

## Lesson 3: Voting in the Classroom



**Grade Level:** K-5

**Objective:** Students will learn about voting as a democratic process and practice decision-making by participating in a class vote, and understand the role of majority rule in group decisions.

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### Focus Skills

**Understanding the Lawmaking Process** Students connect voting to real-world decision-making, understanding how democratic processes like elections and legislation rely on collective input to implement rules and policies.

**Analyzing Civic Engagement** Encourage students to recognize how their individual choices contribute to group decisions, even when the majority's choice differs from their own.

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### Materials Needed:

- Chart paper or whiteboard and markers
  - Printed copies of the story "*Why We Vote*" (text provided below)
  - [U.S. Constitution](#) and resources from PBSLM
  - Ballots for a classroom vote
  - Ballot box (decorate any cardboard box at disposal)
  - "I Voted" stickers or badges (Option for younger students: ["I Voted" printable sheet](#))
  - Printer sticker labels 3" size (round or oval shaped)
  - Coloring pencils
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## Lesson Outline

### Introduction (5 Minutes)

- **Discussion Prompt:** Ask students, "What is voting, and why do we vote?"
- Write student responses on the board.
- Guide them to understand that voting is a fair and inclusive way to make decisions together.

### Reading Time (10 Minutes)

- Read *Why We Vote*

#### "Why We Vote"

*Voting is one way people make decisions together. In our country, adults vote to choose leaders and make decisions about laws. When adults vote, it's like giving their opinion on what they think is best for everyone. Voting is fair because everyone gets a say. No matter where they live or who they are, every adult gets to have a say. In our classroom, we can vote on things, too! We can vote on what game to play, what book to read, or even where to sit. When we vote, we show that everyone's ideas are*

*important. Sometimes, we may not get exactly what we wanted, but we know that everyone got a chance to share their choice. Voting helps us work together to choose what most people want! When we vote, we're learning to respect each other's opinions and come together as a group.*

- **Discussion Questions:**

1. Why do you think voting is important?
2. What kinds of things might we vote on in our classroom?
3. How can we respect the outcome of a vote, even if it's not what we wanted?

### **Constitution Connection (10 Minutes)**

- **Introduce the [Constitution](#)** and its role in giving citizens the right to vote.
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  - Discuss the phrase “We the People” and how it emphasizes teamwork and fairness.
  - **“We the People”** means everyone in our country is important and has a say. It reminds us that decisions are made together by all the people, not just one person or group. It shows that we work as a team to make our country fair and good for everyone.
  - Ask:
    - “Why is it important for everyone to have a say?”
    - “Can you think of a time when you participated in a group decision?”

### **ACTIVITY: Class Vote (15 Minutes)**

1. **Explain the process:** Students will practice voting on a classroom topic (e.g., a book to read, a game to play).
2. **Vote:** Give each student a ballot to mark their choice. Collect them in the ballot box. Note that they should not share their vote, as it is a personal choice.
3. **Count Votes:** Tally the votes as a class and announce the winning choice.
4. **Discuss Majority Rule:** What happens if your choice doesn't win? How can we move forward together even if we disagree?

Explain to students: *“When people vote, they wear an ‘I Voted’ sticker to show they participated in making important decisions. It’s a way of saying, ‘I used my voice to help choose what’s best for everyone!’ It also reminds others that voting is an important part of being a good citizen. Today, your sticker shows that you helped make a decision for our class—just like adults do for our country!”*

### **Design Your Own Sticker (15-20 Minutes)**

- Provide students with blank sticker templates.
- Encourage designs that reflect:
  - Voting and fairness.
  - Personal interests (e.g., stars, hearts, favorite items).
  - Creative phrases like “My Voice Counts” or “Classroom Voter!”
  - Colors and patterns to make their sticker vibrant and unique.



*EMILY LEGG, 12th GRADE,  
Winner of Ohio's "I Voted Sticker Design Contest"  
TEAYS VALLEY HIGH SCHOOL,  
PICKAWAY COUNTY*



*HUDSON ROWAN, 8th GRADE  
Winner of "I Voted Sticker Design  
Contest"  
ULSTER COUNTY, NY*

### **Closing and Reflection (5 Minutes)**

- Review the importance of voting and how it ensures everyone has a say.
- Connect the activity to real-world voting as a way for "We the People" to make decisions together.

