



**Building and Enhancing
New Literacies Across the
Curriculum (BEL)**

21st Century Learning Plan

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Duration: 4 weeks | LO Code: BEL-2, BEL-3, BEL-4, BEL-5

Slide 1: Conflict Theory and Social Inequality
A Learning Plan for Social Sciences | Grade 12

Slide 2: Who is Sir Allgs?
Sir Allgs is a Grade 12 Social Sciences teacher. Due to the COVID-19 pandemic, he needed to teach his classes remotely. His school is implementing a modular learning system: students are expected to work on tasks asynchronously and meet once a week for synchronous sessions. Synchronous sessions are not meant to be used for lectures; these sessions are for addressing questions and refining understanding of the topic based on the asynchronous material.

Slide 3: Methodology
• Interview with the teacher partner
• Using Zoom, we did an interview with Sir Allgs. We learned about his perspectives on the 1C's of 21st Century Learning and what this looks like in his subject.
• Interview with the learners
• Using Zoom and phone calls, we did interviews with select students from Sir Allgs' class. We tried to interview students from different socio-economic backgrounds in order to learn more about their context and which strategies might be appropriate for them given their needs and resources available.

Slide 4: Methodology
• Document review
• We did a review of previous modules that Sir Allgs prepared beforehand to learn the appropriate look and feel for the learning plan, given that his school is implementing a modular learning system during the community quarantines.
• Class observation
• We observed a synchronous session held by Sir Allgs in order to learn more about what happens during these sessions and how they can be maximized for enrichment.

Slide 5: The 4C's in Social Sciences
When we interviewed Sir Allgs, this is what the 4C's mean for him in his subject:
• **Critical Thinking** - being able to use the information presented to form judgments, and guide belief and action. Being able to use theory as a lens to view the world.
• **Creativity** - not being limited to what is already in existence. Being confident to try new things.
• **Collaboration** - Working together towards a common goal. Being able to give and receive feedback that can help each other move forward. Being able to adjust based on feedback received.
• **Communication** - Being able to clearly convey meaning through spoken and/or written communication.

Slide 6: Who are Sir Allgs' learners?

HABITS	OBSTACLES	MOTIVATIONS	ENVIRONMENT
<ul style="list-style-type: none"> Help out with household tasks Responsibilities with accomplishing schoolwork Check social media (ex: FB, Twitter, IG) 	<ul style="list-style-type: none"> Poor internet connectivity Students need to share their devices with their siblings Not used to independent learning 	<ul style="list-style-type: none"> They want to finish senior high school Good grades When they can relate topics to what's currently happening in their lives 	<ul style="list-style-type: none"> They live with their family Bedrooms are typically shared Animals and construction outside They have easy access to distractions (ex: phone, food, etc.)

Slide 7: What Should the Learning Experience Look Like?
• Resources and reference materials to be used by the learners must

Slide 8: At the end of the units, learners will be able to:

KNOW	DO	FEEL
• Who is Karl Marx?	• Identify patterns of	• Committed to calling

Slide 9: Learning Plan Overview
Asynchronous Tasks

Note to the Teacher

Hello Teacher! In this activity, we seek to arrive at a deeper understanding of how Filipino teachers define 21st century skills and how we might design learning experiences that can develop and assess these across subject areas. This project aims to have our students collaborate with in-service teachers to answer the following questions:

- *How do Filipino teachers define 21st century skills?*
- *What do the 21st century skills look like in the context of different subject areas?*
- *How can these skills be integrated into the existing curricula of a subject area?*
- *How might these skills be assessed?*

At the end of 4 weeks, our students will present their learning plan through a teaching demonstration or an in-class presentation. They will also have a group reflection activity to share their experiences working with an in-service teacher and what they learned about 21st century skills in the Philippine context.

The Subject Library project can be used to support the development of this project; students may integrate resources from the Subject Library into their learning experience.

