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 possible 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  *Context*: A grade six class of boys and girls who have a unit of PE together that can stretch over two school terms.  *Possible interests (whos)*:  Being a sports player  Being a sporting hero  Being an accepted member of a social group  Being a team member  Being a friend, an exclusive friend sometimes  Being a social media user – selfies, photos, photoshop  Being a youtube, tiktok, etc, watcher  Being a stylish, cool person – wearing the right clothes, doing the right things  Being a Marvel universe, Star Wars, etc, aficionado  Being a computer gamer  Being a Minecraft player  Being a person with an interest or hobby  Being an artist – drawing, handcrafts |
| **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  *Curriculum*: Victorian curriculum at levels 5 and 6 in Health and Physical Education, plus the Personal and Social Capability, plus the Critical and Creative Thinking Capability  *Knowledge and skills (whats)*:  Health and Physical Education   * Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) * Design and perform a variety of movement sequences (VCHPEM116) * Propose and apply movement concepts and strategies (VCHPEM117) * Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118) * Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119) * Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) * Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121) * Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)   Achievement standard  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  Personal and Social Capability   * Reflect on how personal strengths have assisted in achieving success at home, at school or in the community * Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations * Identify the skills for working independently and describe their performance when undertaking independent tasks * Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences * Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual * Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved * Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles * Describe the various causes of conflict and evaluate possible strategies to address conflict   Achievement standard  By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.  Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.  Critical and Creative Thinking Capability   * Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities * Experiment with alternative ideas and actions by setting preconceptions to one side * Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities * Investigate common reasoning errors including contradiction and inconsistency, and the influence of context * Consider the importance of giving reasons and evidence and how the strength of these can be evaluated * Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated * Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty * Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas * Investigate thinking processes using visual models and language strategies * Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations * Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals   Achievement standard  By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.  Students distinguish between valid and sound arguments and between deductive and inductive reasoning. They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments.  Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required. |

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 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:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **Meaningful connection:** | **Possible Activity (How):** |
| **Who:** | **What:** | **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**: | | | |
| **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 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)** | | | |