

# Thinking Skills are Life Skills

Carol Higho



## This talk - fact or opinion

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1. I look great in this top
2. We will talk about thinking skills in this session
3. Developing thinking skills is vital for our students
4. This talk will include Macmillan resources
5. You will be keen to answer/take part
6. You'll think my talk is brilliant



# What jobs will he do in the future?

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What skills will he need at:

20

40

60

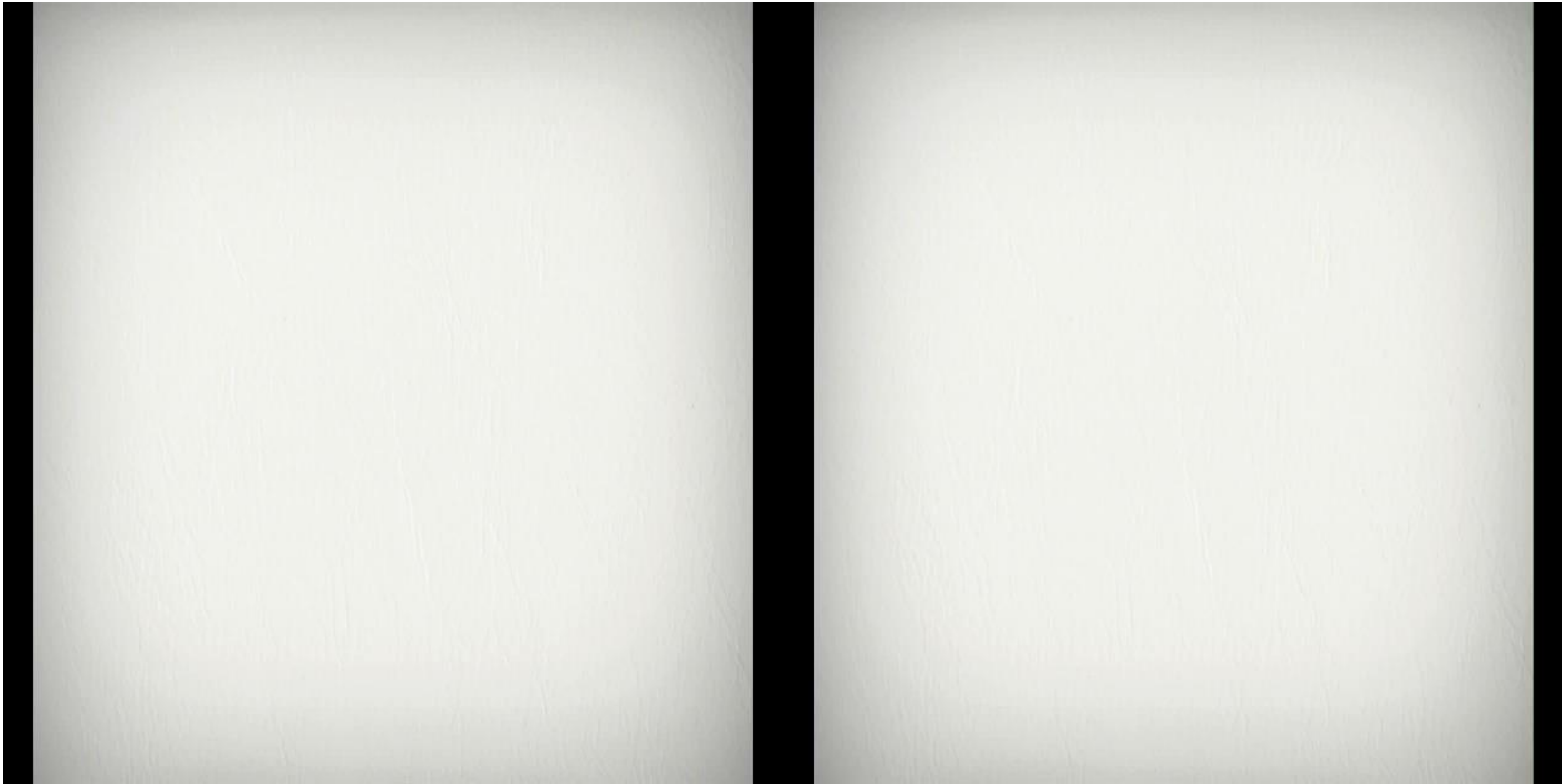
70

What skills are transferable?



# What are these trends?

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# Did you know...?

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In 2014

if you typed in

**Life Skills** in education

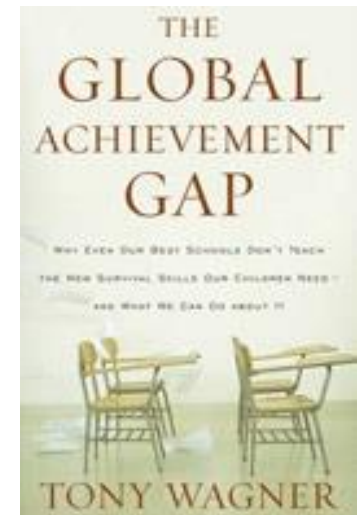
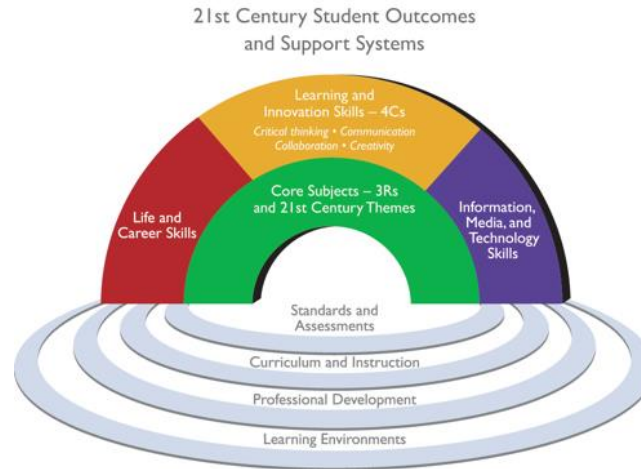
you got 77 M responses

Today it's  
201 Million



# WHO thinks life skills are important?

Remember this...



