



# Learning WITH LEONG

Thank you for using our teacher materials for teaching 21<sup>st</sup> century skills. For this project, we have used [ACARA](#)'s general capabilities continuum for "[Critical and Creative Thinking](#)" and "[Personal and Social](#)" as a guide and inspiration.

Our focus for the materials that follow is on the specific skill of "**Assessing Assumptions.**"

Here, we try to provide straightforward material that can be used by educators to help make it easier to incorporate 21<sup>st</sup> century skills into units of study. The materials can be used as-is or altered to fit what works best for the intended audience. This document contains four parts...

1. **Lesson Planning: Questions for Consideration** - These questions are intended to prompt educators to think about the different ways they can incorporate this particular 21C skill into their lessons. The questions are not meant to be prescriptive in any way, nor is it intended that all of them would be applicable to every unit of study. They serve to simply offer ideas for consideration. These questions could be used by individual teachers interested in developing their lessons further, in department meetings to collectively brainstorm ways their specific subject matter could work to incorporate the 4Cs, or during professional development to support teams of teachers during their planning of units of study.
2. **Student Reflection Guide** – This section is intended for use directly with students as a way to help them become more aware of the ways in which they use various 21C skills and to contemplate the ways in which they can strengthen these skills. The guides are designed with the understanding that many of these skills can only be built through application and that metacognitive reflection helps to accelerate the acquisition of these skills. There are three pages for this section. First, a handout for students to complete at the beginning of a unit/project. Second, a check-in giving the students a chance to reflect and for the student or teacher to make some adjustments, perhaps, before the end of a unit of study. Third, a final reflection on the experience as it pertains to this particular 21C topic of focus. As with all of the materials, the expertise of the teacher would determine whether the guides are best used as-is or just in parts and can also be altered to fit the needs of the individual classroom.
3. **Character Analysis** – This section provides a list of questions to be used to examine and reflect on a person's or character's life as it relates to this particular 21C topic. The questions provide a lens through which to view that person's actions. Some examples of how to use them might be to ask students to apply them to the actions of a particular person in history, the professional trajectory of a scientist, the life of a famous artist/athlete/writer, or a character in a novel. They could be used for group discussion or

to produce presentations or essays. The questions can also be applied directly to the student's life, if desired. The hope is that through reflecting on the life of another person and how they demonstrated a particular 21C skill that the students will gain insight into the ways in which these skills impact people and can, perhaps, apply that to their own life as well.

4. **Standards** – In this section, we listed the standards that apply to this particular 21C skill. Specifically, elements from ACARA's continuums that apply to this particular topic are listed with a focus predominantly on Level 6 in the continuum. In addition, standards from several other organizations around the world are also included in order to offer educators more insight as to how 21C skills are discussed and to serve as a resource as they work to incorporate these skills into the curriculum. For more insight to these organizations, please refer to "[21<sup>st</sup> Century Skills – Resources for Educators](#)."

We hope that the resources are useful to you!

## **Lesson Planning**

### **21 Century Capability: Assessing Assumptions**

#### **Questions for Consideration:**

1. Are students asked to clearly identify what they initially think about the topic/issue?
2. Are students asked to consider what information they might be missing in their understanding?
3. Are students asked to consider whose perspectives they might need to learn more about?
4. Are students presented with alternative views?
5. Are students given an opportunity to ask themselves or each other questions about their position?
6. Are students asked to justify their reasons for a particular opinion/plan of action?
7. Are students encouraged to seek out alternative perspectives/ideas and to invite feedback so as to challenge their own assumptions and strengthen their positions?
8. Is there time given to students to reassess their positions and to alter them as needed?
9. Are students asked to reflect on their opinions/conclusions and how they may have changed over time or as a result of their learning?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Assessing Assumptions

In this unit/lesson/project, we are going to be learning to/about \_\_\_\_\_.  
(circle one) (circle one)

Before we begin, please write about what you know about this topic already.

What are your thoughts/opinions about this topic?

If you had to pick a side/make a hypothesis/create a plan right now, what would it be?

Why do you think that?

What do you think you need to know more about to be able to be more informed?

## Student Reflection Guide – Check In

### 21 Century Capability: Assessing Assumptions

In this unit/lesson/project, we are learning to/about \_\_\_\_\_.  
(circle one) (circle one)

Please write about what you know about this topic so far.

What aspects of your opinion/plan has been challenged by what you have learned so far?

What aspects of you opinion/plan has been affirmed/strengthened by what you have learned so far?

What sources of alternative perspectives have you explored?

What more information might you need to come to a well-considered conclusion?

## Student Reflection Guide - Final

### 21 Century Capability: Assessing Assumptions

In this unit/lesson/project, we learned to/about \_\_\_\_\_.  
(circle one) (circle one)

Please write about what you know about this topic now.

Over the course of this unit/lesson/project, what did you learn that most challenged your perspective/understanding?

Did any of your ideas/positions change as a result of what you have learned? If so, explain. If not, why?

In retrospect, what about your life do you think informed/influenced your initial ideas/position?

Describe how it felt and what you learned from trying to challenge your own and others' assumptions.

## Character Analysis

### 21 Century Capability: Assessing Assumptions

#### Questions for Analysis:

1. Do you think this person was good at assessing assumptions? Why or why not?
2. What were some of the assumptions this person had?
3. What were some of the assumptions other people had that this person had to face?
4. How did this person go about challenging their own or others' assumptions?
5. What information did this person gather to help them assess various assumptions?
6. Why was it important for this person to assess assumptions?
7. How did this person and/or their skills change over time as a result of assessing and/or challenging assumptions?
8. How did this person's own experiences/background influence the assumptions they made?
9. How did this person's skills in assessing assumptions help them to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
10. How did this person's lack of ability/desire to identify and assess assumptions impact their ability to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?

## **Standards**

### **21 Century Capability: Assessing Assumptions**

#### **ACARA v.8.4**

##### **CRITICAL AND CREATIVE THINKING**

Think about thinking (metacognition)

5 - assess assumptions in their thinking and invite alternative opinions

Reflect on processes

5 - evaluate and justify the reasons behind choosing a particular problem-solving strategy

#### **ACARA v.9**

##### **CRITICAL AND CREATIVE THINKING**

Draw Conclusions and Provide Reasons

6 - draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Think about thinking (metacognition)

6 - reflect on the thinking and processes used when completing activities and drawing conclusions; identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

#### **AAC&U**

##### **CRITICAL THINKING**

Influence of Context and Assumptions: Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.