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# The Cambridge Life Competencies Framework

## Think 2nd edition

A practical  
guide to developing  
life competencies  
through Think  
2nd edition

Better  
Learning

More than ever before, it is vitally important that we teach learners a broad skillset alongside their academic study, in order to prepare them for the world beyond the classroom.

This booklet will introduce you to the Cambridge Life Competencies Framework. We will demonstrate how we have used the research behind the framework to ensure the continued development of core life skills as part of Think 2nd edition, our thought provoking English course for teenage learners.



# Why teach Life Competencies?

Our world is changing fast and we need to prepare our students with the skills and experiences that go beyond learning an additional language.

We see the growing need to work together with people from around the world, to think creatively and solve problems, to analyse sources more critically, to communicate our views effectively, and to maintain a positive mindset in an increasingly complex world.

The Cambridge Life Competencies Framework supports teachers in this challenging area. We understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities, and so our framework provides guidance on how this can be achieved.

## What do we mean by 'Life Competencies'?

Often referred to as '21st century skills', life competencies include the knowledge, skills and attitudes we need to participate effectively in the world around us, and to fulfil our potential – in our education, our careers and our lives in general.

We require the ability to be able to work well with other people, even when they are in other parts of the world. We need to be good at communicating our ideas and opinions, whether that's speaking up in small meetings or writing posts to millions of readers. We need the creativity to generate new ideas and the imagination to find solutions to problems.

It's also important that we can separate facts from opinion and evaluate the reliability of information we hear, and from there construct persuasive arguments. We need to be experts at learning – we will be challenged to learn new skills throughout our lives.

We must be able to better understand how our actions impact on others, in our society and in the world around us. And, we need to strengthen our ability to manage our emotions, persevere in the face of adversity and believe in our own ability to succeed.

## Why integrate Life Competencies into English language teaching?

Life Competencies can be integrated into any subject, but they are particularly suitable for teaching English. Learning an additional language already involves many of the skills we're talking about such as communication, collaboration and critical thinking. This means there is lots of scope to develop these skills further, in an integrated way, through the teaching of English.

**Nasser,**  
Student, Saudi Arabia



# How does the Cambridge Life Competencies Framework help?

The Cambridge Life Competencies Framework is a way of making sense of the different skills we want our students to develop, in addition to learning English. There are so many different views on which skills are important, and how to develop them, that it can become overwhelming and difficult to understand what they mean for teachers.

By providing a map of some of the most important life skills, the framework allows you to gain a deeper

