



Knowledge to lead

Tips for Applying the Cubing Method

Advantages

- The method makes students apply higher and higher levels of thinking based on Bloom's Taxonomy, as they proceed with their tasks.
- It encourages critical thinking and intense exploration of a topic.
- The strategy is very useful for collecting ideas before a writing assignment.
- The activity is a more structured version of brainstorming.
- Different dice can be designed to diversify the instruction.
- This technique is especially enjoyable and effective for kinesthetic learners.
- It can be used for virtually any topic.

The six instructions

1. **Describe** (What is it like?) Describe the subject from as many perspectives as possible, concerning several senses, such as sight, sound, taste, touch, if possible.
2. **Compare and Contrast** (What is it similar to or different from?)
3. **Associate** (What does it make you think of?) List memories, or any other thoughts that the subject in question makes you think of.
4. **Analyze** (What are the components?): Break the subject down to different parts and discuss them.
5. **Apply** (What can you do with it?): Think of ways how the subject can be applied in practical ways.
6. **Argue** (What is your opinion?): Discuss with your group the advantages and disadvantages of the topic.



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Step by Step

1. Identify the topic that you want your learner's to think about
2. Create the instructions for the cubes
3. Prepare a pattern made of paper to create a 3D cube. Make sure that the faces are big enough for students to write on.
4. Write the questions on the sides of the cube.
5. Give clear instructions to the students: Look at the first question, brainstorm about it and/or write down your ideas. Look at the next one, and repeat, and do so with the rest of the questions.
6. When you get to the 6th question find a partner and discuss it with them.

Note: Make sure that the time to answer each question is not shorter than 3 minutes but not longer than 5 minutes. Allocate 5 full minutes to the final question (refer to instruction 6). The task can also be done in groups from the beginning, in this case the group has to reach consensus about each point.



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