Value Line
Opinionnaire: Love and Loyalty
http://www.sasked.gov.sk.ca/docs/mla/julie.html

Respond by putting a number from "1" for Strongly Agree to "10" for Strongly Disagree next to each statement and by providing a brief reason for your opinion. Remember, there are no right or wrong answers. Everyone’s opinion is valid.

1.) _____ It is important to be loyal to the person you love, even if he/she breaks the law.
Reason:

2.) _____ Love at first sight is not possible.
Reason:

3.) _____ A person should not marry someone who is of a different religion.
Reason:

4.) _____ If your parents dislike the person you love, it is important to stop seeing him/her and keep peace in the family.
Reason:

5.) _____ A person should only marry someone if he/she is of the same skin colour and racial origin.
Reason:

6.) _____ "True love" means that you would be willing to die for the person you love rather than live without him/her.
Reason:

7.) _____ There is no such thing as "true love".
Reason:

8.) _____ It is important to support or help a friend no matter what the circumstances.
Reason:

Saskatchewan Education (1997)
English Language Arts: a Curriculum Guide for the Middle Level (Grades 6-9)
Regina, SK: Saskatchewan Education
To use a Value Line.

Present an issue or topic to the group and ask each member to determine how they feel about the issue (could use a 1-10 scale; 1 being strong agreement, 10 being strong disagreement).

Ask the students to line up at the front of the classroom in a straight line in correspondence to whether or not they agree or disagree with this value statement (e.g. those who strongly agree, stand to the extreme right; those who strongly disagree, stand to the extreme left).

Once the students have formed their line:

1. teacher can ask the students to explain their positions. Be sure to include both students in the Value-Line and students sitting in the classroom.

2. students can turn to a partner and explain their positions. Teacher can interview the pair or partners can explain the similarity or differences of their positions.

Variation: Folded-Value-Line

1. The teacher can fold the line and ask partners who hold a different viewpoint than theirs; ask them to discuss their opposing stances, i.e. why they agree or disagree with the value statement.

2. Form your groups by pulling students person from the value line