



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 "**Recognizing Strengths and Challenges.**"

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: Recognizing Strengths and Challenges

Questions for Consideration:

1. Are there opportunities for the students to identify their strengths and challenges when it comes to this unit's area of study?
2. Are students asked to reflect on what they can do well and where they might need extra support?
3. Are students given (or asked to find) strategies to address various challenges?
4. Are students asked to develop plans/strategies that will help them be successful in this project/unit?
5. Is technology used in ways that help students to address the challenges they have so they can be successful?
6. Are students given the chance to choose the way in which they engage with the material so they can use their strengths in a way that facilitates their learning?
7. Are there opportunities for students to apply their interests and/or creativity in this project/unit?
8. Are there extension activities offered for students to further practice any new strategies/skills?

Student Reflection Guide - Anticipatory

21 Century Capability: Recognizing Strengths and Challenges

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 skills/strengths do you have that will be useful in this unit/lesson/project?

For you, what do you think will be the most challenging part(s) of this unit/lesson/project?

What strategies might you use to help you with those challenges?

Student Reflection Guide – Check In

21 Century Capability: Recognizing Strengths and Challenges

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

So far, what skills/strengths have you used/demonstrated during this unit/lesson/project?

What challenges have come up in this unit/lesson/project so far?

What strategies have you used to address these challenges?

Are there any strategies you haven't tried yet but might be useful?

Student Reflection Guide - Final

21 Century Capability: Recognizing Strengths and Challenges

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

Please write about what you think you did best during this unit of study? What came easy to you? When did you feel the most confident?

How might the strengths you demonstrated help you in the future?

During this unit/lesson/project, what challenges did you face?

How did you deal with these challenges? What strategies did you use?

How might the strategies you employed be useful to you in the future?

Character Analysis

21 Century Capability: Recognizing Strengths and Challenges

Questions for Analysis:

1. What were this person's strengths?
2. What did this person find hard/challenging?
3. How did this person use their strengths/skills to help them be successful?
4. What happened when this person pursued their interests?
5. How did pursuing their interests help this person thrive in life and/or work?
6. How did using their creativity help this person thrive in life and/or work?
7. What did this person do to address the things they found hard/challenging?
8. Did anyone help this person with dealing with the challenges? How?
9. What skills/strengths did this person gain through addressing their challenges?
10. Were there challenges that the person never addressed? How did that affect them? What could they have done instead?

Standards

21 Century Capability: Recognizing Strengths and Challenges

ACARA v8.4

PERSONAL AND SOCIAL CAPABILITY

Recognize personal qualities and achievements

6 - assess their strengths and challenges and devise personally appropriate strategies to achieve future success

ACARA v9

PERSONAL AND SOCIAL CAPABILITY

Personal Awareness

6 - devise personally appropriate strategies to achieve growth

C21 Canada

CREATIVITY, INNOVATION AND ENTREPRENEURSHIP

3 - Learners engage their intrinsic interests, creativity and entrepreneurship skills that will help them thrive in future life and work.