



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 "**Understanding the Implications of Power Dynamics.**"

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: Understanding the Implications of Power Dynamics

Questions for Consideration:

1. Are students asked to identify both the formal and informal power structures that exist in their classroom, school, community, country, and/or world?
2. Are students asked to view the topic at hand through the lens of power dynamics (who has or doesn't have the power)?
3. Are students asked to consider the impacts of whether power is centralized or decentralized?
4. Are students given opportunities to observe or read about situations and to examine the power dynamics?
5. Are students asked to consider/discuss how race, gender, class, and other factors intersect with power dynamics?
6. Are students asked to consider how certain decisions were made and whether they were made inclusively or whether certain voices were intentionally or unintentionally marginalized?
7. Are students asked to think about how history shaped power dynamics?
8. Are students asked to reflect on their own role in amplifying or marginalizing voices?
9. Are students asked to discuss their position within their society's power dynamics and how they might contribute to a more equitable society?
10. Is technology used in ways that help students to use power dynamics or to actively change power dynamics so as to have a positive impact on the community?
11. Are students asked to discuss the impact of marginalizing certain voices and/or limiting the power of others?

Student Reflection Guide - Anticipatory

21 Century Capability: Understanding the Implications of Power Dynamics

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 felt powerless. What happened? How did you feel?

What might have been different if you were given a voice in that moment?

What power dynamics do you think might become evident as we study this topic?

Student Reflection Guide – Check In

21 Century Capability: Understanding the Implications of Power Dynamics

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.

From what you've learned so far, who had/has the power?

Who does not? Why?

How is the marginalized group kept from having power?

How might they gain power?

Student Reflection Guide - Final

21 Century Capability: Understanding the Implications of Power Dynamics

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

Please write about what you know about this topic now.

In what ways did the power dynamics we learned about benefit certain people/groups?

In what ways did the power dynamics harm/marginalize certain people/groups?

What was done to help marginalized groups have more of a voice?

What more could have been/still be done?

Character Analysis

21 Century Capability: Understanding the Implications of Power Dynamics

Questions for Analysis:

1. Do you think this person understood the implications of power dynamics? Why or why not?
2. What kind of power did this person have?
3. Why was this person interested in power dynamics?
4. How was this person impacted by power dynamics?
5. How did this person contribute to existing power dynamics?
6. How did this person challenge existing power dynamics?
7. How did this person amplify their own or others' voices?
8. How did this person's understanding of power dynamics change over time?
9. What did you learn about the implications of power dynamics from learning about this person?

Standards

21 Century Capability: Understanding the Implications of Power Dynamics

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Appreciate diverse perspectives

6 - articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Contribute to civil society

5 - analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Empathy

6 - evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Community Awareness

4 - explain the way their actions and the actions of others influence communities

5 - analyse roles and responsibilities of citizens within communities

Leadership

5 - devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

P21

SOCIAL AND CROSS-CULTURAL SKILLS

Work Effectively in Diverse Teams - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds; Respond open-mindedly to different ideas and values; Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others - Demonstrate integrity and ethical behavior in using influence and power

C21 Canada

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."

CULTURE AND ETHICAL CITIZENSHIP

1 - Learners demonstrate understandings of key ideas and concepts of democracy, social justice and human rights.

1 - Learners demonstrate understandings of the history and culture which shapes Canada and its people, including the contributions of First Nations Aboriginal communities.

1 - Learners demonstrate a developmentally appropriate understanding of Canada's political, social, economic, and financial systems in a global context.

AAC&U

GLOBAL LEARNING

Cultural Diversity: Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

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.

Understanding Global Systems: Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.