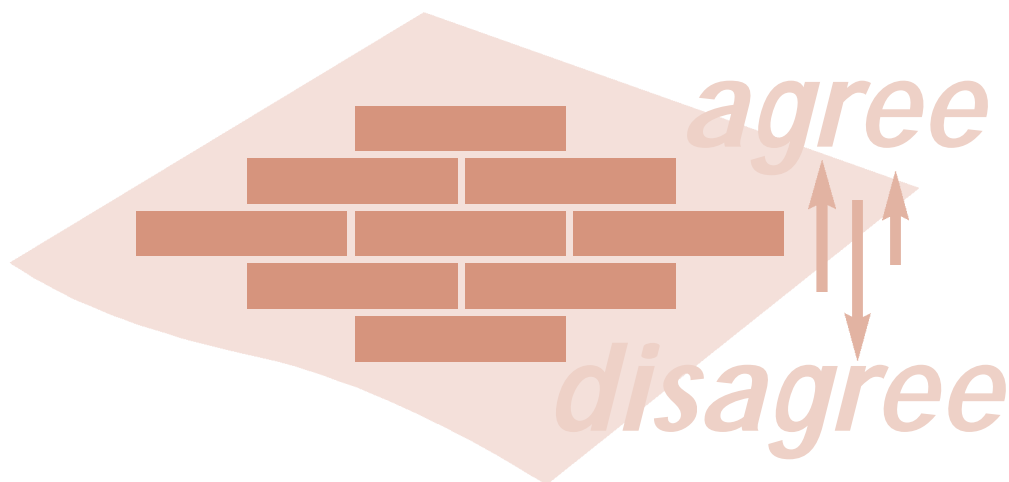


Ranking

RANKING ENCOURAGES small group discussion. As the group work together to agree on the placing of the statements in order, they are also making their own arguments for and against. It is important that the groups be of mixed ability so that the less able students are not at a disadvantage.

The most common form of ranking is called **diamond ranking**. The aim is for the group to arrange nine statements in a diamond pattern, so that the whole group agrees with the arrangement. The statement the group agree with most is at the top, the one they disagree with most at the bottom, and the others are placed in between.



- ◆ The mechanics of making the diamond encourages discussion, and in fact the discussion itself can be the most important part of the activity.
- ◆ Groups could feed back their first and last choices and discuss why they chose them.
- ◆ Finally, in groups, talk about how the group came to its conclusions. Did the group come to the same choice easily? Was everyone involved equally?

Some more ideas

- ◆ It doesn't always have to be agree or disagree. You can ask the students to rank statements against different criteria, such as most or least surprising, happened least often or most often in a period of history, the most important or the least important to them.
- ◆ If you were using statements about the destruction of a natural habitat, students could rank them by which is the most or least damaging.
- ◆ Rank pictures or cartoons in the same way.
- ◆ Rank most successful or least successful adverts (which can be cut out of magazines).
- ◆ Rank statements about issues affecting the school. Which need dealing with most urgently? Which affect most people? Which are long-term or short-term?