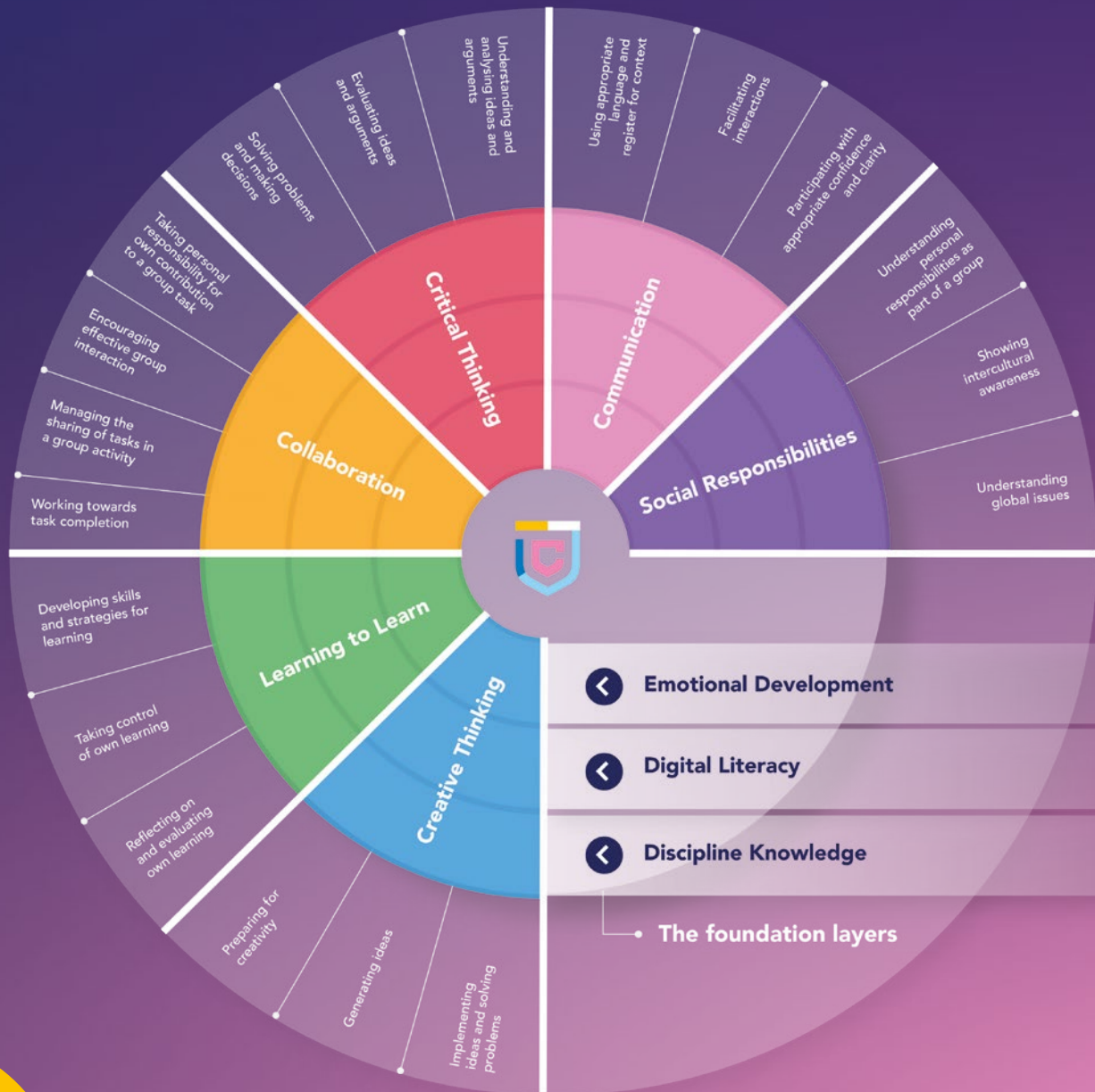
understanding of what each of the competencies involve. It allows you to integrate them more systematically into your teaching, by thinking more carefully about which specific skills you are developing, and what you want your students to be able to do.

We group all of these skills into six main competencies, with three foundational layers that weave through all of these skills.



## Cambridge Life Competencies

A framework to develop skills for life



# Key features of the Cambridge Life Competencies Framework

The framework has six **Competencies** that describe how these essential skills develop and vary across different stages of education, as learners grow and change.

<b>CREATIVE THINKING</b>	Learners actively participate in creative activities, generate new ideas and use them to solve problems.
<b>CRITICAL THINKING</b>	Learners identify patterns and relationships, evaluate ideas and use these skills to solve problems.
<b>LEARNING TO LEARN</b>	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
<b>COMMUNICATION</b>	Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently.
<b>COLLABORATION</b>	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks and finding solutions to problems.
<b>SOCIAL RESPONSIBILITIES</b>	Learners recognise and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.

How can you truly understand what each competency really means? The framework breaks down each competency into more detail, so that you can see much more clearly which skills your students need to develop to be good at that particular competency.

Each competency is divided into **Core Areas** – these are the broad skills and behaviours that make up each competency. These core areas are then divided into **Component** skills – these give more clarity to exactly what is meant by each core area, as shown in this example from Creative Thinking:

COMPETENCY	CORE AREA	COMPONENT
<b>CREATIVE THINKING</b>	<b>Preparing for creativity</b>	Participating in a range of creative activities
		Exploring issues and concepts
		Considering multiple perspectives
		Finding connections
	<b>Generating ideas</b>	Generating multiple ideas
		Elaborating on and combining ideas
		Imagining alternatives and possibilities
	<b>Implementing ideas and solving problems</b>	Experimenting with and refining ideas
		Implementing, presenting and explaining ideas and solutions

Along with this, the framework also lists **Can Do Statements** – these describe the observable behaviours that could be suitable targets or objectives for learners at each stage of their learning.

To help English language teachers, we also provide **Example Language** – suggestions for phrases and language that your students might find helpful, when developing each of the Life Competencies.

# Introduction to Think 2nd edition

## Think BIG in English

Have you ever wondered what the world will be like in fifty years' time? Or about the impact of social media and how it affects you?

