

Employability Skills

Framework

for ELT

Activity Cards

for Upper Secondary /
Higher Education Learners



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HOW TO USE

We want you to feel comfortable teaching employability skills 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 Competencies in the Cambridge Employability Skills Framework for ELT. 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 the key skills that employers look for, preparing them for their future careers.

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 Employability Skills Framework for ELT, go to: <https://www.cambridge.org/cambridgeenglish/research-insights?nestedTab=developing-skills-through-english#helping-learners-achieve>

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	Adapting the way you communicate for different audiences and purposes
INNOVATION AND PROBLEM SOLVING	Developing a creative mindset
	Generating ideas
	Implementing ideas and solving problems
CRITICAL THINKING AND DECISION MAKING	Understanding and analysing information and arguments
	Evaluating ideas and arguments
	Making decisions

COMPETENCY	CORE AREA
LEADERSHIP AND GLOBAL CITIZENSHIP	Contributing to the success of an organisation
	Demonstrating leadership
	Contributing to an organisation's positive role in global issues
PROFESSIONAL DEVELOPMENT AND MANAGEMENT	Being organised
	Managing your professional development
EMOTIONAL INTELLIGENCE	Demonstrating self-awareness
	Acting with resilience
	Demonstrating empathy and positive relationship skills
DIGITAL LITERACY	Using tools and creating digital content
	Sharing and interacting online
	Safety and wellbeing online

CORE AREA	ACTIVITY
Working well together in a group	SPEAKING TRIANGLES
	PASS THE PAPER
	A HELPING HAND
Completing collaborative tasks and projects	STAGES AND TASKS
	TIME AND EFFORT BATTERIES
	A ROLE WELL SUITED
	JOURNEY MAP
Dealing with conflict	AGREE TO DISAGREE
	EVERYONE'S A WINNER

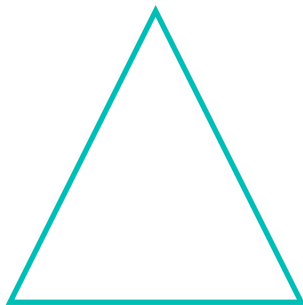


SPEAKING TRIANGLES

When a coursebook activity requires learners to share their ideas or opinions with their classmates, ask them to work together in groups of three – a speaker, a questioner and a note-taker – and explain each role:

- **The speaker** explains the topic and expresses their opinion.
- **The questioner** listens carefully and asks for clarification or further detail.
- **The note-taker** observes this process and provides feedback to both speaker and questioner on how well they fulfilled their roles.

Set a time limit of one or two minutes for students to discuss the topic, and then have learners swap roles. Repeat a third time so that each learner in the group has a chance to take on a different role.



Teaching online?

Breakout rooms are a great way to group learners for collaborative and group tasks. After trying each role, bring the class back together and invite learners to comment on how the different roles affected the way they worked together.



PASS THE PAPER

When sharing ideas and opinions in class, give each learner a piece of paper and ask them to write the topic or question at the top of the paper. Set a short time limit for learners to write their own response to the topic or question, and then have learners pass the paper to the classmate on their left. Explain that they should now read their classmate's comments and write (on the same piece of paper) whether they agree or disagree and why. Emphasise that responses should be constructive. Repeat several times, rotating the pieces of paper around the group, before returning each piece of paper to the first learner to read and consider their classmates' responses.

Teaching online?

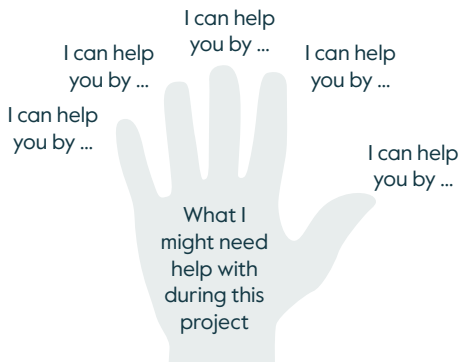
Try using a collaborative document for learners to share and respond to each others' ideas.



A HELPING HAND

Before starting group projects, ask each learner to draw an outline of their hand on a piece of paper. Then, ask them to think about their role in the project and what they might need help or support with. Tell them to write this in the palm of their hand outline.

Next, ask learners to rotate the pieces of paper around the group, to read what their classmates have identified that they might need help with, and to write next to one of the fingers a way in which they may be able to help or support them in their task. Continue rotating the paper five times, so that there is a comment next to each finger of how the group members can help each other.



Teaching online?

Ask learners to take a photo of their hand outline at home or find an outline online and to insert this into a collaborative document for others to add notes next to each of the fingers.

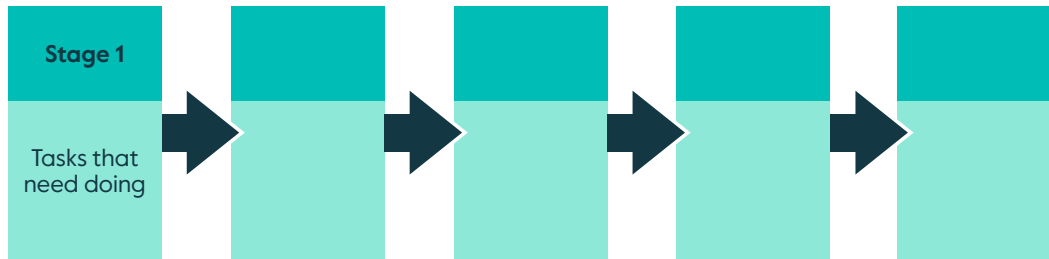


STAGES AND TASKS

Before starting work on a group project, ask learners to create a simple framework like the one below to identify the different stages of the project and what tasks they will need to do at each stage. Alternatively, learners can use the framework to break down what tasks need to be done within a stage.

Teaching online?

Try using a digital interactive whiteboard for learners to create a framework to help them identify and plan the stages.



