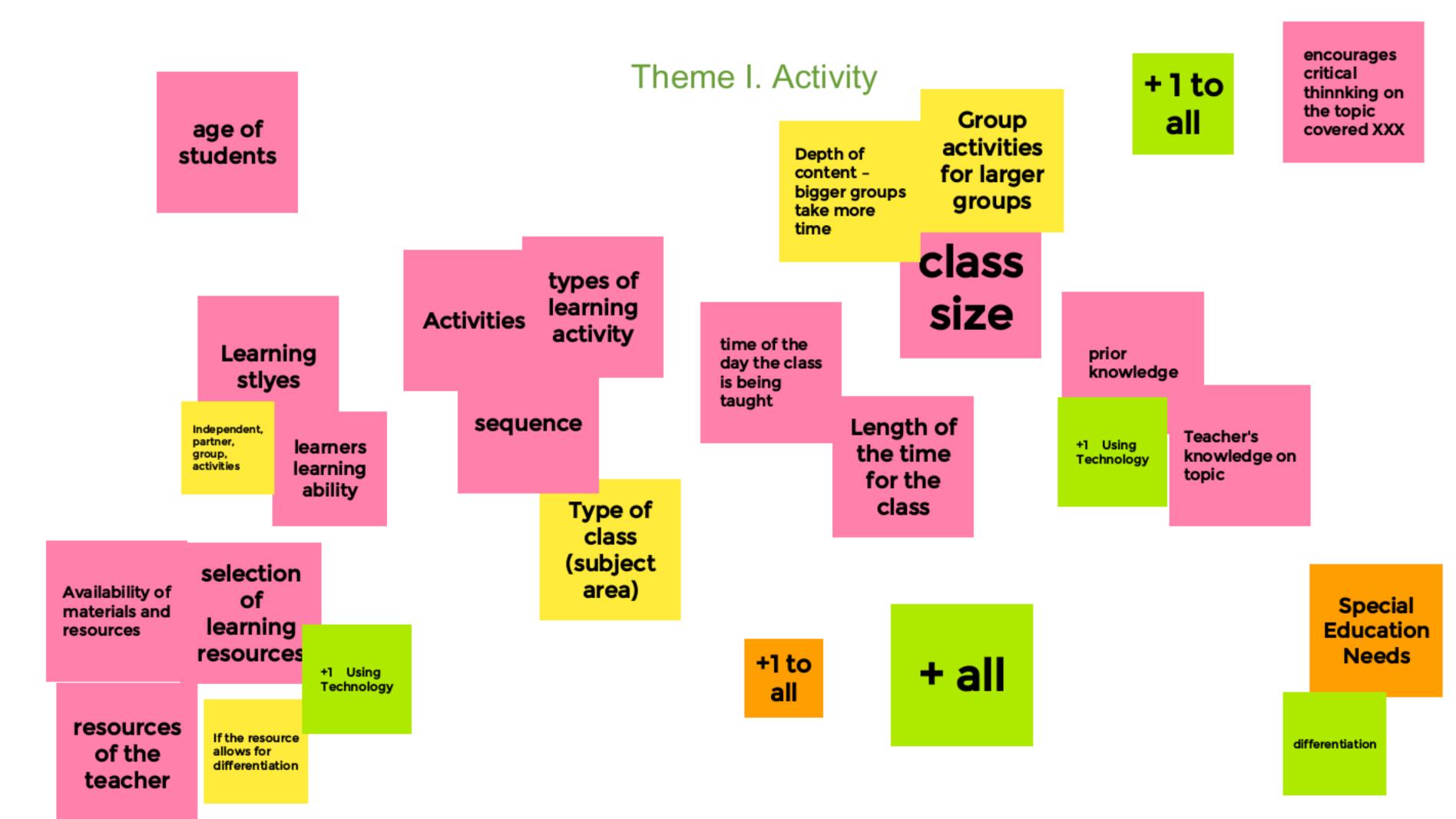# ☐ Classification workshop Part I

In this session, we aim to understand how best content can/should be organised to ensure easy acccess for teachers. Here's how we plan to get this done:

1. You will be assigned to a group of 5 which will be led by a facilitator

2. You will be assigned two themes that appeared in the word bubble

3. You are required to work collaboratively and brainstorm on sub-categories that are important to these themes, by adding post-its in the Jambord slide. For example, if the domain is "Skills" the subdomains may be "Decoding," "Reading comprehension," "Writing," etc.

