

# 17. PHILLIPS 6.6

Approx. duration: 45-60 min

Groups of: 4-6

Competencies involved: S, L, W, R

Level: All

## Required Material

- Notebook or piece of paper and pen
- Whiteboard and marker (optional)

### Activity Description

This is a basic yet effective activity to ensure equal participation from all students, especially in large groups. [1] It can be combined with other activities such as guided discussions or peer teaching (when giving feedback). It's also considered a great tool for introducing new topics and for encouraging students to think deeply about an issue and develop original ideas. [2]

The teacher must first prepare questions before class about their chosen activity topic. They must then divide the students into groups of six students and select the first team representative in each team. Then, they can ask all the groups the first question.

In their groups, students are each given one minute to share their answer (six minutes total). Once all students have contributed to the task, the team representative from each large group must share their group's answer with the class.

The same steps are then repeated with the next questions, only the team representative changes every cycle. The students within the team select the representative themselves.

An optional addition consists of a 6-minute caucus inside each team after each question is asked. The focus of that discussion is to combine all the team members' answers into the best possible answer, formulate it efficiently, and write it on the whiteboard or on a piece of paper.

The final step of the activity should be a quick collective recap to cover the students' best answers.

### Preparation

#### TEACHER

- Topic selection and questions preparation
- Assessment and/or feedback tool preparation (optional)
- Activity instructions
- Team formation

#### STUDENTS

- Review of the evaluation criteria (if applicable)

### TEACHER

1. Gives the activity instructions.
2. Asks the first question.
3. Walks around the classroom to verify the students' progress.
4. Ensures transitions between sets with the next questions.
5. Proceeds to a collective recap.
6. Completes the evaluation (if applicable).

### STUDENTS

1. Select a team representative.
2. Answer the questions in turns.
3. Share one of the answers with the class.
4. Take part in the final collective recap.
5. Self-evaluate or evaluate a colleague (optional).

### Workflow



### Evaluation options

#### TEACHER

- Formative or summative assessment of the answers using evaluation criteria that have previously been shared with the students
- Assessment of the overall activity

#### STUDENT

- Formative or summative assessment of other students' progress or self-evaluation, based on the teacher's criteria

### Tips



- Using a stopwatch that will beep once the set is over is recommended. [1]
- It's recommended to keep the question to be answered visible on the board or projector to ensure that the students can always see it. [1]

[1] Innovation en moyens pédagogiques d'apprentissage actif pour le génie. (s. d.). Vignettes de pédagogie active : Phillips 6.6. Polytechnique Montréal. <https://www.polymtl.ca/vignettes/phillips-66>

[2] Ministère de l'Éducation, du Loisir et du Sport. (2011). La communication orale au primaire et au secondaire « Arrête de parler, on fait d'l'oral ». <https://cybersavoir.csdm.qc.ca/abc/fi les/2017/06/Pages-de-Formules-CO-25-06-2011.pdf>