**SECTION B: 1. UNIT AND LESSON PLANNING**

**Caption: Unit Plan**

This section presents a detailed unit plan on social stratification in the Caribbean, aligned with the CAPE Unit 1 Sociology syllabus. It consists of six lessons, each outlining key topics, sociological concepts, and theoretical perspectives while incorporating diverse teaching strategies to promote critical thinking and inclusivity.

To ensure a coherent and successful learning experience, a unit plan is constructed, where a series of lessons, with objectives, instructional strategies and assessment for a specific topic is outlined. It helps teachers deliver lessons in a structured way that supports gradual learning and skill development. This unit examines how social stratification has changed over time, examining how it has affected social mobility, gender, race and class in the Caribbean.

In reflection, I have realised how beneficial a unit plan is as it gives a structured guide for lesson delivery. In addition, I can manage time better and incorporate various instructional strategies to meet diverse learning needs.

**UNIT PLAN:** SOCIOLOGY

**NAME OF TEACHER:** Safda Ali-Balroop

**CLASS:** Lower Six, Term 2  
**UNIT:** CAPE Sociology

**UNIT TOPIC:** Social Stratification in the Caribbean

**RATIONALE:**

Stratification is a key concept in sociology because it helps students understand how societies organize people into hierarchical groups based on socioeconomic factors. This unit will define key terms and concepts, classify the types of stratification, review theoretical perspectives, and assess the effects of stratification on Caribbean societies. To critically analyze social structures, inequalities, and opportunities within their own communities, students must first grasp the historical development of social stratification in the Caribbean, including the lasting impacts of slavery, colonialism, and contemporary socioeconomic systems. By examining modern social structures and drawing connections between historical influences and present-day realities, students will develop a deeper awareness of how stratification shapes their society.

To encourage active participation and deeper engagement, the course will employ student-centered strategies such as inquiry-based learning, role-playing, and project-based assignments. These approaches ensure that students do not merely absorb knowledge but instead critically examine the complexities of social stratification. Through group projects and discussions, students will develop essential skills such as analytical thinking, problem-solving, and collaboration. This course aligns with Lev Vygotsky’s Social Constructivist Theory, which emphasizes social interaction and scaffolding as key components of learning (Vygotsky, 1978). Students will actively construct their understanding of stratification through discussions, case studies, and cooperative learning activities, making the learning process more meaningful. The application of sociological theories to real-world case studies will help students connect abstract ideas to their daily lives. Additionally, by exploring strategies to address systemic inequalities in Caribbean communities, students will gain awareness of social justice issues, fostering a deeper understanding of privilege, power dynamics, and a sense of social responsibility.

**GENERAL OBJECTIVES**

At the end of this unit, students will be able to:

1. Define and explain key concepts related to social stratification.
2. Identify and differentiate between various types of stratification systems.
3. Analyze theoretical perspectives on social stratification.
4. Examine the evolution of social stratification in Caribbean societies from slavery to present day.
5. Evaluate the impact of stratification systems on Caribbean societies.
6. Apply sociological theories to real-world examples of stratification in the Caribbean.

