

Fair Choice Plan

Teacher-led practice with sharing ideas, voting, and using a group choice.

1.18.A “use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 FAIR STEPS

a	LISTEN	SHOUT	GRAB
b	YELL	VOTE	PUSH
c	HIDE	TOSS	COUNT

2 DECISION PLAN

IDEAS	•	•	COUNT
VOTES	•	•	FOLLOW
CHOICE	•	•	TALK

HOW TO RUN THIS PAGE

Read prompts and choices aloud. After the vocabulary practice, supply two available songs and voting slips. Invite ideas and agree beforehand to sing both briefly if tied. Support pointing or assisted votes and tally on the board.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • FAIR STEPS

SAY “Listen as I read each classroom situation and the words in its row. Circle the word that names a fair step the class can use.”

ROW	SAY	STUDENTS CIRCLE
a	Our class is choosing a song. Which word tells how classmates can hear each person's idea: LISTEN, SHOUT, or GRAB?	LISTEN
b	After the class hears ideas, which word names a fair way to choose: YELL, VOTE, or PUSH?	VOTE
c	After everyone votes, which word tells what the class can do with the votes: HIDE, TOSS, or COUNT?	COUNT

PART 2 • DECISION PLAN

SAY “Listen to both columns and match words that go together in a fair decision. Then share ideas about our two songs and listen to each other. Vote once, help count on the board, explain our choice and sing the chosen song; if tied, sing both briefly.”

- **IDEAS** matches **TALK**
- **VOTES** matches **COUNT**
- **CHOICE** matches **FOLLOW**

WHAT TO ACCEPT

Circle LISTEN, VOTE, COUNT. Match IDEAS/TALK, VOTES/COUNT, CHOICE/FOLLOW; clear crossing lines are fine. Observe actual sharing, listening, one vote each, counting and following the outcome. Check totals equal voters; respect differing preferences.