

# 21st Century Skills



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# Stratford High School 21st Century Learning Expectations



## Collection of Information

- Access information
- Organize information
- Evaluate sources
- Use information
- Align solution with task
- Cite all sources accurately



## Collaboration

- Show independent initiative
- Assume shared responsibility
- Assist others in their roles
- Contribute ideas
- Keep an open mind
- Apply strategies
- Take a variety of roles
- Tolerate different viewpoints



## Communication

- Listen actively
- Express ideas
- Use a variety of techniques
- Select appropriate media
- Use multiple forms of media



## Creativity

- Know personal creative process
- Generate ideas
- Maximize creative efforts
- Demonstrate originality
- Learn from mistakes



## Critical Thinking

- Ask clarifying questions
- Analyze complex systems
- Evaluate evidence
- Justify arguments
- Draw conclusions
- Reflect on learning
- Transfer problem-solving skills



## Character

- Show consideration
- Respect everyone
- Show concern for others
- Embrace diversity
- Maintain positive values



# 21st Century Skills from a broader perspective

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
 mm publications		Leadership & responsibility

# Reasons why education needs to change...



**B. Read the text and choose a, b, c or d.**

## To deepen learning, get out the paints

'Logic will get you from A to B. Imagination will take you everywhere,' said once a brilliant physicist. These words can very well sum up the **1** \_\_\_\_ of a three-year study **2** \_\_\_\_ in fifteen schools in our district. The study compared students' performance in schools where the arts are taught in isolation for a few hours each week with schools where the arts are **3** \_\_\_\_ in the

daily teaching of language and the sciences.

The results are impressive.

**4** \_\_\_\_, students' academic skills improved, with students themselves noticing how explaining ideas through art helped them understand the concepts more quickly and remember them for longer.



- |                            |                              |                           |                       |
|----------------------------|------------------------------|---------------------------|-----------------------|
| <b>1. a.</b> data          | <b>b.</b> findings           | <b>c.</b> answers         | <b>d.</b> discoveries |
| <b>2. a.</b> operated      | <b>b.</b> run                | <b>c.</b> managed         | <b>d.</b> conducted   |
| <b>3. a.</b> incorporated  | <b>b.</b> entered            | <b>c.</b> absorbed        | <b>d.</b> featured    |
| <b>4. a.</b> Quite frankly | <b>b.</b> Among other things | <b>c.</b> For this reason | <b>d.</b> Of course   |

Students with learning **5** \_\_\_ became more articulate and were able to **6** \_\_\_ their reading skills. Teachers were impressed with their students' increased ability to think outside the **7** \_\_\_ when facing science problems, as well as with the drop in detention time and increase

in attendance, as students related school to a positive learning and emotional experience. Parents reported that their children displayed a **8** \_\_\_ awareness of the power of images in advertisements and made better choices because of it.

**5. a. inabilities**

**b. capabilities**

**c. abilities**

**d. disabilities**

**6. a. exceed**

**b. enhance**

**c. elevate**

**d. enlarge**

**7. a. limit**

**b. mind**

**c. box**

**d. issue**

**8. a. heightened**

**b. lengthy**

**c. valued**

**d. social**



**1.** Read the text and choose a, b, c or d.

## Adult Colouring Books

Colouring books are thought to promote concentration and patience, and allow the artist to safely release any **1** \_\_\_ and anxiety. The question seldom asked, though, is: why is such a beneficial activity **2** \_\_\_ popular only among young children?

According to several bestseller lists, it no longer is. Although colouring books for adults may **3** \_\_\_ a few eyebrows, more and more people are seeking them **4** \_\_\_ as a way to relax and de-stress. The principle is that colouring creates the same sense of fulfilment that is achieved by any process of deep thought; when the brain is preoccupied with a specific activity, negative feelings, such as anxiety and other generally **5** \_\_\_ thoughts, are forced out.



