



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 "**Facing Challenges.**"

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: Facing Challenges

Questions for Consideration:

1. When faced with an unexpected or difficult situation, are students asked to clearly and fully define the challenge/obstacle/problem?
2. Are students asked to break down the challenge into smaller, more manageable parts?
3. Are students asked to come up with a list of questions they have regarding the challenge so as to explore and understand it more fully?
4. Are students encouraged to ask for support from peers, teachers, or others who may be helpful?
5. Are students asked to think about what new information they might need in order to handle the challenge? Are they given time to gather that information?
6. Are students asked to reflect on past challenges that might offer insight to strategies they could apply to the current situation?
7. Are students given opportunities to brainstorm possible solutions independently and collaboratively?
8. Are students permitted and encouraged to adapt their plans in order to effectively address the challenge?
9. Are students reminded to stay focused on their ultimate goal and to assess how they can still move forward when faced with a challenge?
10. Are students asked to reflect on how a particular challenge offered opportunities for growth?
11. Are students given strategies or asked to discuss ideas for how to manage the stress of facing challenges?

Student Reflection Guide - Anticipatory

21 Century Capability: Facing Challenges

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.

Discuss a challenge you have faced in the past with a particular unit/lesson/project. What was the challenge? How did you handle it?

As you work on this unit/lesson/project, what challenges might you face?

Who might be able to help you?

How might you handle challenges so that you can still accomplish the work for this unit/lesson/project?

Student Reflection Guide – Check In

21 Century Capability: Facing Challenges

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, what has been the most challenging part of this unit/lesson/project? Why?

What unexpected situations or challenges have you been faced with?

What have you done so far to address these challenges?

What challenges might you anticipate going forward?

How might you handle these challenges?

Student Reflection Guide - Final

21 Century Capability: Facing Challenges

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 challenges did you face?

What were the steps you took?

How do you feel about how you responded to the challenges? Why?

What advice do you have to future students who might face similar challenges?

Character Analysis

21 Century Capability: Facing Challenges

Questions for Analysis:

1. Do you think this person was good at facing challenges? Why or why not?
2. What challenges did this person face?
3. How did this person go about handling these challenges?
4. In what ways was facing challenges hard for this person?
5. Did this person ever choose not to deal with a particular challenge? Why?
6. How did this person and/or their skills change over time as a result of facing challenges?
7. How did this person's ability to face challenges help them to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
8. How did this person's lack of ability/desire to face challenges impact their ability to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
9. What did you learn about facing challenges from this person?

Standards

21 Century Capability: Facing Challenges

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Become confident, resilient, and adaptable

6 - evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Perseverance and adaptability

6 - devise, evaluate and adapt strategies to engage with unexpected or challenging situations

P21

CRITICAL THINKING AND PROBLEM SOLVING

Solve Problems - Identify and ask significant questions that clarify various points of view and lead to better solutions

C21 Canada

CRITICAL THINKING

2 - Learners apply higher order thinking skills in a logical process to solve ill-defined problems by identifying and describing the problem, critically analyzing the information, creating knowledge required, framing and testing various hypotheses.

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.

INQUIRY AND ANALYSIS

Limitations and Implications: Insightfully discusses in detail relevant and supported limitations and implications.

PROBLEM SOLVING

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