



# 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 "**Emotional Intelligence**."

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: Emotional Intelligence**

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

1. Are there opportunities for students to reflect on how they are feeling before, during, and after the unit/lesson/project?
2. Have parts of the unit/lesson/project that might bring up strong emotions (sadness, frustrations, confusion) already been identified and time built into the class to help students recognize and work through those emotions?
3. Are tips give to students on how to recognize signs of strong emotions in themselves (and others) so they can avoid being caught off guard or becoming overwhelmed?
4. Are students given space to express their emotions and share them?
5. Are students encouraged to pay attention to their emotions as well as those of others?
6. Are students provided with the vocabulary that might help them express their emotions?
7. Are students taught to listen to emotions and use them to understand themselves and others in order to make better decisions?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Emotional Intelligence

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.

How do you feel about this topic and/or unit/lesson/project?

For you, what do you think will be the most challenging part of this unit/lesson/project?

If this unit/lesson/project becomes challenging for you at any point, how can you communicate that to your teacher/peers? What can you do to manage any of these challenges?

## Student Reflection Guide – Check In

### 21 Century Capability: Emotional Intelligence

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 has this unit/lesson/project been going so far for you?

For you, what has been the easiest parts of this unit/lesson/project? How have you felt during these parts?

For you, what has been the most challenging parts of this unit/lesson/project? How have you felt during these parts?

Please share any ideas you have about how you might approach any challenges that come up as we continue with this unit/lesson/project.

## Student Reflection Guide - Final

### 21 Century Capability: Emotional Intelligence

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

Please write about what you know about this topic now.

Now that this unit/lesson/project is done, how do you feel?

What challenges did you face during this unit/lesson/project? How did you feel? What did you do?

If you were to do this unit/lesson/project again, what would you do differently when facing the challenges? The same?

How did your classmates deal with any challenges or stresses they faced during this unit/lesson/project? What do you think they felt? What strategies did they use to manage their experience?

## Character Analysis

### 21 Century Capability: Emotional Intelligence

#### Questions for Analysis:

1. Was this person good at recognizing their emotions? How do you know?
2. Was this person good at recognizing other people's emotions? How do you know?
3. Were there times when this person became overwhelmed by their emotions? What happened?
4. What were some of the challenges this person faced in their life/work? What was their emotional response to these challenges?
5. How did this person's ability to recognize their emotions or that of others impact their life/work?
6. How did this person's inability to recognize their emotions or that of others impact their life/work?
7. Were there times their emotions informed their decisions? Explain.
8. Were there times when their emotions prevented them from making the right decision? Explain.
9. What might have turned out differently if this person had been more/less able to recognize their own emotions and that of others?

## **Standards**

### **21 Century Capability: Emotional Intelligence**

#### **ACARA v8.4**

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

Recognize emotions

6 - reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

#### **ACARA v9**

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

Emotional Awareness

6 - reflect on their emotional responses to different situations

#### **C21 Canada**

##### **CHARACTER**

1 - Learners demonstrate collaborative skills of self and social awareness, self-regulation and relationship skills in managing and supporting personal relationships.