

# RANKING

*Ranking involves groups discussing and prioritising images or statements.*

## Learning objectives

- ❑ to develop children's skills of co-operation in making choices
- ❑ to develop speaking and listening skills such as criticising, judging, defending, arguing, comparing and contrasting.

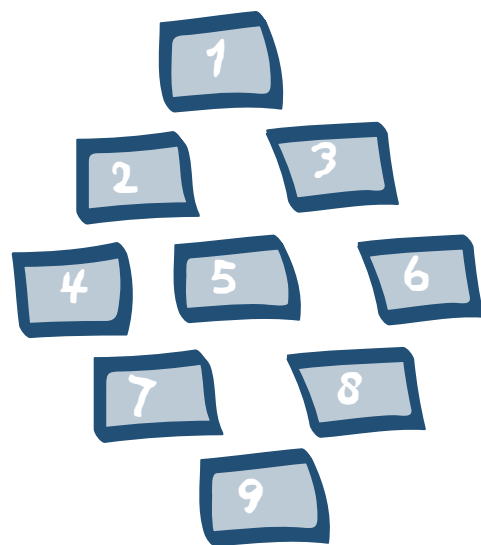
Each group will need nine 'cards'; these might consist of photographs, pictures, sentences, anecdotes, quotations, adverts, cartoons etc.

## How?

- ◆ The aim is for the group to arrange nine cards in a diamond pattern, so that the whole group agrees with the arrangement. The card 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.
- ◆ Ask the group to look at each card in turn and discuss where it should be placed in the diamond. They will need to look at and discuss each card separately, if the final decision is to be a considered one. The mechanics of the making of the diamond encourages discussion, although the discussion itself is the most important part of the activity.
- ◆ Bilingual children may value the opportunity to operate in common language groups, especially if the stimulus is visual.
- ◆ Groups could feedback their first and last choices and discuss why they were chosen.
- ◆ 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/disagree. You can ask the children to rank against different criteria, such as most/least surprising, happened least often/most often in a period of history.
- ◆ If you were using statements about the destruction of the rain forest, children could rank them by which is most/least damaging.
- ◆ Rank pictures or cartoons in the same way.
- ◆ Rank the most successful or least successful adverts.
- ◆ Rank statements about issues affecting the school. Which need dealing with most urgently?



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## *Example: Ranking gender statements*

As the equal opportunities co-ordinator I wanted to find out what the Y6 children thought about gender issues in school. I thought of nine statements and asked the children to arrange them into a diamond with those that happened most in our school at the top those that hardly happened at the bottom. They worked in groups of three or four and all had to agree on where the statement was placed.

The group feedback was encouraging in that each group could give reasons for placing their statements. By listening and responding to each other the children developed their skills in moving their arguments on.

## Statements about gender in school