Think 2nd edition is the English course that develops your students as learners and challenges them to consider global issues such as climate change and important scientific discoveries.

Topics and texts from around the world appeal to teens' natural curiosities and encourage them to think big – in English.

**6 levels – Starter to Advanced (CEFR A1–C1)**

**80–90 hours per level, extendable to 180**

**New Life Competencies pages are now included in every other unit, and include a vlog style video**

**... develop vital skills, positive values and self esteem for success.**

## More than 30 brand-new videos

Vlogs, grammar raps and docu-style videos grab students' attention and give language a context.

## Exciting new reading and listening texts

Challenge and inspire your students with thought-provoking global topics from eating bugs to teenage inventors.

## New Life Competencies syllabus

Develop students' vital skills for the future like managing money, giving constructive feedback and managing stress.

## Cambridge English exam practice resources

Exam content checked by Cambridge Assessment English helps your students build the confidence they need to succeed in the Cambridge English exams.

## All your digital tools in one place

Presentation Plus, Practice Extra, Collaboration Plus and extra resources for teachers and students are all on Cambridge One.

## Components

### For Students

Student Book with Interactive eBook  
Student Interactive eBook  
Student's Book with Workbook Digital Pack  
Workbook with Digital Pack

### For Teachers

Teacher's Book with Digital Pack  
Teacher's Digital Pack

# Life Competencies in Think 2nd edition


Cambridge Life Competencies are embedded throughout the course. Here are just a few examples of how our content is influenced by the framework.

COMPETENCY	CORE AREA
COLLABORATION	Encouraging effective group interaction

HAVING A GOOD TIME UNIT 1

## LIFE COMPETENCIES

Empathy is being able to understand and share other people's feelings. We need empathy to tell people we understand how they feel in bad situations. Sometimes, this is all people need when they feel bad. But empathy can help us decide what we can do to help.



Empathy

- 03** Watch the video. How many detentions does the vlogger get?
- 03** Watch and write K (Kate) or M (Mum) to complete the sentences.
 

1 <input type="checkbox"/> just says 'whatever'.	4 <input type="checkbox"/> has empathy.
2 <input type="checkbox"/> wants to know about his day.	5 <input type="checkbox"/> cares how he feels.
3 <input type="checkbox"/> doesn't have empathy.	6 <input type="checkbox"/> doesn't care at all.
- 03** Watch again and match the person (a–d) with the problem (1–4). What can you say to each person to show you care?
 

1 <input type="checkbox"/> My back hurts.	a Dad
2 <input type="checkbox"/> I don't like my boss.	b Vlogger
3 <input type="checkbox"/> I need a holiday.	c Mum
4 <input type="checkbox"/> I'm having a bad day.	d Teacher

TIPS FOR SHOWING EMPATHY

- Listen to other people's problems. Don't always talk about your problems.
- When someone is explaining their problems, don't say their problems aren't important or be critical.
- It's not always necessary to give advice. Sometimes just listening and understanding is enough.

**4** Read the email from Jack to his friend Manny. Does he like his new school?

★ Jack  
 Jack023@thinkmail.com

Hey!

Hi Manny,

How are you? Thanks for your email and the photos! I like the holiday pictures, but my favourite is the class photo. Say 'Hi' to everyone for me! Who is the new girl next to you in the photo? I don't like my new school very much. The teachers are mostly OK, but I can't stand going to Maths now. Mr Allen, the teacher, always seems angry because I don't know things that the rest of the class know from last year. I don't think I can pass the exam we have next week because I don't ask questions anymore. Another thing is that I haven't got any friends. Everyone has got a small group of friends and isn't interested in talking to me – 'the new boy'. Luckily, I have a new mobile, so I can spend break playing games, but it's horrible when nobody wants to sit next to me in class, and the teacher moves someone to be my partner. Are you free to Skype this weekend? Let me know, OK?

Jack

**5** **SPEAKING** Work in pairs. Discuss the questions about Jack.

- What are Jack's problems at his new school?
- Imagine you are Jack. How do you feel?
- When do your friends and family feel like this?
- Do people like talking about these feelings?

**6** Imagine you are Manny. Which of these sentences are good to say to Jack?

• I'm here for you.	• Talking about feelings is silly.
• I've got some great friends!	• I understand how you feel.
• I'm sorry you feel this way.	

