



# 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 "**Resilience.**"

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: Resilience**

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

1. Is learning and creativity presented as a cyclical process of successes and mistakes?
2. Is a growth mindset modeled, encouraged, and supported?
3. Are students encouraged to persist when their first attempts are unsuccessful?
4. Are students shown how they might adapt their approaches if/when their first attempts are unsuccessful?
5. If a student fails at something, are they given opportunities to try again and/or offered more learning opportunities?
6. Is there time given for students to reflect on what they need to refine or what strategies they can employ when faced with unexpected or challenging situations?
7. Are supports in place for students if they face challenges?
8. Are tasks/lessons broken down in a way that makes learning manageable and allows students to build on past success?
9. Are strategies for recognizing, processing, and coping with challenges offered?

## Student Reflection Guide - Anticipatory

### 21 Century Capability: Resilience

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 a time when you felt like you failed at something.

What did you do in response to that experience? Looking back, is there anything else you could have done?

What did you learn from that experience?

In this unit/lesson/project, if you are faced with a challenge or something isn't working, what might you do so that you can still make progress?

**Student Reflection Guide – Check In**

**21 Century Capability: Resilience**

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.

So far, have you been unsuccessful at anything in particular? If so, what have you learned from that experience?

What challenges or unexpected situations have you faced in this unit/lesson/project?

How did you respond to these challenges or unexpected situations?

What might you do in order to be able to continue to make progress?

## Student Reflection Guide - Final

### 21 Century Capability: Resilience

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 went well?

What was not as successful?

How did you respond/process these moments of challenge or failure?

What strategies did you use so you could still finish the work/project?

What were you able to learn from these experiences?

## Character Analysis

### 21 Century Capability: Resilience

#### Questions for Analysis:

1. Do you think this person was resilient? Why or why not?
2. When or in what ways did this person find it challenging to be resilient?
3. What unexpected or challenging situations did this person face?
4. In what moments or in what ways did this person experience failure?
5. What strategies did this person employ to handle challenges, unexpected situations, and/or failure?
6. Did this person have a growth mindset? How do you know?
7. Why was it important for this person to be resilient?
8. How did this person and/or their skills change over time as a result of their persistence and resilience?
9. How did this person's resiliency help them to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
10. How did this person's lack of resiliency impact their ability to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
11. What words of wisdom or advice about resiliency do you think this person would offer our class if they came to speak with us?

## **Standards**

### **21 Century Capability: Resilience**

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

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

Become confident, resilient, and adaptable

4 - persist with tasks when faced with challenges and adapt their approach where first attempts are not successful

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

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

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

Perseverance and adaptability

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

#### **P21**

##### **CREATIVITY AND INNOVATION**

Work Creatively with Others - View failure as an opportunity to learn; Understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

#### **C21 Canada**

##### **CHARACTER**

1 - Learners demonstrate self-direction, resilience, tolerance and personal productivity, through a commitment to life-long learning when faced with change.