



### THE IDEA: VALUE LINE AND 4 CORNERS!

The strategies in this newsletter are about giving students a chance to have their say.

#### Value Line

In this structure the class is given a question that has some element of debate or contention. Students are asked to “take a stand” by forming a line that has students who agree completely at one end of the line and those who disagree completely at the other end.

As an extension, the line can be “folded” and students are given the opportunity to explain their stance to students who are at the opposite end of the spectrum. Students who are undecided or “wishy/washy” are able to discuss their reasons as well.

If desired, the line can then be re-formed with students changing places to represent their new stance on the issue.

#### Four Corners

This is a similar structure to the Value Line except that the students are given the opportunity to move to four areas (corners) of the room that represent answers to a question that has been posed. This can be done with an issue or it can be done to illustrate voting on a correct solution.

#### Variation:

Label the four corners of the room with "Disagree, Strongly Disagree, Agree, Strongly Agree." Read a controversial statement and have students write on a piece of paper whether they agree, disagree, strongly agree, or strongly disagree with the statement. When all are finished writing, have students go to the corner representing their point of view. All students who share the same point of view work together to collect evidence and present an argument supporting their beliefs.



#### Dear Colleagues!

This is the second in a series of newsletters designed to provide some quick and easy ideas to use when planning to incorporate successful strategies for teaching boys in our schools.

The research shows that only 20% of high school students are auditory learners -- meaning that they learn best by hearing information. About another 20 -25% are visual learners - they learn best by seeing information. The majority of our students are tactile learners-- they learn best by manipulating things.

Teachers in Ontario did a series of action research projects with the Ministry of Education and found that boys were able to achieve more when the following key elements were in place:

- differentiated instruction.
- a variety of active learning experiences, such as
- competitions, games, contests, and group activities.
- a variety of graphic organizers.

Providing shorter tasks for boys and giving them plenty of feedback was one strategy that proved to be helpful.



## WHY WE SHOULD TRY IT

### WHY WE SHOULD TRY THIS?

*Each brain needs to make its own meaning of ideas and skills.* It is no more possible for a teacher to "make me understand" than for the teacher to digest food for me.

Carol Ann Tomlinson, "Teach Me, Teach My Brain", ASCD, (1998).

### WHAT IT MIGHT LOOK LIKE IN YOUR CLASS

The **Value Line** might be used in the following situations:

Discussing controversial topics

Debate

#### One Possible Scenario:

Ask students where they feel they stand on the issue of uniforms in school. Have them form a line with students who "agree completely" forming one end of the line and those who "disagree completely" at the other end. Allow for some discussion and then fold the line so that those who disagree are speaking with those who agree. Ask the for students to reform the line after a few moments of discussion.

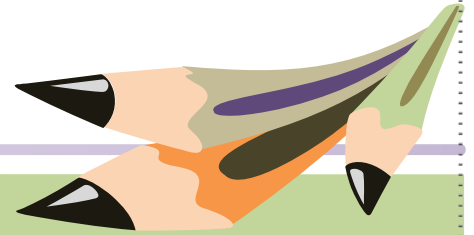
OR Use the same idea at the end of a debate to see how the audience feels after hearing the sides discussed.

#### **Four Corners**

This can be used to find out how students feel about a topic or it could be used to see how students answered a question.

#### One Possible Scenario:

Use the corners like a moveable multiple choice question. Have each corner represent an answer to a math question. Have students go to the corner that they think is the correct answer and then discuss why they thought their answer is correct (how they got this answer).



### Related Ideas:

*Some questions to consider:*

How can you help your students to reflect on their learning at appropriate points?

What forms of active learning can you introduce in your classroom or school?

**Giving boys a chance to have power over their own learning can give them more opportunities for excellence. Choice builds confidence and fosters independence.**

Can you think of ways to allow for more opportunities for choice in your classroom? Consider sharing these with you TRADE SECRETS partner.

