

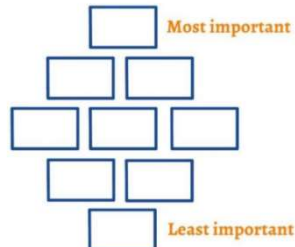
Diamond 9 to support students to engage with learning in the physically distanced classroom and to engage with learning from home



Diamond 9 in the physically distanced classroom

Divide the class groups of 4 (groups of 3 and 5 also work) keeping physical distance. Assign students in each group the following roles: Recorder, Timekeeper, Reporter and Manager. Each student is given one A3 page with boxes already drawn. Different factors (aligned to a specific topic) are identified and displayed on the whiteboard for all students to see. Students place the essential factors towards the top of the 'diamond' and the least important factors towards the bottom. Factors of equal importance are placed on the same row. Students should be encouraged to compare diagrams with each other, by holding up their A3 page for their group members to see.

By looking at each other's Diamond 9, A3 page students agree on factor placement and defend their reasoning within their group. Remind Timekeepers to focus on more than just the end time. The recorder keeps notes for the group; the Manager ensures the group stays on task and that everyone has an input; the reporter gives feedback to the whole class on the group's decisions. Students always maintain social distance. The Manager brings all the groups suggestions together, with the group's agreement and creates one A3 Diamond 9 page that reflects the agreed opinions of the entire group.



Following this process, the teachers collect responses for each Manager. All top factors can then be tallied up, thus identifying the essential factor for the whole class. The most crucial step is to review the students' responses. The information gathered can be used to inform future lessons.

Diamond 9 while engaging with learning from home

Using the school's agreed online platform individual students identify 9 factors which help to answer a key question posed by the teacher. Working individually on their devices, students select the nine factors they consider the most important. These are typed in order from one (least significant) to ten (most important) using the Padlet app.

Students must re-arrange the factors in their diagram so that the most important are towards the top, the least important towards the bottom. They explain their reasoning in the "notes" box and then print off / save their work as the basis of a piece of written work. Students should be encouraged to compare their diagrams: for example

- The teacher could ask one student to justify why they put a particular factor at the top of the diagram, and another student could then be asked why they placed the same factor at the bottom;
- Each member of the group/class should be asked their "most important" factor. These could be tallied up on the Padlet against individual factors to get an overall "class view". This information could also be used as the basis of a debate or other reflective engagement with pupils.

*Diamond 9 can be used to support Teaching, Learning and Assessment in *all* subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

Key Skills

- Being creative
- Being literate
- Managing Myself
- Managing information and thinking

Assessment

- Students explain their reasoning for the arrangement of factors on the diamond

Inclusion of all Learners

- Encourage varied responses write, draw, record/type
- Graphic organiser
- Tactile
- Visual support for communication
- Can highlight prior knowledge/area of interest within a topic.
- Multi-lingual
- Quick to model
- Specific to individual
- Can be completed in small groups, pairs or individually
- A pre-teaching support focusing on key words or concepts
- A basis for extension activities post lesson

Resources

- Diamond 9 Template
- List of factors
- One to one digital devices with internet connection



Further Information

https://jct.ie/wholeschool/classroom_strategies

[L1LPs/L2LPs](#)

