



## EduTrend Contents

P4C · POWER AND LEADERSHIP · PRIMARY

# Is Voting Always Fair?

Majority rule and the people who lose the vote

Ages 8–11

Level: Developing

45 minutes

Whole class circle · up  
to 30

Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

## ACTIVITY 02 · AT A GLANCE

# Is Voting Always Fair?

Pupils vote between two invented class trips: a theme park and a farm. The farm wins narrowly. Then they learn that one pupil cannot go on rides for health reasons and that the farm is very far for another pupil. They create questions and enquire into whether the majority should always decide and how to treat those who lose a vote.

## Learning outcomes

By the end of the session pupils can:

- explain majority rule;
- consider minority views;
- reason about fairness in decisions;
- build on others' ideas.

**KEY WORDS**

vote · majority · minority · fair ·  
decide · democracy

**CURRICULUM LINKS**

Citizenship: democracy. Maths:  
data and voting. PSHE: fairness.

**1****STIMULUS**

Share something to  
think about

**2****THINK**

Quiet thinking time

**3****QUESTION**

Create and choose  
a question

**4****ENQUIRE**

Reason together

**5****BUILD**

Agree, disagree,  
add

**6****REFLECT**

Last words

## Materials (per class)

- Voting slips
- Extra information cards
- Question and thinking-move cards
- Worksheets 1, 2 and 3

## Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

**SAFETY**

Use invented pupils in the scenario. Do not  
refer to real classmates' needs.

## ACTIVITY 02 · SESSION PLAN

# Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

| Time                    | What happens                                                      | Say or ask                                                 |
|-------------------------|-------------------------------------------------------------------|------------------------------------------------------------|
| 0–8 min<br>Stimulus     | Hold the class trip vote, then share the extra information.       | <i>"What did you notice?"</i>                              |
| 8–18 min<br>Questions   | Pupils create questions in pairs and vote on one.                 | <i>"Which question is most interesting to talk about?"</i> |
| 18–40 min<br>Enquiry    | Enquire into the chosen question, building on each other's ideas. | <i>"Is voting always fair?"</i>                            |
| 40–45 min<br>Last words | Each person says one last thought or passes.                      | <i>"Has your thinking changed?"</i>                        |

**CHALLENGE CARD (print or copy onto the board)**

Explain when majority rule is fair.

## ACTIVITY 02 · FACILITATOR NOTES

# The philosophy in brief

Democracy usually decides by majority, but also protects rights that a majority cannot take away.

Philosophers describe the risk of a “tyranny of the majority”.

## Common ideas to listen for

- “Voting is always fair.” Minorities can be ignored.
- “The winning side is always right.” Numbers are not reasons.
- “There is no alternative to voting.” Discussion and compromise also help.

## Adapting the activity

### Support

Discuss the vote only.

### Stretch

Design a fairer way to choose the trip.

WORKSHEET 1

# Our questions

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Write questions the stimulus makes you wonder about.

## Our questions

| Question | Who asked | Votes |
|----------|-----------|-------|
|          |           |       |
|          |           |       |
|          |           |       |
|          |           |       |
|          |           |       |

## WORKSHEET 2

# Ways to decide

Compare.

## Ways to decide

| Method                   | Good points | Problems |
|--------------------------|-------------|----------|
| Majority vote            |             |          |
| Taking turns             |             |          |
| Discussion and agreement |             |          |
| Leader decides           |             |          |

## WORKSHEET 3

# Last words

Before and after.

**Should the majority always get its way? Before the enquiry I thought... Now I think... because...**

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## FOR THE TEACHER

# Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

| Pupil | Asks a philosophical question | Gives reasons and examples | Listens and builds on others |
|-------|-------------------------------|----------------------------|------------------------------|
|       |                               |                            |                              |
|       |                               |                            |                              |
|       |                               |                            |                              |
|       |                               |                            |                              |
|       |                               |                            |                              |
|       |                               |                            |                              |
|       |                               |                            |                              |

Suggested codes: W = working towards · E = expected · G = greater depth

## ABOUT THIS ACTIVITY

Is Voting Always Fair? is a sample activity from the EduTrend Contents P4C Power and Leadership programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at [edutrend.org](https://edutrend.org).

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