CENTRAL RIVERS
AREAEDUCATIONAGENCY

Agree/Disagree Process

☯ Purpose

To help students organize data to support a position for or against an idea.

☯ Vocabulary

Agree: To be in favor of an idea.
Disagree: To be against an idea

☯ Thinking Skills

Evaluating, analyzing

STEP 1 Ask for volunteers to agree or disagree with the statement and to give you a reason. After you have several reasons for and against the statement, ask the students to move. All the students who agree with the idea stand on the right side of the room. All who disagree with the idea stand on the left side of the room. Each group will pick out the most important reason for the position and share it with the class. (NOTE: Caution, some students may be reluctant to move, you may want to use sticky dots or some other anonymous method to display the results of the initial discussion.)

STEP 2 After the students are reseated, show the chart on the overhead. Point out that skillful thinkers will always think about the arguments for both sides before making a decision and that they might very well change what they think based on the data they collect.

STEP 3 Assign students to read, research, investigate, and/or discuss the topic. When all are finished, do a recount and record on the chart. Discuss with the class why the counts were different.

STEP 4 Next, divide the students into groups of three, with a recorder, reader, and a checker/encourager.

STEP 5 Conclude the activity by inviting several groups to explain the differences and for the class to discuss the major reasons given.

STEP 6 Throughout the unit, use the chart to promote student thinking about the content. Give refinement and feedback on the students' uses of the chart. Look for more thorough reasons for changes. End the unit with an individualized task in which each student completes a chart you made for a selected content.

"Brain Compatible? ☑ Check It Out!"	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions