

CLASS VALUE LINES

Kagan, S. 1992. Cooperative learning. San Juan Capistrano, CA: Kagan Cooperative Learning.

Class Value Line offer a chance for students to interact with others beyond their team. Students take a stance and must explain why they have that opinion to others, who may not share the same views.

STEPS:

1. **Statement of the Value Issue.**
Teacher chooses an issue that is likely to produce a range of opinions, including strong agreement and strong disagreement.
2. **Students Mark a Value Line.**
Each student creates a value line on a piece of paper (see picture below). They mark the ends of the line, Agree ... Disagree. Student mark their position somewhere between the ends.
3. **Take a Stance**
Students take a stand on an imaginary line that stretches from one side of the room to the other. They stand in spot along the line corresponding to where they have marked their own value line.
4. **Similarity Pairs.**
Students pair up with a person next to them in the Value Line, discussing why they have that opinion.
5. **Folded Value Lines (see picture below)**
Students on the agree end walk to the disagree end to find a new partner with an opposing position. The strongest agree person is standing across from the strongest disagree person, the second strongest at each end are facing each other, and so on.
6. **The teacher decides which side of the folded line will share first. Simultaneously, each student on that side shares how they value the statement and why. The partner on the other side must paraphrase what the first student said. Then the second student shares her/his value and why; second partner paraphrases what was stated.**