- |                          |                       |                       |                       |
|--------------------------|-----------------------|-----------------------|-----------------------|
| <b>1. a.</b> jealousy    | <b>b.</b> ignorance   | <b>c.</b> frustration | <b>d.</b> inadequacy  |
| <b>2. a.</b> deeply      | <b>b.</b> immensely   | <b>c.</b> terribly    | <b>d.</b> completely  |
| <b>3. a.</b> raise       | <b>b.</b> arise       | <b>c.</b> arouse      | <b>d.</b> rise        |
| <b>4. a.</b> up          | <b>b.</b> on          | <b>c.</b> by          | <b>d.</b> out         |
| <b>5. a.</b> pessimistic | <b>b.</b> conflicting | <b>c.</b> distressed  | <b>d.</b> threatening |

Colouring books have an advantage over other art activities because they remove the 'paradox of choice', or the feeling of being **6** \_\_\_ when faced with unlimited options. An empty page can create stress; after all, it **7** \_\_\_ on the artist to first decide what to create and then create it to an acceptable standard. The outlines provided in colouring books, on the other hand, make the activity accessible to everyone, regardless of **8** \_\_\_ artistic ability.



**6. a.** excessive

**b.** overwhelmed

**c.** weighed

**d.** affected

**7. a.** relies

**b.** drains

**c.** depends

**d.** resolves

**8. a.** intangible

**b.** incompatible

**c.** integral

**d.** inherent



mm publications

# *The Four C's* *in Your Classroom*



*Communication - Collaboration - Creativity - Critical Thinking*

*Integrating the 4 C's*



# 21st Century Lesson Plan incorporating the skills

Aims: To learn how to use public transport in a particular setting  
(vocabulary and conditionals)

Materials: paper, maps, colouring materials

Resources: <https://www.youtube.com/watch?v=10UY3WC4nDY>  
[https://www.youtube.com/watch?v=t8sjz\\_fCif0](https://www.youtube.com/watch?v=t8sjz_fCif0)

1. General questions on travelling in Prague (How did you get to school?, What was the traffic like this morning?)
2. Teacher elicits some forms of transport
3. Play *Wipeout* (describe forms of transport) or worksheets or both
4. Can students add any other forms – show two videos
5. Set task to incorporate 4Cs

# CITY TRANSPORT



Chairlift

Cable Car

Funicular Railway



Bike Sharing



Segway



Scooter



Tuk-tuk



Taxi



3 or 5 Door Hatchback



Pick-up Truck



Coach



Articulated Bus or Bendy Bus



Double-decker



Tram

Suburban Railway



Cogwheel Railway



Underground

Hydrofoil



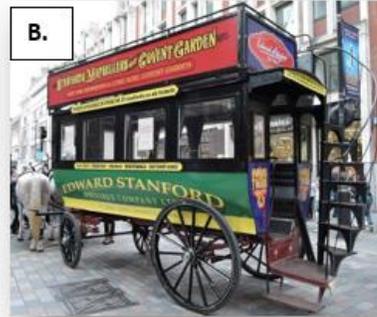
Water Bus or River Ride



A. Track the history of the red London double decker bus by putting these pictures in order from the oldest to the newest:



A.



B.



C.



D.



E.



F.

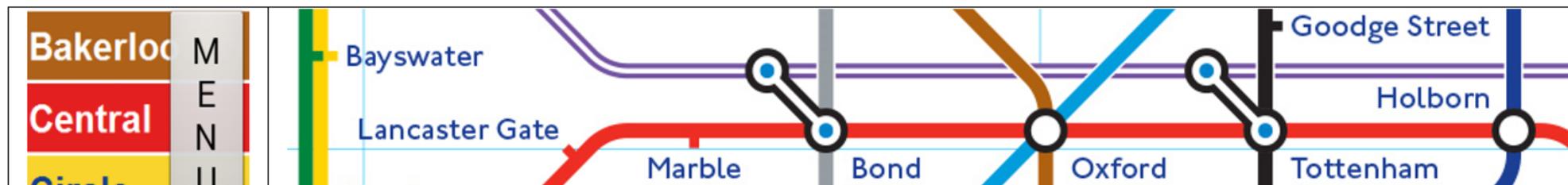
A. Now match the bus to the description:

1. Second newest bus with engine at the back and closing doors at the front \_\_\_\_.
2. Third oldest bus with roof and smaller upper deck than lower deck \_\_\_\_.
3. In 1910 the first motor buses had narrow wheels and people got wet in the rain \_\_\_\_.
4. Huge modern retro double decker with double stairs and double doors \_\_\_\_.
5. The most famous bus from the 1954 - 1968 and still used on one route today \_\_\_\_.
6. A two horse-power bus and the first double decker ever \_\_\_\_.



