

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 each prompt and each printed choice aloud. Students show how a group can make a fair classroom decision by identifying helpful steps and connecting parts of a decision plan.

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 “I will read the words in both columns. Draw a line from each word on the left to the word on the right that goes with it in a fair group decision.”

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

WHAT TO ACCEPT

Circle LISTEN, VOTE, and COUNT. Match IDEAS to TALK, VOTES to COUNT, and CHOICE to FOLLOW; accept clear lines even if they cross.