



Cambridge

Life Competencies

A framework to develop skills for life



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Activity Cards

Young Learners

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Learning

HOW TO USE

We want you to feel comfortable teaching life competencies in your classroom, whether that's in person or via remote learning. To help with this, each card in this pack tackles a component from one of the core Cambridge Life Competencies. We've created a full suite of activities for you to try with your learners, which you can glance at before a lesson or keep nearby for those all-important planning days. So, if you're stuck for an ice-breaker or have a last-minute lesson to plan, we hope you'll find plenty of inspiration right here, and feel safe in the knowledge that your learners are developing key life skills to prepare them for further education and the world outside of the classroom.

Each card contains details of a face-to-face activity, as well as handy tips on adapting the task for online learning.

To find out more about the Cambridge Life Competencies Framework, go to: [cambridge.org/clcf](https://www.cambridge.org/clcf)

Creative Thinking



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Participating in a range of creative activities

LET'S PRETEND...

After learners have listened to an audio recording, read a text or watched a video, ask them to pretend they are one of the characters in the story.

- How do they move?
- How do they speak?
- What do they look like?
- What are they wearing?

Learners could also dress up as the character, and/or draw a picture of the character.

Teaching Online?

Why not invite learners to take a photo of their drawing or outfit and upload it to a shared portfolio, such as [Padlet](#) or [Bulb](#).

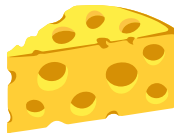
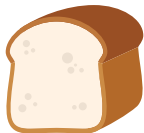
Creative Thinking

Preparing for
creativity

Exploring issues and concepts

ASK ME A QUESTION

When introducing a topic, invite learners to ask you a question (e.g. "Ask me a question about food").



Teaching Online?

Try asking learners to type their questions in the chat box or use the 'raise hand' feature in your online classroom.

Young

Considering multiple perspectives

SOMEONE ELSE'S IDEA

When eliciting ideas from learners, encourage them to listen to others' ideas by asking what other learners have said (e.g. "What was Jasmin's idea?").

Teaching Online?

Invite learners to use the 'raise hand' feature in your online classroom when you ask what other learners have said.

Finding connections

THIS MAKES ME THINK OF...

After learners have listened to an audio recording, read a text or watched a video, ask them to work in pairs or small groups to make a 'This makes me think of...' mind map, making notes about (or drawing) anything that the topic or content makes them think of. Then ask learners to share their ideas with another group or the whole class.

Teaching Online?

You could invite learners to use a digital mind mapping tool, such as [Miro](#), to organise their ideas.

Creative Thinking

Generating
ideas

Generating multiple ideas

LET'S CHANGE IT!

When you encounter a song or poem in the coursebook, invite learners to suggest ideas for changing or substituting words.

Teaching Online?

Try copying and pasting the song or poem into your digital whiteboard and editing it to substitute words. This way, learners can see the changes and follow as you sing or read the new version.

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Elaborating on and combining ideas

WHAT ELSE?

When learning new vocabulary for objects with learners, ask them to imagine what else the object could be used for.

Teaching Online?

Try inviting learners to find similar objects in their home and show you on the screen how else these might be used.

Imagining alternatives and possibilities

DIFFERENT ENDINGS

When reading or listening to stories with learners, ask them to predict the ending or imagine how the ending could be different.

Teaching Online?

Why not use breakout rooms for learners to discuss how they think the ending might be different.

Experimenting with and refining ideas

GUESS THE ANSWER

When learners are unsure of or don't know the answer to a question, encourage them to guess.

Try to 'collect' as many guesses as possible from the class before revealing or explaining the answer.

Teaching Online?

You could use a collaborative document, such as [Google Docs](#), to collect learners' guesses.

Implementing, presenting and explaining ideas and solutions

'I PREFER THIS' DRAWING

Encourage learners to draw their personal preferences when discussing a topic or story (e.g. draw your favourite food/sport/character).

Teaching Online?

Learners could use a digital drawing site such as [Sketchpad](#) to draw their preferences, and share them in a digital portfolio.

**Critical
Thinking**



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Identifying and classifying information

STORY INGREDIENTS

Use a framework on the board to encourage learners to identify these four ingredients in a story: characters, setting, plot, theme. Use the following questions to elicit ideas for each of the ingredients:

CHARACTERS Tortoise Hare	SETTING Countryside Trees
PLOT They agree to race Hare is fast Tortoise is Slow Tortoise wins!	THEME Competition Keep trying

CHARACTERS: Who are the characters in the story?

SETTING: Where does the story happen?

PLOT: What happens in the story?

THEME: What's the topic of the story?
Is there a message or something we can learn?