**CONCEPT MAP**

**A diagram of social stratification

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**UNIT PLAN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson #** | **Lesson Topic** | **Key Concepts** | **Cognitive Learning Outcomes** | **Affective Learning Outcome** | **Unit Objective** | **Resources** | **Teaching/Learning Activities** | **Assessment Strategies** |
| 1 | Introduction to Social Stratification | Terms/Concepts | 1. Define social stratification  2. Identify key terms | 1. Appreciate the role of stratification in society | 1 | Textbook, PPT | **Brainstorming:**  Students generate ideas about social stratification based on prior knowledge  **Think-Pair-Share:**  Students think individually about the role of stratification in society discuss their ideas with a partner and then share their responses with the class. | **Formative:** Q&A, Think-Pair-Share  **Summative:** Short quiz |
| 2 | Types of Social Stratification | Caste, Class, Race, Gender | 1. Differentiate between types of stratification  2. Analyse the causes of different types of stratification | 1. Reflect on the impact of stratification in their lives | 2 | Case studies,  Visual aids | **Group discussions:**  Small groups analyse types of stratification that exist in the Caribbean.  **Case study analysis:**  Students will work in groups to analyse a specific case study, compare findings across countries and apply sociological theories in explaining the factors which contribute the existence of social stratification in the Caribbean. | **Formative:** Exit slip, Peer discussion  **Summative:** Short written response |
| 3 | Theoretical Perspectives | Functionalism, Conflict Theory, Symbolic Interactionism | 1. Compare and contrast theories  2. Apply the sociological perspectives of social stratification to the Caribbean Context. | 1. Express views on the strengths/weaknesses of each theory | 3, 6 | PPT,  Case study | **Jigsaw:**  Students will first work in small groups, each assigned one of the three major theories to research and discuss. After gaining expertise, they will join new groups with representatives from each theory, where they will teach their peers about their assigned perspective, covering its core principles and real-world applications.  **Group Work:**  Students will analyse real-world Caribbean social statistics (e.g. education levels, health disparities etc.). They will work in groups to identify trends and apply sociological theories to explain why inequalities exist. Students will present their findings | **Formative:** Presentation feedback  **Summative:** Two truths and one false statement. Students will have to identify the false statement. |
| 4 | Evolution of Stratification in the Caribbean | Slavery, Colonialism, Social Mobility | 1. Trace historical changes  2. Explain present-day stratification | 1. Appreciate how history influences modern society | 4 | Historical documents, Articles | **Timeline activity:**  Students will work in small groups to research and organize key historical events related to social stratification in the Caribbean. They will arrange these events chronologically on a physical or digital timeline. Then present their timeline to the class.  **Class Discussion:**  Students will answer guided question from the teacher. They will apply sociological theories to explain historical and present-day inequalities. They will identify how past social hierarchies still affect economic and social mobility today. | **Formative:** Participation, Discussion  **Summative:** Essay |
| 5 | Apply sociological theories to real-world examples of stratification in the Caribbean. | Research, Presentation | 1. Conduct research on a Caribbean country.  2.  Critically evaluate how social stratification impacts economic and social mobility in the chosen country | 1. Respect differing viewpoints on social inequality | 6 | Internet, Research materials | **Inquiry-based learning**  Performance Task:  Students will conduct a research project in groups for a two-week period in a Caribbean country of their choice. They will investigate historical and contemporary examples of stratification. Analyse government policies and social movements addressing inequality. The findings will be presented in both a written report and an oral presentation. | **Formative:** Draft feedback, Peer review  **Summative:** Research project & Presentation, Structured Questions, Essay |
| 6 | Impact of Social Stratification | Education, Employment, Politics | 1. Assess effects of stratification  2. Discuss policies to address inequality | 1. Develop empathy for marginalized groups | 5 | Internet research, textbooks, government policies | **Problem-solving task:**  Students work in groups to propose solutions for addressing inequalities in Caribbean societies, applying theoretical knowledge to real-world problems.  **Role Play**  Students take on different societal roles (e.g., government official, business owner, single parent) and enact scenarios that highlight inequality. | **Formative:** Class discussion,  **Summative:**  “What’s the Question” (Jeopardy) |

**Table of Specifications (TOS) – Social Stratification in the Caribbean**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **Topic** | **Instructional Objectives** | **Cognitive/Affective** | **Number of Items – Lower Levels (Remembering, Understanding, Applying)** | **Number of Items – Upper Levels (Analysing, Evaluating, Creating)** | **Affective – Assessment Strategy** | **Marks Allocated per Item** |
| 1 | Introduction to Social Stratification | Define social stratification.  Identify key terms. | Cognitive | (5) Multiple Choice - Remembering | (1) Structured Question - Applying | Think-Pair-Share, Group Discussion | 1  5 |
| 2 | Types of Social Stratification | Differentiate between types of stratification.  Analyse the causes of different types of stratification. | Cognitive | (4) Multiple Choice - Understanding | (2) Structured Questions - Analysing | Case Study Analysis, Peer Discussion | 1  5 |
| 3 | Theoretical Perspectives | Compare and contrast sociological perspectives on stratification.  Apply perspectives to Caribbean contexts. | Cognitive | (5) Multiple Choice - Understanding | (2) Structured Questions - Evaluating | Jigsaw Activity, Group Work | 1    5 |
| 4 | Evolution of Stratification in the Caribbean | Trace historical changes.  Explain present-day stratification. | Cognitive | (5) Multiple Choice - Understanding | (1) Essay - Evaluating | Timeline Activity, Socratic Seminar, Class Discussion | 1  25 |
| 5 | Applying Sociological Theories | Conduct research on a Caribbean country.  Critically evaluate how stratification impacts social mobility. | Cognitive | (4) Multiple Choice - Applying | (1) Research Project - Creating | Inquiry-Based Learning, Performance Task | 1  25 |
| 6 | Impact of Social Stratification | Assess effects of stratification.  Discuss policies to address inequality. | Cognitive | (3) Multiple Choice - Understanding | (1) Essay - Evaluating | Problem-Solving Task, role play, class poll | 1  25 |

