



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 "**Learning.**"

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: Learning

Questions for Consideration:

1. Are there opportunities for the students to share the ways in which learning this subject/material is challenging for them AND/OR what works best for them to learn the particular material being taught?
2. Are students asked to access and apply prior knowledge?
3. Are students allowed to set their own personal learning goals?
4. Are different ways of learning the material/doing the work presented or offered to the students?
5. Is technology used in ways that support and/or enhance learning?
6. Are students given (or asked to find) a variety of sources from which to learn?
7. Are students given the chance to choose the way in which they...
 - a. access the material?
 - b. engage with the material?
 - c. express their understanding of the material?
8. Are there opportunities for students to work in groups, collaborate with other learners, or access other networks to support their learning?
9. Are there opportunities for students to pursue an aspect of the topic/lesson of their choosing to expand/deepen their knowledge?
10. Are there extension activities offered for students to further strengthen their skills/knowledge?
11. Is there time given to students at the end of the lesson/unit/project to reflect on their learning experience?
 - a. What parts were easiest? Why?
 - b. What parts were most challenging? Why?
 - c. Can they think of other ways that might have helped them learn it faster or easier?

Student Reflection Guide - Anticipatory

21 Century Capability: Learning

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.

Going forward, what might you want to learn or think you will need to learn about this topic?

For you, what do you think will be the easiest part of learning during this unit/lesson/project?

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

Please share any ideas you have about what would help you learn best during this unit/lesson/project (i.e. particular ways material is presented, types of assignments, resources used, time given, collaborative vs. independent)

Student Reflection Guide – Check In

21 Century Capability: Learning

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 do you still want to learn or think you will need to learn about this topic?

For you, what has been the easiest part of learning during this unit/lesson/project?

For you, what has been the most challenging part of learning during this unit/lesson/project?

Please share any ideas you have about what you need going forward to be able to understand the material better and to extend your learning further. (i.e. particular ways material is presented, types of assignments, resources used, time given, collaborative vs. independent)

Student Reflection Guide - Final

21 Century Capability: Learning

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

Please write about what you know about this topic now.

Is there anything you still want to learn or think you should learn about this topic?

What helped you learn best during this unit/lesson/project?

If you were redesigning this unit/lesson/project, what would have helped you learn more/faster/easier?

If one wanted to learn more about this topic, what might you do? What resources, activities, or opportunities might you pursue?

Character Analysis

21 Century Capability: Learning

Questions for Analysis:

1. Do you think this person is good at learning? Why or why not?
2. How often did this person try to learn something new?
3. How did this person go about learning?
4. What was this person's motivation to try to learn something new?
5. How did this person demonstrate/use what they learned?
6. What was this person's strengths in regards to learning?
7. In what ways was learning challenging for this person?
8. How did this person's abilities or desire to learn 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 learn prevent them from...
 - a. accomplishing their goal?
 - b. realizing their dream?
 - c. overcoming an obstacle?
10. What words of wisdom or advice about learning do you think this person would offer our class if they came to speak with us?

Standards

21 Century Capability: Learning

ACARA v8.4

PERSONAL AND SOCIAL CAPABILITY

Understand themselves as learners:

- 2 - discuss their strengths and weaknesses as learners and identify some learning strategies to assist them
- 5 - identify and choose a range of learning strategies appropriate to specific task and describe work practices that assist their learning
- 6 - evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

ACARA v9

PERSONAL AND SOCIAL CAPABILITY

Personal Awareness:

- 2 - describe personal qualities and how these contribute to growth
- 5 - evaluate strategies for developing personal qualities and describe how they assist achieving growth
- 6 - devise personally appropriate strategies to achieve growth

C21 Canada

COMMUNICATION

- 1 - Learners access, analyze, integrate and manage large volumes of information and sources for knowledge construction.

ISTE

1.1 Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.1.b. build networks and customize their learning environments in ways that support the learning process.

AAC&U

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING

Curiosity: Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.

Initiative: Completes required work and generates and pursues opportunities to expand knowledge, skills, and abilities.

Independence: Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.

Transfer: Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.

Reflection: Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.