STEP 1. IDENTIFY WHOs AND WHATs (BRAINSTORM)

Begin by thinking about the people you will be teaching. Who are they generally? Who would they like to be? At the same time, think about the curriculum you need to teach, and detail this.

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| **WHO are these people?: (the broader interests of the people you will be teaching)**  **1. Introduce the context that brings these people together**  **2. List the interests of these people that you are aware of which may be relevant in any way**  **3. Highlight interests which you think might be shared across most of these people** |
| **WHAT do you want these people to know?: (the necessary curricular knowledge and skills)**  **1. Introduce the curriculum that is the source of required knowing**  **2. List the knowledge and skills that may be relevant**  **3. Highlight the knowledge and skills that are the main focus** |

STEP 2. BRING WHOs AND WHATs TOGETHER IN HOWs (BRAINSTORM)

Next think about bringing who and what together in various versions of how, or activity. In order to achieve this, think about the *possible* shared problems, purposes, products that could emanate from and characterise activities, primarily from the perspectives of those you will be teaching.

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| **HOW might these people be engaged via activities which bring their interests together with the needed knowledge/skills?: (possibilities for activities which connect who and what)**  **1. Draw meaningful connections between whos and whats**  **2. List these connected whos and whats below, with an explanation of the meaningful connection**  **3. Build on the explanation of the meaningful connection to craft each connected who-what into a possible activity (how) to give a connected who-how-what** | | | |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who/s:** | **What/s:** | **Meaningful connection:** | **Possible Activity (How):** |

STEP 3. PLAY CREATIVELY WITH VARIOUS POSSIBLE VERSIONS OF WHO-HOW-WHAT AS PACKAGES

Who-how-what together form a meaningful package. Who-how-what packages can be combined inside a broader who-how-what which is the larger unit. Driving this combination is broader meaningful connection. In other words, the unit brings together who-how-what packages in some meaningful arrangement, which is normally chronological and future orientated.

This positions whos as aspirational – they are to be achieved. To achieve these whos activity must be engaged in (how) and knowledge/skill (what) applied. This may mean that knowledge/skill not mentioned in the curriculum is also needed: knowledge/skill extends beyond the curriculum.

Complete as many of the vertical packages as you believe necessary, utilising the thinking from step 2.

Move these who-how-what packages around, in different orders, with different priorities, aiming to give rise to an integrated sequence which will be meaningful for those you will be teaching. This integrated sequence needs to be comprehensible as a meaningful unity having relevance and significance for those you will be teaching.

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| **PACKAGE** | **PACKAGE** | **PACKAGE** | **PACKAGE** | **PACKAGE** | **PACKAGE** |
| **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** |
| **HOW (ACTIVITY):** | **HOW (ACTIVITY):** | **HOW (ACTIVITY):** | **HOW (ACTIVITY):** | **HOW (ACTIVITY):** | **HOW (ACTIVITY):** |
| **WHAT (EXPANDED):** | **WHAT (EXPANDED):** | **WHAT (EXPANDED):** | **WHAT (EXPANDED):** | **WHAT (EXPANDED):** | **WHAT (EXPANDED):** |

STEP 4. DECIDE ON THE PACKAGES OF WHO-HOW-WHAT THAT WILL BE USED IN THE UNIT AND THEIR CHRONOLOGICAL ORDER (AS PHASES – NOTING THAT THESE PHASES SHOULD BUILD INTO EACH OTHER: ACHIEVEMENT OF A PRIOR PHASE IS NECESSARY TO THE ACHIEVEMENT OF FURTHER PHASES)

In this step packages become phases. Three phases are suggested here as an example; four or more could be the final outcome, or two, but not one (as one suggests less complexity than usual for a unit of work). The first phase to decide upon is the last phase, as this sets up the end point of the unit. The question, then, is which prior phases (who-how-what packages) will assist in the journey through each subsequent phase, towards achievement of the final phase.