Some useful tips

☐ Think of sub-categories which you will like the main themes to be broken down into

☐ Think of your lesson planning process, and how these sub-categories could make your life easier

Theme I. Activity

age of students

Depth of content – bigger groups take more time

Group activities for larger groups

+1 to all

encourages critical thinnking on the topic covered XXX

Activities

types of learning activity

class size

Learning stlyes

Independent, partner, group, activities

learners learning ability

sequence

time of the day the class is being taught

prior knowledge

+1 Using Technology

Teacher's knowledge on topic

Length of the time for the class

Type of class (subject area)

Availability of materials and resources

selection of learning resources

+1 Using Technology

+1 to all

+ all

Special Education Needs

resources of the teacher

If the resource allows for differentiation

differentiation

Theme II. Relevance/ ContentXXXX

updated information

Governance (current Minister, etc.)

aligned with up to date practices and procedures (especially science and technology)

Current events in the Caribbean

Accuracy of information (factual)

Applying to real life situations (e.g. counting money, dividing food, etc.)

See "accessibility" – landscape, weather, food, famous people, etc.

Fitting the context of the lesson or topic

Drawing on background knowledge (building blocks in lower grades and gradually becoming more difficult, e.g. to apply learning later, etc.)

+1 to all

+ 1 to all, content, cultural relevance

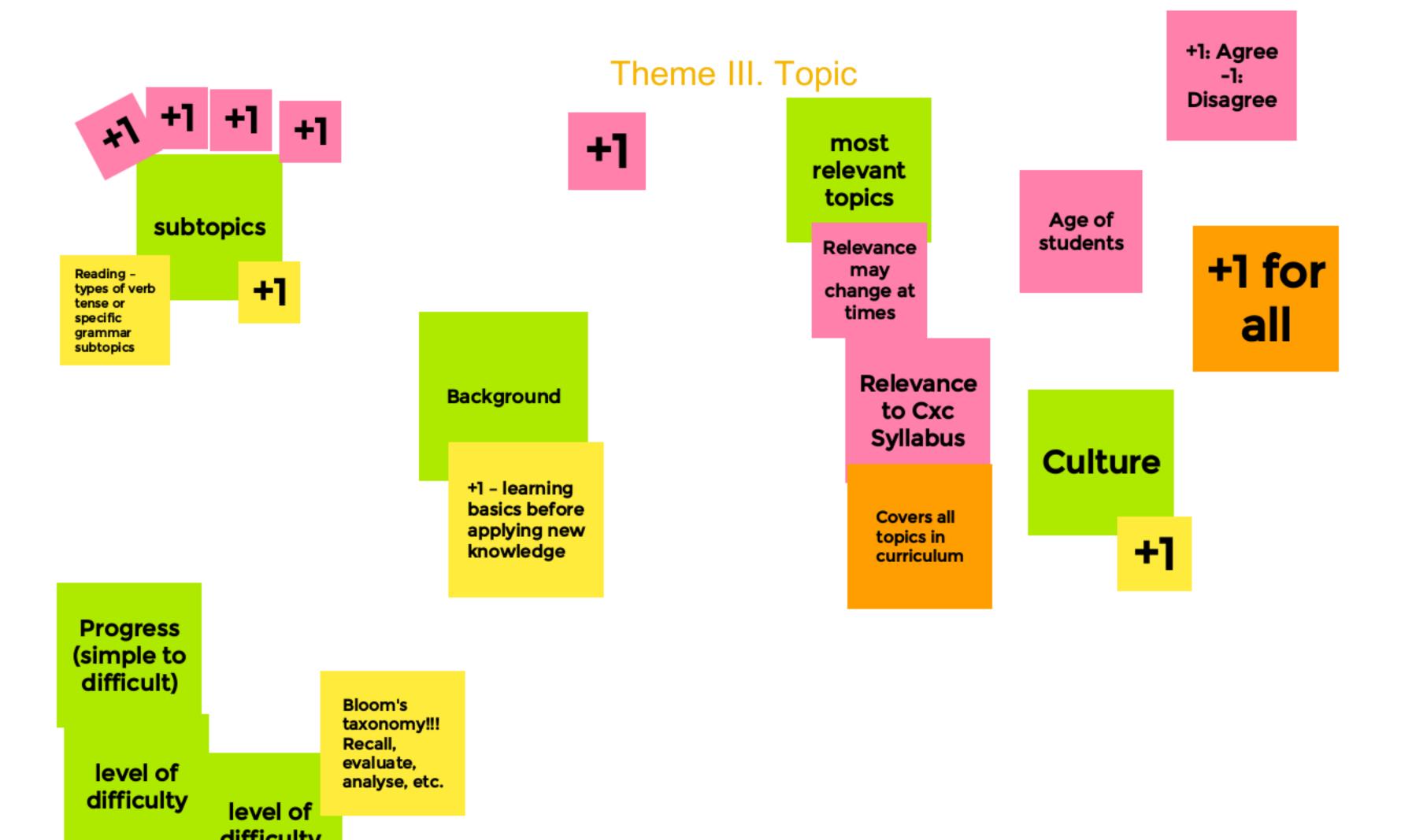**Context - culture (see also above)**
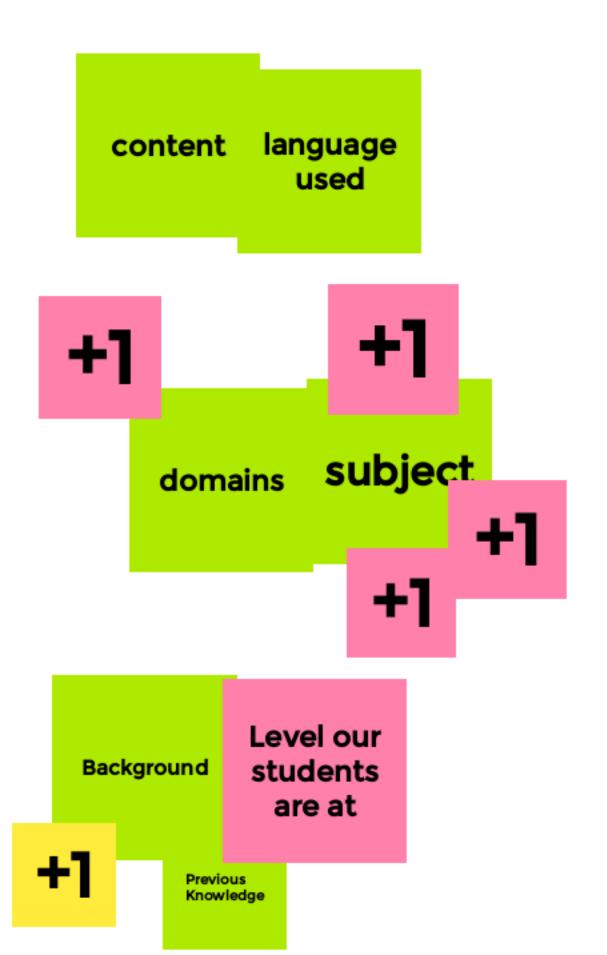
urally ropriate

