than expected, much better than the Comhairle groups. The mentors (fair play John) were excellent and really could associate with us and I felt we got a lot covered. Everyone made a contribution, which was vital for the group, and no one was shy about voicing their opinion. There was also a great mix of people there, from right around the country.



4. Dáil na nÓg was a learning experience, one that I will never forget. I had always wanted to be part of Dáil na nÓg, from hearing about it on the news and radio and asking teachers when I could get the chance to go. It was so exciting meeting up with all the other delegates and the Questions and Answers with the politicians was excellent – the range and quality of questions asked was great.



5. The Questions and Answers session had to be the best, simply because it put the politicians and other members on the spot for difficult questions. I wish there had been more time for this. The discussion groups were also very good as we really put our heads together and putting forward an issue for voting was excellent.



6. Dáil na nÓg was the best thing I have done this year, maybe even in my life. I will, without a doubt, try to be elected next year and fingers crossed get into the Dáil na nÓg Council. For teenagers who care about what goes on in their area and who want to make a difference, it is not only a great thing to do, but also essential to make a difference.

MICHAEL'S DIARY – FULL TEXT

DÁIL na nÓG 2007

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USE YOUR CHOICE

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PART IV:

ACTION PROJECT

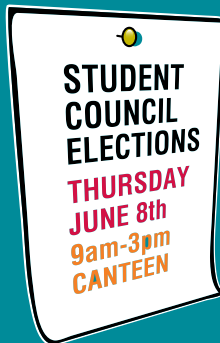
STUDENT COUNCIL ELECTION

You might think about your CSPE class running the Student Council Election as an Action Project for CSPE. Here are some of the committees that you might use to run the election. There may be other committees that you would like to have.



1. REGISTER OF ELECTORS COMMITTEE

- Collect class lists of everyone intending to vote.
- Put together a Register of Electors.
- Produce in alphabetical order.
- On the day of the election, cross off each name as they are handed a ballot paper.



2. PUBLIC RELATIONS COMMITTEE

- Make posters advertising the upcoming election and put them up around the school.
- Contact each individual class about the election, telling them when and where it is on.
- Candidates wishing to put up posters/fliers have to do it through this committee.

Andrew Archer

Barney Brown

Carla Clancy

Denise Daniels

Eddie Evans

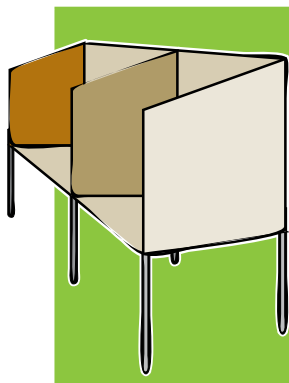
3. BALLOT PAPER COMMITTEE

- Design a ballot paper for each class or year.
- This could be done on a computer and printed or sketched out.
- Photocopy and have enough ready for the day of the election.
- Have bundles for each class or year group.



4. BALLOT BOX COMMITTEE

- Get a cardboard box (e.g. an A4 paper box from the school office) – if possible you could get a box for each year in the school, which would make the counting of votes quicker and more straightforward. Seal the lid of the box with sellotape and cover the box with paper, labelling it clearly with the year group on it.



5. POLLING STATION COMMITTEE

- Set up the tables in the designated classroom or hall.
- Set up a screen or a curtain so that voters can have a secret ballot.
- Watch over the ballot boxes to make sure they are not interfered with.



6. COUNT COMMITTEE

- Count the votes.
- Subtract any invalid or spoiled votes and work out the quota.
- Count the votes and declare the winners.



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