

# **FOUNDATIONS FOR 21<sup>ST</sup> CENTURY COMPETENCIES**

**Transformational and Transferable for All Ages!**

A mind that is stretched by a new idea can never  
go back to its original dimensions.

Oliver Wendell Holmes, U.S. Supreme Court Justice

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## Singapore Ministry of Education 21<sup>st</sup> Century Competencies



### What skills make up Self Awareness?

Be observant  
 Identify similarities and differences  
 Identify and apply skills and talents  
 Develop interests  
 Learn from mistakes  
 Distinguish between cognition and affect  
 Discern what has value  
 Maintain integrity in thought and action  
 Acquire assistance as needed  
 Incorporate change as a constructive process  
 in learning and life

### What skills make up Critical and Inventive Thinking?

### With 21<sup>st</sup> Century Skills, students can:

- ask questions
- listen and retain
- be observant
- identify similarities and differences
- work independently, with partners, and in groups
- identify and apply their skills and talents
- develop their interests
- show curiosity that leads to innovation
- learn from mistakes
- distinguish between cognition and affect (thoughts and feelings)
- discern what has value
- maintain integrity in thought and action
- extend ideas
- acquire assistance as needed
- exhibit resilience
- be resourceful
  - gather and manage information
  - summarize and take notes
- effectively solve problems
  - test hypotheses
  - follow-through with reasonable steps
- organize their time and activities
- transfer ideas to new settings and situations
- incorporate *change* as a constructive process to learning and to life

**These *incremental skills* add up to 21<sup>st</sup> Century Competencies.**

### What skills make up Civic Literacy, Global Awareness and Cross-Cultural Competencies?

## Cathryn Berger Kaye, M. A

### *Effective Teaching Strategies: Process and Practice*

**Each One, Teach One:** Using business or index size cards or paper, each participant has one fact, concept or quote to share with others. The protocol involves approaching a person, exchanging information verbally, initially by reading the card aloud; with the next pairing this likely becomes summarizing what is on the card or stating from memory. With quote cards, they may be exchanged. Cards with facts can be used to introduce a lesson or for summary and review. The experience can conclude with the class coming together to discover the collective learning and how each segment of information contributes to the whole. Students can also create the cards.

**Idea! Reminder!**

**One Minute Think Tank:** For one minute, students turn to a partner and discuss an issue, concept, answer, quote, problem, or come up with a homework assignment. Especially effective with pairs of students developing questions. This strategy gives students time to think about their ideas with one person before sharing as a class. A boost to individual and collective engagement, and to classroom discussions. The common prompt is: "Turn to a partner and in one minute . . ."

**Idea! Reminder!**

**Define This:** To engage students in active learning and build better understanding and retention of words, terms, and concepts, have students determine definitions themselves. This deductive process can be done in pairs, groups, or individually. The definitions could be written in students' own words, drawn, or acted out. Often the framework is, "In a small group, come up with a definition for \_\_\_\_ in ten words or less *and include an image* (image assists with retention)." To culminate, students can discuss each other's definitions to refine them.

**Idea! Reminder!**

**Accurate Image Language:** With language, students form images. Providing accuracy in what we say creates clarity for the listener. With clarity comes a greater likelihood for the desired learning or behavior outcome. Instead of *Don't slam the door*, we can say *Close the door quietly*. Instead of *Don't forget your homework*, we can say, *Remember your homework*. With a more accurate image, confusion is mitigated. Similarly in building skills we can replace statements or questions that create confusion such as *Can't you just listen to me?* with *Eye contact helps with listening; let's practice this first*.

**Idea! Reminder!**

**Under Direct:** After giving students an assignment, have you heard students ask, *What do you want me to do?* The underlying message is: *Tell me how to please the teacher and get the assignment done*. Or we can encourage independent thinking and *learning*. One key? Under direct! The less we offer, the more that students draw from their own ideas and from their peers.

**Idea! Reminder!**

**Be the Concept:** Want to remember a concept or develop deeper understanding? Then find ways to interpret and *be* the idea or the definition or the concept. Whatever subject or content area, adding this dimension integrates multiple intelligence and retention. Plus you *see* what may be missing.