TIME AND EFFORT BATTERIES

Before starting work on longer collaborative tasks such as coursebook projects, put learners into groups and ask them to make a list of the different tasks that will need to be done in order to successfully complete the project. Next, ask learners to give each task a score out of five for the amount of time it requires (1 = a little time, 5 = a lot of time), and a score out of five for how much effort it requires (1 = a little effort, 5 = a lot of effort). They can represent their scores by shading in bars of a battery to make them more visual. Have learners use these scores to help them decide who in their group will be responsible for each task, ensuring that tasks are distributed fairly between all group members.

Task: _____

Time:



Effort:



Teaching online?

Ask learners to use a collaborative document to create the task list and to visually represent the scores for each task.



A ROLE WELL SUITED

Before starting work on longer collaborative tasks, such as coursebook projects, put learners into groups. Ask them to allocate a role for each person in the group. Then, ask learners to reflect on the questions below and discuss their ideas in their groups. If necessary, allow learners to change roles to better suit their skills, interests and needs.

- How does the role match my strengths?
- How does the role fit my interests?
- How will the role help me improve or develop a skill?

Teaching online?

Invite learners to create a poster describing their role and how it is suited to them, and to share this with the class in a digital portfolio.



JOURNEY MAP

Before starting a group project or problem-solving task, ask learners to write the problem or starting point at one end of a piece of paper and the ideal outcome at the other end. Write the following questions on the board and ask learners to discuss them in groups and make notes on their paper.

- What needs to happen to reach your ideal outcome?
- What steps will be needed, and how will you complete them?
- Will these steps influence each other? Do you think you will need to repeat any steps?

As learners work on their project, encourage them to use their journey map to tick off their progress and remind them of their next steps.

Starting point,
question, or
problem



The ideal
outcome



Teaching online?

Learners could use a digital whiteboard or mind mapping tool to create their journey map and add their notes and ideas.



AGREE TO DISAGREE

Before starting group work such as a project, use the following questions to help learners to think about potential disagreements:

- What kinds of disagreement might happen in our group?
- Why might we disagree?
- How will we handle disagreements in a respectful way?
- How can we solve any problems that come up?



Teaching online?

Invite learners to make a short audio or video recording summarising their answers for the rest of the class.



EVERYONE'S A WINNER

When learners encounter disagreements or conflicts between characters in coursebook materials, e.g., in a reading, listening or video text, ask them to consider both sides of the argument and to suggest a compromise.

Then, ask:

- Does the compromise work for everyone involved, or does it unfairly disadvantage someone?
- How can we find a solution that benefits everyone in some way?

Teaching online?

During feedback, invite learners to use emoji reactions to indicate how well they think each other's ideas for compromise would work for everyone involved.



CORE AREA	ACTIVITY
Understanding others better	ARE YOU LISTENING?
	CHANGE THE SCRIPT
Presenting views clearly and effectively	PEEL PARAGRAPHS
	STAND AND DELIVER
	TELL A TODDLER
Adapting the way you communicate for different audiences and purposes	SWITCHING STYLES
	SWITCHING LANGUAGE
	TAILOR YOUR TALK



ARE YOU LISTENING?

When doing a discussion activity, put learners in groups of three. Assign each person a secret role:

Person A: Actively engage in the discussion by acting interested, nodding and asking follow-up questions.

Person B: Show no interest in the conversation and act bored but give your own opinion.

Person C: Take part in the discussion but also observe how the other two people are listening to each other. What do you notice?

After a few minutes, ask learners to discuss what they noticed and what they learned about active listening.

Teaching online?

Try using breakout rooms for each group of three. As part of the discussion, ask how people can show they are actively listening in online contexts – is there anything that needs to be done differently?



CHANGE THE SCRIPT

After listening to a dialogue, put learners into small groups and give each group a copy of the audio script. Ask learners to change the dialogue to include a communication breakdown. Next, swap the dialogues between groups. Tell groups to read the new dialogue and extend it to show how the problem could be solved. Finally, have groups read out their dialogues to the class. With each dialogue, elicit the cause of the communication breakdown and the solution, and write these on the board under the headings 'causes' and 'solutions'. Finally, have learners discuss which solutions they thought were most effective and why.

Teaching online?

Invite learners to make a short audio or video recording of their new scripts and to share these in a digital portfolio.



PEEL PARAGRAPHS

Before learners start writing a formal text or presentation, introduce the PEEL stages below to help them plan and structure what they are going to write. Explain that they should use the structure for each paragraph.

POINT – Make your point.

EVIDENCE – Support your point with evidence.

EXPLAIN – Explain how the evidence supports your point.

LINK – Link this point to the next point in the following paragraph, or to the broader argument.

Teaching online?

Ask learners to share a paragraph of their text with a partner in an online portfolio, and to react to their partner's text using a thumbs up if they can identify the POINT, EVIDENCE, EXPLAIN and LINK.



STAND AND DELIVER

In discussion tasks, ask all learners to stand on their chairs while speaking, with a proud posture. Set a one-minute timer while learners discuss the topic. Next, ask them to sit on the floor with their arms crossed and bodies curled up while they repeat the discussion. Set a timer of one minute while learners discuss the topic.

Finally, ask learners to discuss how the different positions and body language affected their speaking. Elicit or explain that our body language not only communicates how confident we are, but also affects how confident we feel.

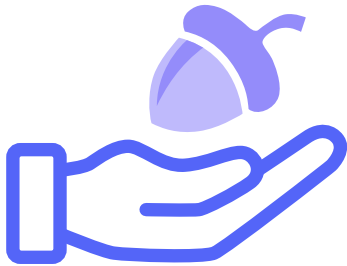
Teaching online?

Invite learners to discuss how they can look and feel more confident presenting online, e.g., by adjusting the angle of their screen or changing the height of their chair.



TELL A TODDLER

Before starting to write a text, ask learners to tell a partner about an idea or an experience they are going to write about. They should explain it as if they're talking to a young child who knows nothing about it. The partner can ask 'What do you mean?' when they think a point could be explained more clearly.



Teaching online?

In whole class feedback, ask learners to use emoji reactions to show when they think something is clear or unclear in the speaker's description or explanation.