Learning Outcomes

By the end of this project, learners will:

- BEL-2** Demonstrate knowledge of teaching strategies that promote literacy skills;
- BEL-3** Apply teaching strategies that develop learners' critical and creative thinking and/or other higher-order thinking skills.
- BEL-4** Show skills in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals.
- BEL-5** Demonstrate skills in the positive use of ICT.

Product Description

21st Century Learning Experience

There are two end products of this project: a class presentation that features an overview of the learning plan, and a learning plan that integrates a 21st century skill with the essential knowledge, skills, and attitudes that the learner is expected to develop by the end of a particular learning unit.

To identify the unit that the learning plan will be designed around, the student will collaborate with an in-service teacher who is teaching a subject that may or may not be related to the student's specialization.

The learning plan should include the resources and materials necessary to implement the learning experience in the teacher partner's context.

The class presentation should include the student's reflections on the process of collaborating with the in-service teacher, as well as how 21st century skills are defined in the Philippine context.

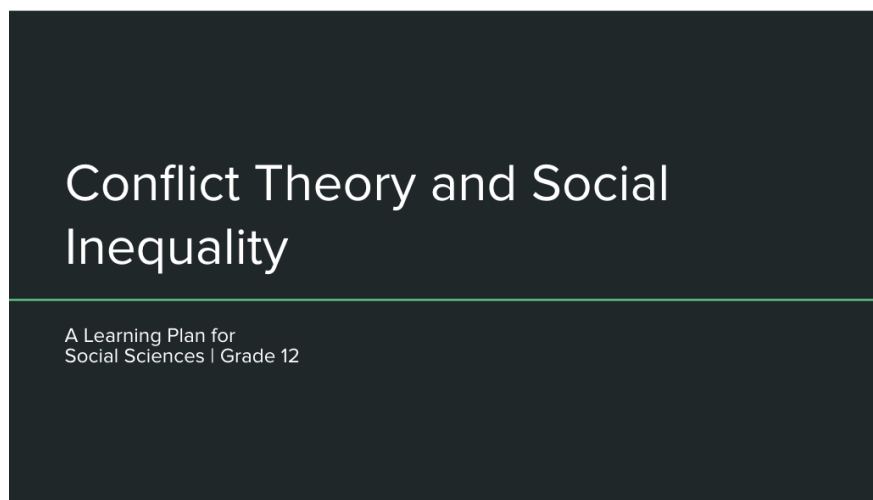
Product Rubric

Substantial The learning plan should integrate at least one 21st century skill category (Learning, Literacy, and Life). Multiple skills may be integrated into the learning plan.

Accessible and flexible The learning plan should promote inclusion and address learner diversity by decreasing barriers to access, or showcasing possible

	alternatives and contexts for use. Technologies, modalities, and formats used should be appropriate for the target learners.
Clear learning outcomes	The learning plan should clearly identify and cover the essential knowledge, skills, and attitudes needed by the learners.
Assessment included	The learning plan should include a way to assess both content knowledge as well as the 21st century skills being integrated into the lesson.
Ready to implement	The learning plan should include the materials and resources necessary to implement it. The students may opt to design a learning plan that their teacher-partner can implement within the project duration but the students may also opt to do a live demonstration in class.
Documented process	The learning plan should be submitted with a short write-up on the teacher-partner, their needs, and their contexts. The process of working with the in-service teacher to design the learning plan should be documented. Proper privacy guidelines and ethics should be observed while documenting the process.

Sample work



<http://bit.ly/BEL-21CLearningPlan>

This is a presentation that includes the research process as well as a learning plan designed for Grade 12 Social Sciences. The learning plan includes slides that talk about the teacher partner's context, their learners' needs, as well as what the 4C's of 21st Century Skills looks like to the teacher-partner, and in the context of his subject.

The learning plan also includes design parameters for the learning experience based on insights about the learners. This presentation can be improved through the inclusion of more photos and media with proper credit, as well as the resources used to design the learning experience.