**SECTION B – 2 (a) Instructional Objectives**

**Lesson #2 - Types of Social Stratification**

**Instructional Objectives**

At the end of the lesson students will be able to:

1. Identify and describe the key principles of Functionalism, Conflict Theory, Interactionism and Feminism in relation to social stratification.
2. Compare and contrast the strengths and weaknesses of each theoretical perspective.
3. Apply sociological theories to real-world examples of social stratification in Caribbean societies.
4. Evaluate which sociological theory best explains modern stratification in the Caribbean and justify their reasoning.
5. Engage in discussions on the relevance of sociological theories in explaining inequality and stratification in their communities.
6. Reflect on personal biases and perspectives when interpreting social inequalities through different sociological lenses.
7. Work collaboratively in a Jigsaw Activity to research and present findings on different theoretical perspectives of stratification.

**Table showing the classification of Instructional Objectives**

|  |  |  |
| --- | --- | --- |
| **Instructional Objective** | **Classification of objective** | |
| **Domain** | **Level** |
| 1. Identify and describe the key principles of Functionalism, Conflict Theory, Interactionism and Feminism in relation to social stratification | Cognitive | Remembering & understanding |
| 1. Compare and contrast the strengths and weaknesses of each theoretical perspective | Cognitive | Analysing |
| 1. Apply sociological theories to real-world examples of social stratification in Caribbean societies. | Cognitive | Applying |
| 1. Evaluate which sociological theory best explains modern stratification in the Caribbean and justify their reasoning. | Cognitive | Evaluating |
| 1. Engage in discussions on the relevance of sociological theories in explaining inequality and stratification in their communities | Affective | Responding |
| 1. Reflect on personal biases and perspectives when interpreting social inequalities through different sociological lenses | Affective | Valuing |
| 1. Work collaboratively in a Jigsaw Activity to research and present findings on different theoretical perspectives of stratification | Psychomotor | Precision |

**Matching Instructional Objectives with Unit Objectives and Goals**

|  |  |  |
| --- | --- | --- |
| **Instructional Objectives** | **Unit Objectives** | **Unit Goals** |
|  |  |  |
| 1. Identify and describe the key principles of Functionalism, Conflict Theory, Interactionism and Feminism in relation to social stratification | Compare and contrast sociological perspectives on stratification. | To ensure students have a foundational understanding of the key sociological perspectives on stratification and develop students’ analytical skills. |
| 1. Compare and contrast the strengths and weaknesses of each theoretical perspective |
| 1. Apply sociological theories to real-world examples of social stratification in Caribbean societies. | Apply the sociological perspectives of social stratification to the Caribbean context. | To enable students to connect theoretical concepts to real-world social structures in the Caribbean |
| 1. Evaluate which sociological theory best explains modern stratification in the Caribbean and justify their reasoning. | Express views on the strengths/weaknesses of each theory. | To promote informed decision-making, a diversity of viewpoints, and self-awareness in comprehending and interpreting social structures, it is important to promote critical thinking and reflection on how sociological theories explain social disparity in the Caribbean.  . |
| 1. Engage in discussions on the relevance of sociological theories in explaining inequality and stratification in their communities |
| 1. Reflect on personal biases and perspectives when interpreting social inequalities through different sociological lenses |
| 1. Work collaboratively in a Jigsaw Activity to research and present findings on different theoretical perspectives of stratification | Apply the sociological perspectives of social stratification to the Caribbean context. | To improve communication, teamwork, and practical learning abilities via presenting and research. |

