

Developing 21st Century Approaches

Watch two participants model the exercise before doing this as a whole group.

Exercise 2: Accepting Change

Now you and a partner will participate in an exercise about change. Listen to learn more about the exercise.

Change is a natural phenomenon, whether one likes it or not. However desirable change may be, it disrupts the normal state of affairs. Disruption is an essential element of growth. Look at the following table. Think about the various stages of change.

Stage of Change	Description of Stage
Awareness	People have had contact with the change. They know about it generally, without much detail.
<i>People must learn about change before they accept it.</i>	
Acceptance	People understand the details and have the opportunity to ask questions and toy with what the change will mean to them.
<i>DECISION POINT: People resist or accept the change.</i>	
Preparation	People are actively involved in deciding on and designing both the changes and the new behaviors that will be required.
Implementation	Change is actualized.
Adoption	After experiencing the change, people adopt it and are skilled enough in new behaviors not to need coaching for routine functions.
<i>People accept and commit to the change.</i>	

Excerpt from the *Handbook of Human Performance Technology*.

Exercise 3: Promoting Key Skills

Technology literacy, critical thinking, and collaboration are three broad areas of core skills that should be developed in 21st century classrooms. However, the question of how to teach 21st century skills is best answered by describing the characteristics of learning environments in which students can develop these skills. Effective learning environments for promoting 21st century skills often include the following core elements, all of which are also features of the Intel® Teach Getting Started Course.³