SWITCHING STYLES

After learners talk about a topic, ask them to say the same thing again but pretend they are talking to different people:

- someone at a party
- someone at a funeral
- someone they don't like
- someone very sleepy

Then, ask learners to discuss how their voice and speaking style changes for each person.

Teaching online?

Encourage learners to create audio recordings of themselves speaking for different contexts and to share their recordings in a digital portfolio.

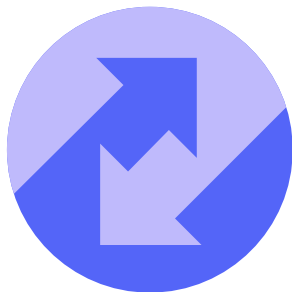


SWITCHING LANGUAGE

After learners talk about a topic, ask them to say the same thing again but pretend they are talking to different people:

- someone they admire
- someone who is very nervous
- someone in a supermarket
- someone in their family

Then, ask learners to discuss how their language (including words, phrases and register) changed according to the person.



Teaching online?

Encourage learners to create audio recordings of themselves speaking for different contexts and to share their recordings in a digital portfolio.



TAILOR YOUR TALK

After delivering presentations, ask learners to choose a national culture other than their own that interests them. Ask learners to research how communication styles differ between their own culture and the other culture they have chosen. Allow time for learners to carry out their research and share their findings. Then, ask them to consider how they would adapt or change their presentation (including the language, speaking style, register and slides) to deliver it in the culture they have researched.

Teaching online?

Learners could create a collaborative digital 'fact file' of information they find out about communication styles in different cultures.



CORE AREA	ACTIVITY
Developing a creative mindset	OVER AND ABOVE
	THE BOSS, THE JOKER, AND THE INNOCENT
	BORROW A BRAIN
Generating ideas	TEN IN TEN
	IDEA RACES
	WORD SWAP
Implementing ideas and solving problems	FUTURE NEWS
	LOOK BOTH WAYS



OVER AND ABOVE

When starting a new group task or project, ask learners to think about their role. What will they do? What can they offer? Then ask them to consider what else they can contribute to the project 'over and above' their role and responsibilities. Encourage them to think about how their personal skills and qualities might benefit the project as a whole.



Teaching online?

Invite learners to create a digital mind map or diagram showing how their personal skills and attributes relate to the project and what they can contribute.



THE BOSS, THE JOKER, AND THE INNOCENT

When coming up with new ideas during class projects, use the roles and questions below to encourage learners to reflect on their ideas from different perspectives.



THE BOSS: What would you think about this idea if you were the boss, a wealthy investor or someone with power?



THE JOKER: What would you think about this idea if you were a famous comedian? What would you joke about if you heard this idea?



THE INNOCENT: What would you think about this idea if you knew nothing about the topic? What would you need explaining?

Teaching online?

Try placing icons for each of the three roles in a collaborative digital whiteboard and have learners add speech bubbles of what each of the different characters might say in response to the idea.



BORROW A BRAIN

When working on problem-solving tasks, invite learners to think about how someone in a different field of study might approach the problem. Ask learners to identify someone they know, either in their school or institution, or a friend or family member, who studies a different subject or works in a different field. Explain that they should talk to this person to get another perspective on how they might approach the problem or issue. Ask learners to share their findings with the class in the next lesson.



Teaching online?

Create a collaborative document with different headings or columns for different fields of study. Learners can use this to share what they find out.



TEN IN TEN

When working on creative tasks in which learners need to think of ideas, explain that you will set a timer for ten minutes and that learners should come up with ten ideas during this time. Explain that their ideas can be serious or silly, realistic or unrealistic, but that they must come up with ten ideas – the focus here is on quantity over quality! Use sticky notes (ten for each learner) or a simple framework like the one below. After the ten minutes, have learners share and compare their ideas in groups. Extend the task by having learners group their ideas according to themes or similarities.

Ten ideas in ten minutes

Teaching online?

Use a digital whiteboard with sticky notes for learners to come up with ideas.



IDEA RACES

When learners are sharing ideas for creative or problem-solving tasks, ask them to choose one idea and write it at the top of a piece of paper. Ask learners to work in groups and to use the RACES questions below to explore and elaborate on their idea.

R – Remove – What could we remove from this idea to simplify it?

A – Add – What happens if we add another idea to this one?

C – Change – How could we change this idea to make it more effective?

E – Export – How could we use this idea in a completely different situation?

S – Swap – What happens if we swap one part of this idea for something else?

Teaching online?

Learners could use a digital whiteboard or mind mapping tool with digital sticky notes to collect their ideas for each of the questions.



WORD SWAP

When learners are sharing ideas for creative or problem-solving tasks, choose one idea and write it at the top of the board in a full sentence. Ask for a volunteer to change one word in the sentence for another word, but emphasise that the idea should still make sense. Write the new sentence underneath the first. Repeat until you have five or more sentences and the last is quite different from the first. Finally, have learners choose which of the ideas they prefer and why.

E.g.,

Create a **poster** encouraging people to recycle.

Create a **video** encouraging people to recycle.

Create a video encouraging people to **reuse**.

...



Teaching online?

Use a collaborative document for learners to add new sentences.



FUTURE NEWS

When learners have identified a solution to a problem or issue, ask them to write a news headline or short news article from the future about how the solution was implemented and how successful it was. Encourage them to give detailed examples of what worked or didn't work and why. Learners can then use this to improve their original idea.



Teaching online?

Try having learners create a collaborative digital newsletter containing all their 'future news' headlines and articles.