**SECTION B: 2 (b) LESSON PLANS**

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***SCHOOL OF EDUCATION***

***THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE***

**SOCIOLOGY**

**LESSON PLAN: *#3 in Unit plan***

**TEACHER:** Safda Ali-Balroop

**CLASS/FORM**: Six Lower **NO. IN CLASS:** 12 **NO. OF PERIOD(S):** 1  **DURATION: 40 mins**

**PREPARATION FOR TEACHING**

**UNIT PLAN:** (see document attached**)**

**TOPIC: Theories of Social Stratification**

**CURRICULUM INTEGRATION AREAS**:

* **Planning for literacy improvement**: Encouraging reading comprehension through reading case studies and discussions.
* **Planning for Technology Integration**: Use of interactive multimedia resources and digital graphic organizers.
* **Planning for VAPA integration**: Visual representations of the theories
* **Across disciplines/subjects**: History – examining how past events have influenced modern inequalities.

**INSTRUCTIONAL STRATEGIES**:

1. **Jigsaw Activity:** Small groups research and present different sociological perspectives. This is supported by Vygotsky’s (1978) social constructivist theory which emphasizes collaborative learning where students learn best through peer interaction and guidance.
2. **Think-Pair-Share:** Students discuss real-world examples of social stratification. Piaget (1952) suggests that learning is an active process where students build upon prior knowledge through interaction.
3. **Case Study Analysis:** Application of theories to real-world scenarios. Dewey (1938) argued that students learn better by doing and by active inquiry rather than passive memorization.

**INCLUSIVENESS:**

* Planning for inclusiveness - To cater for various learning types, the unit includes a variety of learning exercises that allow for interaction with the content visually, auditory and kinesthetically. Peer cooperation is encouraged through the integration of group activities, which enable students to share ideas. Additionally, scaffolding strategies are employed to provide structured support, ensuring that all students, regardless of their skill level, can meaningfully participate in discussions and activities.

**CONCEPT MAP/GRAPHIC ORGANIZER OF LESSON**:

A diagram of a scientific approach

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**LESSON PLAN**

**PRE-KNOWLEDGE**

Formal: Terms/concepts, types of social stratification

Informal: Lived experiences as they are aware of the various social classes through the mass media and peer interaction.

**OBJECTIVES**:

*At the end of this lesson, pupils will be able to*:

|  |  |  |
| --- | --- | --- |
| **Objectives of the lesson** | **Classification of objectives** | **Domain** |
| 1. Identify the key principles of Functionalism, Conflict Theory and Interactionist and Feminist | Understanding | Cognitive |
| 1. Evaluate which sociological perspective best explains social stratification in the Caribbean. | Evaluating | Cognitive |
| 1. Express their personal views on the strengths and weaknesses of each theory. | Valuing | Affective |

**SET INDUCTION**:

***Time allotted: (5 minutes)***

Students watch a short video on social stratification.

<https://www.youtube.com/watch?v=DMOBlEcRuw8>

The teacher asks:

1. Based on the video, what factors seem to determine a person's social status, and how do these factors influence their opportunities in life?
2. Can you explain the existence of social class in society?

***SECTION 1-* Key Principles of Functionalism, Conflict Theory, Interactionist and Feminist in explaining social stratification**

***Time allotted: 13 minutes***

Teaching points:

* Functionalism – Stratification in necessary and beneficial to society to maintain equilibrium
* Conflict Theory – Stratification is imposed by the powerful so as to keep control of resources.
* Interactionist – Stratification is shaped by individual interactions since social class is reinforced through daily interactions and symbols
* Feminists – Women experience systemic inequalities in power, wealth and opportunities due to patriarchy.

**METHOD**

|  |  |  |
| --- | --- | --- |
| **Teaching Strategy** | **Student Activity** | **Resources (attach all resources used)** |
| **Jigsaw Activity:**  The teacher will place students into four groups.  Each group will be assigned a theory to research and summarise the key concepts. (4 minutes).  Students will be reorganized into mixed groups, with one expert from each theory in every group. The group discusses the key ideas of each theory. (4 minutes)  Students will present their findings using a graphic organizer which will be drawn on the board. (5minutes. | Students will use the internet and textbooks to conduct research on their assigned theory.  Students will explain their assigned theory in their new groups.  Students present their findings by completing a graphic organizer on the board. | Textbook, internet, graphic organizer |

SECTIONAL REVIEW AND FEEDBACK:

***Time allotted: 2 minutes***

**Match the Theory**

The teacher will read a real-world scenario related to stratification.

