



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 "**Making Decisions & Anticipating Consequences.**"

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: Making Decisions & Anticipating Consequences

Questions for Consideration:

1. Are students asked to consider the history and scope of the problem/situation?
2. Are students asked to consider who/what is affected by the problem/situation?
3. Are students asked to gather a wide range of information from a variety of sources to inform their decisions?
4. Are students asked to brainstorm a range of possible solutions/actions?
5. Are students asked to consider both the positive and negative impact of potential actions?
6. Are students asked to project the short-term and long-term consequences?
7. Are students given time to reflect on whether or not their decision/plan of action is ethical and in line with their own values?
8. Is there an opportunity for students to learn from other people's perspectives including, but not limited to, all stakeholders as to the potential impact of any decisions/actions?
9. Are past examples of similar problems/actions provided for students to analyze and consider?

Student Reflection Guide - Anticipatory

21 Century Capability: Making Decisions & Anticipating Consequences

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 when you or someone else made a decision or took action that had unintended negative consequences.

What might have helped you/that person avoid making that decision?

When making decisions, what types of things are important to learn/do so as to make an informed, well-considered choice?

Student Reflection Guide – Check In

21 Century Capability: Making Decisions & Anticipating Consequences

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 decisions are you being asked to make in this unit/lesson/project?

What information have you gathered so far?

Who and what might be impacted by the decisions you make?

What more do you need to do/learn before you can make a decision or take action that is well-considered?

Student Reflection Guide - Final

21 Century Capability: Making Decisions & Anticipating Consequences

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

Please write about what you know about this topic now.

What decision(s) did you finally make?

What factors did you consider?

What was the impact of your decisions? Of, if not yet known, what do you anticipate the impact to be?

Over the course of this unit/lesson/project, what did you learn about the decision-making process?

Character Analysis

21 Century Capability: Making Decisions & Anticipating Consequences

Questions for Analysis:

1. Do you think this person was good at making decisions? Why or why not?
2. What decisions did this person make?
3. How did this person go about making decisions?
4. What information did this person gather in order to make decisions?
5. Who did this person include in the decision-making process?
6. In what ways was making decisions challenging for this person?
7. Why was it important for this person to anticipate the consequences of their decisions?
8. Were there ever any unintended consequences for this person's decisions? Explain.
9. How did this person's values impact their decisions?
10. How did this person's skills in making decisions help them to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
11. What words of wisdom or advice about making decisions do you think this person would offer our class if they came to speak to us?

Standards

21 Century Capability: Making Decisions & Anticipating Consequences

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Make decisions

6 - develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

CRITICAL AND CREATIVE THINKING

Draw conclusions and design a course of action

6 - use logical and abstract thinking to analyse and synthesise complex information to inform a course of action

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Decision-making

6 - develop and apply criteria to evaluate the outcomes of individual and group decisions

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

P21

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation; Make judgements and decisions; Interpret information and draw conclusions based on the best analysis

C21 Canada

CRITICAL THINKING

1 - Learners acquire, process, interpret, rationalize and critically analyze large volumes of potentially conflicting information to make informed and timely decisions.

CHARACTER

2 - Learners engage decision-making which is tolerant, ethical and fair, modeling a proactive disposition and seeking to do "the right thing the right way."

COMPUTER AND DIGITAL TECHNOLOGIES

2 - Learners use social media to inform practice and decision making and extend their perspectives.

AAC&U

CREATIVE THINKING

Solving Problems: Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.

CRITICAL THINKING

Conclusions and Related Outcomes: Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.

GLOBAL LEARNING

Personal and Social Responsibility: Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

INQUIRY AND ANALYSIS

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

PROBLEM SOLVING

Evaluate Potential Solutions: Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.