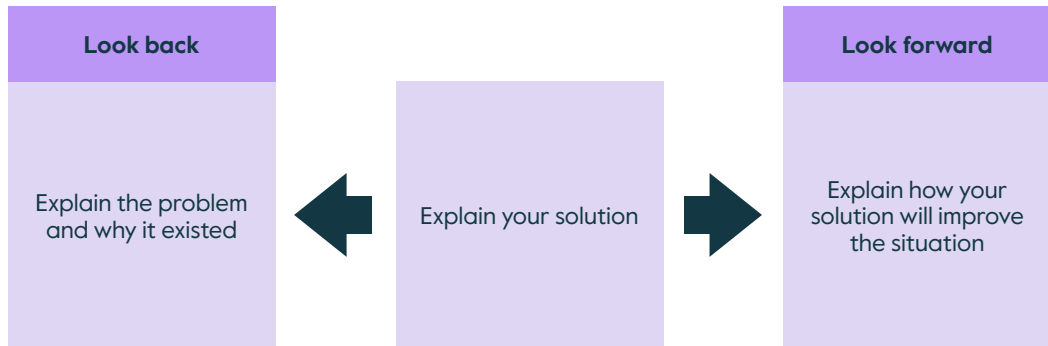


LOOK BOTH WAYS

When learners have identified a solution to a problem or issue, use a simple diagram like the one below to encourage them to reflect on and explain the problem, their proposed solution and the likely outcome.

Teaching online?

Invite learners to add their completed framework to a digital whiteboard to compare their reflections with the rest of the class.



CORE AREA	ACTIVITY
Understanding and analysing information and arguments	CLAIM CHECK
	THAT'S BANANAS
Evaluating ideas and arguments	PRE-MORTEM
	WHAT ELSE?
Making decisions	PEOPLE AFFECTED
	FIVE + FIVE
	VALUE VS EFFORT MATRIX
	FLIPPING THE PERSPECTIVE
	THE FOUR Fs



CLAIM CHECK

When working with non-fiction reading, listening or video texts (such as articles, podcasts or documentaries), explain to learners the four ways below that people can support their ideas. Have learners analyse the information given in the text to identify whether it is based on expert opinion, research, personal experience or anecdotal evidence.

Expert opinion: The speaker presents the views of (a) recognised expert(s).

Research: The speaker presents findings from research studies.

Personal experience: The speaker talks about their own experience.

Anecdotal evidence: The speaker tells a story about something that happened to them or someone else.

Teaching online?

Create a table in a collaborative document or spreadsheet for learners to collect examples of the four categories.

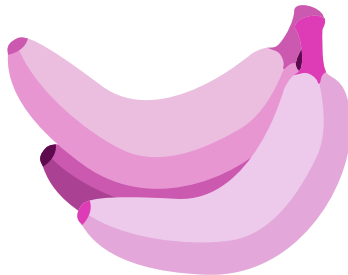


THAT'S BANANAS

Before learners read a written text, edit the text, replacing key words with the word 'bananas' (e.g., 'I've always loved BANANAS in the sea, but last year I had a nasty BANANAS. I was in the sea with my BANANAS when we saw a BANANAS fin coming towards us. We've never run out of the sea so BANANAS!'). Encourage learners to use their own knowledge and experiences as well as other words in the text to help them identify the word(s) that could replace 'bananas' in each case.

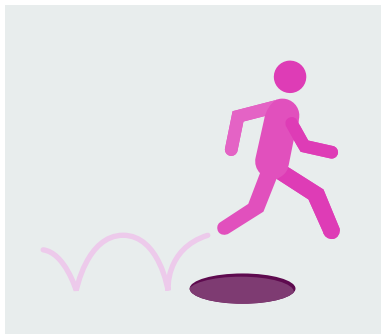
Teaching online?

Copy the text into an online form (e.g., Microsoft Forms) with gaps where the word 'bananas' appears. Share the link to the form with your learners so they can each enter their ideas for each gap. Look at the results together to see what the most common ideas are.



PRE-MORTEM

When learners encounter a proposed solution to a problem in course materials, or when they think of their own solutions, ask them to imagine that the solution fails in some way. Ask learners to brainstorm as many ways as possible that the solution might fail. To extend the task, ask learners how they could change the solution to avoid it failing in these ways.

**Teaching online?**

Try asking learners to add their ideas to sticky notes in a digital whiteboard and represent each idea with an image or icon.



WHAT ELSE?

When learners encounter opposing views or arguments in a reading, listening or video text, ask them to look at each factor in the What ELSE? framework below, and decide whether it is important for the view or argument. If so, they should write short notes in the box for that factor. This helps learners to compare the different views or arguments by considering what different factors might be informing each one.

Teaching online?



In a collaborative document, invite learners to add more rows, giving each a title describing the type of factors that might be influencing the views or arguments.

What factors are informing this view / argument?

	View / argument 1	View / argument 2
ECONOMIC (e.g. money, jobs, cost of living)		
LEGAL (e.g. laws, rules, rights)		
SOCIAL (e.g. relationships, personality, beliefs, attitudes, values)		
ENVIRONMENTAL (e.g. climate, nature, where someone lives)		
WHAT ELSE might be informing the view / argument?		

PEOPLE AFFECTED

When learners encounter problems in reading, listening or video texts, ask them to think about who the people are that might be affected by the problem. Put learners into pairs and ask them to identify five different people, groups of people or communities that might be affected by the problem and to discuss how they might be affected.



Teaching online?

Invite learners to find images online representing the people, groups or communities they identified and to add these to a digital whiteboard with notes on how they are affected.



FIVE + FIVE

When learners have to make a decision about something in class, e.g., as part of a longer task or project, ask them to think about what is informing their decision. Put learners into groups and ask them to think of five factors that are informing their decision and five factors that are not informing their decision. Then, ask them to imagine they do have to consider the five factors that they haven't taken into account. Would this change their decision?

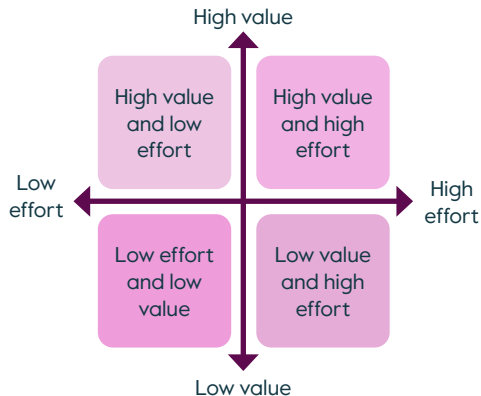
**Teaching online?**

Have learners create a table in a collaborative document to collate and share their ideas.



