

## PMI – Plus-Minus-Interesting

### Thinking - Reasoning Skill

#### PURPOSES

To help students evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions

To encourage students to investigate and examine all sides of an issue.

#### **Vocabulary**

Plus - a benefit

Minus - a drawback

Interesting Question - a question or comment

Inquiry - the act of investigating or finding out about something

Evaluate - to weigh, value, judge importance, or assess

Play Devil's Advocate - to argue for a position whether or not you agree with it, for the sake of argument

#### **Thinking Skills**

Evaluating, Inquiring

#### STEPS to PMI

##### STEP 1

Draw a PMI frame on the board or overhead. Label each column and explain the term and its use. Explain that “plus” comments will show what students see as positives, “minus” what comments will show they see as negatives, and “interesting questions” will show what they would like to know about the topic or its pluses and minuses.

##### STEP 2

Above the PMI frame on the board or overhead, write the topic for discussion.

##### STEP 3

Once you have a topic, one with which your students are familiar, assign roles for small group work, review the cooperative guidelines, and distribute one blank PMI per trio. Allow the groups three to five minutes for listing the pluses of the topic. Repeat the procedure for the

##### STEP 4

After the minus list time is up, give the opportunity for each group to ask the interesting questions.

##### STEP 5

After each group has finished its question list, invite one plus, one minus, and one question from each group.

##### STEP 6

After reviewing the procedures, ask students to explain when and where they might use a PMI, how it can help their thinking in school and outside school, and what the advantages of using a PMI are.

“Brain Compatible? <input checked="" type="checkbox"/> Check It Out!”	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions