



CAMBRIDGE

The Cambridge Life Competencies Framework Introduction

A guide for teachers and educational managers



Cambridge
Life Competencies

Why teach Life Competencies?

Our world is changing fast, and we need to prepare our students with 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. We also 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.

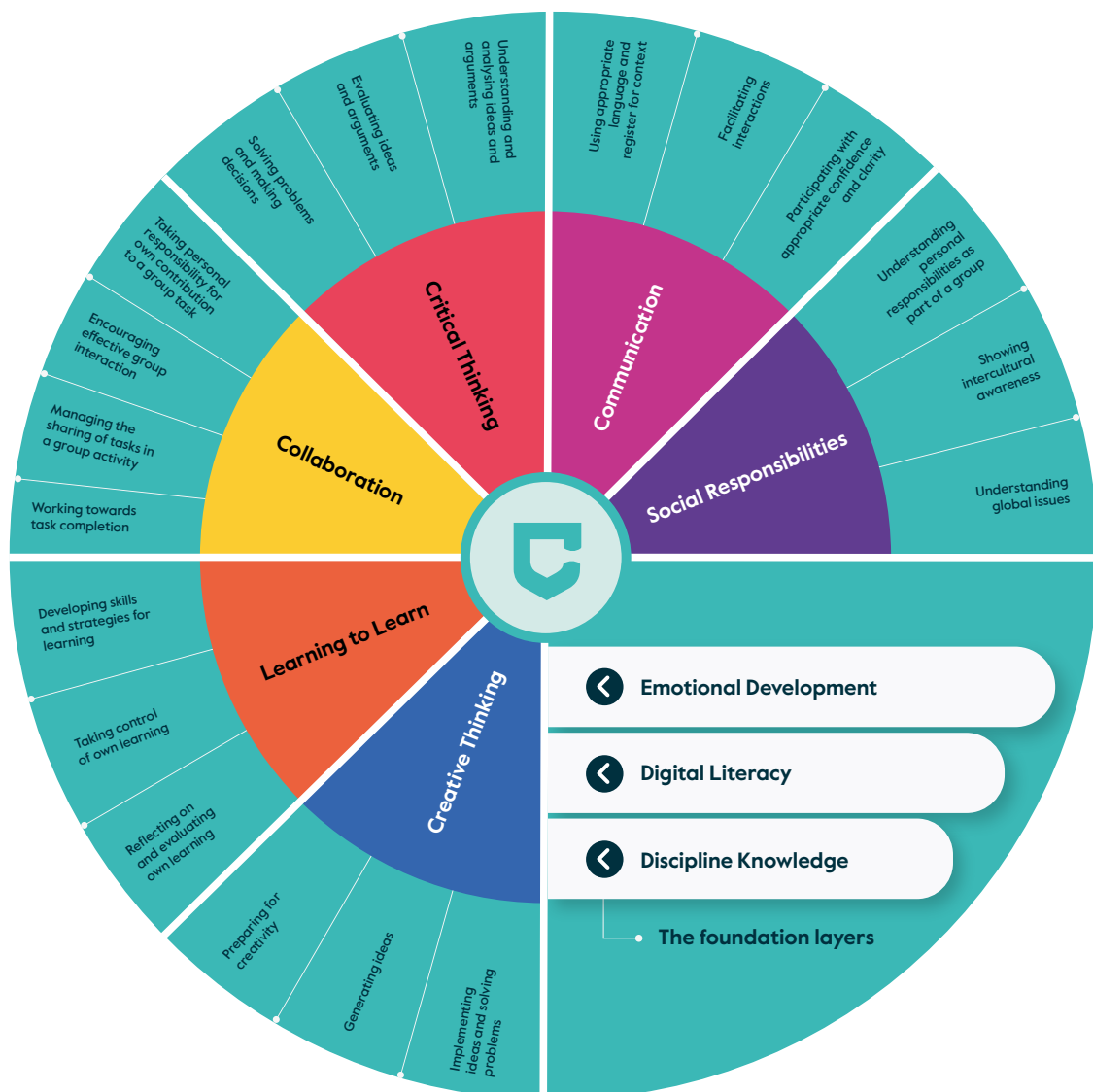
How does the Cambridge Life Competencies Framework help?

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.