VALUE VS EFFORT MATRIX

When learners have to decide what action to take, e.g., as part of a longer task or project, ask them to identify two or more options. Give learners a copy of the Value vs Effort matrix below, and explain that Value refers to the likely benefit of the option, and Effort refers to how much time, energy or financial cost the option needs. Then, ask learners to evaluate each of the options by plotting a point on the matrix to show how much effort is required and how much value will result. Learners can then discuss which option they would choose and why, based on the Value vs Effort matrix.



Teaching online?

Use a digital whiteboard or mind mapping tool for learners to plot different points on the matrix, using a different colour mark for each option.



FLIPPING THE PERSPECTIVE

When learners encounter decisions or solutions to a problem in course materials, use the questions below to encourage them to flip the perspective:

- What's the opposite of the decision or solution?
- What would be the worst decision or solution?
- Who isn't affected by the decision or solution?

Then, have learners share their insights in pairs or small groups and discuss how these might justify or support the decision or solution they are exploring.



Teaching online?



Use breakout rooms to group learners when sharing their insights and having a discussion. Then bring the class back together and invite each group to share one way in which their ideas help justify the decision or solution they are exploring.

THE FOUR Fs

After learners have completed problem-based tasks, or when they encounter solutions to problems in course materials, use the Four Fs prompts below. These will help them evaluate how effective the solution to the problem was.

Facts: Briefly describe the solution and how it was implemented.

Feelings: Describe what emotional reactions people had to the solution.

Findings: Explain whether the solution was effective in solving the problem, and why.

Future: Say what changes you would make to the solution if you encountered a similar problem in the future.

Teaching online?

Invite learners to make a short audio or video recording summarising their answers for the rest of the class.



CORE AREA	ACTIVITY
Contributing to the success of an organisation	WHY ME?
	WITHOUT US ...
	MANIFESTOS
Demonstrating leadership	SILENT SORTING
	GOOD LEADER, BAD LEADER
	VISION, MISSION, VALUES
	CONVINCING ARGUMENTS
Contributing to an organisation's positive role in global issues	INITIATIVES
	WE DON'T ... BUT WE COULD ...
	CROSS-CULTURAL INTERVIEWS
	HOW ETHICAL IS ... ?



WHY ME?

When learners identify their role in a group task or project, use the questions below to help them understand their responsibilities and how to fulfil them:

- What are my responsibilities? What tasks do I have to do?
- Why me? Why am I responsible for these things?
- What skills, knowledge and experience do I have? How will these help me to fulfil these responsibilities?



Teaching online?

Invite learners to make a short audio or video recording summarising their answers for the rest of the class.



WITHOUT US ...

When learners encounter a company or organisation in course materials, ask them to brainstorm a list of the different teams that may be part of it (e.g., marketing, finance, customer services). Then, ask learners to choose one team and to make a list of the responsibilities the team may have.

Write on the board 'Without us ...' and ask learners to write sentences demonstrating the potential impact of the team not fulfilling their responsibilities. For example, for a marketing team, they might write 'Without us, no one would know about our product', or for a finance team, they might write 'Without us, nobody would get paid'.

Teaching online?

Have learners write their sentences in the chat box and ask the rest of the class to guess which team they might relate to.



MANIFESTOS

Put learners into pairs and ask them to choose a company or organisation they'd like to learn more about. Ask them to research and make notes about the company / organisation's values and culture, using at least two sources. Next, ask them to use their findings to write a short manifesto describing the organisation's aims, values and culture. Learners then share their manifestos with the class. If pairs have chosen organisations from the same industry, encourage them to compare their manifestos and identify any similarities and differences.

Teaching online?

Have learners share their manifestos in a digital portfolio and respond to each other's ideas.



SILENT SORTING

Begin by asking the class to silently arrange themselves in a line in height order, without your help. Once they've done this, repeat the task using different criteria (e.g., age / shoe size / number of siblings / how close they live to the school or institution). If they struggle, allow half the class to say just one word. End by putting learners into groups and asking them to discuss the questions below:

- How did the group communicate without talking?
- Did a natural leader or leaders emerge? Who, and why?
- At what points did you take the initiative to help arrange the group, and why?

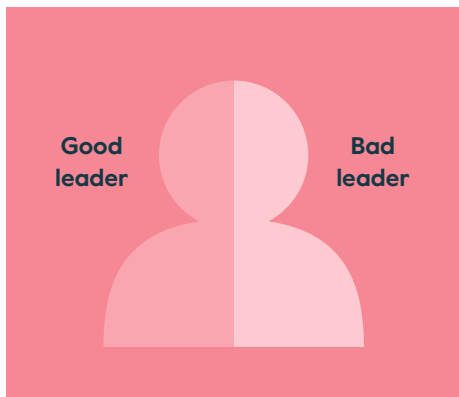
Teaching online?

If you have a large class, the activity will work best if you put learners into breakout rooms of 10 or fewer. Explain that learners can hold up fingers to show where they are in the sequence, or type a number into the chat box.



GOOD LEADER, BAD LEADER

Ask learners to brainstorm qualities of a good leader and a bad leader. Then, tell learners to choose a famous person they admire and to use a simple framework like the one below to make notes about why this person might make a good or bad leader. Encourage learners to come up with multiple ideas for both sides of the framework. Finally, have learners share their ideas in groups and discuss whether each famous person would make a good or bad leader overall.



Teaching online?

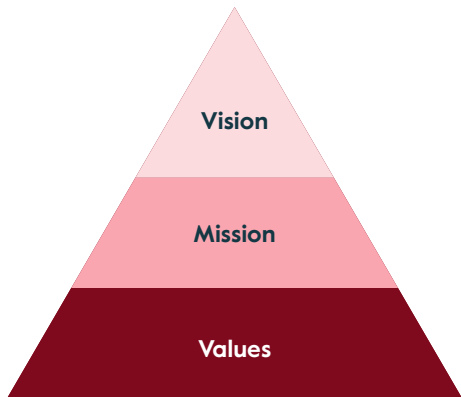
Invite learners to create a digital version of the framework with a photo of the famous person they have chosen.