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| **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** | **WHO (ASPIRATIONAL):** |
| **HOW (ACTIVITY):** | **HOW (ACTIVITY):** | **HOW (ACTIVITY):** | **HOW (ACTIVITY):** |
| **WHAT (EXPANDED):** | **WHAT (EXPANDED):** | **WHAT (EXPANDED):** | **WHAT (EXPANDED):** |

STEP 5. OVERALL UNIT STRUCTURE

Once the phases and the order of these phases have been determined, the overall unit structure should be explored. This may not be finalised until step 6 is undertaken.

The “shared” nature of the problem (starting focus), purpose (ending focus), and product (creating focus) means that these must not simply be teacher driven and directed, but must be meaningful to ALL the people involved.

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| **UNIT NAME expressing the meaning of the unit for ALL people involved:** | | | |
| **ALL People** | **The unit as a whole expressed as SHARED PROBLEM:** | | |
| **The unit as a whole expressed as SHARED PURPOSE:** | | |
| **The unit as a whole expressed as SHARED PRODUCT:** | | |
| **Phase 1 Title:** | | **Phase 2 Title:** | **Phase 3 Title:** |
| **WHO (ASPIRATIONAL):**  **(transpose from step 4)** | | **WHO (ASPIRATIONAL):**  **(transpose from step 4)** | **WHO (ASPIRATIONAL):**  **(transpose from step 4)** |
| **HOW (ACTIVITY):**  **(transpose from step 4)** | | **HOW (ACTIVITY):**  **(transpose from step 4)** | **HOW (ACTIVITY):**  **(transpose from step 4)** |
| **WHAT (EXPANDED):**  **(transpose from step 4)** | | **WHAT (EXPANDED):**  **(transpose from step 4)** | **WHAT (EXPANDED):**  **(transpose from step 4)** |

STEP 6. PHASE DETAILS AND TEAM-BASED PEDAGOGY

Once the overall unit structure has begun to take shape, then each of the phases can be detailed more specifically (and vice versa). Each phase has a “shared” nature: problem (starting focus), purpose (ending focus), and product (creating focus) are meaningful to ALL the people involved. In addition, the creation of the shared product is scaffolded by shared criteria which draw on and support who, how and what, while also enabling provision of feedback through team-based pedagogy.

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| **Phase 1 Title:** | | | **Time needed:** |
| **This phase expressed as a Shared Problem:** | **This phase expressed as a Shared Purpose:** | **This phase expressed as a Shared Product:** | |
| **(Doing) HOW - an account of the activity unfolding through this phase**: | | | |
| **(Knowing) WHAT - an index of the knowledge/skill growing through this phase**: | | | |
| **(Being) WHO - a profile of the shared aspiration for who these people are through this phase**: | | | |
| **Shared Criteria for creating shared product (and addressing shared problem, achieving shared purpose) that support who, how and what:**  **(these criteria also used in providing feedback within and between teams as part of team-based pedagogy)** | | | |

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| --- | --- | --- | --- |
| **Phase 2 Title:** | | | **Time needed:** |
| **This phase expressed as a Shared Problem:** | **This phase expressed as a Shared Purpose:** | **This phase expressed as a Shared Product:** | |
| **(Doing) HOW - an account of the activity unfolding through this phase**: | | | |
| **(Knowing) WHAT - an index of the knowledge/skill growing through this phase**: | | | |
| **(Being) WHO - a profile of the shared aspiration for who these people are through this phase**: | | | |
| **Shred Criteria for creating shared product (and addressing shared problem, achieving shared purpose) that support who, how and what:**  **(these criteria also used in providing feedback within and between teams as part of team-based pedagogy)** | | | |

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| **Phase 3 Title:** | | | **Time needed:** |
| **This phase expressed as a Shared Problem:** | **This phase expressed as a Shared Purpose:** | **This phase expressed as a Shared Product:** | |
| **(Doing) HOW - an account of the activity unfolding through this phase**: | | | |
| **(Knowing) WHAT - an index of the knowledge/skill growing through this phase**: | | | |
| **(Being) WHO - a profile of the shared aspiration for who these people are through this phase**: | | | |
| **Shared Criteria for creating shared product (and addressing shared problem, achieving shared purpose) that support who, how and what:**  **(these criteria also used in providing feedback within and between teams as part of team-based pedagogy)** | | | |