+ all

Alignment with Curriculum

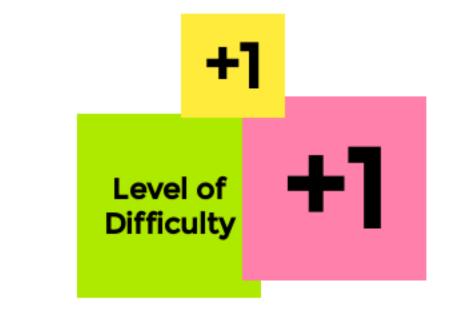**Aligned with the standards of the Caribbean (this is what is used to plan/guide one's lesson)**
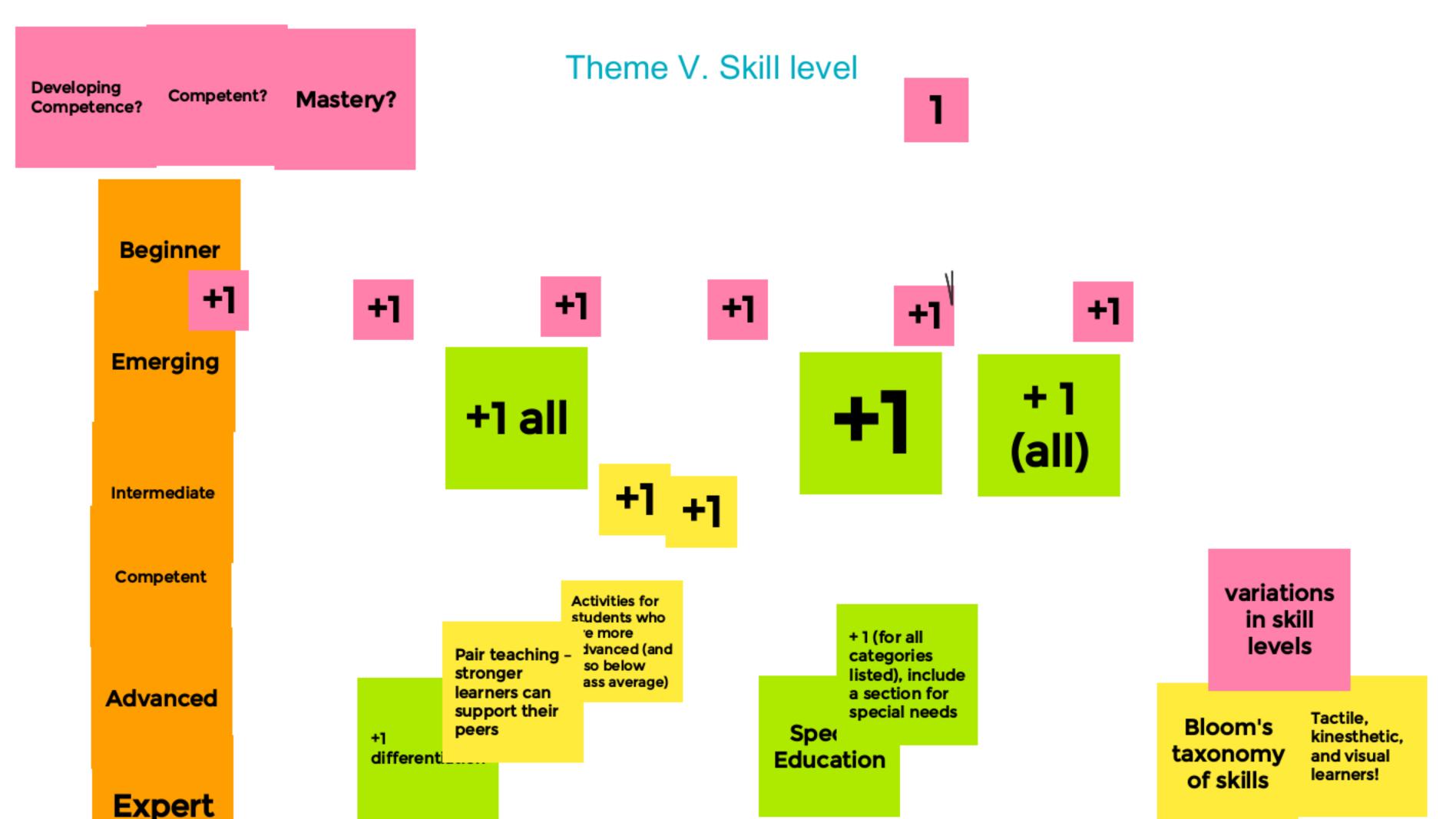
content covers learning

+1 all

Theme III. Topic

+1

+1

+1

+1

+1: Agree -1: Disagree

+1

subtopics

Reading – types of verb tense or specific grammar subtopics

most relevant topics

Relevance may change at times

Age of students

+1 for all

Background

+1 – learning basics before applying new knowledge

Relevance to Cxc Syllabus

Covers all topics in curriculum

Culture

+1

Progress (simple to difficult)

level of difficulty

level of difficulty

Bloom's taxonomy!!! Recall, evaluate, analyse, etc.