VISION, MISSION, VALUES

In group tasks or projects in which learners have to achieve or produce something, use the framework below to encourage learners to define their group's vision, mission, and values. Use the notes and questions below to explain the three aspects.

- **VISION:** WHY you will do something. What do you want to achieve? How are your values guiding this?
- **MISSION:** WHAT you will do and HOW. What work will you do to achieve your vision? How will you approach this work?
- **VALUES:** WHO you are. What is the character of your group? What do you believe in and care about?



Teaching online?

Ask learners to complete their frameworks digitally and share access for other class members to read and comment.



CONVINCING ARGUMENTS

In problem-solving or project-based tasks, put learners into pairs and ask them to choose an idea or solution that they think will work best. Each pair should identify three strong arguments supporting their choice to convince the class it is the best option. Encourage learners to think about the other people in the class and to identify arguments that are likely to persuade them. End by having each pair present their arguments, and encourage the class to discuss which were the most convincing, and why.



Teaching online?

Create an online poll for learners to vote on which arguments were most convincing.

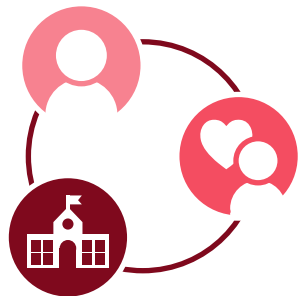


INITIATIVES

Elicit some examples of global issues (e.g., climate change, global poverty, child and youth safety online, gender equality). Put learners into groups and ask them to use the questions below to discuss how their school or institution addresses these issues. Allow time for learners to do some research if needed, and end by inviting groups to share their ideas with the class.

- What initiatives does my school or institution have to tackle global issues?
- How do these initiatives impact me and my local community?
- What actions can I take to help support these initiatives?

If the school or institution doesn't currently address the chosen issue, ask learners to think of ways of how they could start.



Teaching online?

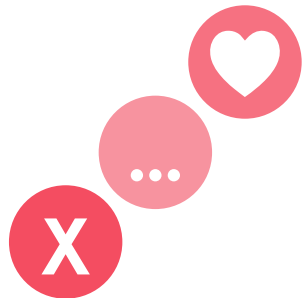
Have learners make short audio or video recordings of their answers to share in a digital portfolio.



WE DON'T ... BUT WE COULD ...

Have learners work together to write two lists: things their school or institution does to tackle global issues, and things their school or institution doesn't do to tackle global issues. Focus on the list of things the school or institution doesn't do. Ask learners to think about how implementing these actions could benefit both the local and global community. Write the following sentence stems (beginnings of sentences) on the board and ask learners to complete the sentences before comparing their ideas in groups.

- We don't ...
- But we could ...
- And if we did, then ...



Teaching online?

Encourage learners to share their sentences in the chat box for others in the class to see.



CROSS-CULTURAL INTERVIEWS

Ask learners to choose a national culture that is different from their own, and research how job interviews in that culture differ from those in their own. Next, ask learners to share their findings in groups, and discuss the following questions:

- What have you found out about job interview etiquette in this culture?
- How might this change how you approach a job interview there?
- What else have you found out that would help you build positive relationships with someone from this culture?

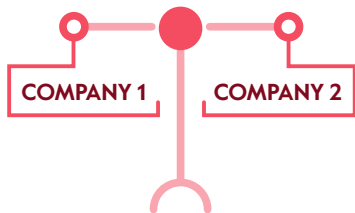
Teaching online?

Ask learners to share their findings in a digital portfolio for other class members to read.



HOW ETHICAL IS ... ?

Begin by having learners choose two companies from the same industry, e.g., two fashion companies or two coffee companies. Alternatively, allocate each pair a different company related to their field of study. Ask learners to research the ethical practices of these companies using the search term '*How ethical is ...*'. After their research, have them present their findings to the class. Finally, have the class vote on which company they think is the most ethical.



Teaching online?

Create an online poll for learners to vote on which company they think is the most ethical.



CORE AREA	ACTIVITY
Being organised	DO – DECIDE – DELEGATE – DELETE
	FIVE FOLDERS
Managing your professional development	VICTORY PICTURES
	READ; WATCH; LISTEN; TALK
	FEEDBACK FOR THE FUTURE



DO – DECIDE – DELEGATE – DELETE

Begin by having learners list all the tasks they need to do that week, both inside and outside their studies, including big and small tasks. Next, display the Do – Decide – Delegate – Delete framework in **Appendix 1** (also known as the Eisenhower Matrix) and explain that it helps prioritise tasks based on their importance and urgency. Explain the four quadrants:

DO: Tasks that are important and urgent – do these now.

DECIDE: Tasks that are important but not urgent – decide when you will do these (schedule a time).

DELEGATE: Tasks that are urgent but not important – ask someone else to do these, or to help you with these.

DELETE: Tasks that are neither important nor urgent – delete these, they don't need doing.

Ask learners to copy the framework into their notebooks and sort their tasks into the appropriate quadrants based on their importance and urgency.

Teaching online?

Have learners complete their frameworks digitally and share access for other class members to read and comment.



FIVE FOLDERS

When learners finish a unit or module, ask them to review their notes and any coursework they have done. Explain that they should organise their work into five folders, each with a clear title, so they can easily find information later (e.g., when revising). Give them time to decide what their five folders will be, then ask them to explain their choices. Encourage learners to reflect on whether five folders is the right number for their work, or whether they would benefit from using more or fewer folders, or from adding subfolders. Finally, give them time to make any changes and ask them to explain these adjustments.

Teaching online?

Ask learners to organise their work in a digital portfolio, using different tabs and sections to keep everything organised.