MACMILLAN  
LIFE SKILLS

# So if life skills are seen as important – what are they???

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“abilities for **adaptive and positive behaviour** that enable individuals to **deal effectively** with the **demands and challenges** of everyday life” (WHO)



# Principles for Teaching Thinking...

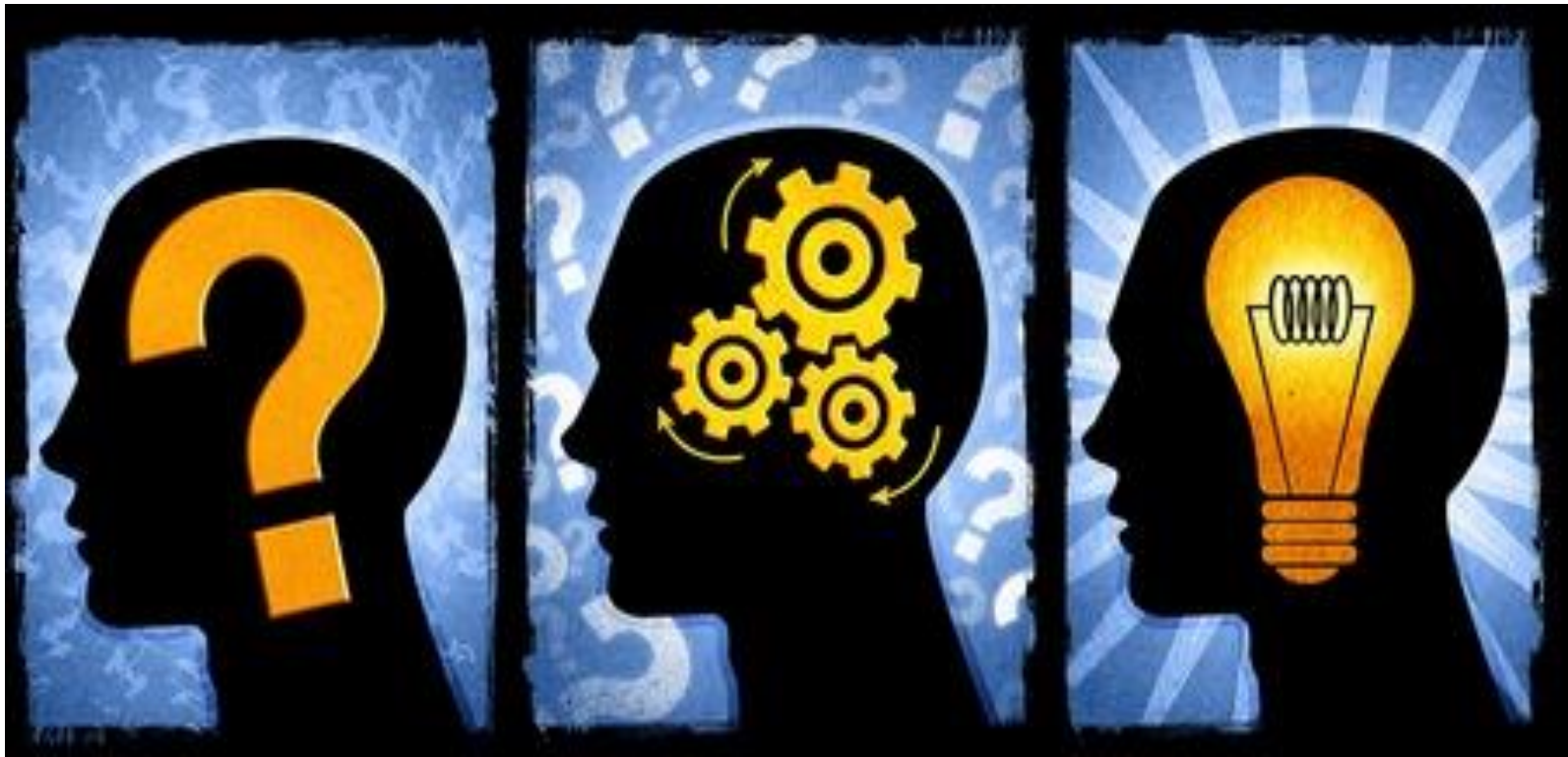
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1. Switching on the CT Scan
2. Higher and Lower thinking
3. Rethinking Thinking
4. Thinking Skills for ELT



# 1. Switching on the CT scan

(that's Critical Thinking)



What  
questions can  
you ask about  
this photo?



# Image Bank Activity

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Ask your students to...

Choose 3 photos that include themselves:

- One that they like
- One they wish hadn't been taken
- One that shows them...  
(at a hobby, on holiday...)



# Image Bank Activity

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In pairs, show these to your partner  
– you can't speak...

Partner can you work out...

1. which photo was chosen for which option (like/don't like/specific)
2. a reason to support that choice



# Image Bank Activity

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Partners can you  
**THINK CRITICALLY**

As an employer...

As a parent...

As the head of your  
school...

What would those photos  
say to you?

Swap roles...