**Me and my world**

**7** **SPEAKING** Write names to complete the list. Discuss with a partner.

- The people who care most about me are ...
- The people I care most about are ...
- The people I want to care more about are ...

**8** Give examples of how you give and receive empathy from the people in Exercise 7.

'When my mum is unhappy, I give her a hug.'

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*Think 2nd edition*  
A2 level 1, Unit 1, page 19

COMPETENCY	CORE AREA
CRITICAL THINKING	Solving problems and making decisions

COMPETENCY	CORE AREA
EMOTIONAL DEVELOPMENT	Empathy and relationship skills



COMPETENCY	CORE AREA
CREATIVE THINKING	Generating ideas

# 3 WHAT'S IN A NAME?



## Get THINKING

Watch the video and think: do you have a favourite logo? Why do you like it?

### OBJECTIVES

#### FUNCTIONS:

giving advice; expressing obligation; giving recommendations, warnings and prohibitions

#### GRAMMAR:

(don't) have to / ought to / should(n't) / must; had better (not); can't / must(n't)

#### VOCABULARY:

making and selling; expressions with name

swatch®



WhatsApp



### READING

1 Look at the names and logos and answer the questions.

1 These are the names and logos of various companies. What kind of products do they offer?

Jaguar sells cars.

2 Add two more names of companies or products that are famous around the world.

2 **SPEAKING** Work in pairs. Some people think the name of a brand is very important. What do you think is the reason for this?

3 Read the blog entry on the next page quickly. Which of the brands shown above does it mention?

4 **3.01** Read the blog entry again and listen. Answer the questions.

- Why do companies think a lot about a brand name?
- What makes a good brand name?
- Why were each of these names chosen?
  - Jaguar
  - Pret A Manger
  - WhatsApp
- Why was Nova a bad name for a car in Spain?
- Why do some teenagers choose to buy more expensive products (like clothes)?

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### Train to THINK

#### Identifying the main topic of a paragraph

Writers use a new paragraph when they want to change the topic. The opening line of a paragraph usually gives you a clue about its topic.

5 Look at paragraphs 3 and 4. What is the topic of each paragraph? Tick (✓) two options.

- A what teenagers wear to school
- B brand names are important in the teenage market
- C some really bad brand names
- D ways to pick a brand name

Think 2nd edition  
B1+ level 3, Unit 3, page 30

COMPETENCY	CORE AREA
COMMUNICATION	Participating with appropriate confidence and clarity

COMPETENCY	CORE AREA
CRITICAL THINKING	Understanding and analysing ideas and arguments

The table below shows examples of how Think 2nd edition integrates life competency development into a range of different activity types, including skills-based tasks, video content, functions and grammar. These are examples only and there are many more activities throughout the course that help your learners to successfully develop the skills they need to succeed in the world, now and in the future.

COMPETENCY	CORE AREA	COMPONENT	ACTIVITY EXAMPLE				
			LEVEL	UNIT	PAGE	EXERCISE	DESCRIPTION
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	Starter	7	70	SPEAKING 5	Imagine an amazing ending
		Exploring issues and concepts	5	11	108	SPEAKING 1	Culture: Why are people interested in the past? Write down as many reasons as possible.
		Considering multiple perspectives	4	7	67	TRAIN TO THINK 6 & 7	Learning to see things from a different perspective
		Finding connections	2	8	74	READING 4	Look at the pictures on the next page. What do you think the connection between them is?
	Generating ideas	Generating multiple ideas	1	10	99	SPEAKING 5	Discussing ideas for an imaginary film
		Elaborating on and combining ideas	3	5	52	WRITING 5	A short paragraph expressing an opinion
		Imagining alternatives and possibilities	4	4	41	THINK VALUES 15 to 17	Appreciating creative solutions
	Implementing ideas and solving problems	Experimenting with and refining ideas	5	4	39	TRAIN TO THINK 6 & 7	Divergent Thinking
		Implementing, presenting and explaining ideas and solutions	4	6	61	THINK VALUES 9	Present your ideas to the class
	CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	Starter	2	22	TRAIN TO THINK 7 & 8
Recognising patterns and relationships			2	4	42	TRAIN TO THINK 3 & 4	Logical sequencing
Interpreting and drawing inferences from arguments and data			3	1	13	TRAIN TO THINK 6	Reading between the lines
Evaluating ideas and arguments		Evaluating specific information or points in an argument	5	9	85	TRAIN TO THINK 6 & 7	The <i>ad hominem</i> fallacy
		Evaluating arguments as a whole	4	11	103	TRAIN TO THINK 6 & 7	Spotting flawed arguments
		Drawing appropriate conclusions	2	10	95	TRAIN TO THINK 11 & 12	Logical conclusions
Solving problems and making decisions		Identifying and understanding problems	Starter	7	72	LISTENING & SPEAKING 1 to 3	Phone call: Making arrangements
		Identifying, gathering and organising relevant information	5	12	111	TRAIN TO THINK 8 to 10	Appropriate sampling
		Evaluating options and recommendations to come to a decision	1	7	73	LIFE COMPETENCIES 1 to 7	Solving problems
		Justifying decisions and solutions	4	1	16	READING 8	Use evidence from the text to support your ideas
	Evaluating the effectiveness of implemented solutions	5	1	16	SPEAKING 5	Talking about problems with a brother or sister and giving advice on how to deal with these problems	

