

Four Corners

This technique stimulates student learning through movement and discussion, and it can also be used as a formative assessment. Students are presented with a controversial statement or are asked a question. Students can either choose a corner based on their response, or the teacher can assign a corner for students.

If students are choosing a corner: In each of the four corners of the classroom, an opinion or response is posted. Students express their opinion or response by standing in front of one of four statements, and then talking to others about why they have chosen their corner.

If the teacher is assigning a corner: A sign or response is posted letting students know which corner they need to go to. With their peers in the same corner, students express their opinion or response, and then talk to others about what they will share with others who were not in their corner.

Four Corners promotes listening, verbal communication, critical thinking, and decision-making.

How to Use Four Corners in Distance Learning

- Generate a controversial statement or a question related to your topic of study.
- Create and assign a [Google Form](#) with four different opinions (often teachers use “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”) related to the statement
- Allow time for students to independently think about an answer to the statement/question. Then, have students complete the Google Form.
- After completing the Google Form, students can enter into breakout groups based on their answer choices OR the teacher can share anonymous responses from students who responded the same and/or differently.
 - **Breakout Rooms:** Students gather in their assigned breakout room with students who responded the same on the Google Form (“Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree”) In a round robin format, students each share their response from their Google Form about why they made their choice and the evidence/example to support it. The teacher can share a document with anonymous responses from students who have a different response from the group. Students can take turns reading the responses out loud and discuss their reactions to what they hear. Each group can also prepare a summary of their discussion to share out with the whole group.
 - **Document w/ Google Form Responses:** As an alternative to breakout rooms, teachers can share a document with students with anonymous responses from the Google Form. Students can be instructed to read the

responses from students who had the same opinion AND read the responses from students who had a different opinion on the topic.

- Students can write a reflection or journal response at the end of the activity to discuss how the activity changed or reinforced their original opinion.
- Question Option: If the students completed the "Questions about Topic" portion of the Google Form, the teacher can share some of the questions during whole group instruction and invite students to answer questions during the live meeting by sharing a response out loud or answering in the chat feature.

How to Use Four Corners in the Classroom

- Generate a controversial statement or a question related to your topic of study.
- Create and post on chart paper in four different areas of your classroom: Four different opinions (often teachers use "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree") related to the statement; Four possible answer choices to the question; or Four signs indicating where students should go.
- Allow time for students to independently think about an answer to the statement/question. You can ask them to write down their answer and reason for their choice. Then, provide the answer choices. Ask students to choose the option that comes closest to their original answer if they are choosing their corners.
- Ask students to gather in the corner of the room that corresponds to their choice or that they are assigned to. In each corner, students discuss the reasons for selecting a particular choice or their responses.
- Give students a set amount of time for discussion. Students can also determine what they will share with peers who were not in their discussion corners and present a group summary of their discussion. This can be done through an oral presentation or as a written statement.

