



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 "**Self-Discipline.**"

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: Self-Discipline

Questions for Consideration:

1. Are students asked to define specific tasks/goals?
2. Are students asked to breakdown their tasks into small manageable steps?
3. Are students asked to prioritize their tasks in order of importance/urgency?
4. Are students asked to consider what types of routines work best for them to accomplish their work? Are routines provided as appropriate?
5. Are students asked to anticipate what might distract them from staying focused on their goals? Are they given the opportunity to brainstorm how to minimize these distractions?
6. Are strategies for time management offered?
7. Is there time given to brainstorming how students might hold themselves accountable?
8. Is technology offered that can help students with outlining tasks, time management, and/or accountability?
9. Are students encouraged to create positive incentives to help them stay focused on what needs to be accomplished?

Student Reflection Guide - Anticipatory

21 Century Capability: Self-Discipline

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 had to accomplish something. What did you do to make sure it got done?

Were there any distractions that made it hard to accomplish the task(s)? What did you do to minimize/avoid them?

For this unit/lesson/project, what do you think will be the most useful things for you to do in order to stay focused on what need to be done?

Student Reflection Guide – Check In

21 Century Capability: Self-Discipline

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, how successful have you been at staying on task and getting tasks done on time?

What has worked to keep you focused?

What has gotten in your way?

What strategies might you use going forward to help you remain disciplined in your approach to the work?

Student Reflection Guide - Final

21 Century Capability: Self-Discipline

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

Please write about what you know about this topic now.

How successful were you at accomplishing the work you were responsible for?

What strategies did you use that were helpful?

What, if anything, got in your way of staying focused and getting the work done? Why?

In the future, what strategies do you think you might use in order for you to remain disciplined when working towards specific goals?

Character Analysis

21 Century Capability: Self-Discipline

Questions for Analysis:

1. Do you think this person has self-discipline? Why or why not?
2. How did this person learn self-discipline?
3. What strategies did this person use to help them remain focused on their work/goals?
4. Did anything prevent this person from maintaining their self-discipline? Explain.
5. How did this person deal with distractions that might make lose their focus?
6. Did this person's skills in self-discipline change over time? How so? Why or why not?
7. How did this person skills in self-discipline help them to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
8. How did this person's lack of self-discipline prevent them from...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?

Standards

21 Century Capability: Self-Discipline

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Develop self-discipline and set goals

4 - analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behavior and set realistic learning goals

6 - critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Goal Setting

5 - use and refine strategies that contribute to regulating behaviour and achieving learning goals

6 - adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

P21

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time - Set goals with tangible and intangible success criteria; Balance tactical (short-term) and strategic (long-term) goals; Utilize time and manage workload efficiently

Work Independently - Monitor, define, prioritize, and complete tasks without direct oversight; Be self-directed learners

PRODUCTIVITY AND ACCOUNTABILITY

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

Demonstrate additional attributes associated with producing high quality products including the abilities to: Manage time and projects effectively; Multi-task; Participate actively, as well as be reliable and punctual

C21 Canada

CHARACTER

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

ISTE

1.1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

AAC&U

CRITICAL THINKING

Explanation of Issues: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

INQUIRY AND ANALYSIS

Topic Selection: Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.

PROBLEM SOLVING

Define Problem: Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.

TEAMWORK

Individual Contributions Outside of Team Meetings: Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.