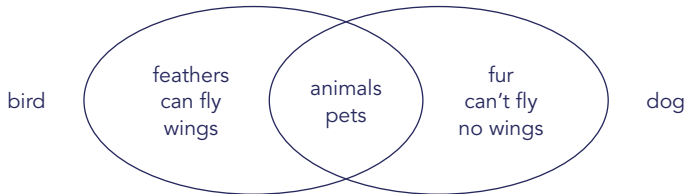
Teaching Online?

Try using a digital whiteboard and allowing learners to write or draw their ideas using the annotate function.

Recognising patterns and relationships

VENN SIMILARITIES

When learners encounter a new set of vocabulary (e.g. a list of animals or household objects), ask them to choose two items and ask them to use a Venn diagram framework to compare the two items. Explain that they can write words or draw pictures, and that similarities between the two items should be described in the space where the two circles overlap, and differences on either side.



Teaching Online?

Learners could complete their framework in a collaborative document, or complete the framework on paper and upload a photo of it to a digital portfolio after the task.

Critical Thinking

Understanding and
analysing ideas
and arguments

Interpreting and drawing inferences from arguments and data

GUESS WHAT HAPPENED

When learners encounter images in the coursebook, encourage them to look at the picture and try to guess and draw what happened just before the picture was taken.



Teaching Online?

Learners could photograph their drawings to share in a digital portfolio or gallery, or create their drawings using a digital drawing site such as [Sketchpad](#).

Critical Thinking

Evaluating
ideas and
arguments

Evaluating specific information or points in an argument

IT'S IMPORTANT!

After learners have listened to an audio recording, read a text or watched a video, remind them of specific details and ask them to decide if these details are important or not, and to give reasons.

Teaching Online?

You could compile a list of details and use these to set up a survey in [Google Forms](#). Learners could then fill in the form to decide whether they think each detail is very important, somewhat important or not important.

Critical Thinking

Evaluating
ideas and
arguments

Evaluating arguments as a whole

I DON'T BELIEVE IT!

After learners have listened to an audio recording, read a text or watched a video, remind them what different characters have said, and ask them if they believe the characters or not, and to give reasons.

Teaching Online?

Try reading aloud what different characters have said and have learners use emoji reactions to indicate whether or not they believe each character.

Critical Thinking

Evaluating
ideas and
arguments

Drawing appropriate conclusions

ODD ONE OUT

Adapted from *Five Minute Activities for Young Learners* (McKay & Guse, 2007).

Choose four words from the topic in the coursebook and write them on the board. Ask learners to work together in pairs to find the 'odd one out'. When they think they have found it, they should give a reason for their choice.

(Note: in this activity there could be more than one correct answer.)

Teaching Online?

Breakout rooms are a great way to group learners for pair work. Invite pairs to discuss their choice before sharing with the whole class.

Critical Thinking

Solving problems
and making
decisions

Identifying and understanding problems

WHAT'S THE PROBLEM?

After reading a story in the coursebook, ask learners what problems are presented in the story. Put learners in pairs or small groups to go back through the story and highlight any words that relate to the problem.

Teaching Online?




Try creating a collaborative document for learners to write the words and phrases that relate to the problem.

Critical Thinking

Solving problems
and making
decisions

Identifying, gathering and organising relevant information

GOOD / BAD / NEUTRAL

When learners encounter a story or text in the coursebook that contains a problem or issue, photocopy the story and cut it up into sections of one or two sentences (for more advanced groups have learners do this themselves). Give each pair of learners a chart like the one here, and ask them to categorise each sentence/section according to whether the information it contains is good, bad or neutral. Ask learners to give reasons for their answers.

Teaching Online?

Try reading each of the sections of the text aloud and inviting learners to use emoji reactions to indicate whether they think the information is good, bad or neutral.

Critical Thinking

Solving problems
and making
decisions

Evaluating options and recommendations to come to a decision

HOW CAN WE FIX IT?

When learners encounter a problem in a story or text, ask them to suggest different ideas for how the problem might be solved.

Teaching Online?

You could ask learners to use a storyboarding site such as [Canva](#) or [Visme](#) to create a picture of how the problem might be solved.

Justifying decisions and solutions

THE WHY GAME

Play the Why Game when learners have to make a decision about or give an opinion on coursebook content:

1. Put learners into A/B pairs. A states their decision or gives their opinion.
2. B asks 'Why?'
3. A justifies their decision or opinion.
4. Pairs repeat (A gives a reason, B asks why, A justifies, B asks why, etc.) for a set time (e.g. 3 minutes).

A: I don't like the main character in the story.

B: Why?

A: Because I think he's mean.

B: Why?

A: Because he took all the toys.

B: Why?

A: Because he wanted them for himself.

B: Why?

A: Because he didn't want to share.

B: Why?

A: Because he's selfish.

Teaching Online?

After demonstrating the activity with the whole class, try using breakout rooms for pairs to play the Why Game.

Critical Thinking

Solving problems
and making
decisions

Evaluating the effectiveness of implemented solutions

POST-PROJECT CHECKLIST

After learners have completed a longer coursebook task such as a project, give them a post-project checklist of sentence stems to choose from and complete, such as those below:

- It worked really well, because...
- It worked okay, because...
- It didn't work at all, because...
- Next time, I'll try...

Teaching Online?

Learners could make audio recordings of their answers and share these in a digital portfolio, such as [Padlet](#) or [Bulb](#).

Learning to
Learn



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Learning to Learn

Developing skills
and strategies
for learning

Engaging in directed activities

DRAW WHAT YOU HEAR

When learners encounter a listening task in the coursebook, tell them they're going to draw what they hear. Give them paper and colour pens/pencils, and play the recording once for them to listen and draw at the same time. Ask them to share what they've drawn with a partner, and repeat the activity for learners to draw things they may have missed. Then, continue with the listening task as instructed in the coursebook.

Teaching Online?

Learners could create their drawings using a digital drawing site such as [Sketchpad](#) and share them in a digital portfolio.

Learning to Learn

Developing skills
and strategies
for learning

Using effective systems for finding, keeping and retrieving information

FAVOURITE PAGES

When you reach the end of each unit in the coursebook, ask learners to look back and decide on their favourite activity. Give each learner a sticker to stick on the page next to their favourite activity in the unit. When you reach the end of the coursebook, ask learners to look back at their favourite activities over the course.

Teaching Online?

Why not ask learners to take a screen grab of their favourite activity to upload to a digital portfolio.

Learning to Learn



Developing skills
and strategies
for learning

Using effective strategies for learning and retaining information

YESTERDAY

At the beginning of a lesson, before learners open their coursebooks, ask them what they can remember about what they saw in the book yesterday/in the last lesson. Encourage everyone to share what they remember before asking learners to open their coursebooks and look back to see if they were right.

Teaching Online?

Why not use breakout rooms for learners to discuss what they can remember in groups.

Learning to Learn

Developing skills
and strategies
for learning

Using effective strategies for comprehension and production tasks

THE PICTURE TELLS ME...

When reading or listening texts in the coursebook are accompanied by a photograph or illustration, ask learners to begin by looking at the picture to guess what the text will be about.

Teaching Online?

Try taking a screengrab or photo of the picture to place in the middle of a digital whiteboard. Invite learners to add their ideas using the annotate function.

Learning to Learn

Taking control
of own learning

Setting goals and planning for learning

WHY ARE WE DOING THIS?

After explaining the instructions for a task, elicit from learners why they are doing the activity (e.g. to learn about the environment / to learn new words for animals) and remind them of the aim, if necessary.

Teaching Online?

You could invite learners to discuss the purpose of the task in breakout rooms before sharing their ideas with the whole class.

Learning to Learn

Taking control
of own learning

Taking initiative to improve own learning

TRAFFIC LIGHTS

Cut out circles of green, yellow and red card for each member of the class. Explain to learners that they should keep their circles on their desk. Explain the meaning of the different colour circles, and that learners should keep their circles in a pile with the relevant colour on top:

RED: I need help with this task and I can't do any more without help

YELLOW: I need help, but I can do a different part of the task while I wait

GREEN: I'm okay and I don't need help with the task

Teaching Online?

Learners could put a thumbs up emoji or smiley/sad face in the chat box, depending on how well they feel they're coping with the task.

Learning to Learn

Taking control
of own learning

Managing the learning environment

SET UP YOUR DESK

After giving instructions for a coursebook task, but before starting the task, ask learners to look around the room and think about what materials they will need to complete the task. Give them time to collect what they will need and arrange their desk or table so that they are ready to start the activity.

Teaching Online?

Why not ask learners to collect the materials they will need from around their home and bring them to their screen to show you.

Learning to Learn

Taking control
of own learning

Managing attitudes and emotions

ACTIVITY FEELINGS

At the end of each unit in the coursebook, ask learners to look back at the content and identify one thing that made them feel happy and one thing that made them feel unhappy. Draw some faces on the board for them to choose from (as many or as few as you think suitable for your class), and ask them to draw faces next to different activities to show how they felt about the task. Encourage them to explain their reasons.



Teaching Online?

During feedback, you could invite other learners in the class to reflect on different activities using emoji reactions to show how they felt about the task.

Learning to Learn



Reflecting on
and evaluating
own learning

Keeping track of progress

WHAT DID WE LEARN TODAY?

At the end of each lesson in the coursebook, ask learners to close their books and try to recall what they learned in the lesson.

Teaching Online?

Why not use breakout rooms for learners to discuss what they have learned.

Learning to Learn



Reflecting on
and evaluating
own learning

Evaluating learning and progress

TASK COMPLETION SCALE

After learners have completed a coursebook task, draw a scale on the whiteboard like the one below. Invite learners to come up to the board and stick or draw a star on the scale next to the position they feel most suits their experience of doing the task. Using stars makes the task anonymous and less exposing for learners, but still allows the teacher to see how learners feel about their own learning. Alternatively, monitor while learners draw the scale in their notebooks and mark how they feel.

I didn't do this
task very well



I did this task
really well

Teaching Online?

Try copying the scale into a collaborative document and inviting learners to add their stars to this document.

Learning to Learn



Reflecting on
and evaluating
own learning

Using feedback to improve learning

NEXT TIME

After giving learners feedback on a coursebook task, write the following sentence stems on the board:

- Next time I will ...
- I need to practise ...

Ask learners to think about the feedback they have received, and how they can use it to do better next time they have to do a similar task. Ask them to use the sentence stems on the board to write down their responses.

Teaching Online?

Why not invite learners to make a short audio or video recording of their completed sentences.

Communication



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Communication

Using appropriate language and register for context

Using language appropriate for the situation

TOPIC BRAINSTORM

When introducing a new unit in the coursebook, write the unit topic on the board, put learners into small groups, and ask them to brainstorm as many words as they can which are connected to the topic. Give each group a different colour board pen, and nominate a 'writer' in each group to come and write their words on the board.

Teaching Online?

You could use a digital whiteboard for learners to add their ideas using the annotate function. At higher levels, try inviting learners to use an [online thesaurus](#) to find similar words or expressions.

Communication

Using appropriate language and register for context

Using a variety of language and communication strategies to achieve a desired effect

SAY IT LIKE... EMOTIONS

When practising pronunciation of phrases and expressions, ask learners to “Say it like you’re happy / sad / angry / surprised”, etc.

Teaching Online?

Try nominating learners to choose an emotion and say the phrase to the whole group. Then the rest of the class can use emoji reactions to indicate whether they think the speaker sounds happy / sad / angry, etc.

Communication

Using appropriate language and register for context

Adapting language use according to different cultures and social groups

SAY IT LIKE... PEOPLE

When practising pronunciation of phrases and expressions, ask learners to "Say it like you're talking to a friend / the Queen / your grandad / a baby / a scary monster / Father Christmas / your neighbour", etc.

Teaching Online?

Try nominating learners to choose the character that they're speaking to and say the phrase to the whole group. Then, the rest of the class can type their ideas in the chat box about who they think the speaker might be talking to.

Using communication strategies to facilitate conversations

WHAT DO YOU THINK?

When discussing a story or topic with learners in open class, encourage learners to follow their contribution by nominating another classmate to share their ideas (e.g. "I think..., What do you think, Jasmin?")

Teaching Online?

You could use the chat box feature in your online classroom to encourage whoever is speaking to nominate another classmate to share their ideas.

Using strategies for overcoming language gaps and communication breakdowns

"I DON'T UNDERSTAND!"

When reviewing or revisiting vocabulary with learners, swap the roles of teacher and learner by pretending that you don't understand some of the vocabulary and inviting learners to explain it to you using different words, drawings or mime.

Teaching Online?

Encourage learners to use the 'raise hand' feature in your online classroom when they want to take the role of teacher and explain the vocabulary to you.

Communication

Participating with
appropriate
confidence
and clarity

Structuring spoken and written texts effectively

ELABORATE

When a coursebook task asks learners to give an opinion or state a preference, encourage them to elaborate and extend their statement/idea by prompting “And... tell me something else...” or “Because... tell me a reason...”

Teaching Online?

Use the chat box feature in your online classroom to prompt individual learners to elaborate during discussions.

Communication

Participating with
appropriate
confidence
and clarity

Using appropriate language and presentation styles with confidence and fluency

WHAT DID WE DO?

After learners have completed a task in the coursebook, invite one learner to stand up and 'recap' for the class (explain what the task was and what the class did to complete the task). This doesn't need to be very long – one or two sentences is fine – but repeat with a different learner after each task.

Teaching Online?

Learners could make a short video to recap the activity, and play this to the class.