COMPETENCY	CORE AREA	COMPONENT	ACTIVITY EXAMPLE					
			LEVEL	UNIT	PAGE	EXERCISE	DESCRIPTION	
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	Starter	4	45	WRITING 1 to 4	A brochure for your town / city	
		Using effective systems for finding, keeping and retrieving information	4	5	55	WRITING 5	Choose one of the computing processes below and make notes for each stage	
		Using effective strategies for learning and retaining information	5	8	74	TRAIN TO THINK 5 to 7	Making logical deductions about unknown words	
		Using effective strategies for comprehension and production tasks	1	5	53	WRITING 12 & 13	Use your notes from Exercise 12 to write a blog post about your holiday	
	Taking control of own learning	Setting goals and planning for learning	5	8	79	THINK VALUES	Learning another language Tick (✓) the statements that reflect how you feel	
		Taking initiative to improve own learning	2	9	91	VIDEO	Taking responsibility for your actions	
		Managing the learning environment	5	Welcome	8	Life's ups and downs 6 & 7	What things tend to get in your way when you're trying to study?	
		Managing attitudes and emotions	3	1	19	LIFE COMPETENCIES 1 to 7	Managing stress	
	Reflecting on and evaluating own learning	Keeping track of progress	'Test yourself' review pages after every other unit (e.g. Level 1, Units 1 & 2; p29)					
		Evaluating learning and progress	'Test yourself' review pages after every other unit (e.g. Level 1, Units 1 & 2; p29)					
		Using feedback to improve learning	Teacher's Books at all levels encourage teacher and peer feedback on content and structure of writing tasks (e.g. Teacher's Book Level 3; Unit 2; p27; Homework)					
	COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	5	7	67	SPEAKING 6	Think of an ironic remark people might make in each of the following situations
			Using a variety of language and communication strategies to achieve a desired effect	2	11	109	LIFE COMPETENCIES 1 to 6	Being assertive
Adapting language use according to different cultures and social groups			4	2	27	WRITING 1 to 5	An informal email	
Facilitating interactions		Using communication strategies to facilitate conversations	Starter	3	37	LIFE COMPETENCIES 1 to 5	Good manners	
		Using strategies for overcoming language gaps and communication breakdowns	1	7	72	FUNCTIONS 5 & 6	Asking for repetition and clarification	
Participating with appropriate confidence and clarity		Structuring spoken and written texts effectively	2	4	45	WRITING 6	A web page giving advice. Use an introduction and bullet points to structure your text	
		Using appropriate language and presentation styles with confidence and fluency	3	10	98	DEVELOPING SPEAKING 4	Phrases for fluency	