Theme IV. Objective

content   language used

+1   +1

domains   subject

+1   +1

Background   Level our students are at

+1   Previous Knowledge

+1
Level of Difficulty   +1

Ability to change behaviour

Knowledge application and skill

+1 to all

Objectives clearly stated

assessment

Theme V. Skill level

Developing Competence? Competent? **Mastery?**

1

Beginner

+1

Emerging

+1

+1

+1

+1

+1

+1 all

+1

+1 (all)

+1

+1

Intermediate

Competent

Activities for students who e more dvanced (and so below ass average)

Pair teaching – stronger learners can support their peers

+1 (for all categories listed), include a section for special needs

variations in skill levels

Advanced

+1 differenti

Spe Education

Bloom's taxonomy of skills

Tactile, kinesthetic, and visual learners!

Expert

Theme VI. Format

jpeg +1

pdf

powerpoint
+1 because you can edit!

word
+1 because you can edit!

multimedia +1

video +1
+1 especially for younger students

mp3
Internet is not always the best, so perhaps best to download and use offline

mp4 +1

webpage +1

+1 all

+1 All

+1 (for all)

+1 all (Links) virtual field trips

Games to play in the class together

Games for students to play online

With scores so that students know how they did and can monitor their progress

Live interactive worksheets online (that are editable!)

Font Selection

Familiarity and suggestive appearance

Affordance

Theme VII. Subject

Language Block

Reading - phonics, rhyming word

Reading comprehension

Story telling (characters, etc.)

Usage, grammar

+1 to all

Other Subjects: Music, Physical ED, Arts, History, Geography, Information Technology

writing, Vocabulary

+1 to all

Maths

Counting

Numeration (number sense or number theories)

Data handling (statistics, graphs)

Measurement

Geometry

+1 all

+1

Social studies

Culture – Festivals and celebrations

Communities

Families and family types

Names of countries, continents and oceans

Government (for upper grades)

Economy – Tourism and trade (for upper grades)

+1 other topics: government Leadership Patriotism Location

Science

Types of animals (living vs. non-living)

Plants and earth science

+1 other topics : Life science Earth & Space

ecosystems, matter and materials, resources, diversity and classification, systems, weather

Health and wellness

Healthy relationships

Senses

The body

Food and nutrition/diet

Active living (exercise and rest)

Hygiene and sanitation

Theme VIII. Accessibility

File type

Downloadable or able to convert to another file form

Printable

Editable

Offline access

Licensing

Login/Account creation requirements

Internet access

Text to speech capability for SPED children

availability online and offline

Answers are provided

Students are able to fill in worksheets with answers

Move [...] or rearrange content

+1 t[...] al[...]

+1 to all

+1

+1 all

Relevance

At grade level.

Attractive for age of children (e.g. younger kids)

To the community where I teach (the country and culture)

Traditional games (hopscotch, marbles, etc.) – not necessarily in St. Lucia (this happens in October during culture month)

Persons (famous people from Caribbean, females and males) – not just Martin Luther King

Landscapes (forests in Guyana, Pitons in St. Lucia, etc.)

"Books or stories they can relate to – because they have been exposed to it"

Pictures, colors, images

Food and fruit that is familiar

Larger print size and clear/legible font

Weather and environment (e.g. "we don't experience snow"), rains and hurricanes, drought, etc.

Animals (horses, pigs, monkeys, dogs, cats, pelicans, frogs, fish, etc.) – no monkeys in Antigua or St. Lucia or St. Vincent

New social studies textbook (K-4/5) in Antigua starting to do this

Legibility of images

☐ Classification workshop Part I: Round 2

Instructions

Each breakout room will now respond to the previous group's subdomains. You will have the opportunity to add "+1" post-its to the subdomains you find important, or create new post-its for additional subdomains.

Remember: Each breakout room should use post-its in the colour they are assigned, so that we can later compare.

Categorisation Part 2

In this stage you will be required to rank the domains previously discussed in order of importance.

You will be divided into new breakout rooms.

Each group will receive a link to a Jamboard with 8 post-its indicating the 8 sub-themes from the previous activity.

1-2 participants from each group will then be asked to share their reflections or summarize what was discussed in their small group to the plenary in 2 minutes or less.

You may only use green post-its

Group A: Callista

1: Grade

2: Subject

3: Topic

4: Objective

5:Skill level

6: Relevance

7: Accessibility

8: Format

9:Activity

You may only use orange post-its

Group B: Gigi

1. Subject

2. Grade

3. Topic

4.Objective

5. Skill level

6. Relevance

7. Activity

8.Format

9. Accessibility

Group C: Sophia

Grade

Subject

Topic

Skill level

Objective

Does the resource allow for differentiation?