Students will say which sociological perspective best explains the situation but only has 30 seconds to respond.

***SECTION 2-* Which sociological perspective best explains social stratification in the Caribbean?**

***Time allotted: 13 minutes***

Teaching points:

* Examination of case studies, students apply theoretical perspectives to justify which explanation best fits the case studies.

**METHOD**

|  |  |  |
| --- | --- | --- |
| **Teaching Strategy** | **Student Activity** | **Resources** |
| **Case Study**  The teacher will place students into groups of 4 and provides short case studies on social stratification in the Caribbean.  Groups will discuss their assigned case study.  **Think-Pair-Share**  Students pair up with a partner from a different group to compare perspectives.  Students will discuss which perspective best explains stratification in the Caribbean. | Students will read, analyse, and discuss the information given in the case study.  Students will discuss which perspective best explains the scenario. They will provide evidence from the case study to support their chosen perspective.  Students will then pair up with someone from a different group to compare perspectives.  Students will present information. | Case studies, internet, textbook |

SECTIONAL REVIEW AND FEEDBACK:

***Time allotted: 2 minutes***

Students will be asked to describe the key take away from the lesson in one word using a poll created on slido.

<https://app.sli.do/event/aN6jSbT19sHgpQtKqYAPhL>

**CLOSURE:**

***Time allotted: 2minutes***

Students will be asked to rank the sociological theories from most to least applicable to Caribbean stratification.

**FINAL EVALUATION:**

***Time allotted:* 2 minutes**

The teacher says three statements about social stratification – two true and one false. The class will identify the false statement and explain why.

**TABLE OF SPECIFICATIONS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Objectives** | **Level of Domain/Classification** | **Assessment Type**  **Selected Response (SR) e.g., Multiple Choice, True/False**  **Constructed Response (CR) e.g., Essay** | **Formative (For/As Learning)** | **Summative (Of Learning)** |
| Identify the key principles of Functionalism, Conflict Theory, Interactionist, and Feminist perspectives. | Cognitive (Understanding) | CR - Jigsaw Group Presentations.  CR – Match the theory | Formative For Learning | Summative |
| Evaluate which sociological perspective best explains social stratification in the Caribbean. | Cognitive (Evaluating) | CR – Case Study Analysis | Formative For Learning |  |
| Express their personal views on the strengths and weaknesses of each theory. | Affective (Valuing) | CR – Group Discussion,  Class Poll  Ranking Activity | Formative For Learning  Formative As Learning  Formative As learning |  |
| Justify the relevance of sociological perspectives in real-world Caribbean contexts. | Cognitive (Applying) | CR – Think-Pair-Share  CR – Final Evaluation (Two Truths and a Lie) | Formative For Learning | Summative |

**FOLLOW-UP ACTIVITIES/LESSON:**

***Time allotted:* 1 minute**

**Past Paper: Question 3 May/June 2021 – complete the essay**

**CONTINGENCY PLAN**:

If technology fails, power point slides will be printed, and the slido question will be asked orally and responses will be written on the board.

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**SOCIOLOGY**

**LESSON PLAN: *#6***

**TEACHER: Safda Ali-Balroop**

**CLASS/FORM: 6 Lower NO. IN CLASS: 12 NO. OF PERIOD(S): 1**

**DURATION: 40 mins**

**PREPARATION FOR TEACHING**

**TOPIC: Impact of Social Stratification**

**CURRICULUM INTEGRATION AREAS:**

* **Planning for literacy improvement:** Analytical writing through debate
* **Planning for Technology Integration:** Use of mentimeter for class polls
* **Planning for VAPA integration:** Role-playing and dramatic representation of stratification scenarios
* **Across disciplines/subjects:** History – the historical events that shaped inequality in the Caribbean.

**INSTRUCTIONAL STRATEGIES:**

* **Problem-Solving Task:** Students propose solutions to address social inequalities**.** Vygotsky (1978) emphasized collaborative learning and the Zone of Proximal Development. Thus, this task requires students to work together, share ideas and build on each other’s ideas.
* **Policy Analysis:** Students evaluate real-world policies addressing inequality. John Dewey (1938) believed that education should focus on problem-solving and real-life application rather than rote memorization.
* **Role-Playing:** Students enact different social roles to understand inequality's effects. Jerome Bruner (1961) suggested that students learn best when they actively construct their own understanding through role-playing and real-life scenarios.