It should be noted that the framework was developed primarily from research and frameworks that centred neurotypical expressions of Competencies, as neurodiversity was less well understood when the framework was first created. Users of the framework should therefore adapt the framework flexibly, recognising that learners may demonstrate Competencies in diverse ways beyond those described in the framework. Further guidance on this will be published in due course.



Please refer to the Appendix of the booklet for further detail on each area of the competency wheel.

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.

Creative Thinking	Learners actively participate in creative activities, generate new ideas, and use them to solve problems.
Learning to Learn	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
Collaboration	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks, and finding solutions to problems.
Critical Thinking	Learners identify patterns and relationships, evaluate ideas, and use these skills to solve problems.
Communication	Learners choose the most appropriate language to use in different situations, manage conversations effectively, and express themselves clearly and confidently.
Social Responsibilities	Learners recognise and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.

In addition, there are three **Foundation layers**. Foundation layers are not separate competencies. Instead, they act as underlying dimensions that support and strengthen every other competency. They provide the essential capacities that facilitate effective learning of the life competencies.

Emotional Development	Learners identify and understand emotions, manage their own emotions as well as develop empathy and relationship skills.
Digital Literacy	Learners create content, share and interact with others online, and maintain their safety and wellbeing while using technology.
Discipline Knowledge	Learners' knowledge of the English language, as well as of other subjects.

How the Cambridge Life Competencies Framework aligns with key themes in ELT

The Cambridge Life Competencies Framework consists of competencies that are strongly related to key themes in ELT such as:



AI Literacy



Global Citizenship



Mediation and Translanguaging



Oracy



Sustainability




Wellbeing

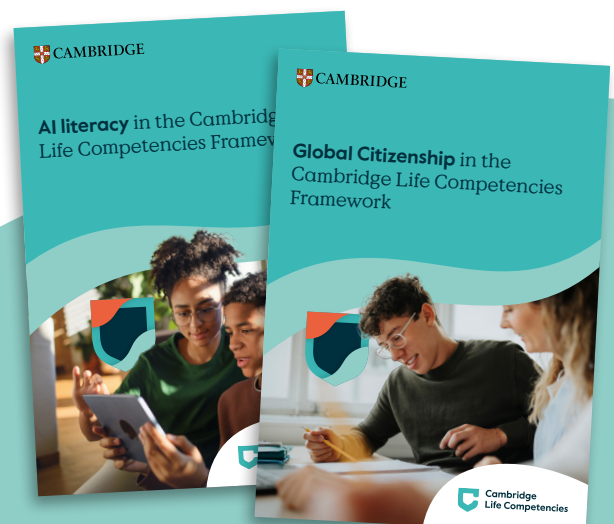
By developing the competencies in the framework, learners are also developing much of the knowledge, skills, and attitudes they need to develop in the listed themes.

Due to the foundational nature of the framework, all competencies support the development of each of these key themes. For example, when it comes to AI Literacy, **Communication** skills help learners write better prompts for AI tools and **Learning to Learn** skills help learners reflect on the effectiveness of their learning through AI tools. For Sustainability, **Critical Thinking** helps learners engage with information about relevant topics critically and make informed decisions while **Creative Thinking** helps them come up with innovative solutions to sustainability challenges (see also the Cambridge Sustainability Framework for ELT).

Certain competencies align particularly strongly with specific themes:

-  **AI Literacy:** Digital Literacy
-  **Global Citizenship:** Social Responsibilities
-  **Mediation and Translanguaging:** Communication & Collaboration
-  **Oracy:** Communication
-  **Sustainability:** Social Responsibilities
-  **Wellbeing:** Emotional Development & Learning to Learn

See our series of mini booklets to find out more about how the Cambridge Life Competencies Framework supports the development of these themes.



Understanding the Cambridge Life Competencies Framework

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:

Creative Thinking	Preparing for creativity	Participating in a range of creative activities
		Exploring issues and concepts
		Considering multiple perspectives
		Finding connections
	Generating ideas	Generating multiple ideas
		Elaborating on and combining ideas
		Imagining alternatives and possibilities
	Implementing ideas and solving problems	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.