Overall Learning Journey

PRE		DURING		POST
Week 1	2	3	4	
Project Launch Class	Work Plan Mapping Class	Media Making Homework	Gallery Walk Class OR Homework	
	Class Observations Class	Lectures Class	Teaching Demos Class	
	Interviews Class	Group Discussions Class	Presentations Class	
		Prototype Check Class	Reflection Class OR Homework	

Detailed Learning Journey

Project Launch

The Project Launch is done to introduce a real-world problem or situation that students can explore and try to solve. When done purposefully, the project launch motivates the students to investigate authentic real-world problems and come up with a product or solution. This is also the time to introduce and discuss what the project or product might look like through the rubrics.

Entry Event (Practice) | 10 minutes

- Students will be presented with the 12 21st century skills. Without looking at outside references, they will be asked to list down indicators that these skills are present.
- This activity may be done during a face-to-face session through a gallery walk - you may post the skills around the room and the students will walk around the room using sticky notes to list down their indicators.
- This activity may also be done asynchronously - you may use Padlets or Jamboards to simulate the gallery walk.
- You may spend some time during the activity to cluster similar indicators together. The students may also cluster as they go along.
- The inventory produced should be documented either by the teacher or the student so that it may serve as a reference for future activities.

Pair Share (Inquire/Discuss) | 10 minutes

- Students will do a pair-share using the following questions to guide their initial reflection:

- Which of these indicators do I agree with?
- Which of these indicators do I disagree with?
- How do I define this 21st century skill?
- Looking back on my pre-college life, how did my teachers teach me these skills? If not in class, how did I pick up these skills?
- Establishing a safe space is important for this activity as students may not be willing to share personal experiences. You must assure the students that whatever they share will be kept confidential and are requested to further the discussion.

Lecture (Acquire) | 20 to 30 minutes in class

- Students listen to the overview of the project, its specifications, and rubrics.
- Students learn about the target learning outcomes, the driving question, and the authentic task. You may opt to briefly discuss the teacher observation as a way to refine their research process and segue into responsible and ethical research practices.

During

The next set of recommended activities are done to develop the necessary knowledge and skills to address the project's real-world problem. These activities are a mix of lectures, individual work, group activities, reflection, and feedback sessions. Feel free to add or remove activities to suit your students' context and needs. Remember to include checkpoints and feedback sessions to monitor and support student progress.

Work Plan Mapping (Practice/Collaborate) | 15 minutes

- As a practice activity, the students map out their process for making scrambled eggs on separate sticky notes or meta cards and try to put their processes together. This activity is based on the Draw Toast activity by Tom Wujec. This practice activity is a way for students to see the different ways that one can achieve the same goal.
- Working individually at first, the students map out their work plan for accomplishing the project. Once they have finished mapping out their work plan, they sit with their project group to put together their work plan, adding or subtracting steps as they see fit.
- As the students finalize their work plans, you may give feedback and negotiate scheduled checkpoints with them.

Skill Spotting (Practice) | 30 to 45 minutes in class

- Implement the [Respect and Boundaries lesson](#) from Digital Tayo in class. You may also select other lessons in the Digital Tayo modules.
- After the activity, take a moment to practice metacognition by answering the following questions:
 - What teaching strategies were used in the learning experience?
 - What 21st century skills did the learning experience aim to develop?
 - Do you think the strategies used were effective? Why or why not?

- What changes would you make to the learning experience to make it more effective?
- When implementing the Respect and Boundaries lesson, you may also segue into a discussion on norms and boundaries they can observe when conducting their field research with their teacher-partners and their teacher partner's learners.

Classroom Observation (Inquire) | 35-45 minutes

- The students will conduct an observation of their teacher partner's class to understand more deeply their needs and context.
- Observations may be done during class time or during their free time,
- Insights from observation must be documented responsibly, keeping in mind safe, ethical, and legal research practices.

