



# 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 "**Effective Communication.**"

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: Effective Communication**

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

1. Are students asked to think about the purpose of their communication so they can understand what they are trying to achieve?
2. Are students asked to consider their intended audience?
3. Is nonverbal communication discussed, and are student given opportunities to observe, analyze, and use it?
4. Are students taught about and asked to consider cultural difference in communication (i.e. verbal, nonverbal, physical contact)?
5. Are students asked to consider the other person's view/experience when communicating so as to communicate with empathy?
6. Are there opportunities for students to practice communication skills through role-playing exercises (i.e. job interviews, conflict resolution)?
7. Are students given time to create clear and concise statements so as to strengthen their ability to communicate in a straightforward manner and avoid ambiguity?
8. Are different digital tools taught and/or considered in terms of how they can aid in communication?
9. Are students expected to employ language in both literal and figurative ways so as to most clearly and powerfully communicate their ideas?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Effective Communication

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.

Think about a time when you had a hard time communicating something effectively to someone. Describe what happened.

What might have helped you communicate more effectively?

When it comes to communication, what are your strengths?

What aspects of your communication skills would you like to improve?

## Student Reflection Guide – Check In

### 21 Century Capability: Effective Communication

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.

For the purpose of this work, what ideas do you want to communicate?

Who do you want to communicate them to?

What format do you think is the best for communicating these ideas?

How will you know if you communicated clearly?

## Student Reflection Guide - Final

### 21 Century Capability: Effective Communication

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

Please write about what you know about this topic now.

Do you feel you were able to communicate effectively? Why or why not?

What were some of the nonverbal ways you communicated your ideas?

What aspect of your communication skills do you feel is stronger now?

What is a communication skill that you would still like to improve?

## Character Analysis

### 21 Century Capability: Effective Communication

#### Questions for Analysis:

1. Do you think this person was good at communicating? Why or why not?
2. Why did this person need to be an effective communicator?
3. Who did this person communicate to/with?
4. What was this person's strengths in regards to communicating?
5. In what ways was communicating effectively challenging for this person?
6. How did this person use nonverbal communication?
7. In what ways did active listening play a role in this person being able to communicate effectively?
8. How did this person's communication skills help them to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
9. How did this person's lack of ability/willingness to communicate impact their ability to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
10. What did you learn about effective communication from learning about this person?

## **Standards**

### **21 Century Capability: Effective Communication**

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

##### **PERSONAL AND SOCIAL CAPABILITY**

Communicate effectively

6 - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

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

##### **PERSONAL AND SOCIAL CAPABILITY**

Communication

6 - devise strategies that apply effective verbal and non-verbal communication in response to feedback

#### **P21**

##### **COMMUNICATION AND COLLABORATION**

Communicate Clearly - Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts; Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions; Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade); Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact; Communicate effectively in diverse environments (including multi-lingual).

##### **CREATIVITY AND INNOVATION.**

Work Creatively with Others - Develop, implement, and communicate new ideas to others effectively.

##### **SOCIAL AND CROSS-CULTURAL SKILLS.**

Interact Effectively with Others - Know when it is appropriate to listen and when to speak; Conduct themselves in a respectable, professional manner

#### **C21 Canada**

##### **COMMUNICATION**

3 - Learners engage and use active listening strategies to engage cooperation and interpersonal knowledge construction.

2 - Learners access and use 21st Century digital technologies and web tools to extend communication to a variety of audiences.

#### **ISTE**

1.6 Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students:

1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.



1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

1.6.d. publish or present content that customizes the message and medium for their intended audiences.

## **AAC&U**

### **CIVIC ENGAGEMENT**

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

### **INFORMATION LITERACY**

Use Information Effectively to Accomplish a Specific Purpose: Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.

### **INTEGRATIVE LEARNING**

Integrated Communication: Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in a way that enhances meaning, making clear the interdependence of language and meaning, thought, and expression.

### **INTERCULTURAL KNOWLEDGE AND COMPETENCE**

Skills: Verbal and Nonverbal Communication: Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

### **ORAL COMMUNICATION**

Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.

Language: Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.

Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

Supporting Material: A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.

Central Message: Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

### **TEAMWORK**

Fosters Constructive Team Climate: Supports a constructive team climate by doing all of the following:

- Treats team members respectfully by being polite and constructive in communication.
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.

#### WRITTEN COMMUNICATION

**Context of and Purpose for Writing:** Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

**Content Development:** Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

**Genre and Disciplinary Conventions:** Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.

**Control of Syntax and Mechanics:** Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.