Collaboration



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Learning

Collaboration

Taking personal responsibility for own contribution to a group task

Actively contributing to a task

STICKY NOTE WALL

When discussing a topic or question with learners, make some space in the classroom for a 'Sticky Note Wall'. Write the topic or question in the middle of the wall. Give each learner a sticky note and give them some time to write or draw language related to the topic or their answers to the question. Then, invite learners to come up and add their sticky notes to the wall.

Teaching Online?

Try using a digital sticky note board, such as [Lucidspark](#), and invite learners to add language related to the topic or their answers to the question using virtual sticky notes.

Collaboration

Taking personal responsibility for own contribution to a group task

Taking on different roles

HOW DID YOU WORK TOGETHER?

After learners have completed a group task, ask them to explain how they worked together and helped each other to complete the task.

Teaching Online?

You could use breakout rooms for groups to formulate their explanations of how they worked together and helped each other.

Collaboration

Encouraging
effective group
interaction

Listening and responding respectfully

WHAT DID HE / SHE SAY?

After a learner has contributed an idea or explanation to the class, nominate another learner to summarise or paraphrase what the previous learner said.

Teaching

Online?

Invite learners to use the chat box feature to summarise or paraphrase what the previous learner said.

Young

Collaboration

Encouraging
effective group
interaction

Establishing ways of working together

WHAT ARE THE RULES?

After giving instructions for a collaborative coursebook task, ask learners to repeat/suggest the group rules that they should follow.

Teaching Online?

Invite learners to use the annotate function on a digital whiteboard to add their ideas for group rules.

Collaboration

Encouraging
effective group
interaction

Engaging and supporting others

WHITE FLAG / GREEN FLAG

Make some simple flags for your class in two different colours – white and green. After explaining the instructions for a coursebook task, find out which of your learners feel most and least confident. Ask who thinks they might need extra help, and who thinks they might be able to help or support someone else. Have both colour flags available on each table, and explain that waving the white flag means you want help, and waving a green flag means you feel confident.



During the task, if a learner gets stuck or wants support, they can pick up and wave the white flag. When they see a white flag being waved, other learners can pick up and wave a green flag if they think they can help. These learners can then be regrouped to support each other with the task.

Teaching

Online?

Invite your learners to make their flags at home to wave at their screens, and use breakout rooms to regroup learners so they can support each other with the task.

Young

Collaboration

Managing the sharing of tasks in a group activity

Agreeing what needs to be done

ACTIVITY STEPS

When giving learners instructions for a task or activity, draw a simple framework on the board and elicit from learners the steps they will need to follow in order to complete the activity.



Teaching Online?

Why not paste the framework into a digital whiteboard and invite learners to add their ideas using the annotate function.

Collaboration

Managing the sharing of tasks in a group activity

Managing the distribution of tasks

WHO WILL BE THE...?

Before learners begin working on group tasks, ask them to identify different roles within the group (e.g. Who will be the writer? Who will collect the materials? Who will do the sticking?)

Teaching Online?

Once groups have identified different roles, invite learners to add their role to their screen-name in your online classroom.

Collaboration

Working towards
task completion

Ensuring progress towards a goal

GROUP HELPERS

In longer group tasks such as coursebook projects, write the goal of the task on the board along with the following three statements:

- Everyone is listening
- Everyone is participating
- We are working towards the goal

Nominate three learners in each group to be 'helpers', and allocate each of the helpers one of the statements above. Explain that they are responsible for making sure that their statement is happening, and should remind group members to listen/participate/stay on task as necessary.

Teaching Online?

Why not invite 'helpers' to add the word 'helper' to their screen-name in your online classroom.

Collaboration

Working towards
task completion

Identifying issues and challenges

WHAT COULD GO WRONG?

After explaining the instructions for a coursebook task, but before learners start the task, ask the group 'what could go wrong?' Encourage them to predict any problems that might arise, and how they might resolve them.

Teaching Online?

Why not set up a collaborative document for learners to brainstorm ideas about potential problems and solutions.

Resolving issues

OH NO!

While learners are completing group tasks, introduce an unexpected problem that they have to resolve. The problem could be related to the task, or completely unrelated, e.g.:

- The poster we're making has to be twice as big!
- Another class has to borrow the pens so we can't use them!
- The headteacher is coming and wants to see a presentation of what we're doing!
- There's a lion asleep in the corner. If he wakes up, he'll be cross!

Teaching Online?

Try writing the problem in the middle of a digital whiteboard and allowing learners to use the annotate function to suggest ways they might resolve the issue.

