



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 "**Understanding and Managing Relationships.**"

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: Understanding and Managing Relationships

Questions for Consideration:

1. Are students asked to identify the various relationships in their life that might play a role in successfully accomplishing the work for this unit/lesson/project?
2. Are students given the chance to think about each of these relationships and identify what role they play?
 - a. Are they essential to the work? How so?
 - b. Do they play a supporting role? In what way?
 - c. Are they actually detrimental to being able to be successful here? How so?
3. Are there opportunities for students to brainstorm what they need from each of these relationships in order to be successful?
4. Are students asked to think about how they can communicate these needs effectively?
Are strategies for communicating these needs provided to the students?
5. Are students asked to consider what they, themselves, need to offer/do in the relationship for it to be successful?
6. Is the importance of clear and healthy boundaries discussed as it pertains to this unit/lesson/project? Are ideas shared/discussed as to how students can help to establish these boundaries with themselves and others?
7. Are students given opportunities to formulate a plan (for communication, expectations, boundaries) that helps establish and support the relationships involved in this unit/lesson/project?
8. Is there time given to students to reflect on these relationships during the unit/lesson/project and to refine their approach as needed?

Student Reflection Guide - Anticipatory

21 Century Capability: Understanding and Managing Relationships

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 relationships (with peers, family, work, etc.) do you think you will need to build or depend on to be successful in this unit/lesson/project?

What do you need from each of these relationships as it pertains to this unit/lesson/project?

How might you communicate/establish these needs?

What might you need to do/provide in order for you to feel these relationships are supporting you during this unit/lesson/project?

Student Reflection Guide – Check In

21 Century Capability: Understanding and Managing Relationships

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, what relationships have proven to be essential to your ability to be successful in this unit/lesson/project? How so?

Are there any aspects of any of your relationships that have had a negative impact on your ability to be successful in this unit/lesson/project? How so?

Going forward, what steps can you take to strengthen the relationships so that you can be successful in the work you need to do?

Student Reflection Guide - Final

21 Century Capability: Understanding and Managing Relationships

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

Please write about what you know about this topic now.

What relationship do you think proved to be the most essential for you in this unit/lesson/project? How so?

How did you use your skills in communication to help strengthen/maintain the relationships that were needed in this unit/lesson/project?

In retrospect, were there any boundaries, expectations, or needs that should have been communicated earlier in order for the relationship to be more effective?

What relationship skills did you use or learn in this unit/lesson/project that you think will be useful in the future?

Character Analysis

21 Century Capability: Understanding and Managing Relationships

Questions for Analysis:

1. Do you think this person was good at establishing relationships? Why or why not?
2. Do you think this person was good at maintaining relationships? Why or why not?
3. How did this person go about communicating their needs in their relationships?
4. How did this person go about setting clear and healthy boundaries in their relationships?
5. What did this person do to foster positive relationships?
6. How did this person deal with negative relationships?
7. What were this person's strengths in regards to relationship skills?
8. In what ways were relationships challenging for this person?
9. Did this person's relationship skills change over time? How so?
10. What words of wisdom or advice about relationships do you think this person would offer our class if they came to speak with us?

Standards

21 Century Capability: Understanding and Managing Relationships

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Understand relationships

6 - explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Relational Awareness

4 - identify and describe a variety of relationships, and the roles and responsibilities of people within them

6 - evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

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.