## D. Answer these questions below:

1. What is the quickest way to get to Green Park from High Street Kensington?
2. Where is the London Transport Museum?
3. Which line is it on?
4. What is unusual about District and Circle lines?
5. How many changes should you make to get from Covent Garden (LTM) to Big Ben?
6. The British Museum is at Tottenham Court Road – how many stations will the ‘Tube’ stop at from the Museum to South Kensington (shortest route)?
7. What are the least amount of stops between Westminster (BB) and Notting Hill Gate?
8. Do you think there is a quicker route but with more stops?



Bakerloo	M E N U
Central	
Circle	
District	
DLR	
	Tram
H'smith&City	
Jubilee	
Metropolitan	
Northern	
Overground	
Piccadilly	
Victoria	
Waterloo&City	





Next to the London Transport Museum at Covent Garden and full of 007's amazing gadgets



Westminster RC Cathedral, in walking distance of Victoria Station and a great place for choir singing



The British Museum, probably the world's finest and in easy reach of Goodge Street, Holborn and even closer to Tottenham Court Road



The Natural History Museum is located nearby the Science Museum and the V&A Design Museum in South Kensington



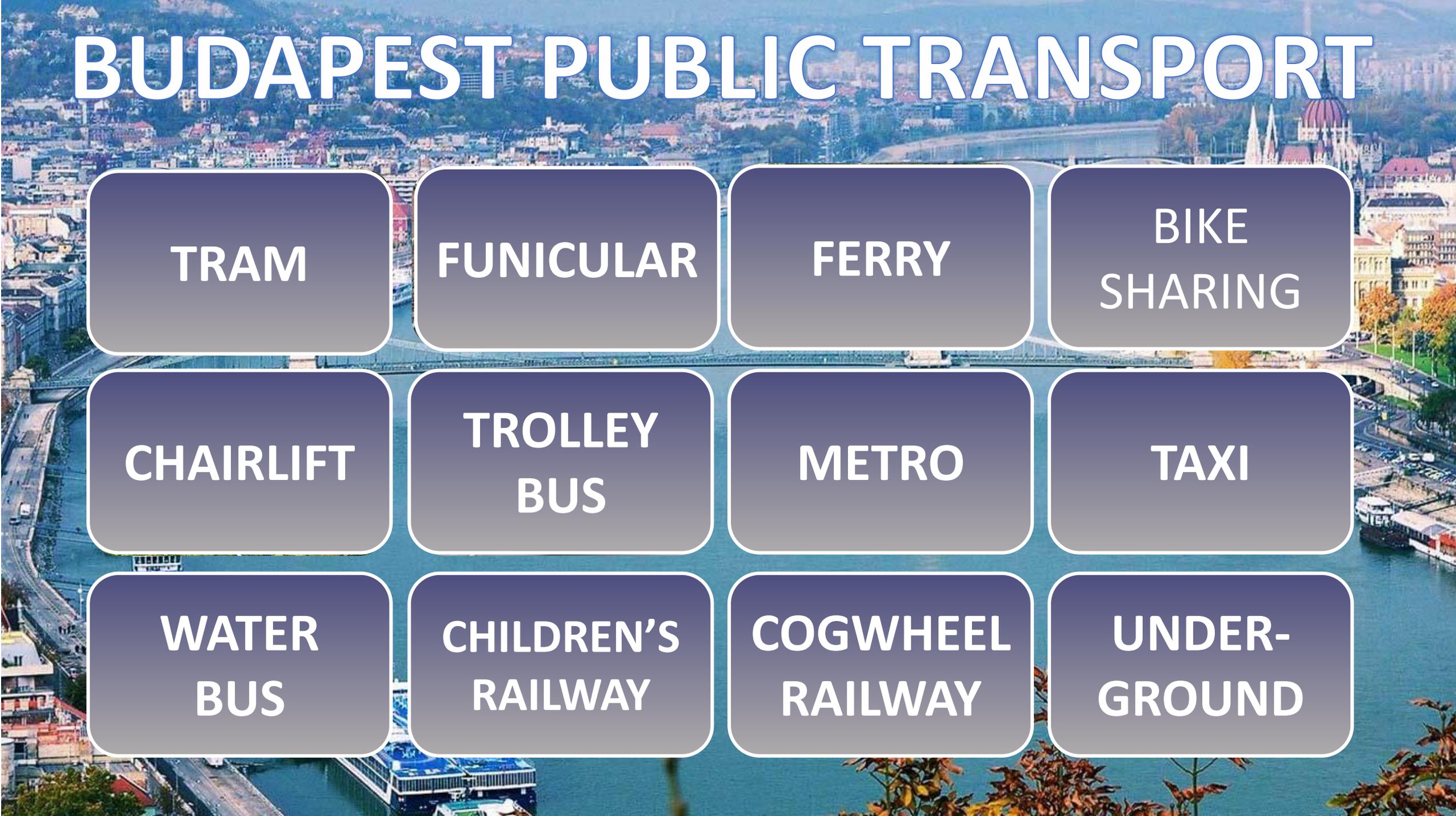
London's most famous department store situated in Knightsbridge, where you can buy everything



