



Cognitive Tool 7 ELIMINATION DRAW

Background

Often in our classrooms, lists are generated. The **Elimination Draw** is an evaluation tool which uses a simple tournament draw to assist students in establishing the 3-4 most important elements, factors, values or items from a list under consideration.

Process

This strategy helps to find the central characteristic, cause, reason, problem, solution, principle, value, etc. of a topic under discussion.

Sample

Generate a list of possible events in the life of a 9 year-old student. In pairs, students use the **Elimination Draw** to rank the events in order from most likely to happen through to least likely to happen.

AUGUST

ELIMINATION DRAW

Topic: What is the Most Likely Event in the Life of a 9 Year-Old?
Probability of an Event (A: Mathematics, Yr.4: ACMSP092,
NZ: Mathematics, Lvl 2, Statistics)

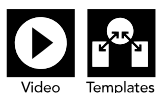
② T-Chart	① Round 1	③ Round 2	④ Final	④ WINNER!								
<table border="1"> <tr> <td>Brush teeth ••••• ••••• •••••</td> <td>Go to school ••••• ••••• •••••</td> </tr> <tr> <td>Play with friend ••••• ••••• •••••</td> <td>Eat breakfast ••••• ••••• •••••</td> </tr> <tr> <td>Go to shops ••••• ••••• •••••</td> <td>Play sport ••••• ••••• •••••</td> </tr> <tr> <td>Listen to music ••••• ••••• •••••</td> <td>Wake up ••••• ••••• •••••</td> </tr> </table>	Brush teeth ••••• ••••• •••••	Go to school ••••• ••••• •••••	Play with friend ••••• ••••• •••••	Eat breakfast ••••• ••••• •••••	Go to shops ••••• ••••• •••••	Play sport ••••• ••••• •••••	Listen to music ••••• ••••• •••••	Wake up ••••• ••••• •••••	<p>1 Brush teeth</p> <p>Go to school</p> <p>Play with friend</p> <p>4 Eat breakfast</p> <p>3 Go to shops</p> <p>Play sport</p> <p>Listen to music</p> <p>2 Wake up</p>	<p>3</p>	<p>4</p>	<p>4</p>
Brush teeth ••••• ••••• •••••	Go to school ••••• ••••• •••••											
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<p>Step 1: Everyday Events ①</p> <p>Make a list of the everyday events of a 9 year old and enter these on the draw, such as for a tennis tournament. First idea at top, second idea at bottom, third idea a quarter of the way down etc. to seed the list.</p>	<p>Step 2: Consider Options ②</p> <p>Working on own or in pairs, consider the first two options. Use a basic T-Chart (p.202). Use an interactive whiteboard to enter the information for consideration.</p>	<p>Step 3: Moving Forward ③</p> <p>The one with the most attributes is likely to be moved forward. Repeat the process until Round 2 is completed.</p>	<p>Step 4: Winner ④</p> <p>Continue this process to decide the next Rounds and so on until a winner is declared.</p>									

Before students begin Round 1 on their **Elimination Draw**, use *Poll Everywhere*, <http://www.polleverywhere.com/> to survey students on what activity they undertook the in the last 6 hours. Students complete the **Elimination Draw** and compare their *Poll Everywhere* results to the results of their **Elimination Draw**.

Note: A template for *Elimination Draw* is on p.216.

Acknowledgement: Adapted from 'The On-Purpose Person', by Kevin W McCarthy, 1993. In Australia, contact Dr Edward Gifford, The On-Purpose Life Academy. (www.on-purposepartners.com)

Observation



Bring this thinking tool to life! Watch the video and access the writable template here!



www.teacherpd.com.au/qr/edr