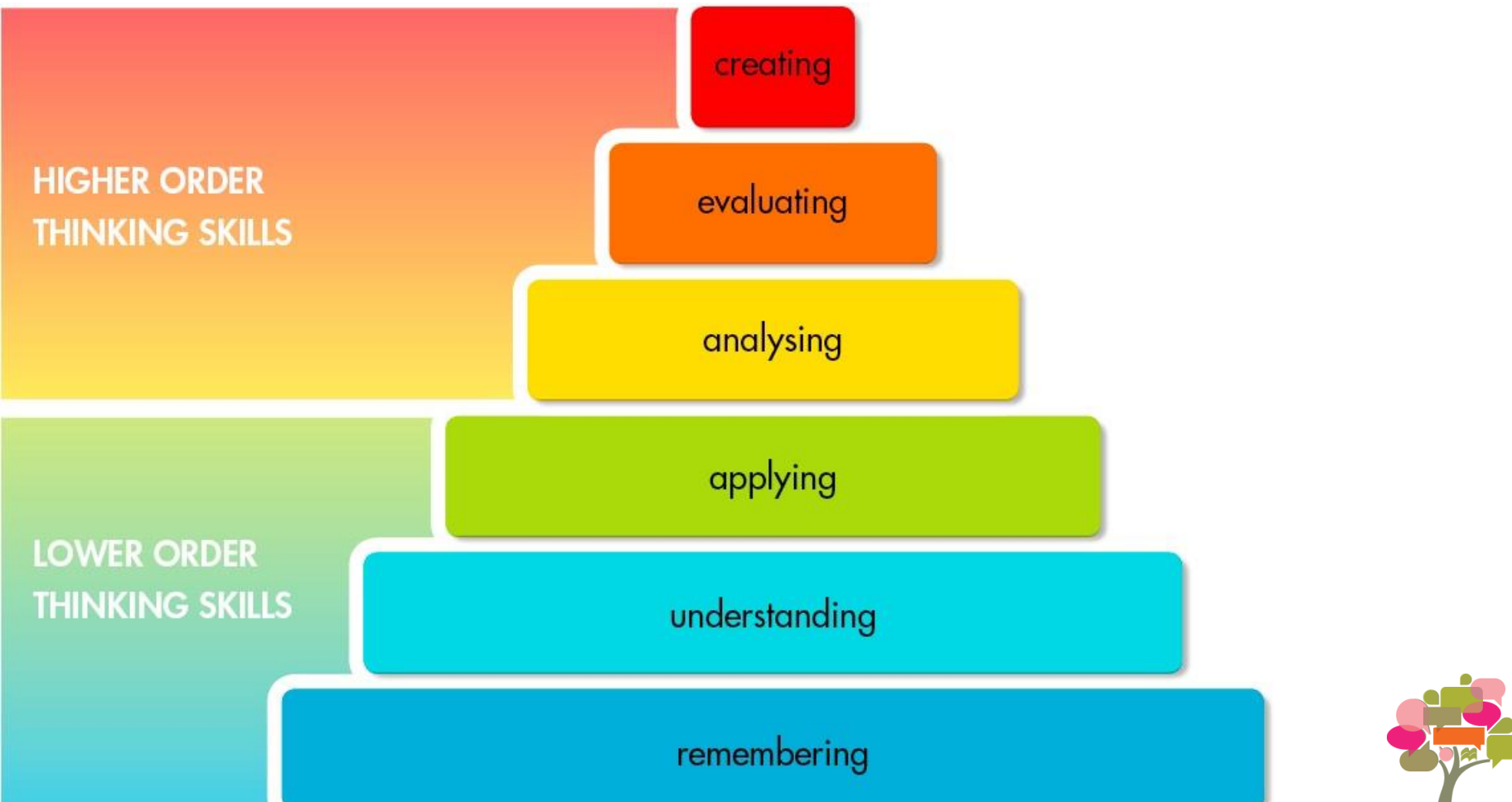


## 2. Higher and Lower Thinking

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# Recognise this? B - - - -'s T - - - - -



# Who am I?

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A)

1. My parents are from the Caribbean
2. I'm 30 years old
3. I drive for a living





# Who am I?

---

1. My parents are from the Caribbean
2. I'm 30 years old
3. I drive for a living

**A) What job do you think I have?**



# Who am I?

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B)

1. I cut tobacco in Kentucky

2. I sold ladies shoes in a  
Department store

3. I'm 54 years old



## Who am I?

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1. I cut tobacco in Kentucky
2. I sold ladies shoes in a Department store
3. I'm 54 years old

## **B) What job do I have now?**



# Who am I?

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C)

1.I'm 72 years old

2.I worked as an ice cream seller

3.I have 4 grandchildren



# Who am I?

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1. I'm 71 years old
2. I worked as an ice cream seller
3. I have 4 grandchildren

**C) How do you think I'm spending my retirement?**



# Answers

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A) Lewis Hamilton  
F1 Motor Racing driver

B) George Clooney  
Oscar winning actor



C) Sir Mick Jagger  
Lead singer Rolling Stones

# Brain Barriers activity

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Students see 'stars' but do they know the whole picture?

1. Ask students to choose 2 or 3 celebrities.

2. They find out interesting 3 facts about them (from their past, charity activities..)

3. Share the facts and see if your partner can guess who it is



## Brain Barriers activity

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Students see 'stars' but do they know the whole picture?

Explain or ask the class...

What is a stereotype?

How does our upbringing influence our thinking?

Is this a good or a bad thing –  
WHY?





# 3. Rethinking Thinking

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# 21st Century Skills



## **Ways of thinking**

Creativity, critical thinking, problem-solving, decision-making and learning

## **Ways of working**

Communication and collaboration

## **Tools for working**

Information and communications technology (ICT) and information literacy

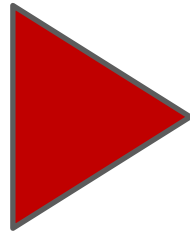
## **Skills for living in the world**

Citizenship, life and career, and personal and social responsibility



# Talk about what is happening

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# How self aware are you...

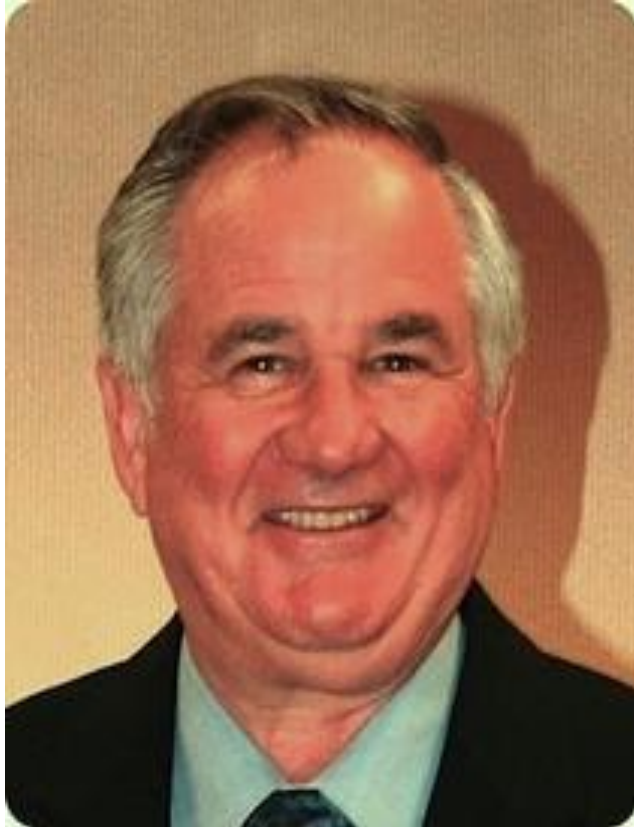
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1. What stereotypes were in the video?
2. How easy was it for you to believe what you initially saw?
3. What would you have said to the Punk after the first section?
4. Did you expect the punk to **meet** the man in the hat? What did you think the punk was trying to do?
5. What would you have said to the man in the hat after the second section?
6. What would you say the Punk and/or the man in the hat after the third part of the video?



# Who is this man?

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Are we  
preparing our  
students to  
think for the  
21<sup>st</sup> century?

## He says...

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Thoughtful educators know that their students' success in the 21<sup>st</sup> century depends on thinking skills.

Two trends make thinking skills one of the most important outcomes of schooling.



**These trends are...**

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# **The information explosion**

## **Rate of change**

**So what do we do?**



# Rethink thinking

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Beyond Bloom...

...We cannot develop just six types of thinking and feel we have left our students well prepared. To prepare our students for a full range of thinking skills we need to go further than Bloom's taxonomy.





