



Promoting 21st century skills

Teaching **English**

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How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

- A Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.
- B Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the [Teaching knowledge database](#) on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.
- C Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.
- D Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Promoting 21st century skills: Introduction

The world has changed a lot, yet many schools have changed extremely little in the last 50 years. Apart from some technology, which is mostly teacher- not learner-centred (i.e. multimedia whiteboards) and where learners only memorise and repeat rather than think (i.e. vocabulary learning apps), classrooms still look more or less the same (for example, with desks in lines, facing the teacher) and pedagogic expectations and practices remain the same. This needs to change so pedagogy is more appropriate for the 21st century and involves teaching skills for critical thinking, collaboration, communication and employability.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

1 Collaboration and communication

Collaboration is the process through which a goal is achieved or a task is completed by people working together. Giving learners opportunities to communicate is not enough and is not the same thing as encouraging collaboration. Collaborative work happens when learners participate proactively in a group with a shared purpose. Effective collaboration requires learners to build positive working relationships, share their skills and knowledge, and engage in respectful dialogue.

2 Creativity and imagination

Can we develop a learner's imagination or creativity? Imagination is our mind's ability to make pictures of something never seen or experienced. Language is a tool for creative and imaginative expression: connecting two ideas in a new way is a good example of creative thinking. Imagination and creative thinking – playing with and developing new ideas – are the foundations of innovation.

3 Critical thinking and problem solving

Learning to think critically is vital for the development of literacy and language skills. Learners need to be taught how to think, not what to think, so they can make informed choices in life for themselves. Critical thinkers are able to reason and analyse information to generate solutions and solve problems. These are core 21st century skills for work, school and life.

4 Digital literacy

Digital literacy is about how effectively we can use different technologies to find and evaluate information, and how well we communicate with others in digital spaces. Digital literacy requires both *cognitive* and *technical* skills, such as the ability to create a professional online identity when we connect and interact with others online, as well as the ability to use different software, tools and devices.

5 Citizenship

Citizenship involves understanding the values of a society (e.g. respect, tolerance and democracy) as well as the skills and knowledge needed to participate as responsible, informed citizens. Taking responsibility for our actions is important for good citizenship locally (i.e. in our schools and neighbourhoods) and globally. In the 21st century we live in a connected world, and we need to think about the impact of the choices we make in our daily lives.

6 Student leadership and personal development

More than ever, 21st century teachers and learners are encouraged to develop personal qualities that enable them to make good decisions and choices. When learners value themselves and trust they are able to develop their skills, teaching and learning communities are successful. Encouraging kindness and respect for the whole school community and the environment is essential – today's learners are tomorrow's leaders.

Promoting 21st century skills: Self-reflection

The table lists the elements that are included in this chapter. Consider what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Collaboration and communication		4–7
2. Creativity and imagination		8–11
3. Critical thinking and problem solving		12–15
4. Digital literacy		16–19
5. Citizenship		20–23
6. Student leadership and personal development		24–27

Further reading

Dudeny, G (2015) *21st Century Skills & Digital Literacy in Action*. Available online at: <https://www.teachingenglish.org.uk/article/gavin-dudeny-21st-century-skills-digital-literacy-action>

Dudeny, G, Hockly, N and Pegrum, M (2013) *Digital Literacies*. Harlow: Pearson.

Frank, C and Rinvulcri, M (2007) *Creative Writing*. Helbling Languages.

Hughes, J and Dummett, P (2020) *Critical Thinking in ELT: A Working Model for the Classroom*. National Geographic.

Maley, A and Peachey, N (eds) *Creativity in the English language classroom*. Available online at: https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf

Maley, A and Peachey, N (eds) *Integrating global issues in the English language classroom*. Available online at: <https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>

Siraj, I (2017) *Teaching kids 21st century skills early will help prepare them for their future*. The Conversation. Available online at: <https://theconversation.com/teaching-kids-21st-century-skills-early-will-help-prepare-them-for-their-future-87179>

British Council (n.d.) *Exploring Creativity and Imagination game*. Available online at: <https://www.britishcouncil.in/teach/resources-for-teachers/exploring-creativity-imagination-game>

<https://www.unicefkidpower.org/leadership-activities-for-kids/>

<https://www.childrenscommissioner.gov.uk/2018/10/31/ten-top-tips-for-minimising-childrens-data-footprints/>

<https://thedigitalteacher.com/>



Introduction

Collaboration is the process through which a goal is achieved or a task is completed by people working together. Giving learners opportunities to communicate is not enough and is not the same thing as encouraging collaboration. Collaborative work happens when learners participate proactively in a group with a shared purpose. Effective collaboration requires learners to build positive working relationships, share their skills and knowledge, and engage in respectful dialogue.

A range of communication skills are needed for learners to participate successfully in collaborative work. Communication is multimodal, i.e. we use language (written, spoken), posture (the way we stand or sit), hand movements or gestures, eye contact, proximity (how close or far speakers sit or stand from each other), timing, turn-taking and facial expressions. Good communicators listen actively, notice when their message isn't understood, and 'mediate' (e.g. use simpler words or another language) to create a shared understanding.

Aims

In this section you will:

- analyse a collaborative task
- evaluate some activities to improve classroom collaboration and communication
- try out and evaluate the success of a collaborative task with learners
- create a checklist, assessment criteria or guidelines for communication and group work skills.



I teach biology to multilingual 10- to 11-year-olds using a CLIL (content and language integrated learning) approach. In a lesson on the lifecycle of a frog, I used three versions of the same text. I deleted the verbs in one (e.g. *starts, grows*), the nouns in another (e.g. *egg, tadpole*) and language chunks in the third (e.g. *a large number of, is one of the, at the end of the*). The aim was for learners to read and complete their texts collaboratively, and to 'notice' the way words work together. They went on to use their information to create a poster. I observed three of the groups to find out:

- whether their ways of working are collaborative
- how well they communicate
- which language(s) they use.

Group 1: Learners worked alone, read their texts in silence and completed gaps individually. Then they worked together in a group to check their answers or find out the missing words and chunks. They mostly used English.

Group 2: The first learner read her text aloud and stopped when there was a gap. The second learner read the missing words for her to write down and then read up to the next gap, when the third carried on. They took turns very co-operatively and quietly. But they didn't really *communicate* in any language!

Group 3: Learners asked questions at the same time (mostly in L1) to find out the missing words (e.g. *What's the word after ...? Is it 'lay eggs'? or Spelling?*). They were very noisy, but each wanted to finish first.

I am confused.

A. Should I make learners collaborate differently or allow them to work it out?

B. Can I make them communicate more effectively?

C. If the learning outcomes are not achieved, does it matter?

Reflection

- Can you answer the teacher's initial observation questions from the information about groups 1–3?
- Do you think the learners in groups 1–3 need to change anything about their communication or collaboration? Why (not)?
- Do you use this type of collaborative shared reading task with your learners?
- What advice can you give this teacher? Can you answer their questions (A–C)?

Now read the *Answers and commentary* section on page 28.

1B Think: What do you know?

In this section you will evaluate how two language learning tasks guide learners to work together productively.

Activity

Which is the correct rationale for tasks 1 and 2: **A** or **B**?

1. Multimodal viewing

Rationale _____

Choose a short video (e.g. a trailer, advert or the opening scene of a film or play). Ask learners to focus on a question, e.g. *What do you notice about ...? Why?*

Before learners watch, put them in groups to focus on the 'mode' that they have to notice:

- Group A: what they read – words and text (e.g. signs, posters and screens)
- Group B: what they hear in the soundtrack (e.g. music, songs, speech and sounds)
- Group C: what they see – visual information (e.g. clothing, scenery, images, symbols and gestures).

After learners watch, they compare what they noticed and then form new groups with learners from A, B and C to share answers. Learners can watch again to focus on all modes together.

