



# 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 "**Leadership.**"

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: Leadership**

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

1. Are students asked to consider the different ways one can be a leader?
2. Are students asked to think about the ways they and others take on leadership roles, both formal and informal?
3. Are students asked to discuss when it is appropriate to take a leadership role and when it might be better to let others do it?
4. Is there an opportunity for students to examine the question of who should lead in different contexts?
5. Are different leadership styles and strategies shared with students?
6. Are students given the opportunity to discuss the different types/styles of leadership needed for different problems and different contexts (local, state, global, etc.)?
7. Are students given opportunities to influence and guide others towards a goal? To support the strengths of others? To inspire? To lead by example?
8. Are students asked to examine how integrity and ethical behavior are or are not evident in the actions of leaders?
9. Are students asked to consider their own leadership and whether or not they are keeping the larger community in mind and making ethical and responsible choices?
10. Are students asked to consider the importance of accountability within leadership and how leaders are and can be held accountable?
11. Are students asked to brainstorm the qualities that make a good leader and to apply those in assessing their own leadership and the leadership of others?
12. Are students given time to reflect on their own leadership and their strengths and limitations?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Leadership

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.

Write about a time you took on a leadership role (either formal or informal).

What do you think made you successful as a leader in that circumstance?

What did you find challenging or wish you could have done better?

For this unit/lesson/project, how do you think leadership will be an important aspect of what we are studying/doing?

## Student Reflection Guide – Check In

### 21 Century Capability: Leadership

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.

What examples of leadership have you learned about/seen so far?

What opportunities to lead have you had so far?

Write about a leadership moment (yours or someone else's) that you think went well. Why did it go well?

Write about a leadership moment (yours or someone else's) that you think did not go as well as it could have. What do you think caused this? How could it have been handled differently?

What leadership skill of yours would you most like to strengthen?

## Student Reflection Guide - Final

### 21 Century Capability: Leadership

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

Please write about what you know about this topic now.

Write about the ways you took on leadership roles over the course of this unit/lesson/project.

Write about a moment when you stepped back and let others lead.

What do you think are the most important qualities of a leader based on your experience?

If you were to do this unit/lesson/project over again, what might you do differently when it comes to your leadership?

## Character Analysis

### 21 Century Capability: Leadership

#### Questions for Analysis:

1. Do you think this person was a good leader? Why or why not?
2. In what ways did this person take on leadership roles?
3. Why did this person choose to take on leadership roles?
4. What was this person hoping to accomplish as a leader?
5. In what ways was leadership challenging for this person?
6. How would you describe this person's leadership style?
7. How did this person's leadership skills change over time?
8. How did this person's leadership 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/desire to lead impact their ability to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
10. If you could meet this person, what would you ask them about being a leader?

## **21 Century Capability: Leadership**

### **ACARA v.8.4**

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

Develop leadership skills

3 - discuss the concept of leadership and identify situations where it is appropriate to adopt this role

6 - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global level, and communicate these widely

### **ACARA v.9**

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

Leadership

4 - select and use different leadership approaches when acting as a sole leader or leading with others

6 - propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **P21**

#### **LEADERSHIP AND RESPONSIBILITY**

Guide and Lead Others - Use interpersonal and problem-solving skills to influence and guide others toward a goal; Leverage strengths of others to accomplish a common goal; Inspire others to reach their very best via example and selflessness; Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others - Act responsibly with the interests of the larger community in mind

### **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.

#### **CHARACTER**

3 - Learners lead responsibility [sic] and seek accountability in all aspects of knowledge building, the social environment and the economic community.

3 - Learners model self-confidence, perseverance and empathy in leading and supporting small group and large scale community interactions.

#### **CULTURE AND ETHICAL CITIZENSHIP**

2 - Learners recognize societal and environmental trends and issues and apply the impacts of these in ethical leadership and decision-making.

### **AAC&U**

#### **CIVIC ENGAGEMENT**



Civic Action and Reflection: Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.