We demonstrate this below for Learning to Learn at the Secondary stage of learning:

Secondary

Core areas	Components	Example Can Do statements	Example language
Developing skills and strategies for learning	Engaging in directed activities	Follows instructions to complete homework as required.	When is the homework for?
	Using effective systems for finding, keeping and retrieving information	Organises notes systematically.	Does this go at the front or the back of my book?
	Using effective strategies for learning and retaining information	Records vocabulary in an appropriate way (e.g. in a vocabulary notebook or in a vocabulary flashcard app).	I use ... to learn vocabulary.
	Using effective strategies for comprehension and production tasks	Uses context to guess the meanings of unfamiliar words.	I think it means ...
Taking control of own learning	Setting goals, creating habits and planning for learning	Produces a revision plan to focus on key skills and knowledge in a systematic way.	I'm going to study every day before dinner.
	Taking initiative to improve own learning	Chooses ways to practise English outside the classroom (e.g. watching clips/TV/films in English, using English on social media, or reading novels/magazines in English).	I'm going to [watch/read] ...
	Managing the learning environment	Reduces distractions when working (e.g. putting their phone out of sight).	I'm going to put my phone away.
	Managing attitudes and emotions and demonstrating resilience	Overcomes affective reactions which might adversely impact on learning (e.g. anxiety, mood, friendship/relationship issues).	I'm going to take some deep breaths before I start.
Reflecting on and evaluating own learning	Keeping track of progress	Uses evaluation criteria (e.g. from an exam or coursebook) to create their own progress checklists.	I made a checklist to see how well I can ...
	Evaluating learning, progress and strengths	Plans for improving subject skills and/or knowledge by thinking about what could have been done better.	Next time, I'm going to ...
	Using feedback to improve learning	Takes on board feedback from teachers and/or peers and uses it to improve.	Thanks. What else could I ... ?

It should be noted that the framework was developed primarily from research and frameworks that centred neurotypical expressions of Competencies, as neurodiversity and neurodiversity were less well understood when the framework was first created. Users of the framework should therefore adapt the framework flexibly, recognising that learners may demonstrate Competencies in diverse ways beyond those described in the framework. Further guidance on this will be published in due course.

The Learning Journey

The development of these skills looks very different for learners at different stages of their learning journey. You may be asking, 'what does Critical Thinking look like for five-year-olds?' or 'what about Collaboration for university students?' The framework helps teachers understand how their students may develop and demonstrate each Competency at different stages of learning.

Pre-Primary

Primary

Secondary

Higher Education

At Work

Variation across the stages of learning is shown in this example, taken from the component 'identifying and classifying information' from the core area 'understanding and analysing links and arguments', within the Critical Thinking competency:

Critical Thinking		
Understanding and analysing links and arguments		
Identifying and classifying information		
	Example Can Do statements	Example language
Pre-primary	Sorts, arranges, and describes objects by shape, size, colour, weight, texture, and position.	It's a [square/circle/triangle].
Primary	Identifies characters, setting, plot, and themes in a story.	It's about [a man] ...
Secondary	Identifies the basic structure of an argument.	This is the conclusion.
Higher Education	Identifies the key points in an argument.	The main point is ...
At work	Summarises key points from business-related documents and presentations.	The key point is ...

Life competencies in learning materials

English teachers are already teaching aspects of life competencies through the activities they use in standard course books and self-made activities. For example, speaking tasks are likely to include aspects of Communication and Collaboration and reading tasks are likely to involve an aspect of Critical Thinking. However, the framework helps teachers to be more systematic about including aspects of each Competency and enables them to enhance activities to include more of these aspects, when appropriate.

Here are some examples of how Cambridge has used the framework to develop activities in course books that promote the development of life competencies.



Pre-primary

Life Competencies development can be integrated into English classes right from pre-primary level illustrated by the example below. In the following activity, learners develop their **Collaboration** and **Emotional Development** competencies around sharing. The lesson begins with children practising sharing a toy with the class puppet, Tickle. Next, learners identify the pictures in the coursebook that show sharing, then discuss the importance of sharing and their experiences of sharing with others, using L1. As the activity progresses, children practise sharing toys with their classmates while using key phrases: **Let's share the (doll)** and **Thank you for sharing**. Finally, children work in pairs sharing arts and crafts materials to create whatever they choose, simultaneously developing their **Creative Thinking** competencies.

Are they sharing their toys?

Values

 Look.  Trace.  Talk.



