

# Group diamond activity to find a common vision

A great activity where participants need to discuss, rank, prioritise or make decisions.

Create 12 - 15 diamonds for the participants to choose from. They are, however, only expected to use 9 of them to create a larger diamond.

In each diamond shape, write one important ***thing about teaching and learning or action research or intercultural learning.***

Every group is given an envelope containing a set of statements.

Participants are instructed to rank each statement and arrange them in a diamond formation. The criterion for ranking can be fairly general like “importance, relevance, significance” or can be more detailed and content specific.

The statement with the highest priority is placed at the top of the formation and the least important statement at the bottom. The second, third and fourth row consist of statements that are ranked with descending priority, with each row having two, three, two statements.

Each group is asked to explain their choice of ranking, either for the whole workshop - or smaller groups can be combined to form a larger group and instructed to decide on a consensus ranking for the entire set of statements.

As a final step, participants can either share ideas on priorities in plenary or walk around comparing other “diamonds”.

**Goal:** to make decisions together, to evaluate something and to determine a hierarchy.

**Execution:** Of the 12-15 diamonds provided to the teachers, nine are to be used to lay a larger diamond. The example in the appendix refers to statements on intercultural learning. There is also a grid for further statements or for statements on a new topic (action research, learning to learn, etc.).



Option 1: From the first row to the last row from important to less important.

Option 2: The third row contains the core (the most important statements) around which everything else less important is arranged.

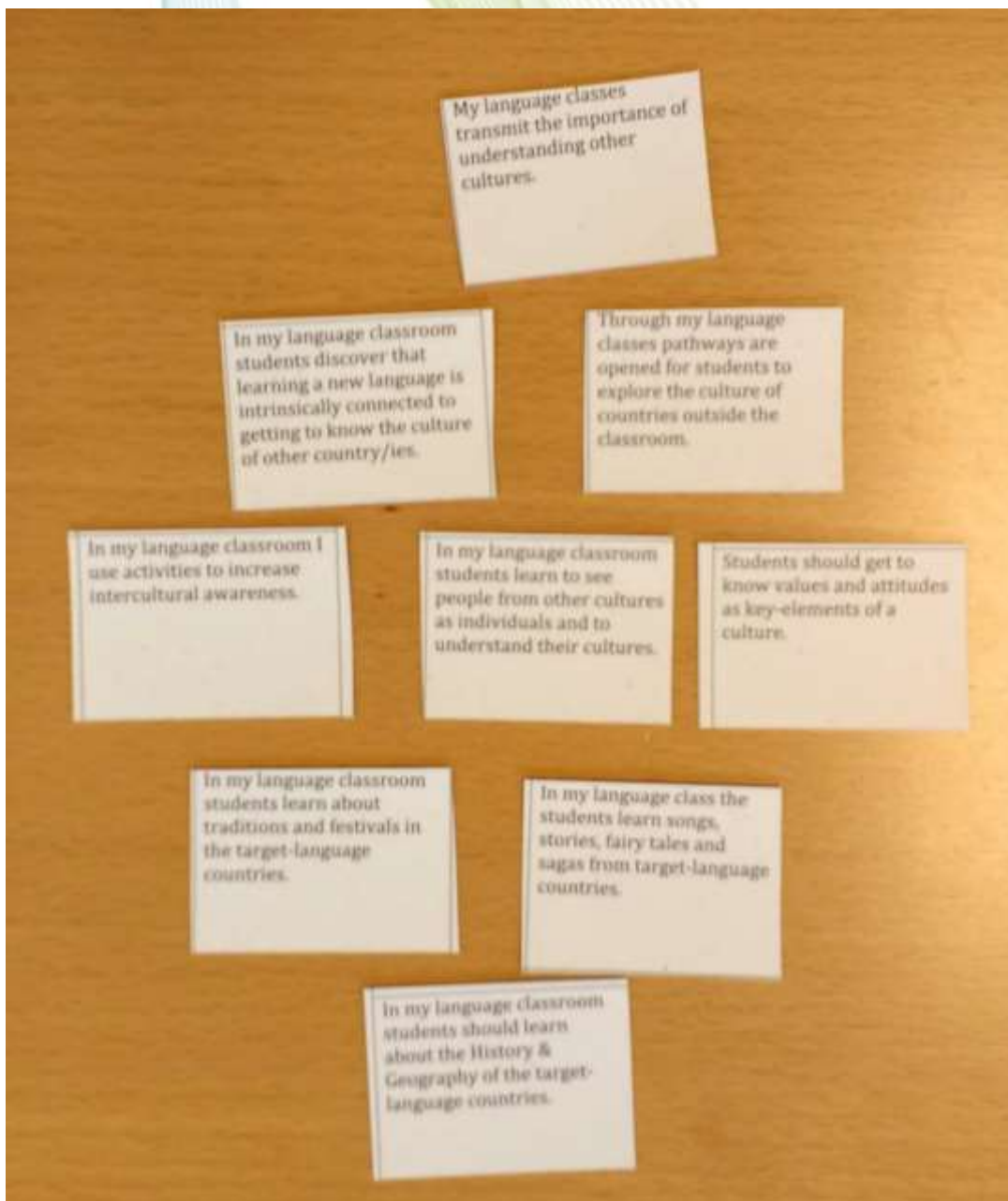
Each group is asked at the end of the activity to explain the "diamond" that can happen in the plenary or as a 'museum walk' where the group members silently look at the other diamonds and compare them with their own.

## Diamond activity to find a common vision for intercultural learning in the language classroom

<p>Factual knowledge about the target-language countries is an essential part of language learning.</p>	<p>In my language class the students learn songs, stories, fairy tales and sagas from target-language countries.</p>	<p>Through intercultural learning students are sensitised for language diversity in Europe and the world.</p>
<p>My language classes transmit the importance of understanding other cultures.</p>	<p>Through my language classes pathways are opened for students to explore the culture of countries outside the classroom.</p>	<p>In my language classroom students learn about traditions and festivals in the target-language countries.</p>
<p>Students should get to know values and attitudes as key-elements of a culture.</p>	<p>In my language classroom students learn to see people from other cultures as individuals and to understand their cultures.</p>	<p>In my language classroom I use activities to increase intercultural awareness.</p>
<p>In my language classroom students should learn about the History and Geography of the target-language countries.</p>	<p>My language classes focus on democratic citizenship, social cohesion and intercultural dialogue.</p>	<p>In my language classroom students discover that learning a new language is intrinsically connected to getting to know the culture of other country/ies.</p>

<p>It is important that students connect the L2 with the culture of country and the people, who speak the language.</p>	<p>In my language classroom students should learn about social systems (e.g. school systems, jurisdiction, traffic rules ...) in the target-language countries.</p>	<p>In my language classroom students learn to speak and write about their intercultural experiences (visits to other countries, school exchanges and partnerships...)</p>
<p>The most important thing is intercultural competence.</p>	<p>English is a lingua franca and can be learnt effectively without connection to traditions, factual knowledge about target-language..... countries.</p>	<p>As language teachers we should focus on language competence rather than information about countries.</p>

## Diamond activity

This is an output of the project “Action research communities for language teachers” (2016-2018) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states.  
[www.ecml.at/actionresearch](http://www.ecml.at/actionresearch)