**Idea! Reminder!**

# Class Agreements

## Do you know these terms?

**Agreements:**

**Rules:**

**Agreements** depend upon the people who create the agreements to keep the agreements.

**Rules** are most often made by others and require specific behaviors to be followed or consequences may happen.

## Developing Class Agreements

In your small group, complete this chart. What agreements would help you and others do your best and enjoy the class environment? Samples are provided that you can change.

Ideas	Looks like	Exceptions	Agreement
• Listen to others	One person talks while others watch	If someone could be hurt, may need to alert the person	When one person speaks to the whole class, everyone else listens
• Every student encouraged to participate	Before speaking twice, offer your turn to a classmate		
• No yelling			
• No back-biting			
•			
•			
•			

## Class Agreements: Establishing Support

**Once you establish agreements, will they work automatically? Highly unlikely.**

**To be effective agreements must be:**

- **Understood** Everyone clearly understands the purpose of the agreement.
- **Practiced** Everyone follows the agreement to the best of his or her ability.
- **Reviewed** Every week or two, talk about what is going well and what needs to be changed to improve the class environment. Sometimes the agreement needs to be revised or a new one added.

Class agreements create a framework for every student to succeed. At times we may forget or behave in a way that is not in accord with the agreements. What **support** do we need ourselves? How do we **support** each other? How do we **support** the entire class?

Support means	Support looks like	Support sounds like
Support for Ourselves	Support for Others	Support for the Entire Class

## Reflections

Sketch an image of one of these words: **rule, agreement, support.**

What will you change or adapt in your behavior to follow one class agreement?

# Class Agreements: Being the Change

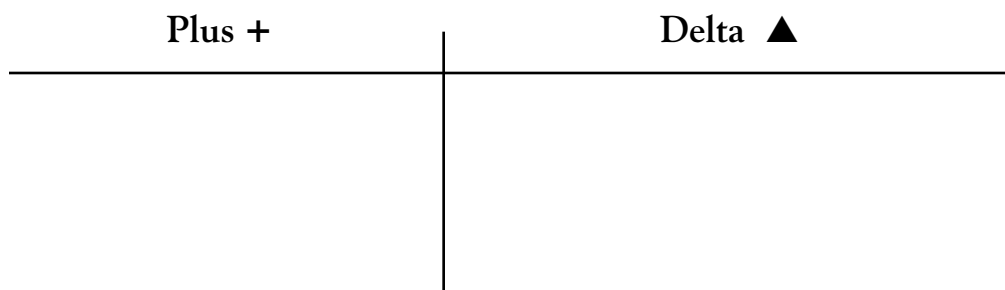
## See the Change

English/Language Arts	Social Studies	Foreign Language
Theater, Visual Arts, Music	<i>Change is</i>	Math
Physical Education <i>Exercise changes body mass</i>	Technology	Science <i>Combining chemicals</i>

Me

The World

## Be the Change



**"They always say that things change with time, but actually you have to change things yourself."**

*Andy Warhol, artist*

After agreeing on what needs to be changed, create an Extended Plus Delta.

▲ Plan → Support → Action → Evidence

# Class Agreements

**Agreements** depend upon the people who create the agreements to keep the agreements.

**Rules** are most often made by others and require specific behaviors to be followed.



## Creating Class Agreements

What class agreements will help you and others do their best and have fun? In a small group, come up with ideas together.

Ideas	Looks like	Exceptions	Agreement
• Listen to others	One person talks, the others watch	If someone is hurt, we must tell an adult	When one person speaks, everyone else listens
• Every person encouraged to participate	Before speaking twice, offer your turn to another person		
• No yelling			
• No teasing			
•			
•			