2. Ping-pong debate for writing preparation/critical thinking

Rationale _____

- Set a writing task for an essay, e.g. reasons for and against, or why something should/shouldn't happen.
- Learners work in their own language(s) and different 'points of view' groups to make a list of reasons 'for' or 'against'. These points and supporting evidence or examples can be written in English, with your help, on the board or on posters.
- Ask pairs of learners from different points of view groups to stand opposite each other, but so they can read the board or their posters.
- Learners take it in turns to say one point helped by their poster for their partner(s) to respond to with *Yes, but ...*
- Learners copy or take photos of all the points of view to plan and write an essay with your help with connecting language.

Rationale A

Often learners don't have many ideas (in any language) and need teacher guidance and scaffolding, e.g. use of their own language(s) to help learners think, use English and listen to other points of view. The last stage helps learners to expand ideas into sentences and paragraphs.

Rationale B

The ability to interpret information from context (e.g. emotions, danger and time period) is important, especially when the cultural background is unfamiliar.

Reflection

- What instructions do teachers need to give at different stages of the tasks? How are learners guided and supported?
- Which task(s) would you/wouldn't you like to try? Why or why not?
- How effective are your learners when they communicate and collaborate in L1/L2/English? Do you or they need more support in this area to improve?
- How different are your communication skills in your own language(s) and English?

Now read the *Answers and commentary* section on page 28.

1C

Try: How does it work?

Resources: Paper to make notes or a mobile phone to make recordings (audio, video, photographs)

Time: Duration of a lesson or part of two lessons with different classes

Rationale

Working collaboratively helps learners to develop and reflect on their communication skills. The tasks in this section create the need for learners to communicate collaboratively and co-operatively to achieve the objectives. Learners may negotiate time and pace, contribute more and share their work load.

Instructions

Before you teach, choose either the activity below or a task from 1B.

Pyramid consensus speaking

1. Set groups of four a challenge – this could be from your coursebook – e.g. a problem to solve or ideas to rate. For example, give learners 12 character cards and ask them to choose which seven should take a journey, win a competition, form a team, get a job interview, etc.
 2. Reorganise learners so there is one learner from each original group to make a new group. Learners then have to agree on, for example, the final team and best idea or solution.
- Choose two different classes to try the same task with.
 - Plan your instructions. Which language(s) will you use?
 - How will you model the task? How will learners sit and work together? Which languages do you want them to communicate in? What language support do they have?
 - If possible, ask a colleague or teaching assistant to help you with the first class as you monitor, guide and observe the communication and collaboration. Take photos or make audio recordings or notes for later reflection.
 - Repeat the process (possibly using a different task) with the second class.
 - Ask learners to say if they think they contributed more, less or the same as usual, and to reflect as a group on what was good and what needed improvement in their communication, collaboration and achievement.

Reflection

- Look through your notes, recordings and the learner reflections. What surprises you?
- Were there any differences between the two classes? What did you notice?
- What did you learn about learner-to-learner communication in L1/2 and English?
- How successful was the learner communication and collaboration? What evidence do you have?

1D

Work together: What will help your teaching?

- 1 Describe a positive experience and a challenge from the lessons you investigated.
- 2 Take it in turns to ask a question or present a reflection from 1C. Invite responses and questions or ask your group to simply listen. You choose.
- 3 Discuss and make a checklist, assessment criteria or guidelines to promote positive communication and group working skills.



Introduction

Can we develop a learner's imagination or creativity? Imagination is our mind's ability to make pictures of something never seen or experienced. Language is a tool for creative and imaginative expression: connecting two ideas in a new way is a good example of creative thinking. Imagination and creative thinking – playing with and developing new ideas – are the foundations of innovation.

Innovative or original thinking requires higher order thinking skills. Learners must use a complex set of cognitive processes to produce originality, one of the main aims of 21st century education. Creative and imaginative tasks replace 'doing' (e.g. *Do the questions in exercise 3*) with 'making' (e.g. *invent, design, construct*). The learning outcome should be an original production that helps learners make sense of the language. It is the shift from responsive to productive that brings greater creativity into classrooms.

Aims

In this section you will:

- analyse a creative writing strategy
- evaluate different ways of guiding learners to develop their creativity
- try out an idea to provide a more creative teaching and learning environment
- create an ideas bank or plan to promote creativity in class and school(s).

2A Analyse: Can you advise this teacher?

Saga has read a book called *Creative Writing* by Christine Frank and Mario Rinvulucri (2007) and adapted an idea, using a story to suit her learners.

Saga



During a seminar I heard a visiting teacher describe writing as the 'Cinderella Skill', because we often neglect it – we don't develop learners' written skills as much as needed. This made me think about what I usually do with my classes. We spend a lot of time in class on integrated language practice with speaking activities and games so lessons are quite active. I can't be sure that my learners will read or watch videos in preparation for class, or for homework (and maybe they have no access to the internet, or to computers at home). So it is true, writing skills never get much class time. My learners have to work alone without any help to do what is most difficult for them in both their own language and in English.

And in fact my secondary learners (aged 14 to 15) don't usually like writing (in any language), but this week I tried something new. I found the 'sandwich strategy' in a book. I chose a very short story (an African legend in English) and I dictated it, reading slowly so they could write. Every now and then, I asked them to answer a question to continue the story. For example, the little girl asked: *Where did my brother go? Is the King angry? Is he in danger?* There were so many questions! Then I asked learners to write two more questions the girl asked her father.

In this way I give the 'bread' of the sandwich for learners to write the 'filling' or middle of the sandwich story. They ended the story in their own way, some in one sentence, some in a paragraph! When they shared their stories it was amazing – they were all so different but with some of the same words! Learners were proud of making their own stories in English and will read them to younger children in our primary school. Amazingly, there were not as many mistakes as usual!

Friends, why do you think this teaching idea produced so much creative writing and thinking? Why do you think their writing was more correct? Maybe it uses all four skills? Could I try the idea with younger or older learners? Do you think any other text types could work? What do you think? Sharing is caring!

Reflection

- What instructions and modelling does Saga need to give and why?
- What scaffolding (support) do learners have to help them achieve the learning outcome(s)?
- Can you answer Saga's questions?
- Is writing the 'Cinderella skill' for you and your learners? How do you usually spend class time?
- What kind of creative homework or home learning do you usually give learners?
- Would you use this sandwich strategy with learners? Which age groups? Why or why not?

Now read the *Answers and commentary* section on page 29.

2B Think: What do you know?

In this section you will evaluate different ways of guiding learners to develop their creativity, imagination and the ability to think, communicate and use language in original ways.

Activity

- Are the strategies **A–M** dos (✓), don'ts (✗) or it depends (?) for supporting a creative learning environment?
 - Encourage mistakes, thinking differently, taking risks and trying new ways to do things. _____
 - Tell learners exactly what to do, show them how, make sure they have a model to copy. _____
 - Give learners freedom to think, choose what and how to do and present work. _____
 - Have competitions between individuals and groups, give prizes for the best work. _____
 - Be clear about assessment criteria, evaluate work and give learners grades (e.g. 65 per cent). _____
 - Have lots of resources for learners to use (e.g. craft materials, colours, paper, magnets). _____
 - Make sure learners sit down and work quietly. _____
 - Prompt original ideas and expression by doing or thinking about familiar things in new ways. _____
 - Encourage learners to play (e.g. with language, words, sounds, movements, music and ideas). _____
 - Do the same classroom activities again and again so learners memorise what to do. _____
 - Try different strategies to generate new ideas and language (e.g. brainstorm, drawing and storyboarding). _____
 - Give learners some constraints (e.g. impose a time limit or restrict resources or number of words). _____
 - Give learners some co-operative achievable learning challenge(s). _____
- Which of the activities below are examples of strategies **A–M**? (There may be more than one answer.)
 - The sandwich story strategy in 2A. A, B, L
 - Brainwriting: learners write ideas on sticky notes or paper and pass them around, adding new ideas each time, and display before discussing. _____
 - Learners sing, mime or whisper conversations back to back. _____
 - Learners write stories in pairs or small groups using only six words. _____
 - Learners rewrite a story or create a comic from the point of view of another character. _____
 - Learners expand a sentence by working together to add more and more words. _____
 - Flash the picture! Show an image for only a second. Pairs say what they see. _____
 - How many uses for ... (e.g. a cup, a paperclip)? Brainstorm alternative ideas. _____

Reflection

- Which ideas in **A–M** do you use in your teaching? How is creativity encouraged or discouraged by using these strategies?
- What other ideas can you think of to promote creativity, in both learner thinking and language use?
- Which activities and strategies would or wouldn't you like to try? Why or why not?

