

### **Integrity Activity: Put Yourself on the Line**

**Objective:** Students will gain some understanding of peer influences and practice skills necessary for taking a stand against negative peer pressures. Students will also practice respectful listening in regard to different opinions expressed by classmates.

**Materials:** Space for the entire class to form a line and room for individuals to move around the line and a list of prompts for students to address.

**Length of time:** 15 to 30 minutes

**Activity/Discussion:** The teacher will have the students stand in a line., and will explain that the line forms a type of continuum. One end of the line will be identified as "strongly agree," while the other end will be identified as "strongly disagree." The middle of the line will represent a moderate position. The teacher may then read a practice prompt such as "cats make better pets than dogs" to allow students a chance to practice with a familiar and generally non-threatening situation. After students arrange themselves in the desired order, the teacher can go down the line and ask each student to explain the reasons he or she chose a particular position. To encourage students to work together, the teacher may also ask students with like opinions to talk amongst themselves and to choose a spokesperson to present the ideas. Prompts may start out easy like the one above until students feel comfortable, but should progress to harder ones where students are asked questions about doing the right thing. For example, "if a student sees another student cheat on a test, he or she should tell the teacher. " To make the activity more relevant, the teacher might ask students to come up with ideas before beginning the activity. If the classroom space is not conducive to forming a long line, the teacher can make four signs with "strongly agree," "agree," "disagree" and "strongly disagree" written on them and place the signs around the classroom. After hearing the prompts, students would then take a position next to the sign that best matches their views.

**Evaluation/Extension:** Students may be evaluated based on participation and respectful listening. As an extension, students may be asked about what things influences their choices and what things might lead them to changes positions.

Citation: Gibbs, J. (1995). Tribes: A New Way of Learning and Being Together. Sausalito, Ca.: Center Source Systems.