## Class Agreements: Adding Support

**What does SUPPORT look like?**



**What does SUPPORT mean?**

**Support for Me**

**Support for Others**

**Support for the Entire Group**

# Class Agreements: Be the Change

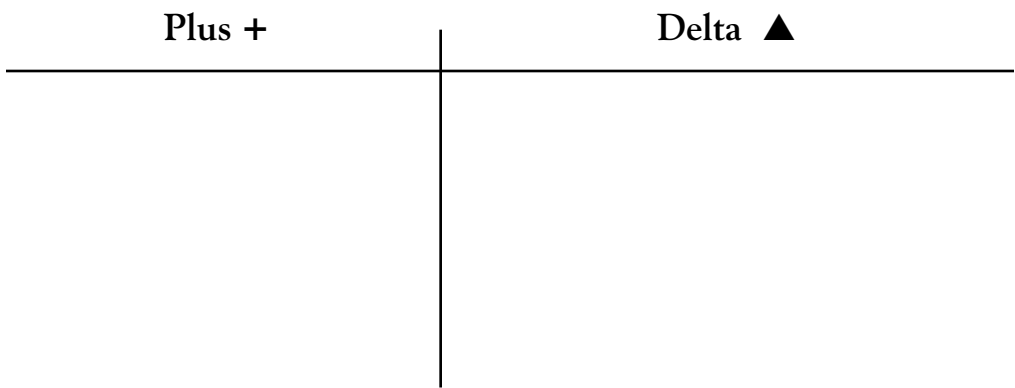
Define Change

See the Change

CHANGE in the WORLD!

CHANGE in ME!

Be the Change



***"They always  
say that  
things change  
with time,  
but actually  
you have to  
change things  
yourself."***

*Andy Warhol,  
artist*

After agreeing on what needs to be changed, create an Extended Plus Delta.

▲ Plan → Support → Action → Evidence

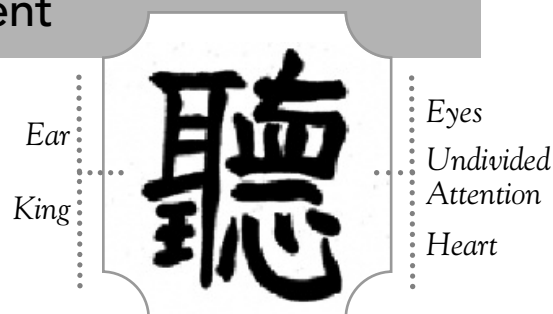
# Active Listening: Rules for Engagement

If you think listening is passive and doesn't take much involvement, **think again.** Listening takes desire, intention, thinking, and practice. When is listening easy? When is listening a challenge?

## For each Active Listening Skill, ask yourself:

What does it look like? and What does it sound like?

Am I fair at this, good, or awesome? Place today's date in the rating you select. On another day, reassess, rate and date.



The Chinese Symbol  
TO LISTEN

## Active Listening Skills

Looks  
Like

Sounds  
Like

Fair

Good

Awesome

### Eye Contact

Watch the speaker. Even when taking notes, you can still keep your eyes looking at the person most of the time.

### Content

Stay on topic by summarizing. Write or think of key words. If your mind wanders, listen for key words.

### Attention

Use self-awareness. Choose to set aside distractions. Find value in the content.

### Ask Mental Questions

Stay alert. Ask, What is the main point? What does this mean to me? How can I extend these ideas?

### Ask Questions Out Loud

Miss something? Confused? Ask! Do you want to know more or have an idea? Use your voice!

*The ears hear the words and tones while ten eyes look out for the body language.  
The king of listening lies with one heart of undivided attention to listen to the unspoken thoughts.*

The Chinese Symbol for TO LISTEN

## Listening Tip: You Are in Charge of Distractions

A distraction is \_\_\_\_\_.

Come up with a list of as many different distractions as you can imagine:

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

**Look at your list of distractions.** Cross out distractions you can easily dismiss. Place a check mark by distractions getting in your way.

Ever think of other things when you are supposed to listen? Why do you get distracted? Simple reason: **You think faster than the person can speak!** You can put distractions aside when you want to listen well. This requires a deliberate act. Distractions can be persistent.



**Your choice, so choose one:**

- ☐ Be distracted
- ☐ Pay attention and listen

Some distractions are easily dismissed (someone opening and closing a notebook). Some distractions are harder to put aside (a disagreement with a friend). Create a **virtual shelf** to hold important distractions (your teacher will tell you how). Your distractions will be there later when you have time and appropriate attention.