The best views of London are from The London Eye, which is only 5 minutes walk from Waterloo

In groups question each other about where to go and why, and how to get there

# BUDAPEST PUBLIC TRANSPORT



**TRAM**

**FUNICULAR**

**FERRY**

**BIKE  
SHARING**

**CHAIRLIFT**

**TROLLEY  
BUS**

**METRO**

**TAXI**

**WATER  
BUS**

**CHILDREN'S  
RAILWAY**

**COGWHEEL  
RAILWAY**

**UNDER-  
GROUND**

Why, why and why???

STREETFILMS

SHORTIES

**Why, why and why???**

## TASK

Design a transport system to solve the problems of smog and traffic

You can:

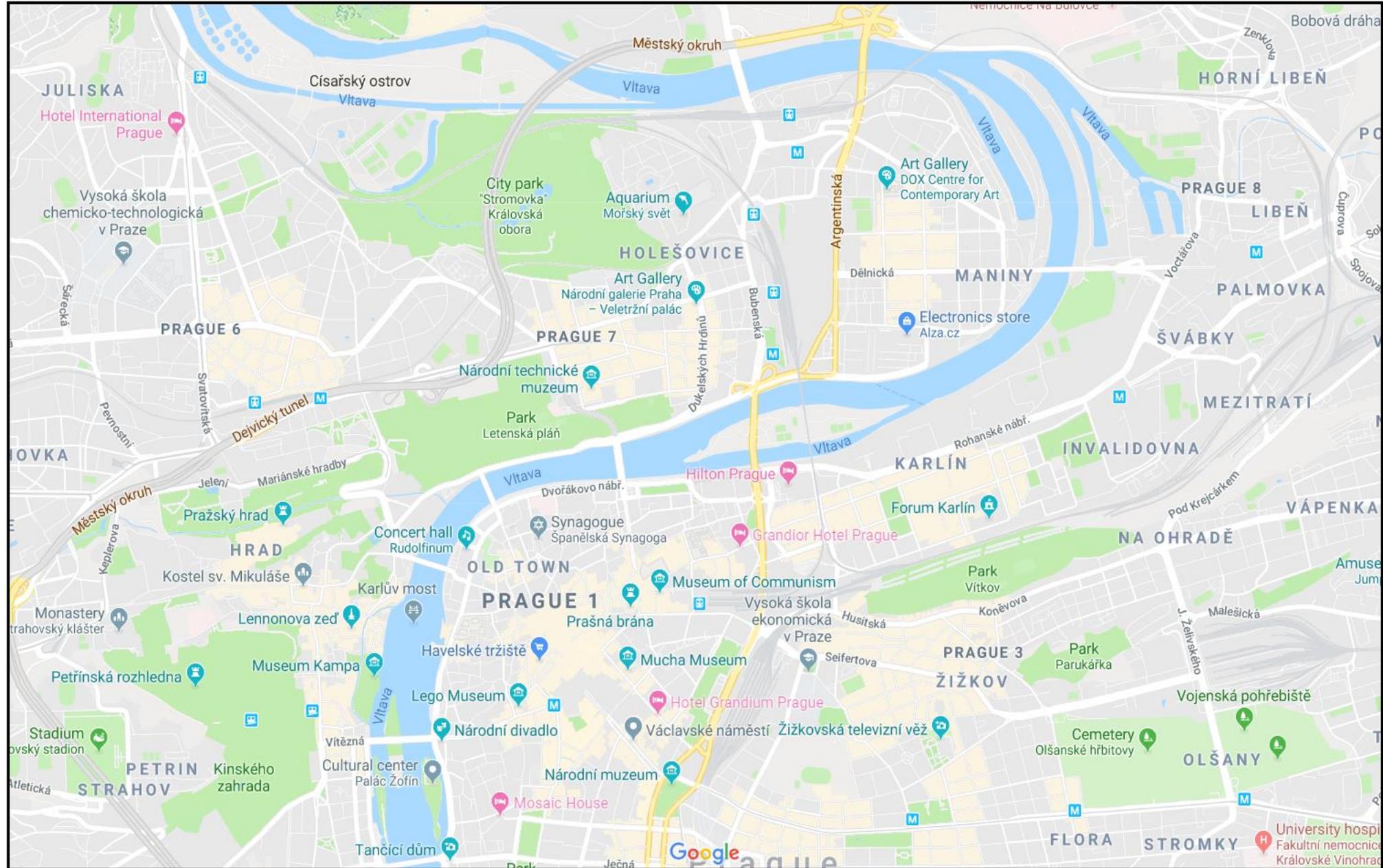
Make small changes to the map

Think below and above ground

Think of the public and the tourists

Must be feasible

Make a key



# Battleship

**All ships are  
deployed!**





	1	2	3	4	5	6	7	
A	house boat	tube	travel	ferry	If	light- house	coast	A
B	taxi	cruise	trip	chair- lift	fare	cog- wheel railway	funicular railway	B
C	cab	crew	journey	Word	How	You	had	C
D	double decker	yacht	con- venient	sub- marine	What	coach	tram	D

Thank you for Critically  
thinking about this  
workshop, for your  
Collaboration and  
Communicating your  
Creativity to me!

So I hope you have  
Collected enough  
information and  
developed your  
Character!



Seán boucouros  
Thompson

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A. What are these vehicles called? Find the name and write the number in the white box.

Single deck bus  Sedan chair  Tram  Trolleybus

Double decker bus  Underground steam train  Black cab

Battle bus (vintage)  Underground electric train



B. Quiz on vehicles (Guess the answers and then go and search and see if you were right.)

- How many of the vehicles above use electricity?
- Which ones can you still see on the roads in London today?
- What is the universal name for a black cab?
- How many wheels are on the trolleybus?
- How many double decker vehicles can you see?
- Which forms of transport have no doors for passengers?
- Which is the oldest one?

C. Here are some words and numbers connected to the London Underground. Fill in this short text with them: Tube 5,000,000 electric 1.4 billion 1863 402 270

The London Underground is like a huge jumble of lines mixed up. But you can go anywhere very quickly. In fact, when it opened in \_\_\_\_\_ it became the fastest way to travel around London using steam trains. Much later it became \_\_\_\_\_ and then the nickname the \_\_\_\_\_ was used, because the tunnels looked like pipes. The number of stations increased and nowadays there are \_\_\_\_\_ on \_\_\_\_\_ Kilometres of railway track. Today it is one of the busiest transport systems in the world with \_\_\_\_\_ people using it daily and \_\_\_\_\_ passengers travelling on it every year.