# Thinking skills curriculum:

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Understanding  
Information

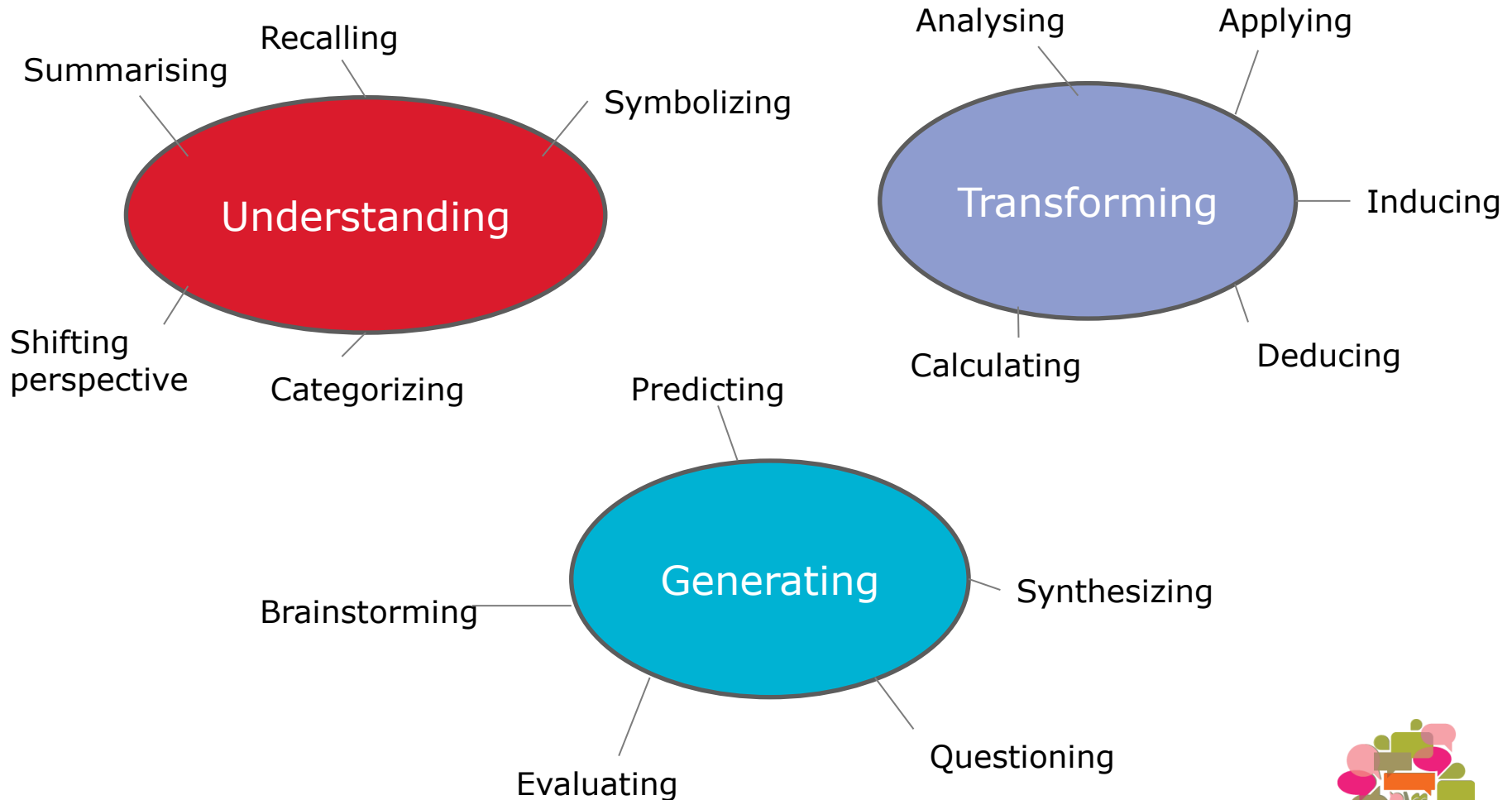
Transforming  
Information

Generating  
Information

an information process approach



# Thinking skills curriculum:



# What happens when some of the information is missing?

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Conference Call

Skype

Lack of instructions

New job, no buddy

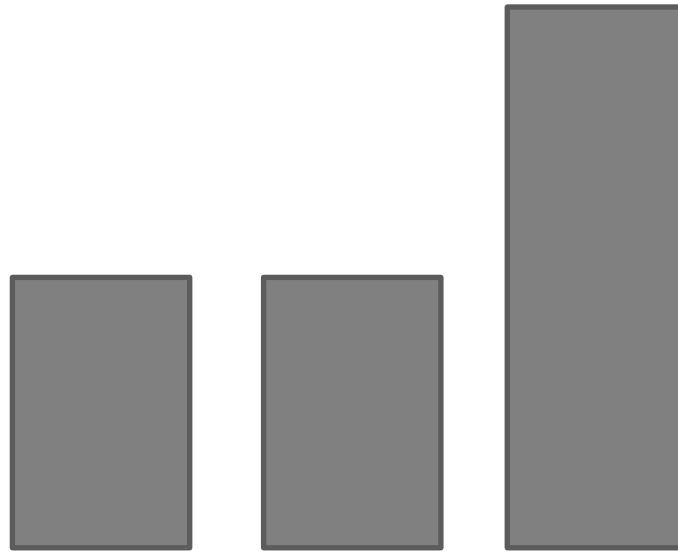
Text in English...



## Warm/Wrap up Activity

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Can you name the pet?



## Warm/Wrap up Activity

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Can you name the colour?



## Warm/Wrap up Activity

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Can you name the country?



## Warm/Wrap up Activity

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Can you name the country?



## Warm/Wrap up Activity

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This can help your  
students not just for  
exams but in their  
workplace, too.





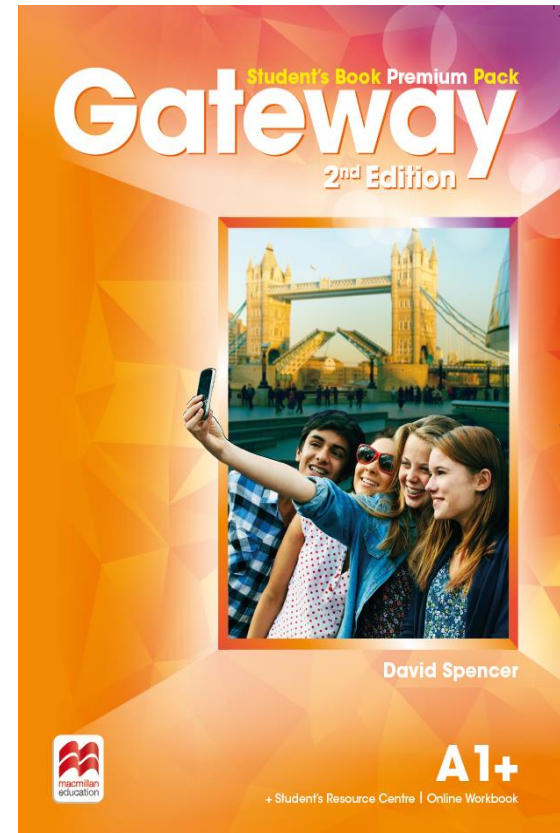
# Thinking Skills for ELT – Gateway 2<sup>nd</sup> Edition

Prepares Teen students  
for exams

Grammar shown in  
context

Free Macmillan Readers  
eBook per level

Life skills at the heart of  
each unit



# CEFR levelled activities

1. What are the people's names?
2. What is on their T-shirts?
3. Why are they wearing the T-shirts?
4. Why do you think they are standing in front of a map?



