



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 "**Valuing Diversity.**"

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: Valuing Diversity

Questions for Consideration:

1. Is an environment provided to the students in which diversity is acknowledged, respected, listened to, and viewed as additive?
2. Are students asked to consider ideas/events from diverse perspectives?
3. Are students asked to consider the different ways in which team members with various skills, perspectives, and experiences are able to make positive contributions to the work at hand?
4. Are values, beliefs, and attitudes of different groups in society presented to students so as to expand their understanding of issues and of their own unique sets of values, beliefs, and attitudes?
5. Are students asked to think critically about how their or others' actions impact the feelings and needs of another group of people?
6. Are students given an opportunity to learn about differences between cultures and how those differences may impact beliefs, priorities, communication, and actions?
7. Are students encouraged to ask questions in ways that allow them to learn more about others and foster empathy?
8. Are students given strategies for creating an inclusive environment that values everyone's input and contributions?

Student Reflection Guide - Anticipatory

21 Century Capability: Valuing Diversity

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.

Regarding this topic, who might be able to offer you information about a perspective that is different than your own?

What do you think you might be able to learn from them?

What skills do you think will be needed to successfully complete this unit/lesson/project?

Which of these skills do you think you might need help with? Who, in the class or community, might be good at that?

Student Reflection Guide – Check In

21 Century Capability: Valuing Diversity

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 different perspectives have you had the opportunity to hear from so far?

How have others' ideas/beliefs differed from your own?

Who else might you try to include in the conversation?

Student Reflection Guide - Final

21 Century Capability: Valuing Diversity

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

Please write about what you know about this topic now.

Share something you learned from hearing someone else's perspective.

Discuss a strength of someone else in your group/class/community that made a positive contribution to the final product.

How did the diversity of perspectives add to your understanding of the topic?

How did the diversity of perspectives/abilities benefit the final product/results?

Character Analysis

21 Century Capability: Valuing Diversity

Questions for Analysis:

1. Do you think this person valued diversity? Why or why not?
2. How often did this person go about creating diverse teams?
3. How did this person go about seeking out and incorporating diverse perspectives?
4. How did this person foster an environment that was inclusive?
5. In what ways did this person show that they had considered how their actions may impact others?
6. What did this person learn from their work within diverse communities?
7. Why was it important for this person value diversity?
8. What did you learn about the importance of diversity from learning about this person?

Standards

21 Century Capability: Valuing Diversity

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Work collaboratively

6 - critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Appreciate diverse perspectives

5 - acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view

ACARA v.9

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

Relational awareness

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

Collaboration

6 - devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

P21

CREATIVITY AND INNOVATION

Work Creatively with Others - Be open and responsive to new and diverse perspectives; Incorporate group input and feedback into the work

COMMUNICATION AND COLLABORATION

Communicate Clearly - Communicate effectively in diverse environments (including multi-lingual); Demonstrate ability to work effectively and respectfully with diverse teams; Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

FLEXIBILITY AND ADAPTABILITY

Be Flexible - Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

SOCIAL AND CROSS-CULTURAL SKILLS

Work Effectively in Diverse Teams - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds; Respond open-mindedly to different

ideas and values; Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Demonstrate additional attributes associated with producing high quality products including the abilities to: Respect and appreciate team diversity

C21 Canada

COLLABORATION

2 - Learners extend their collaboration to include multiple perspectives on sensitive issues and cross-cultural perspectives.

CULTURE AND ETHICAL CITIZENSHIP

2 - Learners recognize and appreciate cultural and societal diversity in local, national and global communities.

AAC&U

CIVIC ENGAGEMENT

Diversity of Communities and Cultures: Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

GLOBAL LEARNING

Cultural Diversity: Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

INTERCULTURAL KNOWLEDGE AND COMPETENCE

Knowledge: Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Skills: Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

Attitudes - Curiosity: Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

Attitudes - Openness: Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.