VICTORY PICTURES

Begin by having learners identify a goal they want to achieve in their studies, such as passing an exam, gaining a qualification, or learning a new skill. Once learners have identified a goal, ask them to reflect on the following questions:

- How will I know when I've achieved my goal?
- How will I feel when I've finally achieved it?

Then, ask learners to create a *victory picture* of themselves having achieved this goal (e.g., in the form of a drawing or a staged photograph).



Teaching online?

Allow learners to create their victory pictures digitally, e.g., using a photo-editing site or drawing app. Invite learners to share their victory pictures with the class in a digital portfolio.



READ; WATCH; LISTEN; TALK

Ask learners to choose a specific skill or topic relating to their studies that they want to improve or learn more about. Then, have them find one source of information for each of the following categories that will help them develop their chosen skill or learn more about a specific topic:



Something I can
read



Something I can
watch



Something I can
listen to



Someone I can
talk to

Then, ask learners to choose one of these four options to carry out for homework. In the next lesson, have learners summarise and share what they learned.

Teaching online?

Encourage learners to collate a digital reference document with useful sources of information that will help them develop in their chosen area.



FEEDBACK FOR THE FUTURE

Use this activity when tasks involve peer feedback, such as reviewing each other's writing or presentations. Before sharing their work, ask learners to identify one specific area they would like feedback on, such as organisation or use of visuals. Have learners tell their classmates what this area is. After sharing this, their classmates should give feedback only on that specific area, while the writer / speaker takes notes. Finally, have them review their notes and consider the following questions:

- What common themes do you notice in the feedback?
- What conclusions can you draw from your classmates' comments?
- How will you use this feedback to inform your future work?

Teaching online?

Invite each learner to create a collaborative document outlining the area on which they would like to receive feedback. When giving feedback, encourage the class to share their thoughts in the relevant document.



CORE AREA	ACTIVITY
Demonstrating self-awareness	EMOTIONS WHEEL
	TAKE A BEAT
Acting with resilience	REHEARSE A RESPONSE
	WHY I LOVE THIS
Demonstrating empathy and positive relationship skills	WORKING WELL
	IF THIS WERE ME
	I LIKE THE WAY YOU ...



EMOTIONS WHEEL

Begin by finding an Emotions Wheel online. When learners discuss different topics or situations in coursebook materials, e.g., in a reading, listening, or video text, display the emotions wheel and ask them to identify how the topic or situation makes them feel. For example, if learners read about a new way of reducing plastic waste in the oceans, they might identify their emotions as inspired or sceptical. Encourage learners to share their responses and give reasons for why the text makes them feel this way.

Teaching online?

Save a copy of the Emotions Wheel in an online class portfolio so that learners can easily refer back to it.



TAKE A BEAT

When learners encounter problematic or stressful situations in a reading, listening or video text, explain the term to 'take a beat' (to pause and think before responding). Ask learners to discuss how the situation might change if one or more of the characters were to 'take a beat'. Then, ask them to think of situations relating to their studies in which taking a beat could help.

**Teaching online?**

Create a collaborative word document entitled 'Take a beat when ...' for learners to collate their ideas.



REHEARSE A RESPONSE

When learners encounter stressful situations or conflict between characters in reading, listening, or video texts, ask them to discuss the following questions:

- How might each of the people involved feel about this situation?
- Taking into account each person's feelings, what would be the least helpful way to respond to the situation?
- What would be the most helpful way to respond?

Then, ask learners to act out the situation, and include what they think would be the most helpful response.

Teaching online?

Have learners make short audio or video recordings of themselves acting out the scenario.



WHY I LOVE THIS

Ask learners to think about their subject choices at their school or institution. Invite them to select one of their subject or module choices and reflect on the questions below.

- Why did you choose this subject or module?
- What do you enjoy most about this subject or module?
- What satisfaction do you imagine you will get from working in this field in the future?

Then, have learners share their responses in groups.

Teaching online?

Have learners make short audio or video recordings of their answers to share in a digital portfolio.



WORKING WELL

When learners choose who to work with in pairwork tasks, encourage them to think about how they work well with their partner. Invite learners to draw a mind map or diagram with notes about specific ways in which they work well together. For example, they might observe that they are both very motivated or have similar values, and/or they might work well together because one of them is very organised while the other brings lots of creative ideas.



Teaching online?

Invite learners to use a digital mind mapping tool to organise their ideas.



IF THIS WERE ME

When learners encounter scenarios in reading, listening or video texts, put learners into small groups and assign one character from the text to each group. Write the questions below on the board for learners to discuss in their groups:

- Who is this character, and what role do they play in the situation?
- How do you imagine they feel in this situation, and why?
- How might you feel in this situation? Complete this sentence:
'If this were me, I would feel ...'

Teaching online?

Add photos of the different characters in the scenario to a collaborative whiteboard and invite learners to share their sentences on sticky notes next to their allocated character.



I LIKE THE WAY YOU ...

Use this activity when tasks involve peer feedback, such as reviewing each other's writing or presentations. Begin by asking learners to make notes about what feedback they want to give. Write on the board *'I like the way you ...'* and explain to learners that rather than just saying *'that was good'*, the feedback they give should be specific and include examples of how their classmate(s) did something well.



I like the way you ...



I like the way you ...



I like the way you ...

Teaching online?

Use the chat box feature for learners to write their feedback.



CORE AREA	ACTIVITY
Using tools and creating digital content	BOOKMARKS
	HIDDEN AGENDAS
	DIGITAL INGREDIENTS
	DIGITAL OUTPUT
Sharing and interacting online	PLATFORM MATCHING
	COMPARING NOTES
	SHARE OR WITHHOLD?
Safety and wellbeing online	THREE RANDOM WORDS
	A HELP OR A HINDRANCE?
	HUMAN ERROR



BOOKMARKS

When learners carry out research tasks, encourage them to find several sources of information online and to bookmark these in their browser. Then, have learners organise their bookmarks into folders. Explain that folders should be arranged by topic, and that they can add subfolders based on the format (e.g., videos, articles) or whether the information supports or opposes an argument. Finally, invite learners to explain how they have organised their bookmarks and why.

