



Learning WITH LEONG

Thank you for using our teacher materials for teaching 21st 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 "**Contributing to the World.**"

Here, we try to provide straightforward material that can be used by educators to help make it easier to incorporate 21st 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 "[21st Century Skills – Resources for Educators](#)."

We hope that the resources are useful to you!

Lesson Planning

21 Century Capability: Contributing to the World

Questions for Consideration:

1. Are students asked to research local, national, regional, and global issues in order to identify where their efforts might be most impactful?
2. Are students asked to consider social, economic, and environmental challenges in order to find an issue that resonates with them?
3. Are students asked to consider their own interests, knowledge, and skills when figuring out how they want to contribute to society?
4. Are students encouraged to engage with the community in order to learn what needs and concerns are most pressing?
5. Are there opportunities for students to consult with experts in the field for additional ideas and guidance?
6. Are students asked to consider the difference between short-term fixes and long-term solutions?
7. Are students asked to consider the sustainability of what they are proposing?
8. Are students provided with or asked to research successful initiatives that can serve as a guide to their own project?
9. Are students asked to identify and/or acquire the resources needed for the project they decide on?
10. Are students encouraged to seek out organizations and partnerships that can help them have an impact?
11. Are there opportunities for students to build a network so as to strengthen and further the impact of their work?
12. Are students asked to use technology in a way that enhances or broadens the work they are doing?

Student Reflection Guide - Anticipatory

21 Century Capability: Contributing to the World

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.

Write about your interests (i.e. subjects, ideas, activities).

What are you particularly good at? What other skills do you have (languages spoken, computer skills, etc.)?

What are some issues/needs that exist in your community?

What issue/need might you want to have a positive impact on?

Student Reflection Guide – Check In

21 Century Capability: Contributing to the World

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.

How have you gone about researching the issue/need that you identified?

What has your research revealed?

What are some ways you might be able to have a positive impact?

What resources would you need to be able to do this?

Student Reflection Guide - Final

21 Century Capability: Contributing to the World

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

Please write about what you know about this topic now.

What plan did you come up with?

What issue/need is it intended to address?

So far, what has been its impact?

If you were to continue with this work, what would you change/add in order to deepen/broaden your project's impact?

Character Analysis

21 Century Capability: Contributing to the World

Questions for Analysis:

1. Do you think this person contributed positively to the world? How so?
2. What issues/needs was this person trying to address?
3. Why was this person interested in these issues/needs?
4. How did this person go about learning more about the issues/needs?
5. What skills did this person have or develop that helped them with the work they did?
6. What specific steps did this person take in order to have an impact?
7. How did this person involve others in their efforts?
8. What impact did this person have?
9. What words of wisdom or advice about trying to make a difference do you think this person would offer our class if they came to speak to us?

Standards

21 Century Capability: Contributing to the World

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Develop leadership skills

6 - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global level, and communicate these widely

Contribute to civil society

6 - plan, implement and evaluate ways of contributing to civil society at a local, national, regional and global levels

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Community awareness

6 - evaluate ways of contributing to communities at local, regional, national and global levels

Leadership

6 - propose, implement and evaluate strategies to address needs at local, regional, national or global levels

P21

CREATIVITY AND INNOVATION

Implement Innovations - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

LEADERSHIP AND RESPONSIBILITY

Be Responsible to Others - Act responsibly with the interests of the larger community in mind

C21 Canada

CREATIVITY, INNOVATION AND ENTREPRENEURSHIP

1 - Learners apply knowledge construction in new problems and unknown situations that benefit people other than the learner.

2 - Learners innovate and engage a spirit of entrepreneurship when they share their ideas in the real world for implementation by an audience outside the classroom.

CRITICAL THINKING

3 - Learners take action and formulate creative solutions for authentic use in real world problem solving relating economic, financial, environmental and social contexts.

CULTURE AND ETHICAL CITIZENSHIP

3 - Learners model skills and dispositions for effective and appropriate civic engagement and action.

3 - Learners perform local sustainable actions which demonstrate our fundamental connection to all living things and the collective impact of humans on the global environment.

COMPUTER AND DIGITAL TECHNOLOGIES

3 - Learners are fully engaged in the freedom to learn and the freedom to contribute and participate on a global scale using the full capacity of digital technologies and the Web.

ISTE

1.3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions

AAC&U

CIVIC ENGAGEMENT

Analysis or Knowledge: Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

Civic Communication: Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.

Civic Action and Reflection: Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

Civic Contexts/Structures: Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

GLOBAL LEARNING

Understanding Global Systems: Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Applying Knowledge to Contemporary Global Contexts: Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.