



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 Values.**"

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 Values

Questions for Consideration:

1. Are students given the opportunity to reflect on their own values and/or the values of their community/city/country/world? Why do they have these values? What is the origin of these values?
2. Are students provided with an opportunity to examine how culture (theirs or others') impacts values and, thereby, actions/decisions?
3. Are students asked to think about what values are reflected in the lesson/unit of study?
4. Are there opportunities for the students to think about how values (theirs or others') affect the information in the lesson (what is emphasized, what is not, how the information was acquired over time, etc.)?
5. Are students asked to consider different viewpoints as they pertain to the material?
6. Are all viewpoints included in this material? If not, are students asked to consider whose viewpoint may be missing or limited and why?
7. Are students asked to consider the role power plays in the material being studied? Who has the power? Who doesn't? Did the acquisition of the knowledge in this content area impact, negatively or positively, the power of any particular group of people at any point?
8. Are there any parts of the lesson/unit in which students can gain a better understanding or demonstrate their understanding of democracy, social justice, and/or human rights?
9. Are students given opportunities for civic-engagement and to reflect on this experience?
10. Are students encouraged to identify biases (cultural or otherwise) that may be present in the information presented?

Student Reflection Guide - Anticipatory

21 Century Capability: Understanding Values

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 do you know about any of the following as it pertains to what we will be learning about... the time period, the culture, and/or the social structure/government?

Do you think your personal value system will impact your engagement with or understanding of this material? How so? Or why not?

What values do you think might come up in this unit/lesson/project?

Student Reflection Guide – Check In

21 Century Capability: Understanding Values

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.

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

If there have been any conflicting values presented, explain why you think these different viewpoints exist(ed).

For you, what ideas/questions have arisen in regards to people's values in this unit/lesson/project?

Student Reflection Guide - Final

21 Century Capability: Understanding Values

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

Please write about what you know about this topic now.

How did the values of the time, culture, or society play a role in what we learned about (what occurred, choices that were made, who had the power, whose voices were valued)?

Has what you have learned impacted your personal value system in any way? How so? Or why not?

Character Analysis

21 Century Capability: Understanding Values

Questions for Analysis:

1. What are this person's values? How do you know?
2. Where did this person get their values?
3. How did this person's values affect their actions/decisions?
4. Did this person's values change at any point? Why?
5. Did this person's values negatively impact others at any point? How so?
6. How did this person demonstrate their values?
7. How was this person a product of their time/culture/religion/etc.?
8. How did this person's values impact how they chose to engage with the world?
9. Did this person's biases impact their actions/decisions?
10. If this person came to speak to our class, what do you think they would say about how their values impacted their life?

Standards

21 Century Capability: Understanding Values

ACARA v8.4

PERSONAL AND SOCIAL CAPABILITY

Appreciate diverse perspectives

6 - articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

ACARA v9

PERSONAL AND SOCIAL CAPABILITY

Empathy

6 - evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

C21 Canada

CULTURE AND ETHICAL CITIZENSHIP

1 - Learners demonstrate understandings of key ideas and concepts of democracy, social justice and human rights.

AAC&U

CIVIC ENGAGEMENT

Civic Identity and Commitment: Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

ETHICAL REASONING

Ethical Self-Awareness: Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

INTERCULTURAL KNOWLEDGE AND COMPETENCE

Knowledge: Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).