**INCLUSIVENESS:**

* **Planning for inclusiveness –** collaborative learning ensures student engagement at various learning levels. A variety of assessments are used to cater to different learning styles and promote deeper understanding.

**CONCEPT MAP/GRAPHIC ORGANIZER OF LESSON:**

**A diagram of a social stratification

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**LESSON PLAN**

**PRE-KNOWLEDGE**

**Formal:** Key sociological concepts, sociological perspectives and evolution of stratification in the Caribbean.

**Informal:** Personal experiences within their communities and general awareness of the issue of inequality

**OBJECTIVES:**

***At the end of this lesson, pupils will be able to*:**

|  |  |  |
| --- | --- | --- |
| **Objectives of the lesson** | **Classification of objectives** | **Domain** |
| 1. Identify the major effects of social stratification. | Understanding | Cognitive |
| 1. Assess the effectiveness of government policies in reducing social inequality. | Evaluating | Cognitive |
| 1. Develop empathy for marginalized groups. | Valuing | Affective |

**SET INDUCTION:**

***Time allotted: 4 minutes***

Each student will receive a role card (wealthy business owner, single parent, unemployed graduate, factory worker).

The teacher will read a series of “privilege” statements. Students will raise a finger for each statement that applies to their assigned role.

After all statements have been read, students will compare their number of raised fingers with their peers.

The teacher will ask:

1. How does it feel to have more or fewer privileges?
2. What does this tell us about social mobility?
3. How would different sociological perspectives explain these inequalities?

**Privilege Statements**

1. You have access to private healthcare and quality education.
2. You never have to worry about missing meals due to financial reasons.
3. You can easily get a bank loan for school or business.
4. You believe you will be hired for a job based on your skills alone.
5. You or your family own property or land.
6. You don’t worry about discrimination based on race, gender, or class.
7. You have connections or networks that could help in job hunting.
8. You believe government policies help improve social equality.

***SECTION 1-* Effects of Social Stratification**

***Time allotted: 15 minutes***

**Teaching points:**

* Key impacts of social stratification on education and employment
* Impact of stratification on students’ communities.
* Analyse policies addressing social inequalities.

**METHOD**

|  |  |  |
| --- | --- | --- |
| **Teaching Strategy** | **Student Activity** | **Resources (attach all resources used)** |
| **Role- Play**  The teacher will create three groups and assign each a different role. Single parent, unemployed graduate, factory worker.  Students will create and enact scenarios that highlight the inequalities faced by their assigned role and their effects. | Students will take on different roles and enact scenarios highlighting inequalities faced and its effects.  Students will observe and provide critiques.  Students will reflect on how stratification has impacted their communities. | Textbooks, internet sources |

**SECTIONAL REVIEW AND FEEDBACK:**

***Time allotted: 2 minutes***

Students will use Slido to indicate which effect of social stratification they believe is the most significant.

<https://app.sli.do/event/jwfoHhhAtqyAGBqsG2GEQB>

The teacher and students will comment on the most popular choice.

***SECTION 2-* Solutions to social inequality**

***Time allotted:* 12 minutes**

**Teaching points:**

* Discussion of government policies.
* Suggest solutions and apply sociological theories to the solutions proposed
* Effectiveness of existing policies in addressing social inequality.

**METHOD**

|  |  |  |
| --- | --- | --- |
| **Teaching Strategy** | **Student Activity** | **Resources** |
| **Problem- Solving task**  Students will work in their previously assigned groups to propose solutions to some of the inequalities faced.  Each group will be provided with policies addressing inequalities in relation to their role.  Students will discuss how effectives these policies are in addressing social inequality in Trinidad and Tobago. | Students work in groups to propose solutions for addressing inequalities in Caribbean societies, applying theoretical knowledge to real-world problems.  Students will discuss the effectiveness of these policies in addressing inequalities. | <https://social.gov.tt/grants/>  <https://social.gov.tt/national-social-development-programme-nsdp-2/>  <https://www.labour.gov.tt/employment/on-the-job-training-programme>  Graduate recruitment programme (BP. ANSAMCAL etc.)  <https://trinidadlaw.com/the-new-national-minimum-wage/> |

**SECTIONAL REVIEW AND FEEDBACK:**

***Time allotted: 2 minutes***

The teacher writes key policies on small slips of paper and places them in a container. A student randomly picks one and has 10 seconds to explain its impact.

