

# Playbook

Inspiration for the planning of holistic courses of education within Preparatory Basic Education & Training (FGU)



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## Guide to the playbook

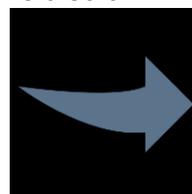
**Holistic education** is an approach towards developing educational courses and programmes within FGU whereby teaching is built up around complete wholes that are meaningful for the students to work with.

As **teachers within FGU**, you all have ample experience planning instructive and motivating courses. This experience can now be brought into play in the planning of holistic courses across both general and vocational subjects.

**This playbook** is a guide which helps both individual teachers and teams of teachers to plan holistic courses of education within FGU. The playbook contains five steps which can guide you through the most important aspects of your planning. In practice, you may want to jump back and forward somewhat between the steps.

The playbook is accompanied by **visual scaffolding** which you can print in A3 format and use to make shared notes together while planning the course. There is also a **Word template** which you can use to take notes on the computer.

Enjoy!



## Step 1: Topic

*Choose a topic for the holistic course*

### Choose a topic for the holistic course

This should be a whole entity that is meaningful for the students to work on. You can, for example, base the topic on:

- *General basic education (AGU)*: A practice that a class is focused on or a topic from the students' home lives, leisure activities, work or society.
- *Basic production education (PGU)*: Production in the workshop or a task/case from that vocational subject.
- *Basic vocational training (EGU)*: A task from one of the student's internships or from within the chosen vocational subject.

### Determine the student group

- Discuss which students shall take part in the course

### Determine a time frame for the course

- Determine approximately how many weeks and hours the course will last.

Inspiration for the planning of courses and activities using the holistic education model within FGU



## Step 2: Vocational and academic objectives

*Select the vocational and academic objectives for the course*

### Choose objectives from the general and vocational curricula

- Each teacher should contribute with a selection of objectives from their subject or vocational subject which are possible and relevant to include in the course.
- Make a note of the most important objectives for each general and/or vocational subject.

### Consider the abilities, skills and educational goals of the students

- Consider how the students will be able to work with the various objectives at different levels depending on their individual skills and abilities.
- Ensure that there is coherence between the students' educational goals/course plans and the objectives covered by the course.



## Step 3: Product, documentation and activities

*Create an overview of the product, documentation and the most important activities in the course*

### **Plan the product/result/activity**

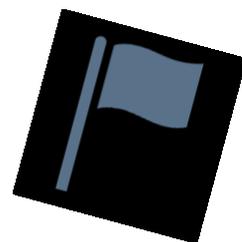
- Choose a specific product, result or final activity that the holistic course will end with.

### **Plan what documentation the students will produce**

- Determine how the students will document the course in relation to tests or assessments.

### **Select the most important activities in the course.**

- Create an overview of the most important stages of the course, e.g. by drawing up a timeline.



## Step 4: Content

*Plan the content of the course*

### **Initial impact and involvement**

- How will you launch the course in a way that motivates the students?
- How will you involve the students or give them ways to actively participate and take ownership?

### **Academic content and materials**

- What concepts and content from general and vocational subjects will the students work on as part of the course?
- What materials (guides, texts, templates) will the students be able to use for support?

### **Organisation**

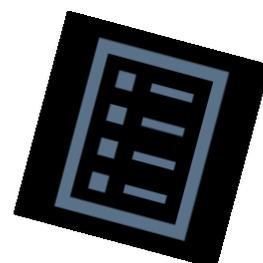
- How will the course be organised? Who will take the group and when?

### **Action plan and coordination**

- Who will do what at the beginning of the course?
- How will you coordinate the course underway?

### **Evaluation**

- What will you evaluate and how? E.g. student learning outcomes, student experiences or the teaching team's work on the course?



## Step 5: Academic and vocational preparation

*Planning of sub-activities in the course*

### **Prepare the specific sub-activities for the subject(s)**

- Plan out the academic content, materials, methods, organisation and evaluation of the course – either individually or in groups.

### **Continuous planning and coordination underway**

- Confer on a continuous basis so that the students experience the course as being coherent and cohesive.
- You may, for example, agree to meet briefly every other week in order to share knowledge and more closely coordinate the course.

*The visual scaffolding document has space for you to take notes regarding steps 1–4.*

*You can use the digital template for the planning of holistic courses to take notes for step 5,*

*or you can use your ordinary notebook or journal, etc.*