COMPETENCY	CORE AREA	COMPONENT	ACTIVITY EXAMPLE				
			LEVEL	UNIT	PAGE	EXERCISE	DESCRIPTION
COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	4	6	61	THINK VALUES 8 & 9	Doing good
		Taking on different roles	2	9	90	ROLE PLAY	Inviting friends to join you
	Encouraging effective group interaction	Listening and responding respectfully	3	7	73	LIFE COMPETENCIES Tips	Getting along with others
		Establishing ways of working together	5	6	59	THINK VALUES 9 to 12	Teamwork
		Engaging and supporting others	Starter	5	54	FUNCTIONS 7 to 9	Encouraging someone
	Managing the sharing of tasks in a group activity	Agreeing what needs to be done	1	5	54	FUNCTIONS 6	Making and responding to suggestions
		Managing the distribution of tasks	5	12	112	SPEAKING 5 to 7	Planning an award
	Working towards task completion	Ensuring progress towards a goal	4	8	75	TRAIN TO THINK 6 & 7	The 'goal-setting' checklist
		Identifying issues and challenges	5	10	99	SPEAKING 5	What kinds of challenges are there when you start at a new school or college?
		Resolving issues	3	4	43	WRITING 14	A diary entry about a dilemma
SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	5	1	15	THINK VALUES 15	Relationships
		Fulfilling responsibilities within a social group	1	9	91	LIFE COMPETENCIES 1 to 6	Helping in the community
	Showing intercultural awareness	Understanding aspects of own culture	3	7	71	THINK VALUES 11 to 13	Stereotypes
		Understanding aspects of other cultures	1	10	93	THINK VALUES 7 & 8	Appreciating other cultures
		Interacting with others across cultures	Starter	6	62	READING & SPEAKING 1 to 5	Welcoming people around the world
	Understanding global issues	Discussing a range of global issues	2	6	56 & 57	GET THINKING Video THINK VALUES	No Planet B Caring for the world
		Recognising personal impact on global issues	4	12	113	THINK VALUES 13 & 14	Human activity and the natural world
EMOTIONAL DEVELOPMENT	Identifying and understanding emotions	Recognising and describing emotions	4	1	16	SPEAKING 3 & 4	Discussing situations and your emotional reactions to them
		Understanding emotions	5	3	33	THINK VALUES 15 & 16	How do we feel about luck?
	Managing own emotions	Monitoring and reflecting on own emotions	2	10	94	GRAMMAR 3	Think about times in the past when you experienced a strong emotion
		Regulating emotions	1	11	109	LIFE COMPETENCIES 1 to 7	Dealing with negative feelings
	Empathy and relationship skills	Establishing and maintaining positive relationships	3	7	73	LIFE COMPETENCIES 1 to 7	Getting along with others
		Showing empathy for the feelings of others	1	1	19	LIFE COMPETENCIES 1 to 8	Empathy
		Supporting others	Starter	9	91	LIFE COMPETENCIES 1 to 6	Thinking about other people

# Let's get you started!

## General tips for teaching life competencies

- Familiarise yourself and your learners with the competencies, core areas and components you are focusing on in class. Allow time for questions, discussion and reflection both prior to, during, and after tasks.
- Include aims related to life competency development when lesson planning, in order to clearly focus activities on developing specific skills, and share these aims with your learners.
- Ensure that life competency tasks are designed at the appropriate level of challenge for the learners so that they do not become demotivated.
- Praise learners' attempts at using life competencies. Provide specific feedback on what the learner has done well and how they might improve.
- Integrate self- and peer-assessment tasks, encouraging learners to reflect on and evaluate their development of specific components, celebrate their achievements, and set goals for improvement.
- Keep records of teacher feedback, as well as self- and peer-assessment. Use these records to plan future lessons to further develop learners' skills in each of the life competencies.

## Teaching Creative Thinking

- Tweak familiar tasks by adding constraints such as time or word limits to make tasks more creative and integrate a greater degree of problem solving.
- Use group speaking tasks which require learners to collaborate and solve problems to help develop a creative thinking mindset.
- Make a habit of asking learners questions and encourage them to ask questions too. This prompts learners to consider different perspectives.
- Celebrate originality by giving learners praise for demonstrating creativity, and reward outside-the-box thinking. Encourage learners to be playful in their creative thinking – no answers are wrong answers; diversity and even absurdity should be celebrated.
- Nurture a safe and supportive classroom environment in which learners respect and value each other's contributions without fear of judgement.



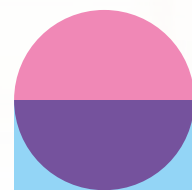
## Teaching Critical Thinking

- Select material, or encourage learners to source material, which provides rich, diverse, multi-faceted input – not just from one perspective but from multiple perspectives.
- Exploit writing and presentation tasks by encouraging learners to examine different sides of an argument, and use class debates as opportunities for learners to analyse, evaluate and present ideas and arguments.
- Use information gap activities to get students to practise asking questions of others to find out appropriate information.
- Use graphic organisers to help learners analyse and evaluate ideas more effectively.
- Encourage learners to continually question the information they receive and the conclusions they come to by encouraging them to consider how they arrived at an answer, using questions such as:
  - Why is that your answer?
  - How did you come to that answer?
  - Do you think there could be another answer?



