



# 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 "**Self-Regulation.**"

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: Self-Regulation**

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

1. Are there opportunities for the students to reflect on how their feelings affect(ed) their actions?
2. Are strategies on how to self-regulate presented or offered to students?
3. Are there opportunities for students to discuss strategies with a partner, group, or class?
4. Are acceptable ways of communicating (when frustrated, confused, etc.) modeled for the students?
5. Are options provided in the classroom for students if they find themselves overwhelmed and unable to self-regulate (i.e., fidget toys, noise cancelling headphones, desk in a separate location of the room, options to step out for a moment)?
6. Do students know what will be expected of them if they have trouble with self-regulation? Is there an opportunity for them to reflect on what happened? Is there a plan for how they will be held accountable while also being able to reenter the space feeling supported and understood (rather than shamed or singled out)?
7. Are students given the chance to “redo” after first reacting emotionally? Or shown other more effective ways of managing the situation and asked to practice these strategies?
8. Are students acknowledged when they use strategies that help them or others self-regulate?

## Student Reflection Guide - Anticipatory

### 21 Century Capability Self-Regulation

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.

In the past, when working on a unit/lesson/project like this, what has been your experience?  
What was easy? What was hard?

Describe a time in school when you (or a peer) felt overwhelmed (by frustration, sadness, noise, etc.). What did you (they) do? What helped you (them) feel better and enabled you to manage your emotions?

During this unit/lesson/project, if you (or a classmate) begin to feel overwhelmed, what might help you (them)?

## Student Reflection Guide – Check In

### 21 Century Capability: Self-Regulation

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 has the experience of working on this unit/lesson/project been? Highs? Lows?

Have you or others felt overwhelmed (by stress, frustration, etc.) at any point in this unit/lesson/project? If yes, explain.

What strategies have you or others used to manage any strong emotions that have been experienced during this unit/lesson/project?

## Student Reflection Guide - Final

### 21 Century Capability: Self-Regulation

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 was the experience of this unit/lesson/project?

How did you manage the demands/expectations of this unit/lesson/project?

What did you find helpful as you managed all of the work?

What other resources/strategies do you think would help you successfully manage the emotional demands of future units/lessons/projects?

## **Character Analysis**

### **21 Century Capability: Self-Regulation**

#### **Questions for Analysis:**

1. Do you think this person is good at self-regulating? Why or why not?
2. What challenges did this person face that might have made it hard to self-regulate?
3. Did this person become overwhelmed by their emotions? Why or why not?
4. How did this person manage their emotions?
5. How did this person's ability to self-regulate change over time or in different environments?
6. How did this person's ability to self-regulate impact their life/work?
7. How did this person's inability to self-regulate impact their life/work?
8. What strategies or advice about self-regulation do you think this person would offer our class if they came to speak with us?

## **Standards**

### **21 Century Capability: Self-Regulation**

#### **ACARA v8.4**

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

Express emotions appropriately

6 - consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices

#### **ACARA v9**

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

Emotional Awareness

6 - reflect on their emotional responses to different situations

#### **P21**

##### **FLEXIBILITY AND ADAPTABILITY**

Be Flexible - Deal positively with praise, setbacks, and criticism

#### **C21 Canada**

##### **COLLABORATION**

1 - Learners demonstrate developmentally appropriate capacity for self-awareness, social awareness, self-management, responsible decision-making and relationship skills.

##### **CHARACTER**

1 - Learners demonstrate collaborative skills of self and social awareness, self-regulation and relationship skills in managing and supporting personal relationships.