Values: Sharing our toys

Unit 7


91

Primary

This example shows how primary-aged learners can develop their **Emotional Development** competencies in their English classes. First, learners practise recognising emotions by examining the facial expressions and gestures of the children in the pictures. Next, they identify the cause of a character's anger in a short video. Finally, learners make a list of different feelings and emotions. These activities support the unit **Mission** which is to make a feelings chart. In this **Mission**, learners consider how to manage negative emotions and how different feelings can affect people (e.g. feeling stressed can make some people get sweaty hands). This part of the mission also supports the development of learners' **Creative Thinking** and **Critical Thinking** competencies as they generate ideas and examine patterns and relationships as well as causes and effects.

7 Feeling it

1 Look at the pictures. How do you think the people feel? When do these emotions?

mission Make a feelings chart

2 Watch the video. What makes Jim annoyed?

80 My Mission Diary Activity Book page 80



mission in action!
Review 7

1 Make a feelings chart

1 Think of different feelings / emotions. What colours could represent them? Copy and complete Column A with your own ideas.

2 What happens when people feel these emotions? Copy and complete Column B. Sometimes I feel so angry that my face gets hot!

3 What can people do to feel better? Copy and complete Column C.

Feelings chart		
A Feelings / emotions	B What happens?	C How can you feel better?
 angry, annoyed, impatient	shout face gets hot heart beats faster	You can count to 100. You mustn't argue or fight – you should walk away. Maybe you should tell an adult.
 worried		
 bored		

4 Compare your chart with a partner.

2 Write about a time when you felt a strong emotion. What happened and what did you do to feel better?

I really wanted to be captain of the basketball team, but the coach chose my friend. I felt so miserable that I didn't want to eat! So I played football with my big brother. Then I talked to my mum about my feelings. After that, I felt better. Now I'm happy that I'm in the team and that my friend is the captain. 😊

CAPTAIN!



91 My Mission Diary Activity Book page 80 Unit consolidation

Secondary

This example shows how secondary-aged learners can develop their **Critical Thinking** and **Creative Thinking** competencies in their English classes through engaging in problem-based learning challenges. In this unit's **Challenge**, learners identify barriers that prevent some teenagers from participating in sports. They then carry out independent research, generate ideas, refine solutions, and present them to the class. These stages also support the development of their **Collaboration**, **Learning to Learn**, **Digital Literacy**, and **Communication** skills.

UNIT 1 SPORT FOR ALL

LEARNING AIMS

- **Skills:** discuss and create texts about doing sport
- **Grammar:** learn and practise the present simple and the present continuous, adverbs of frequency and gerunds
- **Vocabulary:** learn and practise words and phrases for sport and sports equipment, places and people
- **Critical thinking:** identify problems and solutions related to sport
- **Exam practice:** Reading Part 2, Listening Part 1, Speaking Part 4

THE CHALLENGE

Nothing should stop young people doing the sport they want to.

You will:

- **Stage 1 Think:** find out what stops some teenagers doing sport.
- **Stage 2 Prepare:** decide on one group of teenagers you would like to help.
- **Stage 3 Develop:** plan how you can help them.
- **Stage 4 Present:** present your solution.

1 Look at the photo. In pairs, discuss the questions.

- 1 What do you think is interesting about this photo?
- 2 Do you know what sport this is?
- 3 Do you think it is important for all young people to do sport? Why? / Why not?

2 Watch the video. What sports are mentioned? Why do some teenagers not do these sports?





Documentary



Grammar



Grammar



Speaking

CHALLENGE 1 2 3 4

Prepare

- 1 Form groups of three or four people.
- 2 Share your notes from Stage 1.
- 3 Decide on one group of teenagers you would like to help.
- 4 Each person in your group will start looking for information on how to help this group of teenagers. Decide where you can find information and then start your research.

CHALLENGE 1 2 3 4

Develop

- 1 In your group, share your information from Stage 2. What important points have you found?
- 2 Decide how you could help the group of teenagers you chose.
- 3 Decide how you will present your solution (e.g. with a poster, video, podcast, etc.).
- 4 Create a first draft of your presentation.

CHALLENGE 1 2 3 4

Present

- 1 Check the first draft of your presentation for facts and language.
- 2 Create a second draft if necessary.
- 3 Practise presenting your ideas.
- 4 Present your solutions to the class. For example, explain your poster or play your recording.