**CLOSURE:**

***Time allotted: 2 minutes***

**Head, Heart, Hand:**

Head: State one thing you learned today

Heart: State one thing that inspired you or made you think differently

Hand: State one action you can take based on today’s lesson

**FINAL EVALUATION:**

***Time allotted:* 2 minutes**

**“What’s the Question” (Jeopardy)**

The teacher gives an answer

1. **Answer:** *"The Minimum Wage Act helps factory workers."*

**Question:** *"Which policy ensures fair wages for low-income workers in Trinidad and Tobago?"*

1. **Answer:** *"The On-the-Job Training (OJT) Programme supports unemployed graduates."*

**Question:** *"Which government programme helps young graduates gain work experience?"*

1. **Answer:** *"Social stratification affects access to education and employment.”*

**Question:** *"What are three major areas impacted by social stratification?"*

1. **Answer:** *"The Baby Grant Programme/Maternity Grant provides financial aid to single parents."*

**Question:** *"Which government initiative supports low-income single parents in Trinidad and Tobago?"*

Students must guess the question. One point will be awarded per question.

**TABLE OF SPECIFICATIONS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Objectives** | **Level of Domain/Classification** | **Assessment Type**  **Selected Response (SR) e.g., Multiple Choice, True/False**  **Constructed Response (CR) e.g., Essay** | **Formative (For/As Learning)** | **Summative (Of Learning)** |
| Identify the major effects of social stratification on education and employment. | Cognitive (Understanding) | CR – Role Play  SR – Class Poll | Formative For Learning  Formative As Learning |  |
| Assess the effectiveness of government policies in reducing social inequality. | Cognitive (Evaluating) | CR – Problem solving task  CR – Government policy analysis  SR – Luck Draw  CR – Head, Heart and Hand  CR – “What’s the Question” (Jeopardy) | Formative For Learning.  Formative For Learning  Formative As Learning  Formative As Learning | Summative of Learning |
| Develop empathy for marginalized groups. | Affective (Valuing & Creative) | CR – Privilege Walk  CR- Reflection | Formative For Learning  Formative As Learning |  |

**FOLLOW-UP ACTIVITIES/LESSON:**

***Time allotted:* 1 minute**

**Essay Question:**Discuss the impact of social stratification on in the Caribbean. In your response, evaluate the effectiveness of at least two government policies aimed at reducing social inequality. You should make reference to at least two sociological perspectives.

**CONTINGENCY PLAN:**

If technology fails, power point slides will be printed, and the slido question will be asked orally and responses will be written on the board. Government policies will be printed.

**SECTION B: 2 (c) INSTRUCTIONAL SCAFFOLDING**

To help students reach a learning objective that they would not be able to complete on their own, teachers provide short-term support through instructional scaffolding (Bruner, 1961; Vygotsky 1978). This approach promotes independent problem-solving and increased comprehension since, following assistance, students begin to develop the skills and confidence needed to gradually reduce the teacher's support. According to Vygotsky's (1978) Zone of Proximal Development (ZPD), scaffolding helps students move from too simple tasks that hinder their growth to too challenging ones that cause them to lose patience. The temporary support supplied by scaffolding will allow the student to master new abilities until they can execute independently. Furthermore, according to Jerome Bruner's (1961) Discovery Learning, students learn best when they independently discover topics with the assistance of their teachers. As a result, students can investigate, consider, and grow in their own comprehension.

According to Bennett (2017), as students strive to become self-sufficient learners, scaffolding provides them with practice breaking down complex procedures into manageable steps.

Parts of the scaffolding process include, modelling, guided practice, questioning, gradual releases of responsibility and acquiring new knowledge. Firstly, modelling is when a teacher demonstrated a technique, idea or ability so that students can observe and copy before doing the activity themselves (Bandura, 1977).. Next, with teacher assistance, guided practice enables students to apply what they have learned while offering chances for feedback and reinforcement (Rosenshine & Meister, 1992). Following this step, is questioning which helps to enhance comprehension, promote critical thinking and deepen understanding of the content (Bloom, 1956). In continuing, the gradual release of responsibility, is where the learning responsibility is shifted to the student for more independence (Pearson & Gallagher, 1983). Lastly, students begin to independently apply what they have learnt through critical thinking and synthesis (Kolb, 1984).

