

The *Diamond Nine* is an oral language strategy that challenges students to work together to evaluate and collectively prioritise nine ideas, opinions or pieces of information into what they consider highest to lowest importance. This activity encourages rich, focussed discussions as students are expected to reach a consensus within their group before sharing and justifying their choices with the rest of the class. In most cases there is no right or wrong order; the learning will come from their discussions and negotiations.

Learning Outcomes

By choosing to engage in this activity the following learning outcomes will naturally be encountered:

OL1, OL2, R2, R3

Key Skills

Communicating
Managing Myself
Managing Information
and Thinking
Working with Others

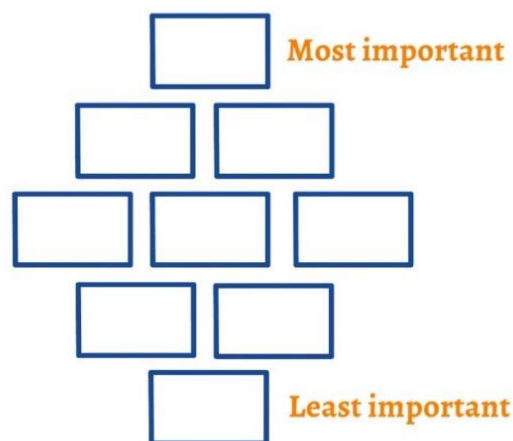
Student Friendly Learning Intentions:

Students will:

Manage information
Communicate with each other
Learn to prioritise information
Understand the importance of reaching consensus

Preparation / Instructions

- Usually the nine options are presented on nine separate pieces of paper which students must arrange onto a diamond-shaped template, with the most important at the top of the diamond and the least important at the bottom.
- You'll need to prepare a set of nine cards for each group – each card should contain a fact/idea/opinion for each group to evaluate and prioritise.
- You may wish to provide each group with another page containing a diamond template in which to place each card. (Alternatively, you could just draw the diamond shown below onto the board to show students how to lay out their cards on their desks.)



Assessment

Peer assessment; teacher assessment; teacher questioning; self-reflection

Extension Activities

This could be developed into classroom debates (oral/walking) to examine the importance of various issues. It could be adapted into writing activities with the following outcomes in mind: W3, W4