Now read the *Answers and commentary* section on page 30.

2C Try: How does it work?

Resources: Depends on the activity you choose (e.g. paper, coloured pens, mobile or camera to record or capture learners' work)

Time: One or more lessons with a class over a week/month

Rationale

In 2B, you looked at some ideas to encourage a creative learning environment. In 2C you will go on to explore the ways in which learners' creativity and imagination can be developed in a task or tasks of your choice.

Instructions

1. When planning your next lessons or units of work, ask yourself: *How can I develop my learners' creative thinking and language use?*
2. Look through your materials or coursebook, think about and plan your desired learning outcomes.
3. Choose an activity or task (for example, teach some new language with a dictation).
4. Re-read the strategies that encourage creative teaching and learning environments in 2B (A–M). For example, H requires doing something familiar in a new way. So, for example, if you usually give learners a dictation by reading a text aloud and asking them to write it down, how could you do this differently? Here are some ideas:
 - you could divide the text and ask learners to dictate it to each other
 - you could give learners the text to read first, then reconstruct it when you remove it
 - you could write some of the words on the board first
 - if you usually stand at the front, you could teach from the back or walk around.
5. Is there a task from 2A or 2B that you could use or adapt to help learners achieve your desired language and learning outcomes, and to think or use language creatively? For example, for Task 6 in 2B, learners could work together to expand a sentence from the lesson or reduce a sentence to one word in small groups or as a class, with your help.
6. Ask yourself these questions as you plan: *How do I usually teach this? What could I do differently, and why? Does it encourage a more creative language learning environment? How? Which ideas from A–M does it include?*
7. Explain the lesson aims carefully, and step back, giving learners room and space. Make notes, take photos or make recordings of learners as you teach, and as they work, to help you reflect.
8. Ask learners to reflect and report back (in L1) on what they liked about working on the task you chose or the strategy you used. You could discuss ideas and answers in class or use anonymous exit tickets/surveys for learners to write their feedback at the end of class.

Reflection

- Look through your notes and recordings. How did teaching in a different way work for your learners?
- What did you notice about the way learners used language(s)? How 'creative' was the teaching and learning environment? Did learners notice any differences?
- Make a list of questions and collect examples of recordings to share with colleagues.

2D Work together: What will help your teaching?

- 1 Describe two or three positive learning outcomes and one challenge from 2C.
- 2 Take it in turns to share and discuss reflections, examples and evidence of creativity.
- 3 Make an ideas bank or write guidelines for developing creative teaching and learning classrooms.



Introduction

Learning to think critically is vital for the development of literacy and language skills. Learners need to be taught *how* to think, not *what* to think, so they can make informed choices in life for themselves. Critical thinkers are able to reason and analyse information to generate solutions and solve problems. Criticality and creative problem solving skills make open-minded, flexible, independent thinkers. Teachers and learners need to cultivate these 'habits of mind' from an early age, and throughout life.

Artificial intelligence and machine learning are automating the world of work, replacing humans with machines. At airports, train stations or supermarkets we check in and buy tickets or shopping using machines. Online, or on telephones, we communicate with automatically generated voices or text, not people. Like creativity, critical thinking is a skill that can't be automated, which is why these are core 21st century skills for work, school and life.

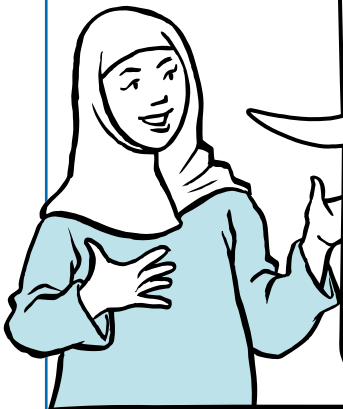
Aims

In this section you will:

- analyse some teachers' problems with critical thinking activities
- evaluate language for introducing tasks using higher and lower order thinking
- try out and evaluate a critical thinking task with learners
- design a school or regional debate or short group talk challenge.

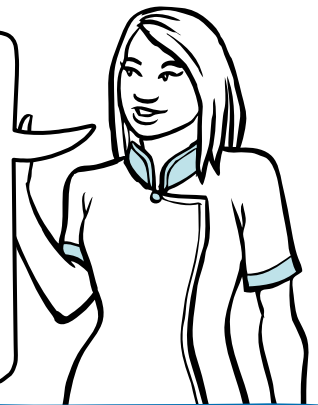
3A Analyse: Can you advise these teachers?

Nayaab



I have just completed a critical thinking module as part of a 21st century skills course. It was amazing – and challenging. I wish I had lessons like this when I was at school! But can I teach or develop critical thinking skills in language classes? My lower-level learners don't have enough English.

Nan



I teach young learners (aged six to eight) in large classes. Our Ministry of Education wants all primary school teachers to include critical thinking and problem solving in every subject. Are my learners too young?

Manzit



My colleagues and I are worried about the critical thinking workshops our teenagers are attending after school. They are starting to question everything we are teaching and some of the information in the coursebooks. Our teaching and learning culture is not very open to questions – we respect what teachers and books say. Does critical thinking make our young people rebellious or encourage dangerous thinking?

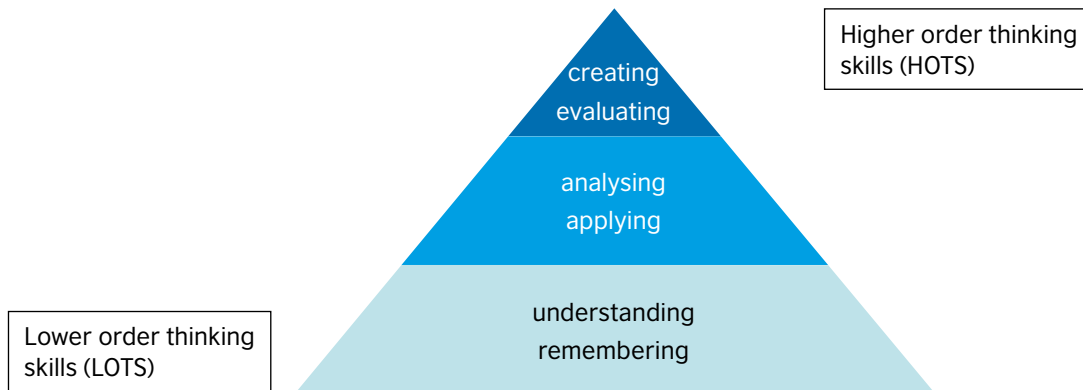
Reflection

- Do you identify with any of these problems? Underline the ideas that trouble you.
- What answers and suggestions would you give these teachers?
- How do you develop your learners' critical thinking and problem solving skills?

Now read the *Answers and commentary* section on page 30.

3B Think: What do you know?

In the illustration below, you can see how cognitive skills for different types of thinking are arranged from lower to higher order (i.e. they need more brain power).



Activity

1. Look at the verbs below. What kind of thinking is required? Label the scale with **A–F**.

- A.** Read and circle/underline, answer these questions, choose the correct answer or option (e.g. T/F) match, complete, label (only one answer possible).
- B.** Plan, make, create, draw/sketch, design, invent, construct, produce, hypothesise – what if?
- C.** Name, point, find, listen and repeat/practise (only one answer possible).
- D.** Discuss, tell, show, describe, explain (e.g. *say why/how*), translate, predict, illustrate, rephrase (re-write), compare, contrast (e.g. ideas).
- E.** Analyse, separate, connect, classify, (re-)arrange, combine.
- F.** Select, recommend, negotiate, compare (e.g. two or more things/language used), rank (e.g. *put in order of importance*), assess, list/identify reasons (why ...), summarise, reflect.

HOTS 1 2 3 4 5 6 LOTS



2. Which thinking skills are required from learners in activities **A** and **B**? HOTS or LOTS?

A. Fact or opinion?

You can *prove* a fact is true (or false) but not an opinion. An opinion expresses a point of view or a feeling. Read the text/listen to your teacher's sentences. Which sentences are facts and which are opinions?

B. The tallest tower challenge

Work in teams of three to five. Who can design and build the tallest tower structure in the time limit (15 minutes)? Your tower must be able to stand strongly by itself – no hands or tape! Resources: spaghetti (or newspaper) and sticky tape.

Reflection

- How are learners' critical thinking and problem solving skills developed?
- Which of the tasks would you like to try out with your learners? Why or why not?
- What teaching problems can you identify for these tasks? And solutions?
- Design a different task to develop critical thinking and problem solving skills.

Now read the *Answers and commentary* section on page 31.

3C Try: How does it work?

Resources: Depends on task (e.g. poster paper, coloured pens, flip charts or board to brainstorm ideas)
Time: One or more lessons with a class over a week/month

Rationale

In 3B, you looked at some verbs introducing tasks to develop the 21st century skills of critical thinking and problem solving. You will choose or adapt and try out one task and evaluate how well your learners communicate, collaborate and think critically.

Instructions

1. Select a class to work with. Decide how to organise the classroom and available learning spaces to help learners think and communicate.
2. When planning your next lessons, look for an idea, topic or text you can use the questions below with to help critical thinking, or use or adapt tasks **A** or **B** in 3B. (It may help to translate the questions into your learners' own language.)

Questions to help learners think critically and discuss new information or ideas (for example, from a reading, listening or video text):

- What are possible benefits/drawbacks? What arguments are there for/against (for example, a solution)? What alternatives/other perspectives are there? What is this similar to/different from?
 - Who benefits from this? Who is also talking about it? Who might be affected? Who could we ask more about it?
 - How is this beneficial/harmful to us/others/the planet? How do we find out if it's true? How is money/power involved?
 - Why is this relevant to me/others? Why should we worry about it? Why is it a positive/negative idea?
 - When is it OK/not OK? When should we? When would this be a problem/good idea? When could/couldn't it happen?
 - Where can we find similar/different/other situations/ideas? Where can we find more information?
3. Make sure learners understand the task, what they are expected to produce/do, which language(s) they can use when and how they should work together.
 4. Monitor learners' responses carefully as they work, taking photographs or making notes.
 5. Ask learners to reflect and report back (in L1) on what they liked about thinking and discussing ideas or topics together. You can discuss their ideas or use exit tickets/surveys as they leave class.

Reflection

- Look through your learners' reflections. What did they like most/least? Why?
- What did you notice about learners' responses to the tasks? And their language use?
- What problem solving and critical thinking skills did you/your learners develop? Make a list to share with colleagues.

3D Work together: What will help your teaching?

- 1 Share how well learners responded to developing their critical and creative thinking skills.
- 2 Discuss one or two of your reflections, and those of your learners.
- 3 Design a school debate or short group talk challenge. Create a question on a topic to promote critical thinking and problem solving.



Introduction

Digital literacy is about how effectively we can use different technologies to find and evaluate information, and how well we communicate with others in digital spaces. Digital literacy requires both *cognitive* and *technical skills*, such as the ability to create a professional online identity when we connect and interact with others online, as well as the ability to use different software, tools and devices. Are you in control of your digital ‘footprint’? How well do you protect your personal information online? What about your identity, reputation, privacy, safety and wellbeing? Do you respect copyright? The answers are all about *digital citizenship*, one aspect of digital literacy. There are many other digital literacies, which build on traditional literacy. Reading a book, for example, is very different to reading digitally. Reading digitally is often ‘multimodal’, so words are combined with images, animations, video, links to other places online and sounds. Online, you must navigate the text without getting lost!

Aims

In this section you will:

- analyse some teachers’ problems with their own digital literacy
- evaluate some ideas for developing digital citizenship
- try out an activity to calculate your digital footprint with learners
- make an action pack to develop the digital literacy of families and learning communities.

4A

Analyse: Can you advise these teachers?



Bashir

A colleague at school is having so many problems because some of her teenage learners are gossiping and laughing about photographs on her social media. She's scared that people will find out that she is in a same-sex relationship. I think she is being bullied – what do you think she should do? 😞



2 Like



0 Reply



Nisha

👮 Teachers have been fired because of social media posts! Your colleague needs to get help fast. A teacher in a news story was fired because a parent complained about a photograph from when she was on holiday ten years ago! 😞 What we do online is just as important as what we do IRL (in real life). 😞



1 Like



Mina

IRL? ROFL! 😂 You are all exactly like my teenagers with your text-speak and emojis! Seriously, though, nothing to laugh about. They (and we?) don't realise that what goes online stays online ... for EVER. Employers search for any online information about someone applying for a job. I feel lucky that there was no social media when I was younger. Our digital 📱 footprints can be dangerous, no?



2 Like



Suskie

Hey friends 🙌. I use social media with my learners – for them to see how English is used IRL for international communication. Is it a mistake to let them connect with me on social media? Is it safe for us to be talking in this group chat – any of us could share that story about your friend, Bashir? How can we educate ourselves? We should have gone to that talk on digital citizenship 😞.



1 Like



Reflection

- Read the group chat posts. Can you identify with any of their worries? Why (not)?
- Label the problems that concern teachers (T), learners (L) or both.
- What advice can you give these teachers? Can you answer their questions?
- How do you manage your digital footprint, online reputation or professional identity?

Now read the *Answers and commentary* section on page 31.

4B Think: What do you know?

The explanations below are all related to different areas involved in digital citizenship, one of the new literacies needed in the 21st century. Understanding what skills and knowledge are involved is important for both teachers and learners.

Some of the skills needed to be a good role model for digital citizenship include:

- knowledge and skills to make sure privacy settings keep you and others safe
- understanding the need to disconnect and respect relationships in real life, e.g. giving priority to the people in front of you, not being distracted from conversations and having meals together
- being respectful and kind online, maintaining a positive digital identity
- keeping your digital footprint as small as possible, protecting your personal information
- separating professional and personal identity and reputation.

Activity

Complete explanations 1–5 with headings A–E below.