Relevance (age level/ culture/ community)
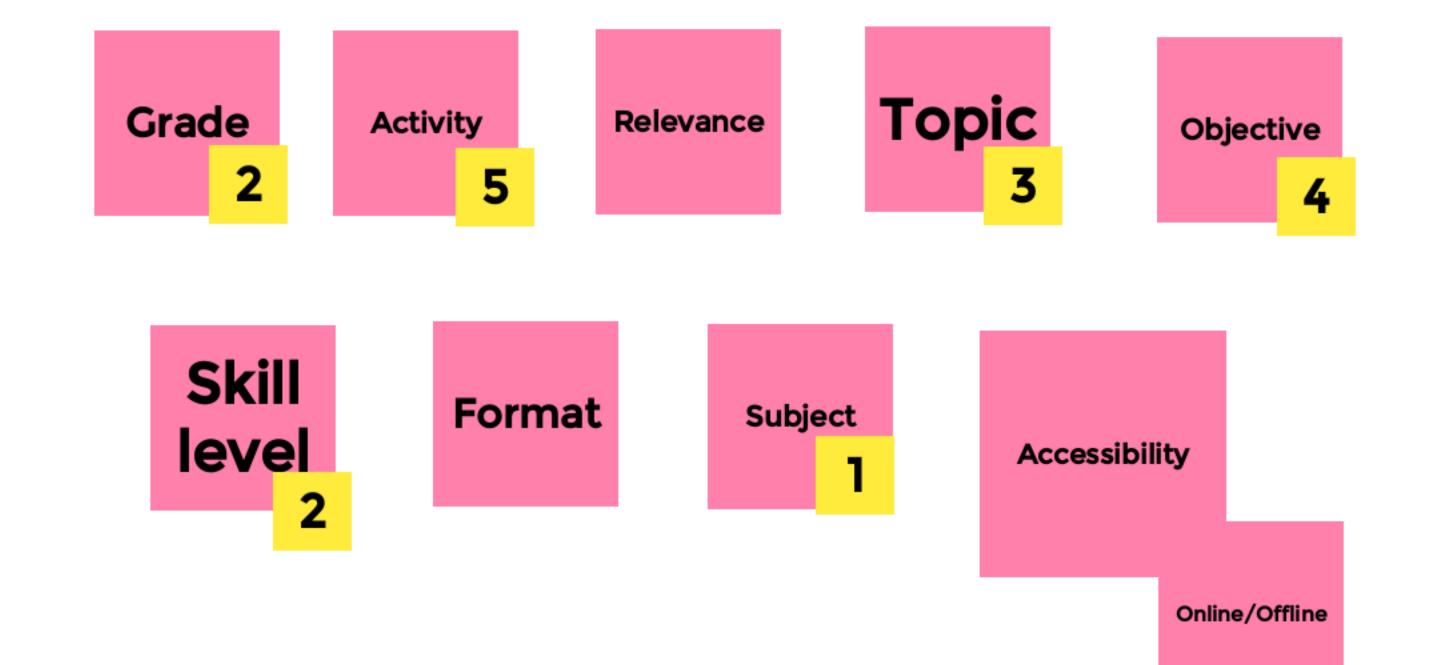
Accessibility (readable, font size, images)

Editable

Format (doc/ pdf/ mp4/ online)

Activity (partner, group, independent, etc.)

Group D: Gill

You may only use yellow post-its

some of the content are supplements to the main progression

Grade 2

Activity 5

Relevance

Topic 3

Objective 4

Skill level 2

Format

Subject 1

Accessibility

Online/Offline

You may only use pink post its

Yes

ACTIVITY -Theme 1

Group D: Gill

Theme 2: Relevance

Length of time for the class

Prior Knowledge

Culturally Appropriate

current information

Provide utility value

Availability of material/resource

Size of the Class

learners learning abilities

Age appropriate

Build relatedness.

Age of our students

Resources of the teacher

Selection of Learning Resources? 1. Age of Student. 2. Type of learning activity 3. Class Size 4. LEarning Styles

Encourages critical thinking on the topic covered

Support knowledge Retentivity

Time of the Day the class is been taught