

3. VALUE LINE

The "Value Line" provides an opportunity for learners to take a stand (literally) for an opinion and then explain that opinion to others. As such, it encourages and develops critical thinking.

Directions:

A. Present a statement and ask students to rate their agreement with it on a scale (e.g., 1-10 where 1 represents total disagreement and 10 represents total agreement).

B. Ask students to stand and line up based on their rating. Those with the strongest disagreement stand at one end of the line, those with the strongest agreement stand at the other end, and others fill in at appropriate places in line. Have students count off from one end of the line to the other to assure that they are in order from 1-10. (Bend the line like a horseshoe so that everyone can see and hear each other.)

C. Ask students at both the ends of the value line to explain their positions. Encourage a spirited debate, asking students to support their positions with as much specificity as possible. Invite students who change their mind to move at any time to a different place on the value line. When students move, ask them to explain what changed their minds. Option: Instead of calling on students, ask "Whom would you like to hear explain their position?" Typically, the more vocal students will volunteer and the chances are good that they will ask a more quiet student to speak. Thus, you have reversed the dynamics of who are talkers and who are listeners.

D. Variation: After setting up the value line, fold it. That is, bring the two ends together and have students create pairs all the way down the line. Students at opposite ends are now paired and instructed to interview each other to find out the reasons their partners have for their position. Afterwards, students are asked to present their partner's position. This develops a number of skills, including active listening, seeing multiple perspectives, and summarizing.

USE or ADAPT (be specific about the **purpose** and the **directions**):