A. privacy **B.** respecting copyright **C.** protecting your reputation **D.** digital footprint **E.** protecting your personal information

1. A _____ is the information that is available about you online. It could come from photographs, videos or information you or others share in online communication, e.g. emails, social media, video calls, or websites you visit.
2. _____ (or how other people see you) is vital so that what you do online (e.g. your internet searches and the things you buy) isn't shared with people or companies. The danger is that data about you can be combined in ways that you can't control. This could impact on future decisions about you (for example, how suitable you are for a job) because of data about your habits, beliefs or health, for example.
3. _____ – offline you choose who to share your personal information with, but even then you can't control what your friends, colleagues or family do with it. We can 'forgive and forget' in real life, but this isn't possible online. Your personal information can be tracked and shared online as well as offline in real life, e.g. where you go, how long you spend in different places and what you buy.
4. The ability to protect your _____, or what others know about you (for example, your location), is part of digital citizenship. A good digital citizen keeps physically and psychologically healthy by controlling how long they spend online. They know when to switch off and disconnect from the internet. And they interact online respectfully.
5. Digital citizenship is also about _____ and the work of other people. This means understanding if online information (e.g. photographs, diagrams and texts) can be used and how to cite or give sources correctly. Using other people's ideas, words, images, etc. without permission is called plagiarism. This has always been important, but it is even more important for good digital citizenship in the 21st century.

Reflection

- What examples can you give of problems you could face in A–E? What about your learners and their family members?
- What other skills do you need to develop to be a good role model for digital citizenship?
- Why should you, and how could you, develop learners' skills in areas 1–5 above?
- In what ways do you and your colleagues respect copyright and use the work of others appropriately?

Now read the *Answers and commentary* section on page 32.

4C Try: How does it work?

Resources: Copies of the discussion questions (with L1 translations), poster paper, coloured pens, magazines with pictures

Time: One or more lessons with a class

Rationale

In 4B, you discovered some of the areas involved in digital citizenship. In this activity you will explore the idea of data footprints by asking learners to research and discuss their online activity and create a shared digital footprint poster. It is important to try out the tasks yourself, with a colleague or friend.

Instructions

1. This task works for learners of any age who use the internet on computers or mobile phones to play games or use social media. Decide how to organise the classroom to help learners communicate, collaborate and create a group poster. They work in groups of four or five.
2. Write these questions on the board:
 - A. What information can you find about each other online? Search and make a list.
 - B. Compare how you control your privacy settings on 1. your mobile phone and 2. social media sites. What information do/don't you both share?
 - C. How could personal information be hurtful or harmful? Think about how strangers, advertising companies or future employers could view you.
3. Make a digital footprint poster together, to present to the class, showing what you found out. Write any reflections and questions you have about privacy and your personal information. Illustrate the posters; for example, make them in the shape of a footprint.
4. Choose two learners from each group (the presenters) to stand around the classroom and hold their posters. The other learners visit the posters and ask questions. Rotate around the room before changing roles halfway through the task.

Reflection

- Look at your learners' posters. What do they reveal about their understanding and control of personal information and digital footprints?
- Do you think your learners are knowledgeable digital citizens? What surprises you?
- How can the information discovered from this activity be used for future work?

4D Work together: What will help your teaching?

- 1 Share how well learners responded to the idea of controlling their digital footprints.
- 2 Discuss one or two of your reflections and those of your learners.
- 3 Design a school and community action plan for learners to help younger pupils and family members explore how to reduce the amount of data they share. Create action packs with information to help. Consider appointing digital champions and creating an after-school or lunchtime drop-in session or club.



Introduction

Citizenship involves understanding the values of a society (e.g. respect, tolerance and democracy) as well as the skills and knowledge needed to participate as responsible, informed citizens. Learners need to be able to understand the rights they have, as well as their responsibilities under local and international laws.

Taking responsibility for our actions is important for good citizenship locally (i.e. in our schools and neighbourhoods) as well as globally. In the 21st century, we live in an increasingly connected world, so we must think carefully about the impact of the choices we make in our daily lives. The way we use plastic, for example, has had a terrible impact on our planet, poisoning our rivers and seas and killing wildlife. Global and local citizenship could involve planning ways to reduce and recycle used plastic, thinking about alternatives and collecting plastic litter from our beaches and countryside.

Aims

In this section you will:

- analyse some teachers' problems teaching citizenship
- evaluate some project ideas for developing good citizenship in your schools
- try out an activity to calculate your plastic pollution footprint with learners
- make an action plan to reduce plastic pollution in the local neighbourhood.

Salah



Our district has started to teach global citizenship studies, and we must teach it in English during our language lessons. This means that I am the teacher responsible, because I am the only English language teacher in my school. This year I am focusing on global issues as well as local ones – e.g. pollution, the environment, recycling, tolerance and human rights.

I have a problem with the time needed to prepare for these classes in citizenship. I have more than 250 learners in my English classes – this means regular marking and grading, tests and reports to write, and class preparation. I have so much to do already. I feel stressed just thinking about any extra work. Where can I find any more time? And how can I find suitable local resources? Could I combine language and content, maybe? Grammar and citizenship?

Taraneh



In citizenship studies, we recently finished a successful project on saving water in school and at home. The pupils made posters of ways to use less water. All subject teachers worked together in a cross-curricular, or interdisciplinary, way. We created a water use log for learners to calculate how much water the school uses every day. We did the same for a home-learning water use task over the holiday break. We asked children to count how many showers they had, how much washing up there was, etc., and they calculated the average number of litres used. This caused lots of problems, and some parents were really angry, saying that their children were like spies and this is personal information. We need to involve local communities in our citizenship lessons, not just children and young people. What did we do wrong and how can we be sure not to upset families?

Reflection

- Read the teachers' stories. Underline the problems that concern them.
- Can you identify with any of their concerns? Which ones? Why?
- What advice can you give these teachers? Can you answer their questions?
- How do you manage your relationships with families and the local community?

Now read the *Answers and commentary* section on page 33.

5B Think: What do you know?

These examples of citizenship activities and projects (1–4) focus on the local and global environment. They combine language and building awareness of good citizenship.

Activity

Identify learning benefits and areas for possible language practice for projects 1–4. (An example is given for number 1 below to help you.)

1. Water use

- Brainstorm all the ways we use water at home, in school and in the local area (e.g. cleaning teeth, washing hands and using the toilet).
- Find out how many litres of water the activities use.
- Calculate how much water we use with a diary/log for seven days.
- Explore ways to save water and create a responsible citizen poster.

2. The human cost of smartphones

- Find out which metals and minerals are used to make a smartphone, and where they come from. Mark them on a map of the world. How is child labour involved?
- Explore ideas for responsible consumption, recycling and how consumers can impact on manufacturers (e.g. signing petitions, campaigning on social media and talking to local shops).

3. Travelling clothes

- Find out where the clothes in the room or at home come from. Look at the labels. Mark them on a map of the world. How far have the clothes and shoes travelled?
- How did they get here? Which form of transport pollutes most and why? Calculate the clothes miles.

4. Plastic pollution

- Explore the dangers faced by humans, wildlife and the oceans, rivers and waterways from plastic. Make a list of items we use that contain plastic (e.g. cups, bottles, straws, bags and toothpaste).
- Calculate the class, school or individual plastic footprint using <https://www.earthday.org/plastic-calculator/>
- Go to a local site (e.g. a park or city centre) and document how much plastic rubbish you find.
- Create posters and a campaign for community awareness. Start a plastic pick-up project.

Project	Learning benefits	Language use/practice
1	Awareness of water use, calculating, critical thinking, building awareness of the impact of the use of resources, developing a sense of personal responsibility	Present simple for daily routines, e.g. <i>wash the dishes, have a shower</i> ; vocabulary related to houses and household jobs

Reflection

- Do you teach any aspect of citizenship in your language classes? Which?
- Which of the projects would be most/least useful in your school? Why? How many lessons/how much time do you think you would need?
- What teaching problems can you identify for these activities? And solutions?
- What are the benefits of using English to help develop learners' citizenship skills?

Now read the *Answers and commentary* section on page 33.

5C Try: How does it work?

Resources: The instructions for one of the projects, poster paper, coloured pens, flip charts or board to brainstorm ideas, mobile phones or cameras to record and document work. A map or maps of the world for learners to mark or label. The internet and a set of class computers or devices will be needed to explore and research the topics.

