



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

## **5-3-1 ACTIVITY**

By Stephanie Douglas

### **Activity Description**

Group consensus can be difficult to achieve. Using this strategy can aid in students' cooperating to achieve this goal, when they prioritize information and make a case for narrowing down their priorities. See the example in Procedures, below. This activity can be used with any text, event, or experience.

### **Suggested Grade Level**

Fourth grade and above

### **Estimated Time to Complete**

Fifteen minutes to one class period, depending on assigned material

### **Objectives**

Students will

- cooperate to achieve the goal of group consensus;
- analyze a list of information;
- prioritize the list based on personal opinion regarding significance of information; and
- defend priorities.

### **Materials Needed**

- Markers
- Sentence strips
- Student notebooks
- Material to be analyzed, i.e. the Bill of Rights, a timeline of events, any text or experience from which students can list five items that are the most significant

### **Activity Procedures**

1. Have students consider the Bill of Rights and make believe there is a paper shortage resulting in the printing of only five of the amendments.
2. Say, "What are the five most important amendments in the Bill of Rights?" Have students list their most personally significant five out of the ten on a piece of paper.

3. Students meet with a partner with whom they must agree on only three important amendments. You might want to have students defend their three choices in writing or verbally.
4. Partnerships record their top three on three separate sentence strips and post them so others can see them.
5. The teacher informs students that the entire class must agree on only one amendment as the most important.
6. Alter the display of sentence strips by overlapping common ones so that students can see there are already a number of students who agree or could be convinced to agree on one of their top three.
7. Ask individuals to identify and defend choices. Facilitate debate.
8. Assess students' knowledge based on arguments—Why was it important when it was written? Why is it important today?
9. Achieve consensus by vote, or assign written defenses for homework and decide later.