



# 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 "**Handling Conflict.**"

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: Handling Conflict**

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

1. Are students asked to create a plan as to how to prevent conflict and how they will handle conflict during the unit/lesson/project?
2. Are students give (or asked to find) strategies in de-escalation, negotiation, and/or mediation?
3. Are these strategies in de-escalation, negotiation, and/or mediation modeled for the students and are they given opportunities to practice these skills?
4. Are students taught how to be active listeners?
5. Is active listening modeled for the students? Are opportunities to practice active listening provided?
6. Are students asked to consider how non-verbal communication can influence conflict, both negatively and positively?
7. Are appropriate and beneficial examples of non-verbal communication during conflict modeled for students? Are they given opportunities to practice this communication?
8. Are students asked to consider the importance of compromise in regards to conflict resolution?
9. Is there time given to students at the end of the lesson/unit/project to reflect on any conflict that arose and how they or others handled it?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Handling Conflict

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 faced with conflict (disagreements, frustrations, etc), what is your typical response?

Where might conflict arise during this unit/lesson/project?

How might you approach these potential conflicts in order to be successful in this unit/lesson/project?

What might be a good idea to put in place early in order to minimize the possibility of conflict during this unit/lesson/project?

## Student Reflection Guide – Check In

### 21 Century Capability: Handling Conflict

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, has any conflict (that you engaged in or witnessed) arisen over the course of this unit/lesson/project so far? If so, explain.

How did you (or another person) respond to this conflict? What strategies did you/they try?

Was your/their response/strategy effective? How so? If not, what might be useful to try next time?

Please share any questions/needs you have regarding handling conflict during this unit/lesson/project.

## Student Reflection Guide - Final

### 21 Century Capability: Handling Conflict

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

Please write about what you know about this topic now.

Overall, how do you feel you/your group did in handling conflict as it arose?

What strategies did you find most useful?

What skills do you think you could strengthen to help you be more effective when handling conflict in the future?

Do you feel like you have become more skilled at handling conflict? How so? If not, why?

## Character Analysis

### 21 Century Capability: Handling Conflict

#### Questions for Analysis:

1. Do you think this person was good at handling conflict? Why or why not?
2. How did this person use skills in de-escalation, negotiation, and/or mediation to handle conflict?
3. How did this person use their understanding of non-verbal communication to handle conflict?
4. Did this person employ active listening skills during conflict? How so? If not, why?
5. What was this person's strengths in regards to handling conflict?
6. In what ways was handling conflict challenging for this person?
7. What would be an area of growth for this person regarding handling conflict?
8. How did this person's abilities to handle conflict help them to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
9. How did this person's lack of ability/desire to handle conflict prevent them from...
  - a. accomplishing their goal?
  - b. realizing their dream?
  - c. overcoming an obstacle?
10. What benefits or positive results occurred due to the conflict this person interfaced with in their life?
11. What words of wisdom or advice about handling conflict do you think this person would offer our class if they came to speak with us?

## **Standards**

### **21 Century Capability: Handling Conflict**

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

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

Negotiate and resolve conflict

6 - generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

Communicate effectively

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

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

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

Conflict Resolution

6 – generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts

Communication

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

#### **P21**

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

Communicate Clearly - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

##### **LEADERSHIP AND RESPONSIBILITY**

Guide and Lead Others - Use interpersonal and problem-solving skills to influence and guide others toward a goal

#### **C21 Canada**

##### **COLLABORATION**

3 - Learners lead and serve teams, applying collaborative competencies to engage others in a variety of contexts, including the capacity to manage and resolve conflict.

#### **AAC&U**

##### **TEAMWORK**

Responds to Conflict: Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.