# Level B1 Unit 3

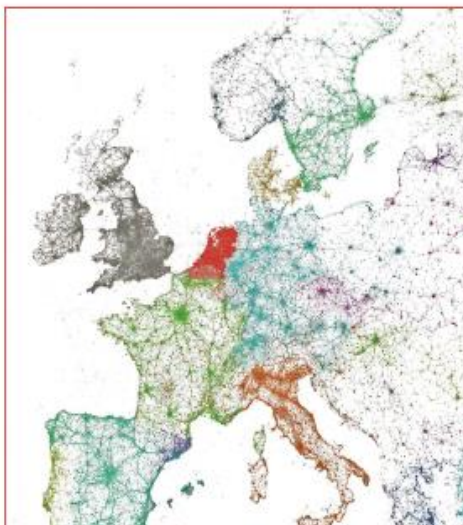


## Vocabulary

### Countries, nationalities and languages

- 1 Work with a partner. How many countries can you name in this map of Europe?
- 2 Complete the table of countries around the world with the names for the nationality and the main language(s).

Country	Nationality	Main language
1 Argentina		
2 Austria		
3 Brazil		
4 Bulgaria		
5 Egypt		



# Vocabulary activities

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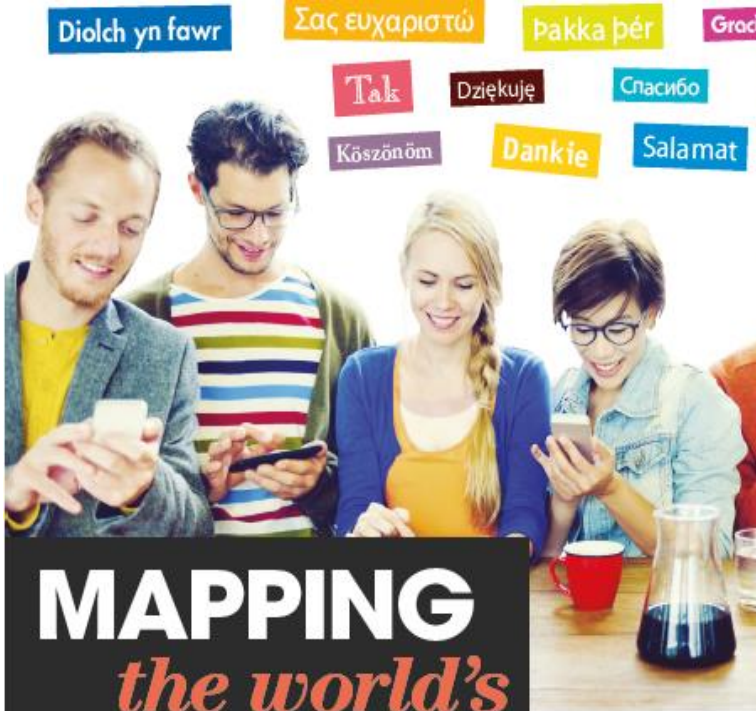
## Learning a language

- 6 Look at these words. They are all verbs. What nouns can you make from them?

memorise • practise • revise • study • translate

*study – student, studies*

# Reading builds on the theme



**MAPPING**  
*the world's*  
 **LANGUAGES**

Nowadays there are a lot of different ways to communicate with others. One of these is Twitter. People send millions of Twitter messages, or tweets, every

In North America there are different colours. English is the main language. The pink is for Spanish. And the purple is for French in Canada. In Europe, on the other side of the rainbow, we can see the blocks of colour for languages.



# Grammar on the page & on video

## Grammar in context



*some, any, much, many, a lot (of), a few, a little*

**1a** Look at the words. Are they countable or uncountable?

- |           |          |            |
|-----------|----------|------------|
| 1 country | 3 money  | 5 area     |
| 2 time    | 4 colour | 6 language |

**1b** Look at these sentences. The words in bold all express quantity. Answer questions a–e about the words.

- 1 **Some** countries are almost invisible.
- 2 He needed **some** time to collect the data.



# Speaking

Japan



Brazil



Switzerland



Egypt



**5b SPEAKING** Work in pairs. You need to discover your partner's country by asking questions with *any, much, many, a few, a little, a lot (of)*. Your partner can only answer 'Yes' or 'No'.



# The 4 skills and Life Skills work together...



## Gateway to life skills: Social skills



# Public



# SPEAKING



### LIFE SKILLS OBJECTIVES



- To consider the importance of body language.
- To learn useful tips for public speaking.
- To practise giving a talk to the class.

### KEY CONCEPTS

**gesture** [n]: He made a gesture with his hand to...  
**confident** [adj], **confidence** [n]: She was confident... she studied hard for it. **(in)secure** [adj]: I feel insecure... front of my friends. **(non-)verbal** [adj]: Animals... because they don't use words. **audience** [n]: The... audience for the school concert. **sincerity** [n]: A... which shows you really mean what you say.





**Not just in print...**

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Life Skills Montage.mp4

# Critical Thinking



**1a** Work with a partner. Look at the photos. From this person's 'body language', decide if you think the person is:

- A secure, confident and in control
- B insecure and not very confident

# Still covering the 4 skills



**WHAT** *is*  
*more important*  
– **WHAT YOU SAY** *or*

**HOW** YOU SAY IT?

**Some experts** say that up to 70% of decisions made at interviews are based on non-verbal factors. We can communicate a lot just with our body, our face and our gestures. The problem is that we often do this without thinking or realising. Just by the way that we sit, stand or walk we can appear insecure, confident or sometimes overconfident. Other people form opinions about us before we open our mouths.