### Closing Thoughts

To improve my active listening I will:

<input type="checkbox"/> _____
<input type="checkbox"/> _____

Since I think faster than a person can speak, to better manage my distractions I can:

1. _____
2. _____

## Active Listening



**We WATCH**



**We THINK about  
the Topic**



**We ASK QUESTIONS  
to Find out More**

## Listening Tip: You are in Charge of Distractions

**What can distract me?**

☐

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☐

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☐

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☐

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☐

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☐

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**We all have distractions sometimes. Why? Because you think faster than a person can speak. You can put aside distractions when you want to listen well.**

**Your teacher will show you how.**

What distractions will you put on your shelf?	

# Homework: A Step-by-Step Guide

Review this Step-By-Step Homework Guide.

**Write on this page! Make notes about what works and what doesn't.**

Try this approach to find a winning formula for Homework Success!

## Preparation at school

- Review assignments while still in class.
- If a task is not clear, ask questions.
- Talk through assignments with your teacher.
- Have a study buddy to call.

## Preparation at home

- Create a comfortable, inviting place to work.
- Have good lighting.
- Eliminate every possible distraction.
- Do your homework early.

### Step One: Getting Started

- Read directions out loud. Underline key words in the directions.
- Summarize the directions in your own words. Write this down.
- Review examples or sample work, if provided.
- Begin the assignment. Compare your work to the example, if one is provided.
  - If correct, continue with Step Two.
  - If incorrect, repeat Step One again.
- If you get stuck a second time, move to Step Three.

### Step Two: Doing Homework

- Be neat. Keep all your work. If the teacher does not require you to turn the papers in, place all practice work or notes in your notebook.
- Use the dictionary to look up unfamiliar words; keep a list of these special words and their meanings in this book.
- Take pride in what you are doing. Learning matters!

### Step Three: Getting Assistance

- Check your school books and notebook. Do you find any clues to help you?
- Ask your study buddy to review directions with you.
- Answer these questions after reviewing the **entire assignment**:
  - What part of the homework do I understand?
  - What part of the homework do I not understand?
- Complete the portion of the work you do understand.
- Request homework assistance from your teacher.

## Homework: Need Assistance? Check This Out

When you receive an assignment, sometimes you may need assistance. Asking for a specific kind of assistance helps you and your teachers. Discuss each category and brainstorm what asking for each can sound like. Fill in the blanks.

### Encouragement

Do you have an idea of what the assignment is? Do you think you can probably do it? Are you a little unsure? Getting encouragement may be what you are looking for.

Asking for encouragement may sound like:

“

”

♦

### Help

Do you understand some of the assignment? Is one part confusing? Before you request help, decide what part of the assignment you **do** understand and what part you **don't** understand. Once you get help, review what you learned in your own words.

Asking for help may sound like:

“

”

♦

### Skill Development

Feeling lost or confused by an assignment? You may be missing some essential information. Tell your teacher. Making time to develop the skills you need is the way to be successful. Keep the skill development information in your notebook for future reference.

Asking for skill development may sound like:

“

”

♦



## Homework: Need Assistance? Keep Track!

We all have times when we need encouragement, help, and skill development. Write down at least one time during this class or program when you:

### Ask for Encouragement

What I needed:

What happened:

Date:

### Ask for Help

What I needed:

What happened:

Date:

### Ask for Skill Development

What I needed:

What happened:

Date:

## Good reasons for homework:

Reason #1

Reason #2

Reason #3

## Homework: A Poem

Written by \_\_\_\_\_ and \_\_\_\_\_

Illustrations by \_\_\_\_\_

## Knowing the Difference: T & F



For these sentences, circle T if a thought is expressed, circle F if a feeling is expressed.

T\_\_ or F\_\_ 1. I completed all my homework. It took almost two hours, and it was hard.

T\_\_ or F\_\_ 2. The assembly speaker was funny; I understood that smoking is really unhealthy.

T\_\_ or F\_\_ 3. I feel that it's important to see the movie from the beginning or you miss the most important part.

T\_\_ or F\_\_ 4. When she came in the room and saw all the people shouting "Happy Birthday," she felt so happy she almost started to cry.

T\_\_ or F\_\_ 5. I was confused about the assignment and then felt great when I figured it out!

T\_\_ or F\_\_ 6. I felt that we should all be able to ask questions and was disappointed I didn't get a chance.

