

## Clark 9 Step Planning Process

1. What do you want them to know at the end (knowledge / understandings only)
  - 'unpack' in specific detail
  - identify any required prerequisite knowledge
2. Challenge Why - 5 Deep
  - Why at this **age**, at this **time in their lives**, at their **developmental level**, in this **community** and in this **culture**- why do my learners need this knowledge TODAY?
  - how could my learners USE this knowledge to make a difference in their life and the lives of others™?
3. Identify 'so what' possibilities
  - solutions to problems; alternatives, new possibilities, recommendations, future predictions, new products, a plan, a vision
4. Revisit curriculum for integration of further knowledge that naturally integrates
  - 'unpack' in specific detail
  - identify any prerequisite required knowledge
  - identify specific relationships between knowledge outcomes; sequence what must be addressed first, second and third, etc. (this will enable you to see layering)
5. Design main organisers for the investigate.organise.internalise stage of the think!nQ learning process; develop *content criteria* (knowledge and understanding) for investigating and producing at the end
6. Plan cross curricular processes required for quality and independence; *develop process criteria*
7. Plan cross curricular skills required; *develop skills criteria*
8. Develop 'immersion' opportunities
  - collect baseline data
  - design immersion experiences to 'test' or check assumed schema
  - design immersion experiences to set foundational schema (this will entail layered tasks)
  - design immersion experiences to introduce knowledge, processes, skills and new vocabulary of entire unit in an effort to develop base knowledge and understanding
  - design at least one immersion experience that enables learners to identify a 'so what' that will drive their learning; once they experience all of their immersion centres they will 'see' the possibilities if they could only learn more OR set a challenge that leads into immersion once it is accepted
  - strategically design learning to cognitively *and emotionally* engage the learner
9. Name Unit
  - let learners 'name' the unit once they have determined the 'so what' that is driving the unit
  - when you plan you simply call this unit 'A' or unit '1'