**Do a little** experiment. The next



# And developing skills for their future

## LIFE TASK



*You want to speak in public.*

**Follow this plan:**

- 1 Choose one of these statements. Decide if you agree or disagree with the statement and make notes with your ideas.
  - a *It is essential to learn English in today's world.*
  - b *Films and TV series are always best in the original version.*
  - c *It's bad for our language when people start using English words.*
  - d *Chinese is the language of the future.*
  - e *The whole world should speak just one language.*



## And developing skills for their future

- 2 Prepare a one- to two-minute talk with your notes in 1. Decide the best order for your different points and ideas.*
- 3 Give your talk to the class or a group of students. Remember to follow the advice in 6.*
- 4 When you all finish, give each other feedback. Which advice in 6 did you follow? What can you do better next time?*

# And supporting EFL learners

## Vocabulary

### 1 Countries, nationalities, languages

Mexico • Poland • Russia • Switzerland • The

Egyptian • Japanese • Mexican •

Arabic • Bulgarian • German • J

**a language** do an exercise • de

ake • memorise • memorisation •

translation

**prefixes il-, in-, im-, ir-, un-** illeg

unusual

**words and phrases** ➤ page 138

## Grammar revision

*some, any, much, many, a lot (of), a few, a little*

1 Complete the sentences with *some, any, much, many, a lot (of), a few, a little*.

1 I haven't got many magazines, only .....

2 We haven't got ..... information about this country – nothing at all.

3 There was only ..... milk in the fridge



# Gateway 2<sup>nd</sup> Ed. Builds Life Skills

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- A1 Preparing a presentation
- B1 Public Speaking
- B1+ Explaining statistics
- B2 Analysing news stories
- B2+ Succeeding in an interview

# For Adult students

## LifeSkills

### LEARNING FROM EXPERIENCE

- Tell someone about a bad experience.
- Let them help you understand what happened and analyse why it went wrong.
- Together, think of ways to avoid a similar situation in the future.

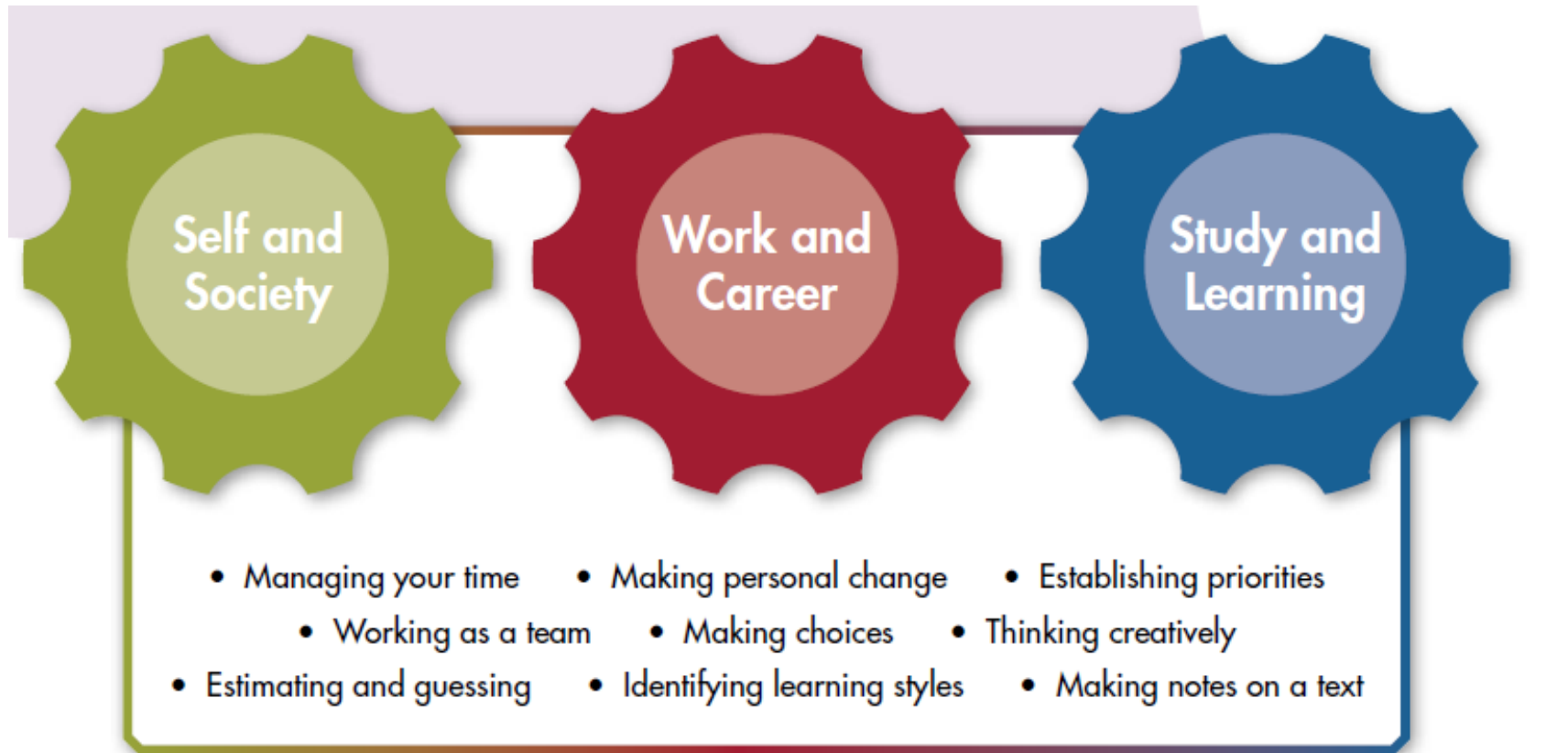
**A**  Work in small groups. Read about a bad experience in a person's life. Then discuss these questions.

- 1 Do you think Don is telling the whole story? If not, what questions would you ask him to understand what happened?
- 2 Did Don make any mistakes or incorrect assumptions? If so, what did he do wrong?
- 3 What seems to be Don's attitude about what happened? Did he admit to making any mistakes?
- 4 What should Don do differently in a similar situation in the future?

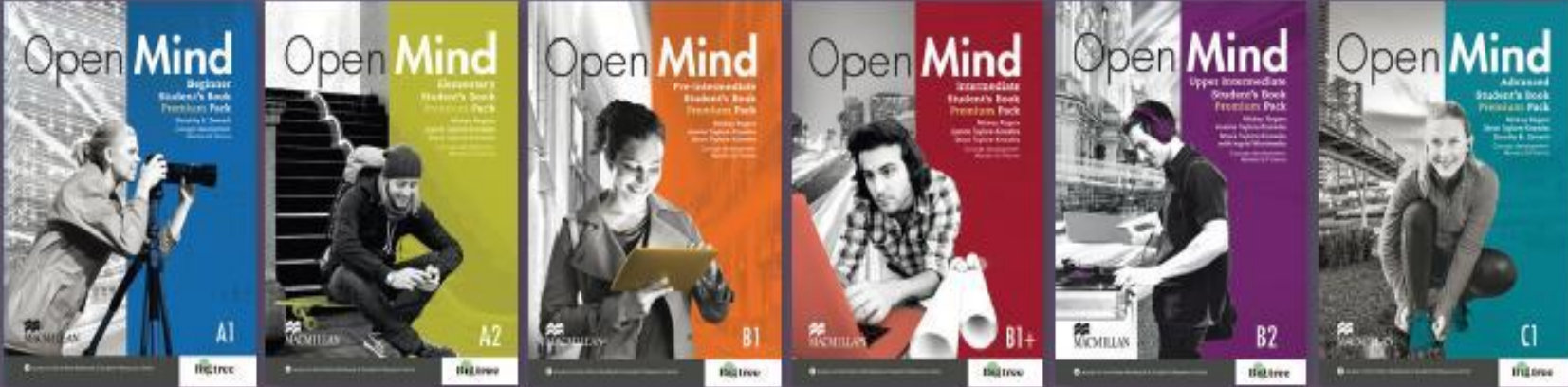




# How do these Life skills work through EFL courses?



# For our top selling Adult course we have something new...



Opening doors everywhere for adult learners

# Skills for Work – Employability Videos

A series of supporting workshops, aimed at use in class, on:

- Interview Skills
- Group Discussion
- Giving Feedback
- Presenting Skills
- Influencing and Persuasion
- Understanding decision-making styles
- Team-working skills

Each has a photocopiable worksheet



## Video 1 Worksheet: Interviewing Skills

### Before you watch

A Work in pairs. Discuss the things in the list and decide if they are examples of good or bad interviewing skills.

	Verbs	Bad
1	Research the company and role	
2	Think for a long time before you	



# Will this prepare students for work in the 21<sup>st</sup> century?

'Companies and organizations are trying to compete in a world of economic and technological change that is moving faster than ever. They urgently need people who are creative, innovative and flexible'

Sir Ken Robinson

Professor Emeritus,

Warwick University, UK



# Open Mind

ENTER OUR COMPETITION TO

# WIN

a two-week work experience  
in London, including flights,  
accommodation and meals\*

**BROADEN YOUR HORIZONS**

Bring your ideas to life and experience  
Macmillan Education's London office  
in one of our dynamic departments

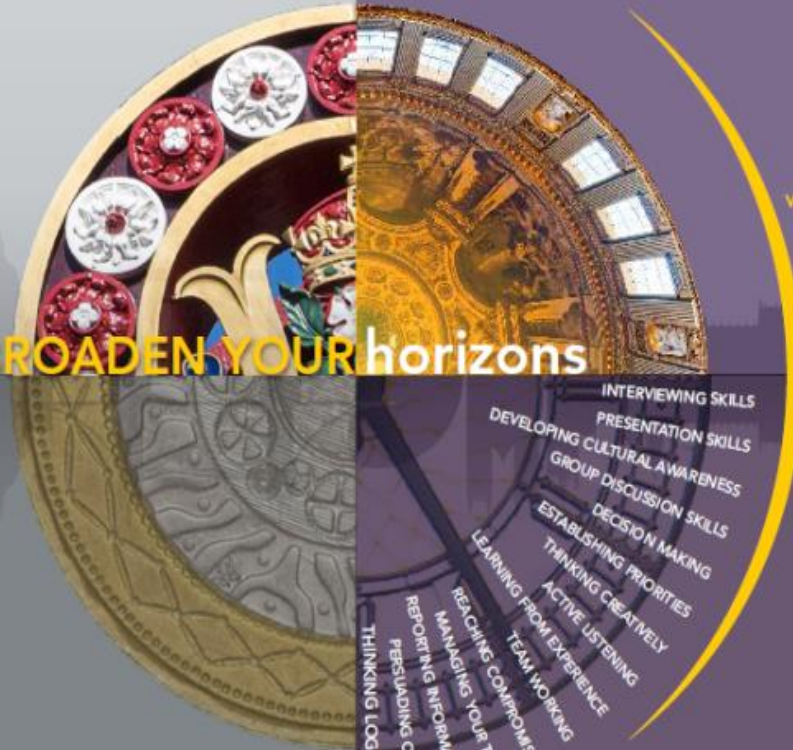
**WHAT ARE YOU WAITING FOR?**

# LONDON CALLING

See overleaf for details to enter our  
work experience competition or visit

[www.macmillanenglish.com/mind-competiton](http://www.macmillanenglish.com/mind-competiton)

**HOW WILL YOU ANSWER?**



# 'Skills at Work' Experience

## **1<sup>st</sup> prize**

**2** weeks internship in the London office

**3** winners

Prize includes flights, accommodation and an allowance for meals etc.

## **'Runner up Prizes**

**(# tbc)** 1-2-1 coaching session(s) with John Allison

## **How will the competition work?**

1 Complete a work related task taken from Mind

2 From all the entries 10 candidates will be shortlisted for a Skype (or face-to-face interview)

3 Winners announced Dec '16



# Benefit to PLS/Fee schools

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Higher ratio of success

More than just ELT lessons

More positive environment

No loss of teaching time

No special equipment or extra costs

# And for teachers...



Being creative as a teacher is all about being open to new ideas and being adaptable to change as |



A central graphic for the "MACMILLAN LIFE SKILLS 2016 Employability Toolkit". It features a tree logo with speech bubbles and a central text block. The text reads "MACMILLAN LIFE SKILLS 2016 Employability Toolkit". Below the text is the slogan "Develop the skills to succeed in 21st-century employment". The graphic is surrounded by various icons representing different skills and concepts.

macmillan education

[macmillanenglish.com/life-skills](http://macmillanenglish.com/life-skills)



MACMILLAN LIFE SKILLS



# 2015: from strength to strength

KPIs

# Almost 1.5 million

Pageviews

on the

[www.macmillanenglish.com](http://www.macmillanenglish.com)