Define **thoughts**: \_\_\_\_\_

Examples of sentences that express a thought:

- 1.
- 2.

Words used to express thoughts:

Define **feelings**: \_\_\_\_\_

Examples of sentences that express a feeling:

- 1.
- 2.

Words used to express feelings:

Use **discern** in a sentence. \_\_\_\_\_

Being **discerning** helps me \_\_\_\_\_

# The Difference: T & F

In response to either quote, write two paragraphs: one reflecting your thoughts and the other reflecting your feelings.

***"No act of kindness,  
no matter how small,  
is ever wasted."***

*Aesop*

***"If you think  
you are too small  
to have an impact,  
try going to bed  
with a mosquito."***

*Anita Roddick, businesswoman*

**Thoughts:**

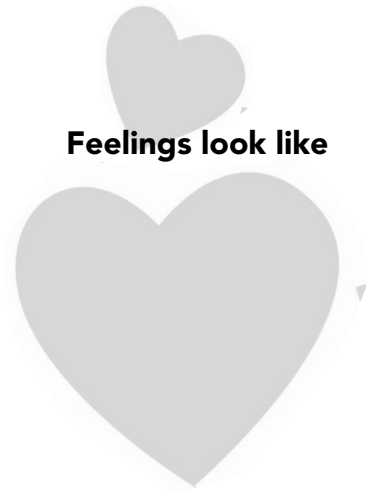
**Feelings:**

# Thoughts & Feelings

Thoughts look like



Feelings look like



Thought Words

**Beware!**

**"THAT"**  
is not a feeling.

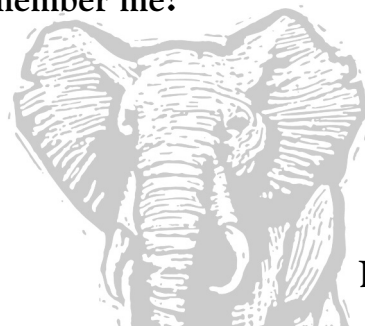
Avoid saying,  
"I feel that"  
to express yourself.

Instead,  
to express  
a feeling, say:  
"I AM happy,"  
or  
"I AM curious."

Or you can say,  
"I FEEL happy,"  
or  
"I AM curious."

Feeling Words

Remember me!

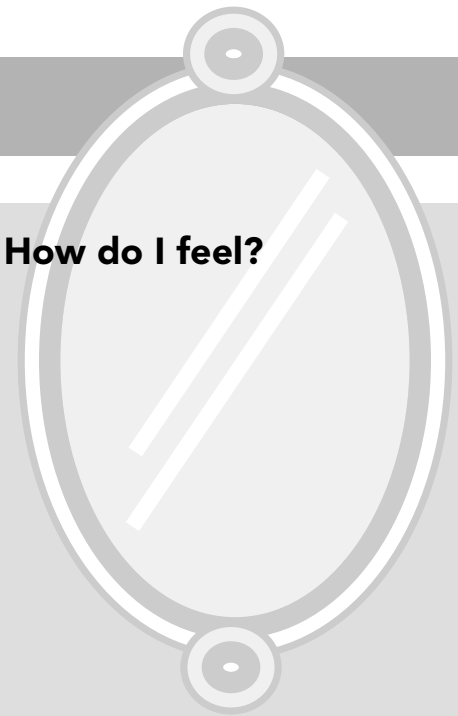


**Integrity!**

# Four Square Reflection Tool

**What happened?**

**How do I feel?**



**Ideas?**

**Questions?**

# The Blank Page

**It's hard to face that open space.**

*Neil Armstrong, astronaut*

**I enjoy the freedom of the blank page.**

*Irvine Welsh, author*

**Like**

**Challenge**

**WRITING**

**Satisfying or Gratifying**

**Purpose or Value**

**I am a blank slate—therefore  
I can create anything I want.**

*Tobey Maguire, actor*

**Connect the parts to build a Writing Web.**

## Toss Ins

**If there's a book you really want to read, but it hasn't been written yet, then you must write it.**

*Toni Morrison, author*



## The Five Stages of Service Learning Meet 21st Century Skills

