

## 4 Corners

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### **Purpose:**

To promote critical thinking, respectful dialogue, and evidence-based reasoning by encouraging students to physically and verbally take a position on a content-based statement.

### **Step-by-Step Protocol:**

#### **1. Think** (2 minutes)

Present a provocative, content-related statement (e.g., “Social media does more harm than good.”). Students reflect silently and determine their initial stance: Strongly Agree, Agree, Disagree, or Strongly Disagree.

#### **2. Move** (1 minute)

Students physically move to the corner of the room that represents their stance. Each corner is labeled clearly with one of the four options.

#### **3. Discuss** (4–5 minutes)

In their corners, students discuss their reasoning with others who share their stance. Encourage them to:

- Share evidence or examples.
- Clarify their position.
- Prepare a spokesperson to summarize the group’s argument.

#### **4. Share** (4–6 minutes)

Each group presents its main points to the class through a designated spokesperson. Other groups listen respectfully and may take notes or ask clarifying questions.

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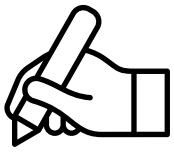
### 5. Reflect & Revise (3–5 minutes)

Students reflect on what they heard and decide whether to change or strengthen their stance. They return to their seats and write a short response that includes:

- Their original stance and reasoning.
- New perspectives they heard.
- Whether their position changed or stayed the same—and why.

### Optional Extensions:

- Use a sentence stem bank to support discussion (e.g., “I believe...because...”, “A counterpoint is...”, “An example is...”).
- Incorporate a digital poll or virtual 4-corners setup using breakout rooms.
- Collect written reflections to assess growth in reasoning and content understanding.



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Text/Topic: \_\_\_\_\_

**Controversial Statement:**

\_\_\_\_\_

**My initial position (circle one): Strongly Agree | Agree | Disagree | Strongly Disagree**

**Reasons for my position:**

1. \_\_\_\_\_

2. \_\_\_\_\_

**Group discussion notes:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Key arguments presented by other groups:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Did I change my position after the discussion? (circle one): Yes | No**

**If yes, explain why:**

\_\_\_\_\_

**If no, what strengthened your stance?**

\_\_\_\_\_

\_\_\_\_\_

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### Final written reflection:

This image shows a full page of primary-ruled paper. It contains ten identical rows of horizontal lines. Each row is composed of three parts: a solid black line at the top, a dashed black line in the center, and another solid black line at the bottom. The rows are evenly spaced across the entire page, providing a template for handwriting practice.