Interview (Inquire) | 35-45 minutes

- The students must interview their teacher-partner to understand more deeply their needs and context.
- This may be done before or after the classroom observation, as a way to probe more deeply into the teacher partner's definition and understanding of 21st century skills and how these are developed in their subject area.
- The interview may be conducted live or over a call.
- The students may also conduct interviews with their teacher partner's learners to understand more deeply their needs and context.
- Insights from the interview must be documented responsibly, keeping in mind safe, ethical, and legal research practices.

Learning Experience Challenges (Practice) | homework

- To practice their ability to design learning experiences, as well as to assess their understanding of 21st century skills, students can be challenged to design smaller learning experiences that integrate a 21st century skill in particular learning units. (Ex: Design a learning experience that integrates Leadership in a unit in their specialization)
- Students can use the [Digital Tayo modules](#) as references on how lessons can be crafted around key literacy skills.

Media Making (Practice) | homework

- The students may practice making instructional materials through the use of different tech tools.
- You may provide them with a list of accessible resources that they can use to make their instructional materials. (Ex: Google Slides, Canva, Padlet, etc.)

Lectures (Acquire) | 30 to 45 minutes in class

- Students listen to a lecture on the different topics in the BEL syllabus.
- The teacher may opt to do this with a live lecture, a recording, or bring in guest experts to share their knowledge and expertise with the class.

Desk Research (Inquire) | 30 minutes to 1 hour in class and/or homework

- Before allowing students to accomplish their desk research, you may implement the following lessons from Digital Tayo to ensure that they know how to avoid misinformation and disinformation in their research:
 - [Lesson 3: What is Verification?](#)
 - [Lesson 4: The Verification Steps](#)
 - [Lesson 5: Versions of Media Texts](#)
- Students search and curate information and resources to build their knowledge on a topic or a particular question relevant to the topic being tackled. They may also do this as a way to find resources and strategies that might support the design of their learning plans.
- Students may do this individually or collaboratively.
- An inventory (digital or on paper) can be an output for the desk research

Group Discussion (Discussion) | 15 to 30 minutes in class

- Students share their reactions, insights, and thoughts about a recent learning activity in class (lecture, group work, homework, etc.) through different discussion formats (pair-shares, fishbowl discussions, etc.)
- Students start to gather other insights and perspectives to help them process their own learning.
- The teacher may opt to provide structure and comments to guide the discussion, or offer prompts to promote more critical thinking.

Prototype Check (Discuss) | 30 to 45 minutes in class

- Students share their prototypes with each other to give and receive feedback. This may be done through pair-shares, presentations, or a gallery walk activity.
- You may set aside time for students to ask follow-up questions or clarifications on the feedback they received.
- Students document, process, and execute the feedback received by making iterations of their prototype.
- Students are also encouraged to seek feedback on their prototypes from their teacher-partner.

Post

The last set of activities serve as the project's culmination. These activities allow students to share their processes and product. This is also the opportunity to facilitate a summative assessment of the intended learning outcomes and encourage student reflection as they look back on their experience in solving real-world problems.

Gallery Walk | 15 minutes in class or homework

- Students put up their learning plans on a digital repository like Padlet or Google Slides (recommended for asynchronous feedbacking).
- Students take the time to browse each other's outputs and provide constructive feedback. The teacher may set aside time for students to ask follow-up questions or clarifications on the feedback they received.

Teaching Demonstrations | 1 class period or more

- Students will implement the learning plan that they designed for their teaching partner.

In-Class Presentations | 10 minutes per group

- If the teacher-partner implemented the learning plan in their own classes, students must attend these classes to observe. These observation sessions must also be documented, keeping in mind safe, ethical, and legal research practices.
- In this case, the student may opt to present insights from implementation instead of performing a demonstration of their learning plan in class. The following guide questions may be used to structure their presentation:
 - *What were the specifications of this learning plan? Which of our teacher partners' needs did this learning plan seek to address?*
 - *Which 21st century skills did we integrate into this learning plan?*
 - *What are our indicators for successful integration?*

Final Reflection | 15 to 20 minutes in class or homework

- Students will reflect on their process and share insights with the rest of their classmates. The following guide questions may be used to structure their thinking:
 - How did my teacher-partner define these 21st century skills? How does this definition compare to the existing literature?
 - What do these 21st century skills look like in the context of the subject area?
 - What did I enjoy about working in this particular context? What did I find challenging?
 - How might we effectively integrate the teaching of these 21st century skills in our fields of specialization?