Adult

The example below shows how adult and young adult learners can develop their **Critical Thinking** competencies through engaging critically with written texts. The activities below guide learners in identifying, analysing, and evaluating a writer's arguments. Learners first identify the author's central claim, then analyse how they support their arguments through emotional appeal, expertise, or facts. Later, learners discuss and evaluate the arguments. These activities not only help learners read more critically but also support their **Communication** competencies. The lesson ends with learners creating their own piece of writing in which they apply the strategies for supporting arguments.

ARE WE LIVING IN THE DIGITAL DARK AGES

MEMORIES

1 Imagine these **scenarios**: (1) 2040: A box of **memorabilia**, including floppy disks and VHS tapes', is found in the attic of an old house with a label that says, 'Records and early videos of Bill Gates (1975–1985)'. (2) 2050: You find an envelope labelled 'bank records' in your grandmother's desk. Inside the envelope, there is an old CD marked with the date 1998, your great-grandfather's name, and the words 'all overseas bank accounts'.

2 If these stories were really to happen, the people who found these items would be very excited – at least at first. Their excitement would be quickly followed by frustration because it would be difficult for them to **retrieve** the information on the disks and tapes. Even if the records were still in good condition, it would be hard to find a device that could read them. Compare these discoveries to one that might have occurred around the turn of the twentieth century: a box of old letters and photographs on a high shelf at the back of a cupboard. The information these items contain would be immediately accessible because you would only need your eyes.

3 Computers and digital technology have vastly expanded our capacity to store all kinds of information, but how long will our access to this stored information last? In fact, the people who found the disks and tapes in our scenarios would be lucky because disks and tapes are physically real. Although those technologies are long out of date, it's information on the web that is much more **vulnerable**; it is completely digital and can disappear in a flash. This is a problem that began to worry technology experts in the early twenty-first century. They became concerned that, without better ways of preserving information, future generations might look back on our times as the 'digital dark ages'. If current **practice** continues, future generations may not have access to the digital record of our lives and our world.

4 Vint Cerf, a vice president of Google, says this could happen if we do not take steps to address the issue. He describes how our digital records will surely become inaccessible. For example, it is not the letters themselves that are the problem; it is the computers no longer have **compatible** software to read video cassette and CD-ROMs. Most software and apps are already out of date and they may not even be able to read particularly challenging websites. We can read some of them, but we will be able to read most of them. Snapchat exchange records are a good example of this.

5 This problem has parallels in the past. Like computer scientists at Carnegie Mellon University, Satyanarayanan has found a way to interpret a record of the original operation of a state-of-the-art technology that has been able to read records that might otherwise be lost.

6 Both Cerf and Satyanarayanan stress the importance of taking steps to make an archive of our digital records – government documents, news stories, etc. – to ensure that we know the value of our digital records and that they are preserved for future generations.

WHILE READING

Identifying an argument

Most academic texts put forward a **claim**. It is important to be able to identify the central claim in a text because this is the most important thing the writer is trying to express. Once you have identified the claim, the next step is to understand the ways that the author supports that argument. This will help you evaluate the strength and quality of the claim. Three common ways to support an argument are to (1) appeal to the reader's **emotions**, (2) rely on the words of an **expert** and, perhaps most common, (3) present **facts**.

SKILLS

4 Read the article. Complete the tasks.

- 1 Which sentence best captures the writer's central claim?
 - a Digital technology is not keeping up with the need to save records.
 - b It would be easier to keep records if we made a physical copy of everything.
 - c We are not preserving our digital records, so our history may be lost.
 - d As our capacity to store records increases, we have to throw more things away.
- 2 Underline the sentence in the article that expresses this claim.

5 Read the article again. Complete the tasks.

- 1 The writer begins with two examples to illustrate the central claim. What are they? Underline them in the article.
- 2 Read the extracts from the article below. What kind of support do they provide for the claim: emotional appeal (EA), expertise (E) or facts (F)?
 - a If common practice continues, future generations may not have access to the digital record of our lives and our world. _____
 - b Vint Cerf, a vice president at Google, argues that this could happen if we do not quickly take steps to address the issue. He uses the term 'bit rot' to describe how our digital records may slowly but surely become inaccessible. _____
 - c Most software and apps that were used to create documents and websites ten or twenty years ago are already out of date. _____
 - d Satyanarayanan says it is likely that important records – government documents, big news stories, etc. – will be transferred to new forms of storage technology as they emerge. _____
 - e It is the records of everyday life, the ones we do not yet know the value of, that may disappear into the digital dark ages. _____

READING FOR MAIN IDEAS

READING FOR DETAIL

20 UNIT 1

READING 1 21

Unlock 3rd edition, Level 5 Reading, Writing and Critical Thinking, pg 20-21

Development of the framework

Our Cambridge Life Competencies Framework has been developed by the Insight Application Team at Cambridge University Press & Assessment, working in collaboration with a wide range of academics and practitioners around the world.