Time: One or more lessons with a class over a week/month

Rationale

In 5B, you looked at some tasks to develop the 21st century skill of citizenship, both locally and globally. You will choose or adapt and try out one of the projects and evaluate how well your learners think creatively about citizenship.

Instructions

1. Select one class to work with. Decide how to organise the classroom and available learning spaces to help learners think, communicate, explore and research.
2. When planning your next lessons look for a topic or text that you could use in relation to citizenship, and:
 - choose or adapt a task from 1–4 in 5B, and decide what should be done in class/for home learning
 - write out the instructions (using mother tongue and English) for each lesson
 - make a list of websites that will help learners.
3. Make sure learners understand the project steps, what they are expected to produce/do, which language(s) they can use when and how they should work together.
4. Monitor learners carefully as they work, helping them to navigate online resources.
5. Ask learners to reflect and report back (in L1) on what they liked about working on these issues together.

Reflection

- Look at your learners' maps, posters or other work. What do these reveal about their understanding of what citizenship means locally and globally?
- Were the environment and resource consumption new areas for your learners? How do they feel as global citizens? What surprises, pleases or interests you?
- How well did learners respond to exploring their impact on the world?

5D Work together: What will help your teaching?

- 1 Share how well learners responded to the idea of citizenship and the environment.
- 2 Discuss any questions or reflections you have after working on this project.
- 3 Decide how to share learners' work across the school (e.g. in assemblies, corridor or classroom displays, or at parent and caregivers' evenings).
- 4 Design a school plan of actions for learners to reduce their environmental impact.



Introduction

More than ever, 21st century teachers and learners are encouraged to develop personal qualities that enable them to make good decisions and choices. When learners value themselves, and trust they are able to develop their skills, teaching and learning communities are successful. A successful learning and teaching community recognises the importance of honesty and empathy, and respects the needs and safety of everyone in it. Successful teachers show their learners the importance of perseverance, resilience and self-confidence.

Personal development involves taking responsibility for our own actions and knowing how to stay healthy and well. It means understanding that learning never stops – it is a lifelong process! Teachers lead and guide student understanding of how to develop and learn successfully. Encouraging kindness and respect for the whole school community and our environment is essential. It may be hard to imagine, but your learners are tomorrow's leaders!

Aims

In this section you will:

- analyse some teachers' problems teaching student leadership and personal development
- evaluate aspects of student personal development skills to develop
- try out a student leadership challenge with learners
- create a personal development skills and strategies project plan/poster.

6A Analyse: Can you advise these teachers?

A – But I am only a language teacher, not an expert. Do I have these skills myself?

B – I can't see how this relates to language learning ...

Carla



C – OK. So next year, we must include these personal development skills in lessons. The learning outcomes are more self-confidence, greater resilience, taking responsibility for health and life choices, learning to learn ... The list is endless! And interesting. A great idea for our learners' wellbeing, life skills and careers – and also for mine!

D – Maybe not everyone can be a leader. I think we need regular citizens too.

E – Shouldn't families and caregivers be responsible for developing their children's characters and personalities, not us teachers?

Ivan

F – OK. So next semester the new curriculum includes these student leadership skills. We must focus on recognising the importance of honesty and empathy, recognising others' needs and safety, fostering perseverance ... and that is just to start! I'm not sure I understand what these mean, to be honest. Not a bad idea for most of our learners. And us teachers!



Reflection

- Which of **A–F** are positive about the subject? Which do and don't you identify with?
- What advice can you give these teachers? Can you answer their questions?
- Do you and your colleagues develop learners' skills in these areas? Why or why not?
- Do you develop your own skills in these areas? How? Why is or isn't it important?

Now read the *Answers and commentary* section on page 34.

6B Think: What do you know?

The term *student leadership* is a 21st century one, but these personal qualities have always been important in schools. You will be familiar with many of the values described below.

Activity

Match the characteristics to the descriptions of a good leader below.

- A. a good decision maker B. positive C. a good listener D. goal-oriented
E. encouraging F. hard-working G. honest H. willing to serve others
I. responsible J. a good communicator

Leadership qualities

1. Someone who is clearly interested in what others think and feel, happy to help, open to feedback and 'give and take'. C
2. Someone who understands that everyone is stronger or weaker in different ways, inspires others to contribute with their strengths, and assists gently where needed. _____
3. Someone who inspires others to believe that the group's objectives are possible. Their hope and confidence in achieving successful outcomes helps everyone. _____
4. Someone that everyone in the group believes, trusts and knows will do the right thing in any situation. _____
5. Someone who is open, respectful and shares suggestions clearly about how everyone in the group can contribute. _____
6. Someone who thinks clearly, and can decide on the best thing to do, after evaluating a situation. _____
7. Someone who goes on with a task when things are difficult and pushes the group to achieve well. _____
8. Someone who is kind, wants the best for everyone in the group, helps wherever and with whatever is needed. _____
9. Someone who is happy to learn from mistakes, does what they need to correct things, and doesn't blame others in the group or make excuses. _____
10. Someone who understands learning objectives and wants the group to be successful and achieve well. _____

Now read the *Answers and commentary* section on page 34.

Reflection

- Can you think of times when you have shown good leadership skills (A–J) when working with colleagues? Which skills do you feel you need to develop? Why?
- Which of the skills do your learners most and least need to develop for group work?
- Why should you and how could you develop these personal qualities in your learners?
- In what ways do you and your colleagues currently respect student leadership?

6C Try: How does it work?

Resources: Copies of the leadership qualities (with L1 translations), poster paper, coloured pens or learning journals

Time: One or more lessons with a class, over a week or more

Rationale

In 6B, you discovered some of the areas involved in student leadership. In this activity you will encourage learners to focus on their personal development. They will choose one or two of the character qualities and create a poster log of good examples during group work. It might be a nice idea to try out the tasks yourself, with colleagues.

Instructions

1. Choose a class to work with. Explain what personal development/student leadership is, and why it is especially important when working in groups and teams (using L1).
2. Elicit or write these qualities on the board, with L1 translations: *a good decision maker, positive, a good listener, goal-oriented, encouraging, hard-working, honest, willing to serve others, responsible, a good communicator.*
3. Learners work in groups to discuss and list the characteristics from most to least important. They can add other qualities. They will present their list to another group.
4. Monitor carefully and discuss questions with groups or the whole class.
5. Learners present and discuss lists and evaluate which of the characteristics were in evidence during group work, e.g. *Santo was goal-oriented when ...*
6. Ask learners to evaluate which characteristics are easier or more difficult for them. Each learner chooses one or two to develop, and they ask for and give each other suggestions for how best to do this. Give ideas and suggestions as well.
7. Set a character challenge! Over a week or more, ask learners to keep a log/count of the ways they work on their chosen characteristic(s) at home and in school, e.g. *I was positive when my group wanted to stop without finishing. I was encouraging when I helped our group to find a different way to complete the task.*
8. In class, ask learners to create a 'proud of ...' poster showing all the ways they developed their chosen characteristic. Display these on walls or corridors and continue with other qualities for the term/year ahead.

Reflection

- Look at your learners' posters. Do they show signs of positive personal development? How did the class/individual learners react?
- Do you think your learners are excited by/not interested in personal character development? Why?
- How can these student leadership characteristics be developed and included in the curriculum and your classes?

6D Work together: What will help your teaching?

- 1 Share how well learners responded to their challenge.
- 2 Discuss any questions or reflections about the personal development challenge.
- 3 Design a schoolwide challenge to help learners to develop their personal qualities. Create posters to inform everyone involved. Could you ask local community elders to contribute?

Answers and commentary

1. Collaboration and communication

1A Analyse: Can you advise this teacher?