D. Answer these questions below:

- What is the quickest way to get to Green Park from High Street Kensington?
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Secondary School – Before/Visit

## Forms of transport in London



london  
transport  
museum

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# FutureFit Skill Domains

## Solve

→ Problem-solving

## Relate

→ Collaboration

## Create

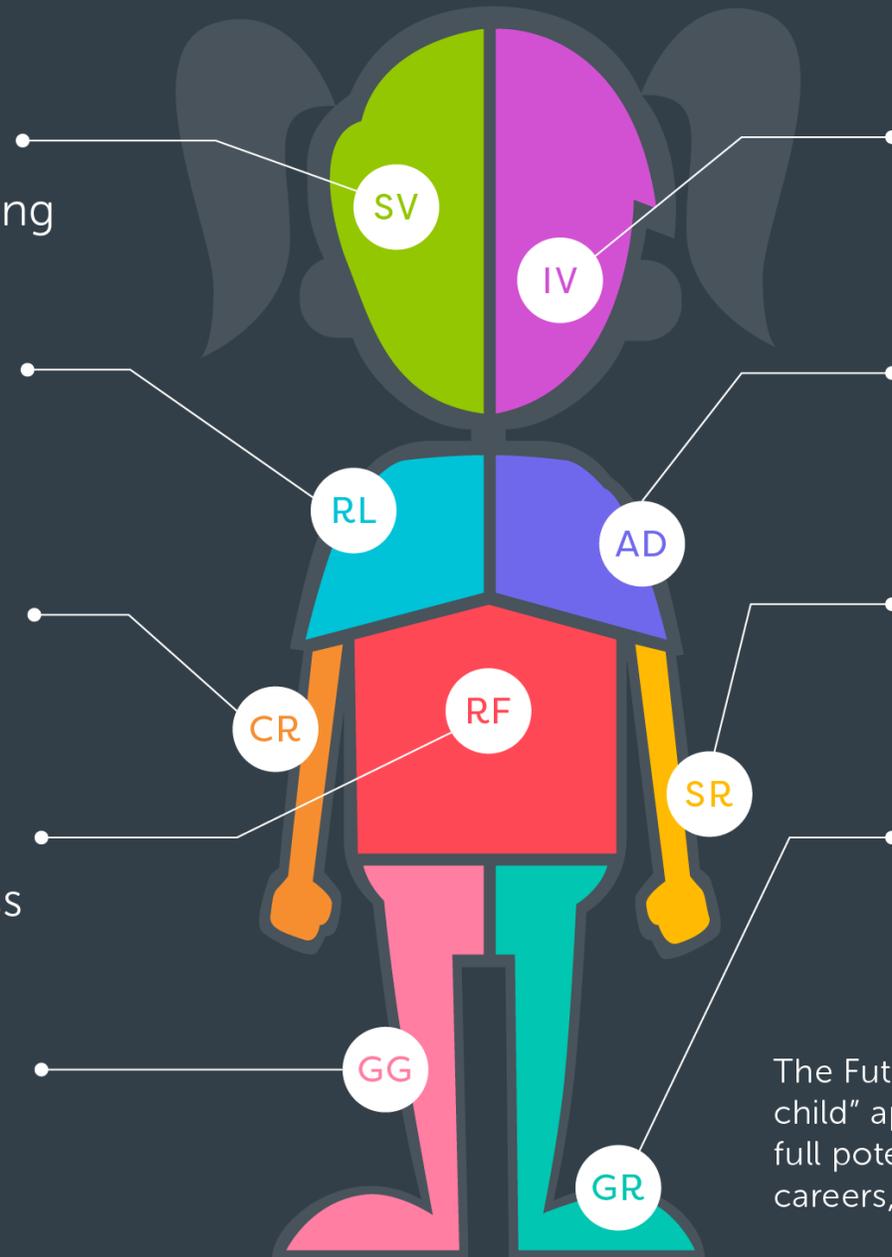
→ Creativity

## Reflect

→ Self-awareness

## Get Going

→ Initiative



## Investigate

→ Critical thinking

## Adapt

→ Persistence

## Serve

→ Service mentality

## Get Real

→ Real-world effectiveness

The FutureFit skill domains focus on a “whole child” approach – inspiring students to reach their full potential in the classroom, in college, in their careers, and in the community.

## TASK

Design a transport system to solve the problems of smog and traffic

You can:

Make small changes to the map

Think below and above ground

Think of the public and the tourists

Must be feasible

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