## Teaching Learning to Learn

- Introduce students to a range of learning strategies to help them to make the most out of their learning and for them to draw upon when working independently.
- Provide scaffolding and multiple opportunities for learners to use, train and develop learning to learn skills, reducing the amount of scaffolding you give as learners become more familiar with particular skills and strategies.
- Provide handouts or prompts to help guide students in using different strategies. For example, provide checklists with assessment criteria for writing tasks, and gradually encourage learners to create their own checklists as they become more confident.
- Introduce students to the range of resources that are available to them as language learners and encourage them to explore these and reflect on when and how they could be of most use to them.
- Support students in building effective study habits and skills by fostering a safe environment of experimentation in the classroom. If a particular strategy doesn't work for a learner, encourage them to reflect on the reasons for this, and how to adapt it or choose a different strategy.



## Teaching Communication

- Teach phrases and language structures that learners need to manage conversations effectively by first modelling, then practising and displaying phrases so they can be referred to during activities.
- Use communicative speaking and writing tasks to raise awareness of both good and bad models of a range of communicative strategies, and maximise opportunities for extensive practice and feedback.
- Encourage learners to notice effective and ineffective communication strategies in reading, listening and viewing tasks, by asking questions about what works well when checking comprehension.
- Draw on the communication skills and strategies that learners have developed in their first language to compare with those in English.
- Explicitly teach repair strategies to enable learners to continue communicating despite gaps in their knowledge.





## Teaching Collaboration

- Ensure that tasks have clear goals and steps and that learners understand the aim of tasks, how their own contributions fit into the whole task, and that the success of the task is the responsibility of each member of the group.
- Encourage learners to make decisions about the objectives of a task, size and composition of groups, roles assigned to each group member and the materials needed when working collaboratively.
- Include collaborative tasks which allow learners to work to their strengths (for example, a learner who is good at drawing does the illustrating), or to practise and develop new skills. Encourage learners with strengths in one particular area to support others and help them develop.
- Use collaborative online platforms such as [Padlet](#) or [Bulb](#) for learners to share research, problems, ideas, etc. in order to support each other's learning, prepare for lessons and carry out homework tasks.
- Explicitly teach active listening skills such as making eye contact, showing empathy and understanding, and summarising what the speaker has said, and teach phrases and expressions for turn-taking.



## Teaching Social Responsibilities

- Include topics related to social responsibilities as a basis for stimulating and meaningful language practice. Try using case studies, film and video clips, drama/role play and research tasks to explore causes, effects and potential solutions to global issues.
- Encourage learners to personally identify with topics and examine how they can take responsibility for their own actions in relation to that topic.
- Handle discussions in a fair and balanced way, encouraging learners to respect diversity of opinions and allowing them to form their own opinions.
- Create opportunities for learners to appraise their own culture and explore values and attitudes shared by other cultures without discrimination or prejudice.
- Include awareness-raising tasks that sensitise learners to issues around human rights, the protection and sharing of natural resources, the importance of international cooperation and solutions to global problems.



## Teaching Emotional Development

- Provide learners with the language and communication skills they need to express their emotions, and create opportunities for learners to talk about their emotions with their peers and the teacher.
- Support learners in understanding how to regulate their emotions by altering their perspective or taking practical steps to change their situation.
- Support learners in recognising the physical symptoms of emotions (such as the heart racing when we feel anxious) and help develop coping strategies, for example by demonstrating mindfulness techniques and integrating these into lessons.
- Acknowledge that all learners experience emotions in different ways and that different learners will require different strategies for managing their emotions.
- Create environments that help to reduce anxiety, by reducing competition between learners, building positive self-belief, and fostering positive relationships within the group.





# Cambridge Life Competencies

A framework to develop skills for life

You can find more information about the competencies in the Cambridge Life Competencies Framework at [cambridge.org/clcf](https://cambridge.org/clcf)

- ✓ Creative Thinking
- ✓ Critical Thinking
- ✓ Learning to Learn
- ✓ Communication
- ✓ Collaboration
- ✓ Social Responsibilities
- ✓ Emotional Development