



# 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 "**Managing Resources.**"

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: Managing Resources**

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

1. Are students asked to clearly articulate their goal/objective so that they can appropriately identify and allocate resources?
2. Are students asked to identify all possible resources (time, money, people, materials, information, etc.) as it pertains to their work?
3. Are students asked to prioritize what resources are the most valuable/essential to the tasks at hand?
4. Are students asked to articulate how each resource will be used and how much of it is needed?
5. Are there opportunities for students to reassess their needs and reallocate resources as needed?
6. Are students asked to brainstorm ways in which they might deal with a scarcity of resources (time, information, materials, etc.)?
7. Is technology used in ways that help students manage their resources (time, information, etc.)?
8. Are students expected to collaborate with others to ensure the effective and appropriate use of resources?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Managing Resources

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.

What units/lessons/projects have you done in the past that might be similar to this one? What resources did you need?

What resources do you think you will need for this unit/lesson/project? Consider all possibilities (time, money, people, materials, information, etc.).

What are the resources that are most essential to this work?

## Student Reflection Guide – Check In

### 21 Century Capability: Managing Resources

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 resources have you used so far? How?

Are there any resources that you needed but didn't have access to? What did you do?

Going forward, what resources do you anticipate needing?

If any of these resources become unavailable or limited, how might you still effectively proceed forward?

## Student Reflection Guide - Final

### 21 Century Capability: Managing Resources

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 resources were the most valuable? Why?

Were there any resources you thought you would need but didn't or that you needed less of than initially thought? Why?

Were there any resources that were unavailable or limited? What did you do?

Overall, how did your management of the resources go? Explain.

## Character Analysis

### 21 Century Capability: Managing Resources

#### Questions for Analysis:

1. Do you think this person was good at managing resources? Why or why not?
2. What resources did this person have to manage?
3. How did this person go about allocating resources?
4. In what ways was managing resources challenging for this person?
5. How did this person handle a scarcity of resources?
6. How did this person handle an abundance of resources?
7. How did a scarcity or an abundance of resources impact this person's choices?
8. How did a scarcity or an abundance of resources impact what this person was able to accomplish?
9. How did this person's skills in managing resources change over time?
10. How did this person's skills in managing resources help them to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
11. How did this person's lack of ability to manage resources impact their ability to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?

## **Standards**

### **21 Century Capability: Managing Resources**

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

##### **CRITICAL AND CREATIVE THINKING**

Apply logic and reasoning

6 - analyse reasoning used in finding and applying solutions, and in choice of resources

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

Work independently and show initiative

6 - establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

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

##### **CRITICAL AND CREATIVE THINKING**

Interpret Concepts and Problems

6 - identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

Perseverance and Adaptability

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

#### **P21**

##### **INITIATIVE AND SELF-DIRECTION**

Manage Goals and Time - Utilize time and manage workload efficiently

##### **PRODUCTIVITY AND ACCOUNTABILITY**

Demonstrate additional attributes associated with producing high quality products including the abilities to: Manage time and projects effectively

#### **C21 Canada**

##### **COMPUTER AND DIGITAL TECHNOLOGIES**

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

#### **ISTE**

1.3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.