Digital Tayo Modules

The Digital Tayo modules are a great supplement to this project. Here are some lessons that we recommend, but feel free to look through the Digital Tayo website to select particular lessons that you want to use.

Digital Engagement Module

Topic	Lesson	Description
Social Literacy	<u>Lesson 1: Respect and Boundaries</u>	Students will better understand others' perspectives and feelings on sharing personal information online
	<u>Lesson 2: Healthy Online Relationships</u>	Students will identify qualities that constitute healthy and kind relationships, and how online behavior plays a role in both healthy and unhealthy relationships.
Media and Information Literacy	<u>Lesson 3: What is Verification?</u>	Students will learn what information verification is, and learn about the responsibilities that news organizations, audience members, and social media companies have in promoting a safe, truthful, and ethical media landscape.
	<u>Lesson 4: The Verification Steps</u>	Students will learn about a five-step checklist they can use to verify the veracity of a news image or video. They will learn the limitations inherent in the verification process and consider different tools they can use to support their pursuit of the truth.
	<u>Lesson 5: Versions of Media Text</u>	Students will be introduced to the concept of "scraping" and how this contributes to the difficulty in verifying news events.
Social Literacy	<u>Lesson 6: Best Possible Self</u>	Students will reflect on their lives 10-20 years from now. This activity can be used to support the writing of their teaching manifesto.

Digital Empowerment Module

Topic	Lesson	Lesson objective description
Social Literacy, Cyber Literacy	Lesson 2: Building Your Advocacy Network	Students will learn how social networks can be leveraged to promote advocacy efforts.
Social Literacy, Communication	Lesson 3: Raising Awareness Through Media	Students will learn about and identify ways in which various types of media can be used to promote awareness around an issue.
Social Literacy	Lesson 6: Exploring Your Personal Values	Students will reflect on their personal values and how these impact their lives and future plans. This activity can be used to support the writing of their teaching manifesto.

Suggested Resources

The following are suggested resources we curated that can be used as support material for the different topics and units in the curriculum, or for the conduct of the project.

Topic	Resources
Key Concepts on 21st century literacy education	Changing Education Paradigms Skills Every Child Will Need to Succeed in the 21st century Deeper Learning: Defining Twenty-First Century Literacy Literacy Challenges for the Twenty-First Century: Introducing the Issue
Teaching Strategies for the Development of Literacy Skills and Teaching resources	From Written to Digital: The New Literacy Teaching Methods for Inspiring the Students of the Future

	6 Elementary Reading Strategies That Really Work Assessing 21st Century Skills Student-Centered Learning: It Starts with the Teacher
21st Century Skill Categories <ul style="list-style-type: none"> • Learning Skills • Literacy Skills • Life Skills 	What are 21st century skills? What are the 4C's
Globalization and Multicultural literacy	6 ways to implement a real multicultural education in the classroom
The OECD GLOBAL Competence framework	The OECD PISA global competence framework
Social Literacy	In the Age of the Smartphone, Students Need Help with Social Literacy 21 Simple Ways to Integrate Social-Emotional Learning Throughout the Day
Media and Information Literacy	What is Media Literacy? Information Literacy Building a healthy cognitive immunity system Online Toolkit Verification Toolbox Media Literacy - The Power (and Responsibility) of Information
Financial Literacy	Resources and Downloads for Financial Literacy MoneyMagic Stax

Eco-literacy

[Teaching strategies](#)

[Eco-literacy resources](#)

Arts and Creativity Literacy

[Arts-based teaching of Literacy](#)

[What should teachers know about visual literacy?](#)

[Visual Literacy Toolbox](#)

[The Role of Artistic Literacy in Teaching and Learning](#)