This process is illustrated in the jigsaw activity in lesson #3 where students are required to outline the key ideas of the sociological theories of social stratification.

The following is a flowchart representation of the scaffolding process in teaching sociological theories (see figure 1).

***Figure 1:*** *Scaffolding of Sociological Perspectives*

**A diagram of a teacher

AI-generated content may be incorrect.**

The lesson begins with modelling where the teacher introduces the key principles of sociological theories using real-world examples from a video and Caribbean examples. Students can better connect to the theories with the visual aid. Before delving into more in-depth study, students acquire contextual awareness by noticing the functional roles, power struggles, and symbolic implications depicted in the video.

Following that, students engage in guided practice using a Jigsaw Activity, in which each group investigates and presents a certain idea. The teacher provides structured instruction, making sure that students have the tools and advice they need to thoroughly examine the viewpoints they have been given. As students teach and learn from one another, this method encourages peer collaboration. Group discussions and active participation help students reinforce their understanding.

To enhance comprehension, the teacher employs questioning strategies, asking students questions such as "“What would this theory say about wealth distribution?" or “How does this theory explain inequality in education?” With increasing self-assurance, students can lead discussions, emphasizing important ideas and arguing points of view with little assistance from the teacher. Gradually releasing responsibilities as they acquire confidence enables them to take charge of the conversation and discuss viewpoints with little assistance from the teacher.

Lastly, by displaying their research in a graphic organizer on the board and receiving feedback from their peers and visual comparison, students learn new information. This enables individuals to compare and organize theories visually, strengthening important ideas through peer review. This last phase guarantees that students can integrate knowledge, evaluate what they have learned, and apply sociological ideas to practical situations.

**SECTION B: 2(d) TASK ANALYSIS**

Task analysis is essential for both teachers and students as it provides a clear framework for learning objectives and expected outcomes. For teachers, it ensures that instruction is targeted, structured and aligned with the syllabus, enabling them to scaffold learning appropriately. In addition to this, better distinction is also made possible guaranteeing that every student gets the help they require according to their skill levels. For students, task analysis helps them comprehend the knowledge, abilities and procedures necessary to successfully execute the performance task by clarifying expectations. It provides a step-by-step breakdown that promotes self-directed learning and critical thinking. Task analysis ensures that students collaborate and engage in active research and teamwork, which will benefit higher education and the workplace.

The task is directly related to the CAPE syllabus where students are required to engage in independent learning. Additionally, the skills acquired—such as critical thinking, effective communication, teamwork, and research proficiency—equip students for academic success.

**Task Analysis: Addressing Inequalities in Caribbean Societies:**

**Target Skill:**

Propose realistic solutions to social inequalities (gender, race, health, education, etc.) in Caribbean societies by applying sociological theories to real-world issues.

**Pre-requisite Skills:**

* Understand the terms/concepts of social stratification.
* Knowledge of sociological perspectives.
* Understanding of how sociological theories explain the existence and impact of social stratification.
* Knowledge of government policies addressing inequality.
* Use of technology (PowerPoint, Canva, etc.)

**Materials Needed:**

* Textbooks, internet
* Case studies on inequalities in the Caribbean.
* Sociological theory summary handouts.
* Digital tools (PowerPoint/Google Slides, etc.)
* Rubric

**Guiding Question:**

Propose some practical solutions to reduce social inequality in the Caribbean and support your points using the most applicable sociological perspective.

Students will be placed into groups of 3-4, and will be randomly assigned a specific issue in the Caribbean.

*Table 1: Task Analysis on Social Stratification*

|  |  |
| --- | --- |
| **STEPS** | **INSTRUCTIONS** |
| **1** | Review real-world examples of inequalities. The teacher will share resources to guide student focus. |
| **2** | Analyse the causes of the chosen issue using sociological theories. Guided questions will be provided by the teacher. |
| **3** | Brainstorm possible solutions to address the inequality. A list of potential solutions will be generated. |
| **4** | Create a problem-solving framework (graphic organizer). Templates will be provided by the teacher. |
| **5** | Prepare a short presentation to share solutions with the class. |
| **6** | Deliver the presentation and respond to class questions. |