Group 1 prefers to engage with and read the text individually at first, which is a good idea for understanding the whole text. The learners activate their knowledge by trying to complete the text with the missing words. They only work collaboratively in the next stage. Here, they communicate with each other to check their own ideas and find out the missing information. If they complete their text thoughtfully, they have communicated well. This may take longer, but it is likely to be more effective in achieving the learning and language aim. They use L2 (English), which shows that they feel confident and able to do this.

Group 2 shows a very supportive and collaborative way of completing the task. The learners feel very comfortable with each other and use non-verbal communication (e.g. pausing, looking at each other closely, waiting or prompting the next reader and signalling with their eyes or gestures). The fact that they don't use L1 may show that they don't feel confident enough or maybe they do not see a need to use any verbal language, if the aim of the task is to complete and understand their texts.

Group 3 shows a communication style that may work but could be messy. Not all learners can focus easily when there are multiple questions in more than one language. This group is working in competitive, rather than collaborative ways. Their choice of language (mostly L1) may reflect their preferences. This group may be thinking of speed, not their communication, where completing the task (i.e. filling the gaps) is their goal.

Teachers need to make the language boundaries clear to learners: which language should they use? When? Why? And teachers can scaffold learning. Here are some suggestions:

- Instructions should be clear (both verbal and written) and in L1 or home languages.
- Check learners understand what to do – elicit a response to show this. Again, use L1 or home languages.
- Model or demonstrate tasks. This way learners know what to do and how to best achieve this.
- Teach learners the English for communicating, and display useful example language on the board (e.g. *Can you say that again? What's the last word?*).
- Learners need to reflect on the languages being used.
 - *What did you notice about ... (e.g. the way you say it in English/our home languages)?*
 - *What about the endings of your words? What information do they tell us? (For example, If there is more than one thing you need an 's' to show that (a plural). It's a scientific fact, so we use present simple in English, but in our language ...)*
- Learners need to reflect on the success or failure of learning in their own language.
 - *What helped you/didn't help you? How much did you communicate?*
 - *What difficulties did you have? Why?*
 - *What did you do when you didn't understand?*

1B Think: What do you know?

Answers: 1–B; 2–A.

1. Multimodal viewing

- The skills needed in viewing film/video are complex, and messages are being communicated in many different ways.
- Understanding communication between speakers on video and film is different for everybody, especially when speakers are culturally and socially diverse, or unfamiliar to your learners.
- There is a clear communication context, so we can understand something of:
 - what relationships there may be between speakers
 - where they are and why, etc.
 - emotions and feelings from facial expressions, gestures, tone of voice and degree of formality.

2. Ping-pong debates

- Writing needs teacher guidance, scaffolding and peer support.
- To avoid cognitive overload, learners need to brainstorm in their own language(s).
- A time limit helps.
- Walk around and monitor to feed in ideas and language.
- Encourage one learner in each group to research ideas in English on the internet.
- Ideas can be perfected before they are written on the board or on posters.
- The debate helps learners to use L2 (or English, or their own language) and hear other points of view.
- Writing a discussion or argument essay is now easier because learners have all the ideas to expand into sentences and paragraphs.
- You could do this as a paired writing and peer correction/feedback task in class.

2. Creativity and imagination

2A Analyse: Can you advise this teacher?

What instructions and modelling does this teacher need to give and why?

- Instructions in L1 (or both L1 and L2).
- An example of the task outcome (e.g. a story with gaps and completions in another colour).
- Demonstrate with one or two students or whole class where the teacher writes the first sentence on the board and elicits possible ideas.

What scaffolding do learners have to help them achieve the learning outcome(s)?

- The structures are there. The words in these can change so there is a different meaning.
- Teachers must monitor carefully to see that learners are on task.
- Teachers can ask learners to put pens and pencils down to show when they are finished.
- Learners may use L1 if they can understand but not write in L2 yet.
- Mixed-language stories can be told and worked on in groups multilingually.

Suggested ideas and answers to Saga's questions

Why do you think this teaching idea produced so much creative writing and thinking?

- Constraints can help original creative thinking, e.g. simple, few words and limited time so learners don't 'overthink'.

Why do you think their writing was more correct?

- Learners didn't have an empty piece of paper, which can be very intimidating.
- They had simple models to change easily; one different word produces a totally new meaning.

Maybe it uses all four skills?

- Yes, all skills are used in this task type.

Could I try the idea with younger or older learners?

- Yes, learners of all ages, because it is possible to respond in different ways: learners can write/draw, speak, mime or move.

Do you think any other text types could work?

- Yes. Other texts that work include letters, reviews (book/game/film/video) and model or example essays for exams.

2B Think: What do you know?

1. Answers

- A. ✓ Creativity requires the freedom for our learners to do all these things.
- B. ? Teachers need to scaffold learning and language, and a model for writing can be a good idea, but creativity means there is no one right answer or way to do something. We want to encourage different responses from our learners.
- C. ✓ Creativity requires this, and encouraging learners to use a variety of formats for their language work (e.g. speech and writing) and ways to present it (e.g. as a written or spoken story, recorded or live, or as a poster, presentation or storyboard) builds creative responses.
- D. × Learners need to trust their peers, not be in competition with them. Teachers need to establish a space of mutual trust and freedom to experiment.
- E. × A supportive creative teaching and learning environment encourages failure and doesn't reward or put different responses together to be judged, and certainly not graded. Learners may want to set their own criteria to assess their work. Self-assessment or kind peer assessment might work, but not grading.
- F. ✓ If possible, lots of hands-on and 'mark-making' resources for learners to use will help literacy and creativity. These can also be from nature surrounding the classroom (e.g. leaves or anything learners 'find' on their way to school).
- G. × Creativity is helped by movement, ambient noise and semi-darkness, and a messy environment is to be welcomed.
- H. ✓ Yes. Doing familiar things in new ways can help creativity (e.g. singing or whispering language studied).
- I. ✓ Yes. Playing with language in different ways is a creative act (e.g. role playing and creating comics or cartoons).
- J. × Creativity is not about repeating the same things in the same ways – variety is the spice of life! Learners will be bored if they always know what to expect.
- K. ✓ Yes. Look at Edward de Bono's 'six thinking hats' with primary learners:
<https://youtu.be/yUliluJrWKg>
- L. ✓ When you limit a learner's options, they will usually generate a bigger variety of ideas. See www.sixwordstories.net
- M. ✓ Co-operation in a collaborative and trusting atmosphere encourages creativity.

2. **Answers:** 2–A, C, K, M; 3–A, C, H, I, M; 4–A, L, M; 5–A, C, F, H, M; 6–A, I, K, M; 7–A, H, I, L, M; 8–A, C, H, I, K, M.

3. Critical thinking and problem solving

3A Analyse: Can you advise these teachers?

Nayaab makes a good point. It may be easier to teach critical thinking in subject, rather than language. Multilingual approaches to language learning can help. Learners all have their own language(s) as well as the English they are studying. They could use their own language(s) to discuss language choices and analyse or identify patterns in English. Or they could solve challenging problems or puzzles in English with a mix of two or more languages.

The earlier the better! Nobody is too young to start developing skills for thinking creatively and critically. Nan needs to build a foundation by encouraging play, giving learners plenty of time to think before answering, asking open-ended questions and focusing on their thinking. She shouldn't correct wrong answers. She can say: *That's interesting. Why do you think that?* She can help learners generate ideas and thoughts with questions such as: *What else could we try? How can we find out? What could happen next?*

Critical thinking is not to be confused with ‘criticism’ or thinking negatively. In some places, for many reasons, learners and teachers don’t have the confidence or experience to use their own thoughts and words. And original thinking or certain languages are not allowed in school. Manjit can find out more about critical thinking by going to the sessions with his learners or asking for teacher professional development.

3B Think: What do you know?