website



**MACMILLAN  
LIFE SKILLS**  
LANGUAGE IS A LIFE SKILL



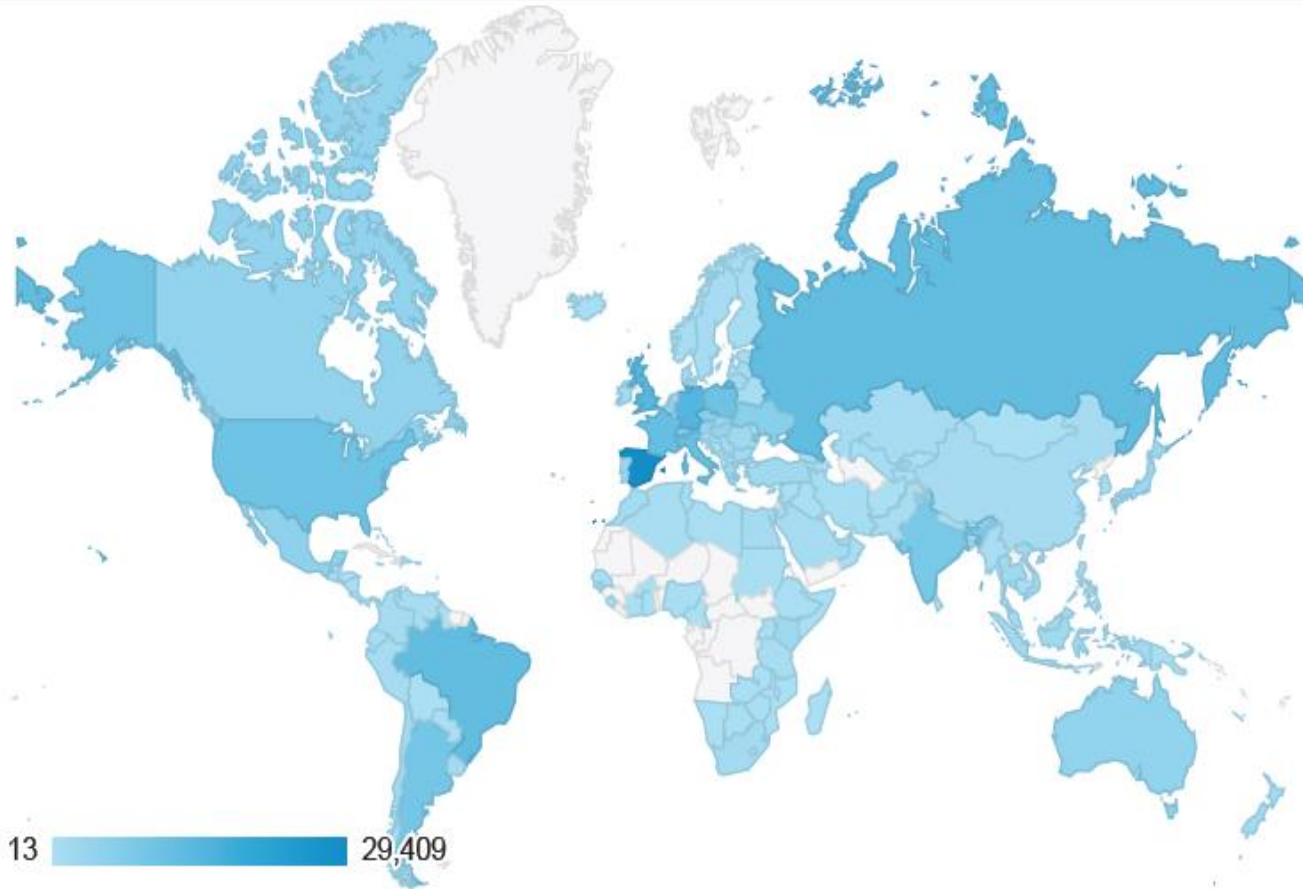
**MACMILLAN  
LIFE SKILLS**

# And country to country

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Sessions

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MACMILLAN  
LIFE SKILLS

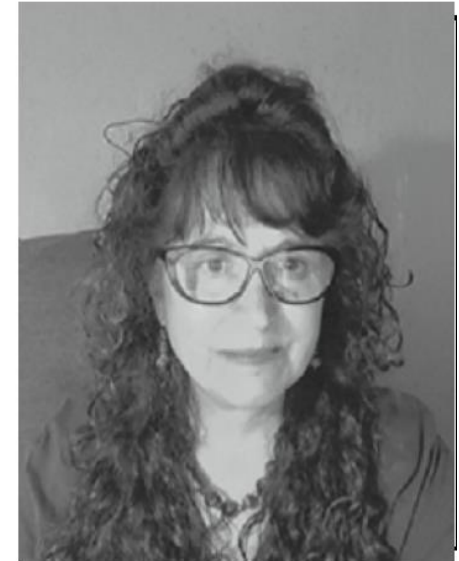
# Life Skills Champions

## How long have you been teaching life skills?

"I have been teaching life skills all my teaching life (approx. 20 years) but have only in the last few years discovered the Life Skills resources on Macmillan.

Bearing in mind that my English language teaching revolves around special language projects, then I like to use materials that are 'out of the ordinary' but far closer to 'home' in the lives of the students.

That's why life skills are a great resource."



**Nives Torresi**  
Teacher in Italy

# Award Winning!



**Find all these wonderful FREE resources at**  
<http://www.macmillanenglish.com/life-skills/resources/>



**MACMILLAN LIFE SKILLS**

**Lesson 16: Networking and Effective Communication**

This lesson is about encouraging students to develop their networking and interpersonal skills. The aim is to help students develop confidence in speaking with others and initiating conversations.

Level: Pre-intermediate and above (equivalent to CEF level B2 and above)

Time: 60-90 minutes

**How to use this lesson:**  
This lesson can be done in class but if you are short of time, parts of the lesson can be done at home as a written exercise. Try to allow time in class for students to discuss the different exercises. This will give them useful practice with asking and answering questions, as well as an opportunity to use the lesson vocabulary.

**Procedure:**

**Optional warmer or icebreaker – 10 minutes**

**Marooned**

Get students into groups of 4 – 6.

1. Explain the situation: you are marooned on an island. What five (you can use a different number, such as seven, depending on the size of each team and their language level) items would you have brought with you if you knew there was a chance that you might be stranded. Have students brainstorm items and make a list (set a time limit).
2. Next, explain that they are only allowed to keep five items per team, not per person. For higher level students add a condition, e.g. items that fit into a bag, that you'd find in your homeland, etc. Have them write their items on a boardflip chart and discuss and defend their choices with the whole group. The aim is to come up with a class agreement on the most essential 5 items.

This activity helps students to learn about other's values and problem solving styles and promotes teamwork.

**Lead-in – 20 minutes**

1. Brainstorm with the group what interpersonal skills and behaviour are needed for networking (whether on or offline, encourage them to think about both).

The list may include body language, listening (empathy), speaking (clarity and tone of voice), use of questioning, building rapport, understanding, tuning in to emotional or non-verbal cues and sharing information. Discuss each one and get students to think about the implications for both on and offline networking (you could get them to do this in groups). Use this opportunity to clarify or add any new vocabulary.

2. Give out the handout or reveal on a separate flipchart the following key attributes of great networkers:  
Great networkers...

**Teacher's Notes**

**NETWORKING**

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

**Maya Angelou**



#lifeskills

**MACMILLAN LIFE SKILLS**



**MACMILLAN LIFE SKILLS**

# This talk - fact or opinion

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1. Evidence supports the development of life skills for our students
2. We talked about thinking skills in this session
3. Gateway 2<sup>nd</sup> Ed gives teachers a CEFR levelled curriculum
4. Open Mind and Gateway have Life Skills as part of their unit structure
5. Students need to have a broad range of skills for future employment



For more information  
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# Thank you