Using the framework

How can the framework be used to improve English language programmes? Although you may already be integrating aspects of many of the life competencies in your English classes already, using the framework can help you do so in a more systematic way. Here are some examples of what this could look like in practice:

Curriculum development

Use Core areas, Components, and example Can Do statements at each learning stage to develop curriculum learning outcomes

Teacher development

Develop awareness of the Competencies that learners should be developing at each stage of learning

Learning materials

Use Core areas, Components, and example Can Do statements to design suitable learning activities

Evaluation

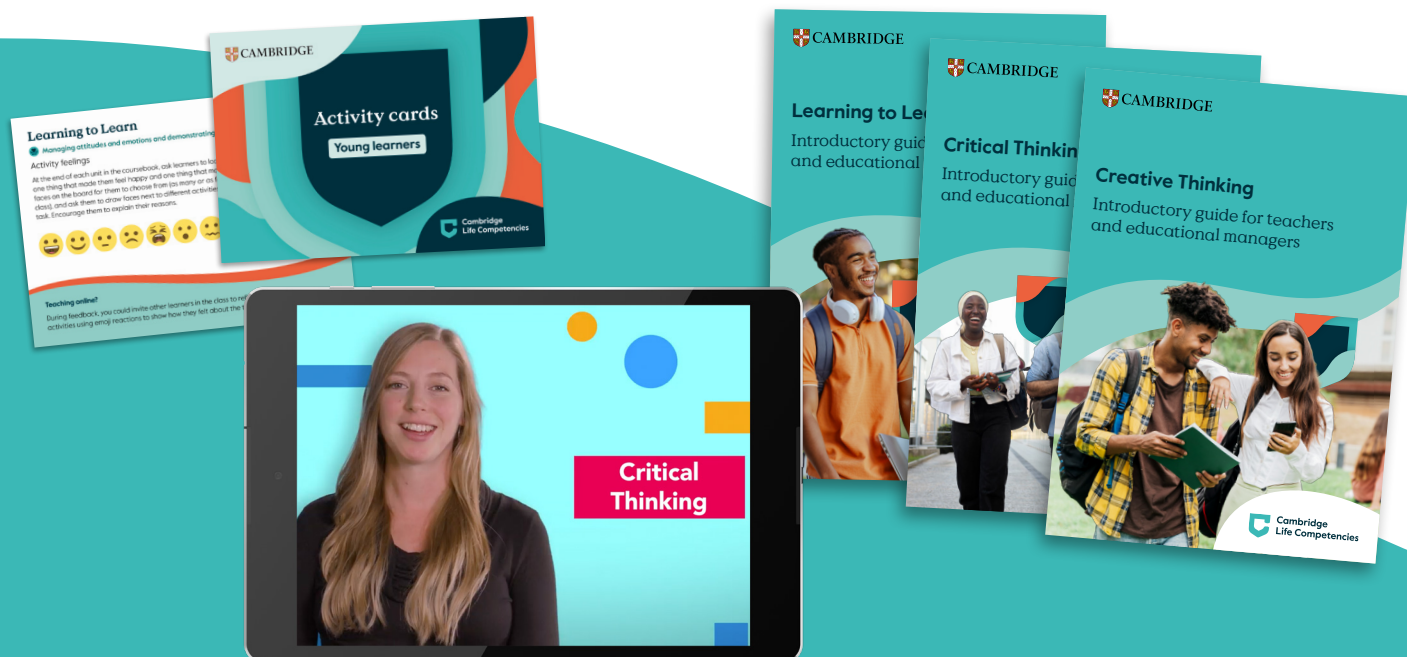
Develop appropriate tasks and record-keeping to monitor success in developing life competencies

How do I find out more?

Our **competency booklets** contain a detailed breakdown of each competency in the framework, including example Can Do statements for each stage of learning. They also include practical tips for teachers on how to incorporate these competencies in their English classrooms – whether they are teaching young learners, teenagers, or adults.

