



TAKE A STAND

Basic Overview

Grouping: Whole Class

Time: 5 - 10 minutes

Level of Risk: Low

Preparation/Materials:

- Post "Strongly Agree" and "Strongly Disagree" signs at opposite ends of a continuum in your room.

Slides: [Standing Vote](#) 

SEL Skills Practiced

- Reasoning
- Staying focused
- Making a decision

Tip for Success

Provide students with sentence starters to encourage constructive conversation when defending their stance. Make sure the class rules are visible to remind everyone to be respectful.

Reinforcing Language

- "We have a lot of people who feel passionate about this one!"
- "You moved quickly! It is clear that you know what your stance on this topic is!"
- "I hear a lot of 'I' statements and respectful disagreement statements."

Instructions

- Let students know the purpose of this activity is to see where people "stand" on an issue.
- Reiterate the class rules about respect for the opinions and voices of others, and call for students to be honest but not insulting. Address ways to constructively disagree with one another, and require that when students offer a defense of their stance, they use "I" language rather than "you."
- Give students time to reflect on a prompt or prompts that call for agreement or disagreement with a particular statement. Consider having students respond to the prompt(s) in a notebook.
- Ask students to stand on the spot along the line that represents their opinion, telling them that if they stand at either extreme, they are absolute in their agreement or disagreement. They may stand anywhere between the two extremes, depending on how much they do or do not agree with the statement.
- Once in line, students take turns explaining why they chose to stand where they are. Encourage students to use evidence and examples when defending their stance. Alternate from one end to the middle to the other end to allow a variety of voices and stances.
- After 3 - 4 viewpoints are shared, invite students to move if they have changed their stance. Continue sharing stances until most voices have been heard.
- **After Activity Reflection**
 - Have students share how the activity changed or reinforced their original opinion.