Social Responsibilities



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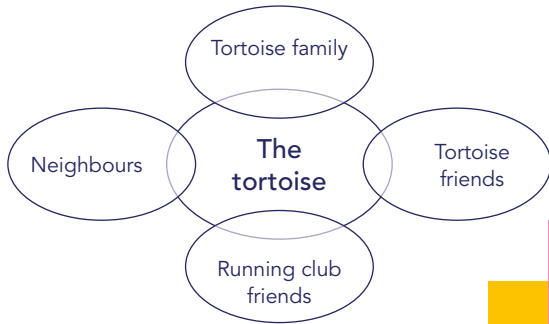
Social Responsibilities

Understanding personal responsibilities as part of a social group

Understanding responsibilities within a social group

GROUP CIRCLES

When learners encounter different characters in the coursebook, ask them to identify or guess what groups they might belong to. Give learners in pairs a framework like the one here, and ask them to write or draw their ideas, putting one group in each circle.



Teaching Online?

Try copying the framework into a collaborative document such as [Google Docs](#), grouping learners in breakout rooms, and giving one copy of the framework to each group to complete.

Social Responsibilities

Understanding personal responsibilities as part of a social group

Fulfilling responsibilities within a social group

GROUP MONITORS

Before starting a longer group task, such as a coursebook project, nominate three learners in each group to be 'monitors', and allocate each of the monitors one of the following roles:

- **Materials Monitor:** responsible for ensuring the group has all the materials they need and that the group return everything to its place after the task
- **Teacher Messenger:** responsible for going between the group and the teacher when the group have questions or need support
- **Happy Helper:** responsible for ensuring that everyone in the group is happy and participating, and offers support when needed

Teaching Online?

Nominate two learners in each group: *Teacher Messenger* and *Happy Helper*, and use breakout rooms for learners to work in groups.

Social

Responsibilities

Showing intercultural awareness

Understanding aspects of own culture

IS THIS THE SAME...?

When learners encounter different situations in coursebooks (e.g. in stories), ask groups to discuss the following questions:

- Is this the same in your house / street / school / town?
- Is this the same in France / Japan / America (etc.)?

Teaching

Online?

Breakout rooms are a great way to group learners for discussion tasks. After discussing the questions, invite groups to choose their most interesting ideas to share with the whole class.

Young

Social

Responsibilities

Showing intercultural awareness

Understanding aspects of other cultures

MAP OF THE WORLD

Have a large map of the world on the wall in your classroom. When learners discuss a topic in the coursebook (e.g. food), ask them to think about how it might be different in – or relate to – other countries (e.g. pizza is from Italy). Give learners blank stickers to draw their ideas on, and invite them to add their stickers to the relevant country on the map.

Teaching

Online?

Why not upload a world map picture to a digital sticky note board, such as [Lucidspark](#), and invite learners to add their ideas on digital sticky notes.

Young

Social

Responsibilities

Showing intercultural awareness

Interacting with others across cultures

TRAVEL PUPPET

Choose a puppet or soft toy to become a regular character in the class. Give them a name and introduce them to the class, explaining that they have travelled all over the world! When the coursebook mentions other countries or cultures, allocate some time for learners to interview the puppet, asking questions about other places in the world. This also works well with some coursebook topics (e.g. food: 'what do people eat in Japan?').

Teaching

Online?

You could ask learners to type their interview questions for the travel puppet in the chat box.

Young

Social

Responsibilities

Understanding
global issues

Discussing a range of global issues

NECESSITIES & LUXURIES

After learners have listened to an audio recording, read a text or watched a video, ask them to work in pairs or small groups to identify things in the text that are necessities (things we need and can't live without) and luxuries (things we can live without but are nice to have).

Teaching

Online?

Create a digital collage for learners to add pictures of necessities and luxuries in two columns, and add to this over the course of several lessons.

Young

Recognising personal impact on global issues

YOUR RESPONSIBILITIES

When coursebook content refers to global issues, such as recycling or global warming, ask learners to draw a picture of themselves in the middle of a piece of paper. Next, ask them to consider their own responsibilities in relation to the issue, and to brainstorm and draw their ideas around the drawing of themselves on their paper. Use learners' drawings for further discussion of their responsibilities.

Teaching

Online?

Learners could use a digital drawing site, such as [Sketchpad](#), to draw themselves and their responsibilities, and share their pictures in a digital portfolio.

Emotional Development



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Emotional Development

Identifying and
understanding
emotions

Recognising and describing emotions

SEE-THINK-FEEL

When learners encounter a photograph, artwork or piece of music in the coursebook, give them time to make notes about what they see/hear, what it makes them think of, and how it makes them feel. After they have made notes, ask learners to share their ideas in groups.

Teaching Online?

Learners could use a poster creation site such as [Canva](#) to make a digital collage of their responses.

