

Send My Friend to School 2017: Diamond Nine Ranking

Age range: 8 - 18 years

Time: approximately 30 minutes

Outline

This learning workshop uses a **diamond nine ranking** activity to encourage young people to think critically about the essential elements of a quality education and the challenge of scarcity. The Sustainable Development Goals agree that all children should have a good quality education, but sufficient money isn't yet available to pay for it.

The purpose of a **diamond nine ranking** is to provide discussion or reflection about the relative importance of a range of factors. This method of ranking can be used in many different contexts where there is a need to define, prioritise or make decisions.

For example, Sustainable Development Goal (SDG) 4 sets ambitious targets for providing a good quality education for all the world's children at a time when funding for global education is declining. Therefore resources are limited. Many millions of children go without a good quality education or do not go to school at all.

The **diamond nine ranking** asks young people to make difficult decisions about which elements of a quality education to prioritise and which elements to exclude. It almost inevitably forces them to exclude important features of a quality education which, in the world we wish to see, should be included.

How to run an **diamond nine ranking** is outlined in full in this Oxfam guide

Oxfam (2015) – [Global Citizenship in the Classroom](#) (page 19)

The guide may be downloaded free from the [Oxfam Education](#) website.

Learning objectives

- Participants attempt to identify which elements of a quality education to prioritise in the context of scarcity
- Participants articulate their opinions clearly and review them in the light of the opinions of others

Outcomes

- Participants select five or six of the most important elements of a quality education
- Participants examine the elements of a quality education they have rejected and review whether they are also essential.

Key questions

- Is it possible to agree on the five or six elements that make up a quality education?

Resources

- Oxfam (2015) – [Global Citizenship in the Classroom](#) (page 19)

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| <ul style="list-style-type: none"> • What are the key messages for MPs and world leaders about the next steps in ensuring that all children receive a quality education? | <ul style="list-style-type: none"> • Send My Friend to School – Teacher’s Pack 2017. |
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Secondary Curriculum links
England

KS3 & KS4 Citizenship (2014) – Purpose of study, aims, subject content.

Wales

ESDGC (Choices and Decisions) and PSE (Active Citizenship) – National Curriculum for Wales.

Scotland

Social Studies – Scottish Curriculum for Excellence.

Session outline

1. Before you begin

Young people should have a basic knowledge of Education for All.

- View and discuss the Send My Friend PowerPoint presentation
- If you have time, work through some other activities on the Send My Friend website
- The Opinion Line workshop activity provides an introduction to this activity

2. The Diamond Nine Ranking (30 mins)

Young people should work in pairs or small groups, depending on the best classroom arrangement to generate discussion.

Distribute **Handout 2** from the **Send My Friend to School – Teacher’s Pack 2017**. The young people cut out the jigsaw pieces. The two blank pieces are for young people to write their own ideas, if applicable.



*Send My Friend to
School Teachers Pack
– Handout 2
Jigsaw pieces*

The purpose of the activity is to prioritise the elements of a quality education in a **diamond nine** (see below). The most important element is ranked number 1, the second most important elements number 2 and so on down to number 5



*Oxfam (2015) – Global
Citizenship in the Classroom.
Pg 19*

Encourage discussion about which elements to prioritise. Don't be surprised if participants become frustrated about the tough choices they have to make. Remind them that these are precisely the challenges faced by the world's education ministers. When they have completed their discussions and the ranking exercise, ask the groups to explain their rankings to each other and discuss the similarities and differences.

Differentiation

Make it easier: Reduce the number of jigsaw pieces. The primary school version of the Teachers Pack does this for you.

Make it harder: Add an element of cost into the discussion by asking groups to work within a budget.

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