1. Answers: 1–B; 2–F; 3–E; 4–D; 5–A; 6–C.

2. Answers: A. evaluating, analysing HOTS; B. analysing, evaluating, creating HOTS.

Possible problems include:

- learners’ unfamiliarity with HOTS tasks
- organisation
- seating
- language (L2).

Solutions include:

- careful scaffolding and help if these task types are unfamiliar to learners
- quiet spaces to allow deeper thinking (e.g. corridors and out-of-class corners)
- encouraging the use of learners’ own language for thinking, and doing the task together as a whole class in both English and home languages.

4. Digital literacy

4A Analyse: Can you advise these teachers?

Bashir’s friend (T) has not kept her social and professional identities separate. Her social media settings are not private, and her learners, their families and her colleagues can see details of her personal life. She needs to:

- understand more about how to control her privacy settings
- make sure she doesn’t allow strangers to connect with her
- get advice from a senior member of staff to stop the bullying
- understand that learners and teachers must not be connected digitally or in any other way outside class, for everybody’s safety and wellbeing.

Every school needs a clear policy.

The learners are showing no tolerance of diversity, and bullying behaviour (L).

Nisha (T and L) is worried that personal information (e.g. photographs of you online) can be found years later and used against you (i.e. it doesn’t show who you are today and may show your mistakes) – this is an example of what your digital footprint can show.

Mina (T and L) is also concerned that social media can affect your life, e.g. job and study opportunities.

Suskie (T and L) worries about the fact that she has connected with her learners on social media. And that any person in a group chat online could share information with others from outside the private group, who can then share with more people.

- When we write or message online we have to write with the idea in mind that ANYone could read what we write.
- So, be kind, be fair and don’t share without thinking very carefully.

4B Think: What do you know?

Answers: 1–D; 2–C; 3–E; 4–A; 5–B.

Problems we can all face in **A–E** include:

- Data combined from different places (social media, messaging, tracking location) can give clues about whether you are at home or not (so your home could be a target).
- Your identity could be stolen.
- Credit/debit card use near places with surveillance can indicate you were involved in a demo or riot (even if you weren't there).
- Insurance companies and employers use combined data to find out your current or possible future health problems, and other behaviour or characteristics that will affect how much you pay, your credit rating, or if you get to job interview stage.
- Your online activity allows companies to correctly predict some very sensitive personal information, for example, your age, gender, religious and political views, personality traits, ethnicity, intelligence, sexual orientation, level of happiness, use of addictive substances and parental separation.
- Someone else searching or using your computers/mobile phone can affect you.
- Online predators can groom and target people of all ages for different reasons (e.g. to access your personal or bank details, your computer or device, for sexual or other abuse).

We should develop our own and our learners' skills in areas **1–5** above for the following reasons and in the following ways:

- Teachers should be responsible for their own and learners' skills as a team of colleagues who work together with families and the whole learning community. As educators, we are uniquely able to help and influence.
- Working through the ideas in this chapter and looking at the further resources will help.
- Asking able learners to be digital ambassadors or experts and help works well in many schools. You could start a 'digital surgery' where everyone can sign up to ask about a skill or problem, and offer peer–peer solutions.
- Talking to learners from a very young age is important so that they can understand how to solve problems such as online bullying or other negative behaviour.
- Taking courses to develop skills together with colleagues is a good idea.

In what ways do you and your colleagues respect copyright and use the work of others appropriately?

- Do you cite sources correctly?
- Do you use copyright-free images in presentations?
- Are you aware of Creative Commons licences? See <https://creativecommons.org/licenses>

5. Citizenship

5A Analyse: Can you advise these teachers?

The teachers are concerned about:

- the extra time and work needed to create lessons on citizenship
- if their learners' English will help them understand this content
- if there are any local resources for their teaching context
- how to involve families, caregivers and the local community sensitively.

Possible advice for teachers:

- Where can I find any more time? Research what is taking most time with your colleagues. Find ways to save time on routine tasks. Ask learners to write their own reports as a starting place – self-evaluation and reflection is a useful 21st century skill. You can create a school template, and add your comments and corrections. Don't mark work that learners can mark themselves; use peer-peer assessment.
- How can I find suitable local resources? Ask anyone that you can – colleagues, local businesses and your personal learning network or teachers' group. Ask online or your local teacher college or university.
- Could I combine language and content, maybe? Grammar and citizenship? Definitely, yes. There are some examples of activities and projects in this module.

5B Think: What do you know?

Project	Learning benefits	Language use/practice
1	Awareness of water use, calculating, critical thinking, building awareness of how the use of resources can impact on others/the planet, developing a sense of personal responsibility for the actions we take	Present simple for daily routines, e.g. <i>wash the dishes, have a shower</i> ; vocabulary related to houses and household jobs
2	Geography and science knowledge, awareness of how a country's natural resources may be distributed globally, understanding how our buying choices can impact on others/the planet, developing a sense of personal responsibility for the things we consume	Metals and minerals, e.g. <i>cobalt, gold</i> ; parts of a smartphone, e.g. <i>battery, case</i> ; passives, e.g. <i>cobalt is mined in the Democratic Republic of Congo by children as young as six</i>
3	Countries and adjectives to describe origin, locating these on a map, understanding how our buying choices can impact on others/the planet, developing a sense of personal responsibility for the things we consume	Possessive 's, singular/plural verb <i>to be</i> , countries and adjectives to describe origin, words related to transport, clothing and accessories, e.g. <i>Nelli's top is from Indonesia, Mo's shoes are Italian</i>
4	Awareness of the impact of polluting local environments and the links to the planet via the global water cycle, developing a sense of personal responsibility for the things we consume	Imperatives/dos/don'ts; words to describe everyday products

Suggested solutions to help with teaching challenges for 1–4:

1.

- Make sure families and caregivers know about the project and see why it is useful, know about the water log, and feel comfortable about sharing this information.
- It may be safer to start with school use as an example, and consider if there is even enough water to use in the learners' home environments.

2.

- If very few mobile phones are available or owned by learners, this would not be a good project to pick.
- Be sensitive to emotions and any potential feelings about or experience of child labour and terrible working conditions.
- Make sure there is a map to use and label (e.g. with sticky notes).
- You could borrow a globe or project an online map of the world onto a wall or the board.

3.

- If learners don't have many clothes, or these labels have been cut out, the activity won't work.
- Be sensitive about age and appropriate touch.
- Make sure there is available space.
- Ask learners to help to read the labels.
- Teachers can do this research with their own clothes and shoes.
- Learners could do the label research from clothes at home before class.

4.

- Make sure learners are safe if they handle or touch the rubbish they find to document (and collect, if possible).
- Thick gloves are a good idea, and caution, with clear rules about what NOT to touch.

The benefits of using English to help develop learners' citizenship skills:

- English is an international language and a lingua franca for global communication.
- Using English to communicate and learn about global issues and citizenship is an authentic way of engaging with the language and the worlds of other language speakers.
- Learners will learn important knowledge and skills for their futures, at the same time as enriching their languages.

6. Student leadership and personal development

6A Analyse: Can you advise these teachers?

Positive feelings are included in **C** and **F**.

Possible advice for these teachers:

- Carla can develop her own and her learners' skills. The idea of learning together is a good one. We can all benefit from learning in groups, it can be more fun, and age doesn't always matter.
- Ivan has an important question. The idea of leadership isn't that everyone must be the same, or a leader in the same ways. We can all be leaders in different ways, in different parts of our lives and work. Different leadership skills are easier for some people. We all need to contribute to our world and communities with the personal qualities listed in Ivan's curriculum.

6B Think: What do you know?

Answers: 1–C; 2–E; 3–B; 4–G; 5–J; 6–A; 7–F; 8–H; 9–I; 10–D.

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