Emotional Development

Identifying and
understanding
emotions

Understanding emotions

HAPPY STORY / SAD STORY

After learners have read or listened to a story, encourage them to think about whether it was a happy/sad/angry story and to give reasons.

Teaching Online?

Invite learners to use emoji reactions in your online classroom to indicate whether they thought the story was happy/sad/angry. Use learners' reactions to decide who to nominate to explain their choice of emoji.

Emotional Development

Managing own
emotions

Monitoring and reflecting on own emotions

TODAY'S FACE

Have a chart on the board or the wall with different smiley faces in columns. At the end of a lesson, ask learners to come up and draw their own happy, sad or neutral face in the column that best reflects how they feel.



Teaching Online?

Why not recreate the chart in a collaborative document such as [Google Docs](#) and invite learners to photograph their drawings to add to the relevant column.






Emotional Development

Managing own
emotions

Regulating emotions

FEELING BETTER CHART

Using this chart, ask the class to write down what can make people feel better when they feel these emotions. At the end of each lesson, ask learners how they felt during the lesson, whether they experienced any of the emotions on the chart, and what actions they took to make themselves feel better.

Embarrassed	Bored	Worried	Upset	Angry
				
Hold a soft toy Sit with a friend Move to another place in the classroom	Get a drink of water Stand up and stretch Do something active	Talk to a friend Talk to the teacher Take a deep breath	Hold a soft toy Talk to a friend Get a drink of water	Take some time out Take some deep breaths Listen to some calming music

Teaching Online?

Keep a digital copy of the Feeling Better chart to share with learners on a regular basis, or send a copy to your learners to have and refer to at home.

Emotional Development

Empathy and
relationship skills

Establishing and maintaining positive relationships

GOOD FRIEND / BAD FRIEND

After learners have read or listened to a story, ask them to think about the different characters and whether they would be a good friend or a bad friend. Encourage them to give reasons for their answers.

Teaching Online?

Learners could use an online tool, such as [Canva](#), to create a digital collage with information and ideas about why different characters would be a good friend or a bad friend.

Emotional Development

Empathy and
relationship skills

Showing empathy for the feelings of others

HOW DO THEY FEEL?

After learners have listened to an audio recording, read a text or watched a video, ask them to think about the characters in the text and ask the following questions:

- How do you think X feels?
- Why do you think they feel like this?
- What might make them feel differently?

Teaching Online?

You could ask learners to use emoji reactions to indicate how they think each of the characters might feel, then nominate learners to explain their choice of emoji.

Emotional Development

Empathy and
relationship skills

Supporting others

WHO DID YOU HELP?

At the end of a lesson, ask learners 'Who did you help today?'

Teaching Online?

Try inviting learners to respond to the question in the chat box.

Digital Literacy



CAMBRIDGE
UNIVERSITY PRESS

Activity Cards

Young Learners



Better

Learning

Developing techniques for searching and managing digital data, information and content

KEY WORDS

After learners have listened to an audio recording, read a text or watched a video, ask them to identify key words for the following two purposes:

- to use in a web search to find out more about the topic
- to create an appropriate filename for a digital record of the audio, text or video file so that they can easily find it again

Teaching Online?

Why not invite learners to share their ideas for key words in the chat box and have other class members identify whether the term is most useful for using in a web search or for keeping a digital record.

Making critical judgements about digital data, information and content

IS IT TRUE?

When learners encounter information in digital contexts within course materials (e.g. in the form of a website, blog post, or podcast), write the text from the box below on the board:

IS IT TRUE?

- Read / listen closely. Do you think this is believable? Why (not)?
- Who do you think wrote this? Why did they write it?
- Look at other websites on the same topic. Do they give the same information?

Allow time for learners to discuss the questions and research other reliable sources to help them decide if the information is likely to be true or not.

Teaching Online?

Try asking learners to share their ideas and findings in a collaborative document such as [Google Docs](#).

Selecting and using appropriate digital tools for specific purposes

WHICH TOOLS?

Ask learners to give you examples of different digital tools and what they're used for (e.g. a mobile phone to take and share a digital photo, [Storybird](#) for creating storybooks, [Kahoot!](#) for class quizzes, word documents for producing text, etc).

When learners are creating content relating to their lessons, rather than telling them which tools to use, ask them which tools they think will be most useful and why.

Alternatively, when learners encounter different types of content in course materials, ask them to think about which type of tools might have been used to create the content.

Teaching Online?

Learners could use a digital drawing site such as [Sketchpad](#) to draw a map of different tools and what they're used for, and share them in a digital portfolio.

