



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 "**Putting a Plan into Action.**"

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: Putting a Plan into Action

Questions for Consideration:

1. Are students asked to communicate clearly with others so that all parties involved know what to expect and how they can help with the plan?
2. Are students asked to create clear first steps so that the work/project can get started easily?
3. Are students asked to monitor the progress of the work by creating benchmarks or check-ins?
4. Is technology used in ways that help students to communicate and/or monitor progress throughout the project?
5. Are there opportunities for students to consider new information and adjust their plan as needed?
6. Are students asked to discuss how the project is going and to reevaluate action steps as needed?
7. Are students given examples of how plans can change and how they might modify or adapt their plans if the need arises?

Student Reflection Guide - Anticipatory

21 Century Capability: Putting a Plan into Action

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.

Describe the plan you have in place for this unit/lesson/project.

What are the first steps necessary to get started on the plan?

Who needs to be involved in making this plan happen? What are their responsibilities?

At what points and how do you plan to make sure your plan is staying on track?

Student Reflection Guide – Check In

21 Century Capability: Putting a Plan into Action

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 has gone well/smoothly so far?

Have there been any unexpected situations or new information that impacts your plan? How so?

What adjustments need to be made? Why?

What are the next steps?

Is there anything that needs to be clarified or communicated to other people (the teacher, group members, etc.) in order to help with the next steps?

Student Reflection Guide - Final

21 Century Capability: Putting a Plan into Action

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

Please write about what you know about this topic now.

Overall, how successful was your plan at reaching the desired end result?

What do you think was the part of your plan that was most effective or best thought out? Why?

What areas of your plan needed adjusting as you went? Why?

If you had to plan this all again, what might you do differently? Why?

Character Analysis

21 Century Capability: Putting a Plan into Action

Questions for Analysis:

1. Do you think this person was good at putting plans into action? Why or why not?
2. What type of projects/plan did this person work on?
3. In what ways was putting a plan into action challenging for this person?
4. How did this person respond to new information?
5. How did this person respond to obstacles or unexpected situations that impacted their plans?
6. How did this person modify or adapt their plans as they went? Why did they make these changes?
7. How did this person make sure they were staying on track with their plan?
8. How did this person's skills in putting a plan into action help them to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
9. Why was it important for this person to put their plan into action?
10. What words of wisdom or advice about putting a plan into action do you think this person would offer our class if they came to speak with us?

Standards

21 Century Capability: Putting a Plan into Action

ACARA v.8.4

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

PERSONAL AND SOCIAL CAPABILITY

Become Confident, Resilient, and Adaptable

6 - evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

ACARA v.9

CRITICAL AND CREATIVE THINKING

Put Ideas into Action

6 - put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Draw Conclusions and Provide Reasons

6 – draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

PERSONAL AND SOCIAL CAPABILITY

Perseverance and Adaptability

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

P21

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects - Set and meet goals, even in the face of obstacles and competing pressures;

Prioritize, plan, and manage work to achieve intended results

ISTE

1.4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

AAC&U

PROBLEM SOLVING

Implement Solution: Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.