



# 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 "**Establishing Priorities.**"

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: Establishing Priorities**

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

1. Are students asked to clearly define their goals and the tasks needed to complete them?
2. If faced with a multifaceted problem, are students asked to clearly define the problem in order to help them prioritize what needs to be done?
3. Are students asked to consider the importance of each task they need to complete and in what order?
4. Are students asked to evaluate the consequences of not completing certain tasks so as to determine the importance of them?
5. Are students asked to consider the amount of time needed for each task?
6. Are students asked to create a schedule for completing the tasks?
7. Is technology offered that assists students in establishing priorities?
8. Are students asked to consider, particularly with group collaborations, how best to divide the labor in order to accomplish prioritized tasks?
9. Are students asked to contemplate how to balance the priorities of the work at hand with the other priorities they may have in their life?
10. Is there time given to students to reflect on the priorities they set and revise as needed?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Establishing Priorities

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.

When you approach a big project, how do you decide what to do first? Next? Last?

Given that we all have a range of priorities in our lives, how do you determine what to prioritize as it pertains to your responsibilities in school, at home, and/or at work?

For this unit/lesson/project, what do you think the main priorities should be in order to be successful?

What are other goals/tasks that need to be considered in this unit/lesson/project but that may not need the highest priority?

**Student Reflection Guide – Check In**

**21 Century Capability: Establishing Priorities**

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.

So far in this unit/lesson/project, which of your priorities have you been able to address?

Is there anything you realized that you should have completed sooner or that you overlooked?

Going forward, what are the main priorities that you need to focus on?

What tasks do you need to do first?

## Student Reflection Guide - Final

### 21 Century Capability: Establishing Priorities

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, do you feel that you were able to prioritize tasks/goals effectively? Why or why not?

How did you go about deciding what needed to be done first (second, third, etc.)?

Did anything get overlooked? If so, explain how you dealt with that.

When faced with a long list of tasks for a project/goal, what would be your advice for others as to how to prioritize the work?

## Character Analysis

### 21 Century Capability: Establishing Priorities

#### Questions for Analysis:

1. What were this person's long-term and short-term goals?
2. Do you think this person is good at establishing priorities? Why or why not?
3. How did this person go about deciding what to prioritize in their life (both personally and professionally)?
4. How did this person's values impact their priorities?
5. What did this person do when things weren't able to be completed as planned?
6. In what ways was establishing priorities challenging for this person?
7. Did this person experience any consequences for not setting the right priorities or not meeting deadlines? Explain.
8. Why was it important for this person to establish priorities?
9. How did this person's ability to establish priorities change over time?
10. How did this person skills in establishing priorities help them to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
11. How did this person's lack of ability/desire to establish priorities prevent this person from...
  - a. accomplishing their goal?
  - b. realizing their dream?
  - c. overcoming an obstacle?

## **Standards**

### **21 Century Capability: Establishing Priorities**

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

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

Work independently and show initiative

6 - establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

#### **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

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

Goal setting

4 - select and use strategies to monitor own learning and refine goals to plan for further improvement

#### **P21**

##### **INITIATIVE AND SELF-DIRECTION**

Manage Goals and Time - Balance tactical (short-term) and strategic (long-term) goals

Work Independently - Monitor, define, prioritize, and complete tasks without direct oversight

##### **PRODUCTIVITY AND ACCOUNTABILITY**

Manage Projects - Set and meet goals, even in the face of obstacles and competing pressures; Prioritize, plan, and manage work to achieve intended results

#### **AAC&U**

##### **CRITICAL THINKING**

Explanation of Issues: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

##### **INFORMATION LITERACY**

Determine the Extent of Information Needed: Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.

##### **PROBLEM SOLVING**

Define Problem: Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.