

# VIEWPOINTS ON THE LINE

SUGGESTIONS AND VARIATIONS (PLT ACTIVITY 19, PAGE 89)

## INSTRUCTIONS

1. Hang numbers 1-10 in a line across a wall
2. Explain that students will listen to several opinion statements and will have to rate how much they agree with that statement based on a scale of 10 (10 being strongly agree and 1 being strongly disagree).
3. Read out the first statement and allow the students to move along the line in the direction of how much they agree with that statement.
4. Next, break the line at its midpoint and have half of the students stay in place while the others move down so that each has a partner. Face your partner.
5. Have one side of the line take one minute to explain to their partner why they chose their agreement-ranking.
6. IMPORTANT: After each student has explained their position, have each partner present to the class their partner's opinion.

I AGREE!

## CONNECTIONS

*Make connections to nature based on student actions:*

- **Many educators avoid teaching and talking about controversial issues.** This activity is a good way to encourage students to listen to each other about why they think the way they do. Controversy is often uncomfortable for adults; students are young and still learning how to think rather than what to think. This is the perfect opportunity to branch off of that idea and show them that it is okay to disagree but is extremely important that they learn to listen to each other.

## VARIATIONS

*Use these activity variations to explore other ways to teach controversial issues:*

- Have the #1 person chat with the #10 person to examine extreme attitudes.
- Make a human bar chart out of your students' choices. For example if you have 6 students that chose an agreement ranking of "5" have those students stand in a line and do the same with the others. This example is to visually show the differences in opinions.
- Have students complete a pre and post test. Read the opinion statements in the beginning and the end, see if any of the students' opinions have changed after discussions and why.

## QUESTIONS TO ASK ABOUT ACTIVITY

1. Why did you choose the agreement-ranking that you did?
2. What is your decision based on?
3. Is your decision similar to others or different? Why do you think that is?

I DO NOT AGREE.



# OPINION STATEMENT EXAMPLES

*Feel free to change as appropriate*

## EXAMPLES

- The world's natural resources exist for people to use.
- People have a responsibility to protect all life forms on Earth.
- It is important for people to preserve wilderness areas.
- People will eventually develop new technologies to cope with environmental problems.
- People should be able to use their own land in whatever way they see fit (farming, housing, logging, wildlife habitat etc).
- Protecting a country's natural resources and natural heritage is primarily the government's responsibility.
- All people have the right to clean air and water.
- There should be laws restricting development on farmland or forestland outside cities and towns.
- Zoning laws should prevent people from living in places with a history of major forest fires.
- The government is doing a good job of protecting the country's natural environment.
- Recycling is the most important thing people can do to help improve the environment.