Creating digital content to solve a problem or complete a task

COMBINING INGREDIENTS

Encourage learners to think of different types of content (such as text, image, video or music) as ingredients that can be combined together to create new content. When learners are producing work, ask them to add different ingredients. When producing a piece of writing, for example, have them type their text in a Word document and add images to support what they've written.

Similarly, learners could use video creation software such as [Animoto](#) to create short videos from their own photos.

Teaching Online?

Learners could use a digital portfolio, such as [Padlet](#) or [Bulb](#) to share and comment on each other's work.

Connecting and interacting with others using appropriate technology

WHAT ABOUT GRANDMA?

Begin by having learners brainstorm examples of different digital communication platforms (such as messaging apps, social media, email or [Zoom](#)) and write these on the board.

Choose one or two characters from the coursebook – or people that the learners are familiar with, such as the headteacher, classmates, etc. Ask learners to think about which digital platform they would use to communicate with each character / person. Encourage them to talk about the advantages and disadvantages of each platform, and why they may or may not be appropriate for the characters.

Next, write a list of people on the board (e.g. friends / teacher / parents / grandparents / neighbour, etc) and ask '*What about Grandma?*' and have learners decide which platform they would use to communicate with their grandmother. Continue with different people, encouraging learners to justify why different platforms are more or less appropriate for each one.

Teaching Online?

You could invite learners to use a digital mind mapping tool, such as [Miro](#), to organise their ideas about the advantages and disadvantages of different platforms.

Collaborating with others digitally to complete a task

CHARACTER PROFILE

When learners encounter an interesting or unusual character in the coursebook or other material, put them into groups and ask them to brainstorm everything they know about the character. Next, have each group use a collaborative document to create a profile page for their character. Encourage groups to invent and create new information about their character to add to their page.

Finally, invite groups to share their profile pages for others in the class to view, comment, and edit.

Teaching Online?

Why not use breakout rooms for groups to brainstorm their ideas before working on their collaborative document.

Interacting appropriately in a digital space

THE RIGHT WORDS

After learners have listened to an audio recording, read a text or watched a video, choose two of the characters and ask learners to describe the relationship between them. Tell learners to imagine that one character is going to send a message to the other. Ask them to decide which format is most appropriate: text message or email, and invite them to suggest ideas for words and phrases the character might use. You might want to give examples for learners to choose from (e.g. 'Hello Claire' / 'Dear Claire').

Encourage learners to think about whether the phrases they suggest are friendly / polite, etc. Write the message together as a whole class on the board (or have older learners write their message together in groups). Finally, invite learners to choose emojis to go with the different phrases in their text message / email.

Teaching Online?

Try reading out different phrases and inviting learners to use the chat box feature to suggest emojis to go with each phrase.

Staying safe online

PUBLIC OR PRIVATE?

At the start of a course or unit, elicit some advantages and disadvantages of sharing online, e.g.:

Advantages:

- Sharing can help you connect with people
- ...

Disadvantages:

- Private information can be used to steal your identity
- ...

When learners encounter information about characters in course materials (e.g. a character's favourite food or home address), ask them to refer back to the list of advantages and disadvantages, and to discuss whether it would be safe for the character to share this kind of information online.

Teaching Online?

Try creating a [Kahoot!](#) quiz on whether it is safe to share different types of information online (e.g. home address / favourite colour, etc), and ask learners to give reasons for their answers.

Maintaining personal wellbeing

SEEING AND BELIEVING

Find one or two edited images online related to the lesson. Show these to learners and ask:

- What do you see?
- How does the picture make you feel?
- Do you believe what you see?

Explain that images are often edited and write some reasons for this on the board, e.g.:

- To make people look nicer
- To make you want to buy something
- To make you want to click on a link

Next, ask learners to discuss how and why the images may have been edited, and how they think the original image would make them feel.

During the course, when learners encounter images in the coursebook or online, encourage them to consider whether it is an authentic original image, or whether it has been edited in some way.

Teaching Online?

Why not create a shared portfolio, such as [Padlet](#) or [Bulb](#), for learners to share and comment on images they find.

Safeguarding digital systems and devices

DOES THIS NEED A PASSWORD?

When learners encounter digital devices and online content in course materials (e.g. a mobile phone, a blog post, or a social media account), ask them to consider whether the owner should use a password to protect the device / content. Elicit ideas about the possible consequences of not protecting devices and content with a password.

Extend the task by inviting learners to give examples of good and bad passwords (e.g. good passwords use a combination of upper- and lower-case letters, numbers, and special characters; bad passwords are easy to guess).

Teaching Online?

Try typing some examples of passwords on your digital whiteboard and have learners vote with a show of hands to decide whether they are good or bad.

REFERENCES

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