Our **stage of learning booklets** brings together the detailed breakdowns of each competency from the competency booklets, as well as relevant teacher tips tailored to young learners, teenagers, and adults.

Visit cambridge.org/clcf to access the full range of competency booklets, watch short videos explaining each competency and download activity cards to use in the classroom.



Appendix A – Cambridge Life Competencies Framework overview

Shown below are the **Competencies**, **Core areas**, and **Components** of the Cambridge Life Competencies Framework. These are common across all stages of learning – **Can Do statements** and **example language** (not shown here) vary according to stage. These can be found in our Competency and Stage of Learning booklets.

Creative Thinking	Preparing for creativity	Participating in a range of creative activities
		Exploring issues and concepts
		Considering multiple perspectives
		Finding connections
	Generating ideas	Generating multiple ideas
		Elaborating on and combining ideas
		Imagining alternatives and possibilities
	Implementing ideas and solving problems	Experimenting with and refining ideas
		Implementing, presenting, and explaining ideas and solutions
Learning to Learn	Developing skills and strategies for learning	Engaging in directed activities
		Using effective systems for finding, keeping, and retrieving information
		Using effective strategies for learning and retaining information
		Using effective strategies for comprehension and production tasks
	Taking control of own learning	Setting goals, creating habits, and planning for learning
		Taking initiative to improve own learning
		Managing the learning environment
		Managing attitudes and emotions and demonstrating resilience
	Reflecting on and evaluating own learning	Keeping track of progress
		Evaluating learning, progress, and strengths
		Using feedback to improve learning

Collaboration	Taking personal responsibility for own contribution to a group task	Actively contributing to a task
		Taking on different roles
	Encouraging effective group interaction	Listening and responding respectfully
		Establishing ways of working together
		Engaging and supporting others
	Managing the sharing of tasks in a group activity	Agreeing what needs to be done
		Managing the distribution of tasks
	Working towards task completion	Ensuring progress towards a goal
		Identifying issues and challenges
		Resolving issues
Critical Thinking	Understanding and analysing ideas and arguments	Identifying and classifying information
		Recognising patterns and relationships
		Interpreting and drawing inferences from arguments and data
	Evaluating ideas and arguments	Evaluating specific information or points in an argument
		Evaluating arguments as a whole
		Drawing appropriate conclusions
	Solving problems and making decisions	Identifying and understanding problems
		Identifying, gathering, and organising relevant information
		Evaluating options and recommendations to come to a decision
		Justifying decisions and solutions
Evaluating the effectiveness of implemented solutions		
Communication	Using appropriate language and register for context	Using language appropriate for the situation
		Using a variety of language and communication strategies to achieve a desired effect
		Adapting language use according to different cultures and social groups
	Facilitating interactions	Using communication strategies to facilitate conversations
		Using strategies for overcoming language gaps and communication breakdowns
	Participating with appropriate confidence and clarity	Explaining concepts and information clearly
		Structuring spoken and written texts effectively
Using appropriate language and presentation styles with confidence and fluency		
Social Responsibilities	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group
		Fulfilling responsibilities within a social group
	Showing intercultural awareness	Understanding aspects of own culture
		Understanding aspects of other cultures
		Interacting with others across cultures
	Understanding global issues	Engaging with a range of global issues
Developing personal agency and sense of global citizenship		

Foundation Layers

Emotional development	Identifying and understanding emotions	Recognising and describing emotions
		Understanding emotions
	Managing own emotions	Monitoring and reflecting emotions
		Regulating emotions
	Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships
		Showing empathy for the feelings of others
Supporting others		
Digital literacy	Using tools and creating digital content	Understanding the fundamentals of technology, including AI
		Developing techniques for searching and managing digital data, information and content
		Making critical judgements about digital data, information and content
		Selecting and using appropriate digital tools for specific purposes
		Creating digital content to solve a problem or complete a task
	Sharing and interacting online	Connecting and interacting with others using appropriate technology
		Collaborating with others digitally to complete a task
		Interacting appropriately in a digital space
	Safety and wellbeing online	Staying safe online and when using AI
		Maintaining personal, societal, and environmental wellbeing
		Safeguarding digital systems and devices

Further reading

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Cambridge Life Competencies

You can find information about the other competencies and the foundation layers of the Cambridge Life Competencies Framework at cambridge.org/clcf

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

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