Teaching online?

Invite learners to screen share with the class to show how they have organised their bookmarks.



HIDDEN AGENDAS

When learners engage with digital content such as online videos or articles, encourage them to think about whether the creator has a hidden agenda (what they are secretly trying to achieve by creating this content). Ask them to pick out specific reasons for why they think this.



Teaching online?

Ask learners to highlight their reasons for thinking the creator has a hidden agenda by taking screenshots of parts of the video or article and annotating them on an online whiteboard.



DIGITAL INGREDIENTS

When learners begin work on a collaborative task or project, ask them to discuss the following questions:

- What kind of digital tools or devices do we need?
- How will these tools or devices benefit the project?
- What problems or issues might arise as a result of using these tools or devices, and how will we address these?

Teaching online?

Ask learners to organise their ideas on a digital whiteboard to share with their classmates.



DIGITAL OUTPUT

When learners begin work on a collaborative task or project, explain that the output for their project (e.g., what they produce as a summary of their work, or their solution to a problem-based task) should be in digital form. Elicit some examples of different digital output, such as video, audio content, a webpage, infographic, diagram, blog post or online article. Invite learners to discuss which type of digital output will best suit their project aims.

Teaching online?

Set up an online portfolio in which learners can share their digital outputs.



PLATFORM MATCHING

Ask learners to brainstorm different types of professional relationships (such as customer and supplier, colleagues in the same department, team leader and employee, two managers of competing companies).

Then, ask learners to brainstorm different types of communication platforms (such as email, SMS, telephone, audio messages, video conferencing tools, virtual collaboration apps). Write the relationship types on the left side of the board and the communication platforms on the right side, and have learners copy the two columns into their notebooks.

Next, have learners discuss which communication platforms are the most appropriate for each of type of professional relationship and draw connecting lines between the relationship types and the communication platforms.

Finally, have learners share their conclusions in groups, giving reasons for their answers.

Teaching online?

Use a digital whiteboard for learners to draw connecting lines between the relationship types and communication platforms.



COMPARING NOTES

When learners begin work on collaborative tasks or projects, ask them to research three different note-taking apps or tools. Explain that they should compare these different apps or tools and make a note of what they like and dislike about each one. Then, ask learners to decide which of the note-taking apps or tools will be most suitable and appropriate for their group to use while working on their task or project.



Teaching online?

Invite learners to share a link to their chosen note-taking app or a screenshot so the class can view each other's work.



SHARE OR WITHHOLD?

When learners discuss reading, listening or video texts, ask them to think about what information is given in the text about people and/or a company or organisation.

This can be any piece of information, such as contact details, someone's opinion, or a company's idea for developing a new product.

Elicit some examples of information given in the text, and write these on the board.

Then, ask learners to think of one work-related scenario in which it would be appropriate to share this information digitally, and one scenario in which it should be withheld (not shared). For example, a company's idea for developing a new product could be shared in an internal presentation to relevant teams but should only be shared with anyone external to the company if they have signed a confidentiality agreement.

Teaching online?

Create a table in a collaborative

word document with one column for the piece of information, a second column for 'Share' scenarios, and a third column for 'Withhold' scenarios.



THREE RANDOM WORDS

When discussing topics relating to technology, ask learners what they think makes a good password, and why. Then, put learners into pairs and ask them to create example passwords they think will be secure (tell them not to use real passwords). Write learners' ideas on the board and have the class vote on which they think is most secure. Explain that cyber security experts promote a 'three random words' strategy for creating secure but memorable passwords (e.g., ThinkLawyerPastry). Ask students to think of some 'three random word' passwords using words they've learned in the last few lessons.



Teaching online?

Invite learners to share their examples of three random word passwords in the chat function and for others to give 'thumbs up' to their favourite one.



A HELP OR A HINDRANCE?

Ask learners to make a list of digital tools and devices they use or will use in their studies and future work. Ask: *'In what ways are digital tools and devices a help?'* Elicit some ideas (such as enabling quicker communication, or providing access to content across devices). Next, explain the meaning of hindrance (something that makes it difficult to do something) and ask: *'In what ways are digital tools and devices a hindrance?'* Elicit some ideas (such as causing us to spend too much time on the screen, or stopping us from relaxing when receiving emails on our phone). Finally, ask: *'How can we make sure digital tools and devices are a help and not a hindrance?'* Elicit one or two ideas (such as limiting our screen time or turning off notifications for some apps) before allowing learners to come up with more ideas in pairs.

Teaching online?

Invite learners to create an infographic of ways to ensure that digital tools and devices are a help and not a hindrance.

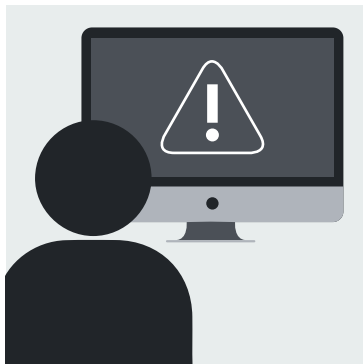


HUMAN ERROR

Put learners into groups and explain the meaning of 'human error' (a mistake made by a human rather than a machine). Ask groups to create a list of human errors that an employee might make that put a company's digital data and/or systems at risk (for example, emailing a group of clients without using the bcc field, or clicking on unverified links in an email). Once learners have created their lists, have them share their ideas with the class, and discuss which errors are the most serious.

Teaching online?

Create a digital poll for learners to vote on which errors they think are the most serious.



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References:

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Author: Jade Blue

Jade Blue is a teacher, trainer, and educational consultant who specialises in integrating life skills into classroom practice. Jade has authored a wide range of ELT materials and research guides, delivers training courses around the world, and regularly creates training content for major ELT publishers.

Author: Jasmin Silver

Jasmin Silver is an educational consultant and researcher. She specialises in applying research to improve teaching and learning in ELT and in integrating skills beyond English into the classroom.