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### **Extension for Older Students**

After designing their stickers, encourage students to write a short reflection (in their journals or on the back of their ballots) about why voting is important and how it impacts their community.

Examples of prompts:

- "Why is voting important in a community or country?"
- "What would happen if no one voted?"

### **Suggested Booklist: Voting in the Classroom**

- V is for Voting by Kate Farrell
- Vote for Our Future by Margaret McNamara
- I Voted: Making a Choice Makes a Difference by Mark Shulman
- Ida B. Wells Marches for the Vote by Dinah Johnson

# OFFICIAL BALLOT

Place a "X" in the box to choose the option you like the most  
**CHOOSE ONE.**

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# I Voted!

On Election Day, in many communities, voters receive a sticker, a badge, or a button after they cast their ballot. This token both recognizes participation and encourages others to vote.

Color and cut out these "I Voted Today!" badges. Share them with members of your family after they cast their ballot. You can help celebrate and recognize their participation in the election.



Find more  
games and activities  
at [pbskidsforparents.org](http://pbskidsforparents.org)

**FULL SHEET BALLOT TEMPLATE**

**OFFICIAL BALLOT**

**Place a "X" in the box to choose  
the option you like the most  
CHOOSE ONE.**

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# Lesson Extension: "Campaign for Your Vote" - Classroom Campaign Activity

## Overview

This learning extension activity allows students to engage creatively in the voting process by designing campaign posters for a fun classroom vote. Students will learn how to express their ideas and persuade their classmates on a chosen topic while reinforcing the concept of voting and decision-making.

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## Introduction (5 minutes)

- **Explain the Activity:** Tell students that they will participate in a campaign to promote their ideas for a fun classroom vote. This could be for themes like a class party, a fun class activity, or a new class mascot.
  - **Discuss the Purpose of Campaigning:** Introduce the idea of campaigning and how it helps people share their opinions and persuade others. Ask students why they think campaigns are important.
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## Choosing a Topic (5 minutes)

- **Brainstorm Ideas:** Facilitate a discussion where students can suggest ideas for what they would like to vote on. Write their suggestions on the board.
  - **Select a Final Topic:** As a class, choose one topic for the campaign activity. Make sure it's something that excites students and is relevant to their experiences.
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## Poster Creation (20 minutes)

- **Explain Poster Requirements:** Instruct students to create a campaign poster that promotes their chosen option. Explain that their posters should include:
    - **A clear title** that states what they are campaigning for (e.g., "Vote for Pizza!" or "Let's Choose a Dolphin as Our Mascot!")
    - **Drawings or illustrations** that visually represent their idea.
    - **Persuasive slogans or phrases** that encourage classmates to support their option (e.g., "Pizza is the Best Snack!" or "Dolphins are Friendly and Fun!").
  - **Provide Materials:** Distribute art supplies such as colored paper, markers, crayons, and other crafting materials for students to create their posters. Encourage them to be creative and colorful in their designs.
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## Campaign Presentation (10 minutes)

- **Presenting Posters:** Once posters are completed, allow each student or small group to present their poster to the class. They should explain their idea and why their classmates should vote for their idea.

- **Encourage Questions:** After each presentation, allow a few minutes for classmates to ask questions about the poster and the idea being promoted.
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### **Voting Process (10 minutes)**

- **Conduct the Vote:** After all presentations, set up a voting station where students can cast their votes for the option they prefer. Use simple ballots with the choices listed, allowing students to vote in secret.
  - **Count the Votes:** Once everyone has voted, count the votes together and announce the winning choice to the class.
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### **Group Sharing and Reflection (5 minutes)**

- **Discuss the Experience:** Facilitate a class discussion about the activity. Ask students:
    - “What did you enjoy about making the posters?”
    - “How did it feel to share your idea with the class?”
    - “Why is it important to respect the outcome of the vote?”
  - **Reflect on the Voting Process:** Discuss how the activity connects to real-world voting and decision-making.
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### **Assessment**

- **Participation in the Activity:** Observe student engagement during the poster creation and presentations.
- **Creativity and Effort in Posters:** Assess the creativity and effort put into their campaign posters, including the clarity of their message and illustrations.
- **Understanding of Campaigning and Voting:** Evaluate their ability to explain the importance of campaigning and voting during the discussion,