



FUTURESILLS  
AGENCY



## Voices for the Future

*The Language Classroom as  
a Life Competency Lab*



**What do we see in  
this picture ?**





**What skills do these  
students need to achieve  
their goal?**



## **World Health Organization, “Skills for Health” – 1993**

Cross-cutting skills (soft skills) are adaptive and positive behavioral abilities that enable individuals to deal effectively with the demands and challenges of everyday life. They are essential for the personal development of children and adolescents, helping them build resilience, develop social and emotional competencies, and navigate the complexities of modern society.

## **February 2025: The Italian Senate approves Law 22 on the development of non-cognitive skills**

Self-awareness, emotion management, stress management.  
Relational skills: empathy, effective communication, building positive relationships.  
Non-cognitive skills: critical and creative thinking, problem-solving ability, decision-making.





How can we make these skills  
**understandable** and **engaging**  
for our students?



Is the process of integration  
of life competencies new to  
us?



# In the language classroom...

1. One student in each group guides the task, encourages participation, and presents the final work to the class.
2. Students compare two short articles with different opinions on the same topic and decide which arguments are stronger.
3. During a timed group task, students plan how to complete three activities within ten minutes and assign roles.
4. In small groups, students work together to create a dialogue for a role-play, dividing tasks as needed.
5. Students practice giving clear instructions to a partner to complete a drawing they cannot see.
6. The class receives a “lost tourist” scenario and must discuss and negotiate the best solution.
7. Students read a short story from someone’s perspective and discuss how the character might feel and why.
8. Students invent a new product and prepare a short pitch, imagining unique features.

# Life Competencies

1. Critical Thinking

2. Collaboration

3. Effective

Communication

4. Problem Solving

5. Empathy

6. Time management

7. Creative thinking

8. Leadership



# Scenarios

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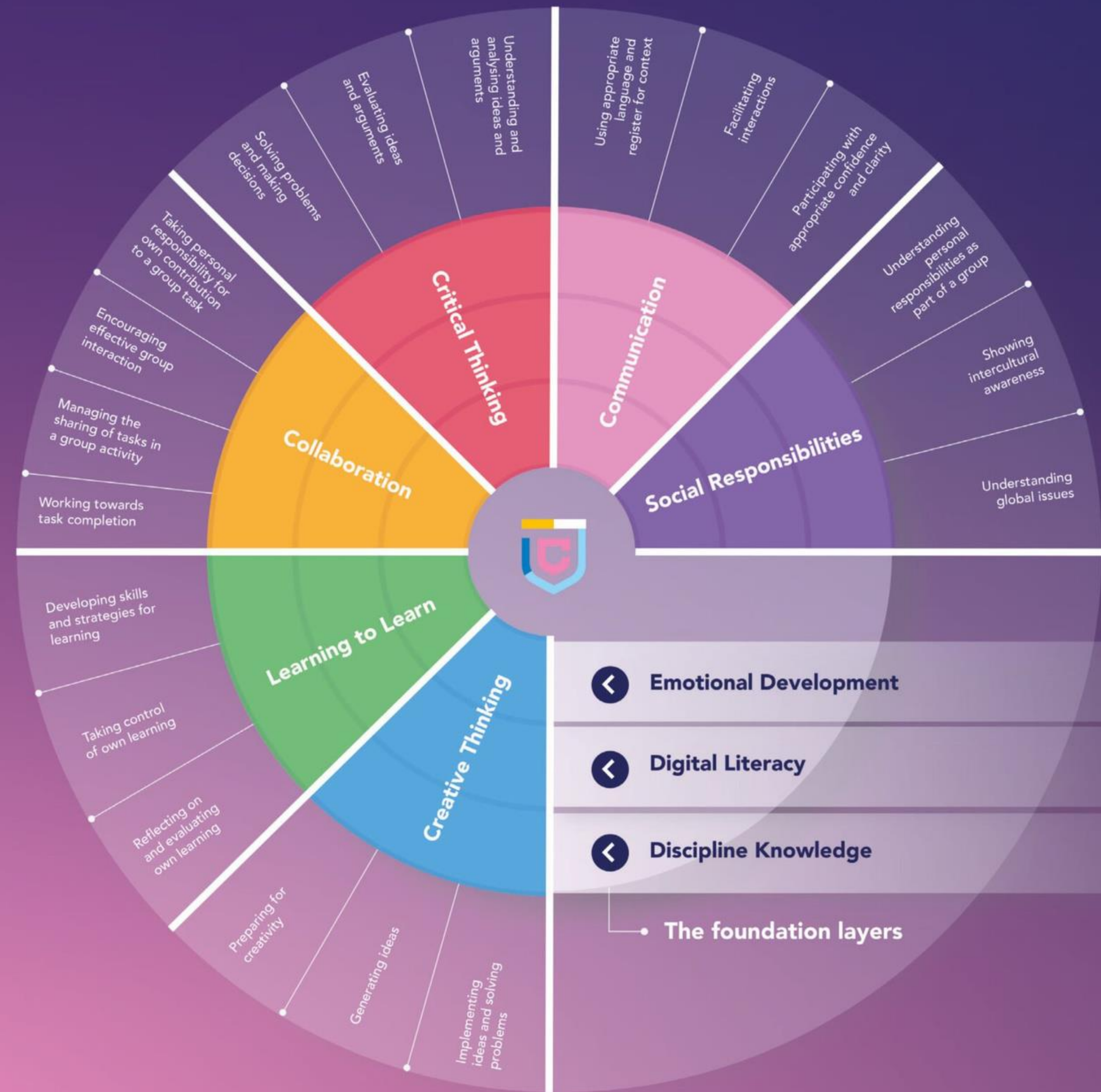


A black magnifying glass is positioned on the left side of the image. The lens of the magnifying glass is focused on the word "Focus", which is written in a large, black, serif font. The word "Focus" is centered horizontally and partially enclosed by the circular frame of the magnifying glass. The background is a light gray gradient, and the entire image is framed by a thick magenta border.

Focus

# Cambridge Life Competencies Framework

1. Critical Thinking
2. Communication
3. Creative Thinking
4. Collaboration
5. Learning to Learn
6. Social Responsibility





The team name: an exercise to enhance....





***A team's power lies in the unique  
contributions of each member.***

**What makes you a great teammate?**

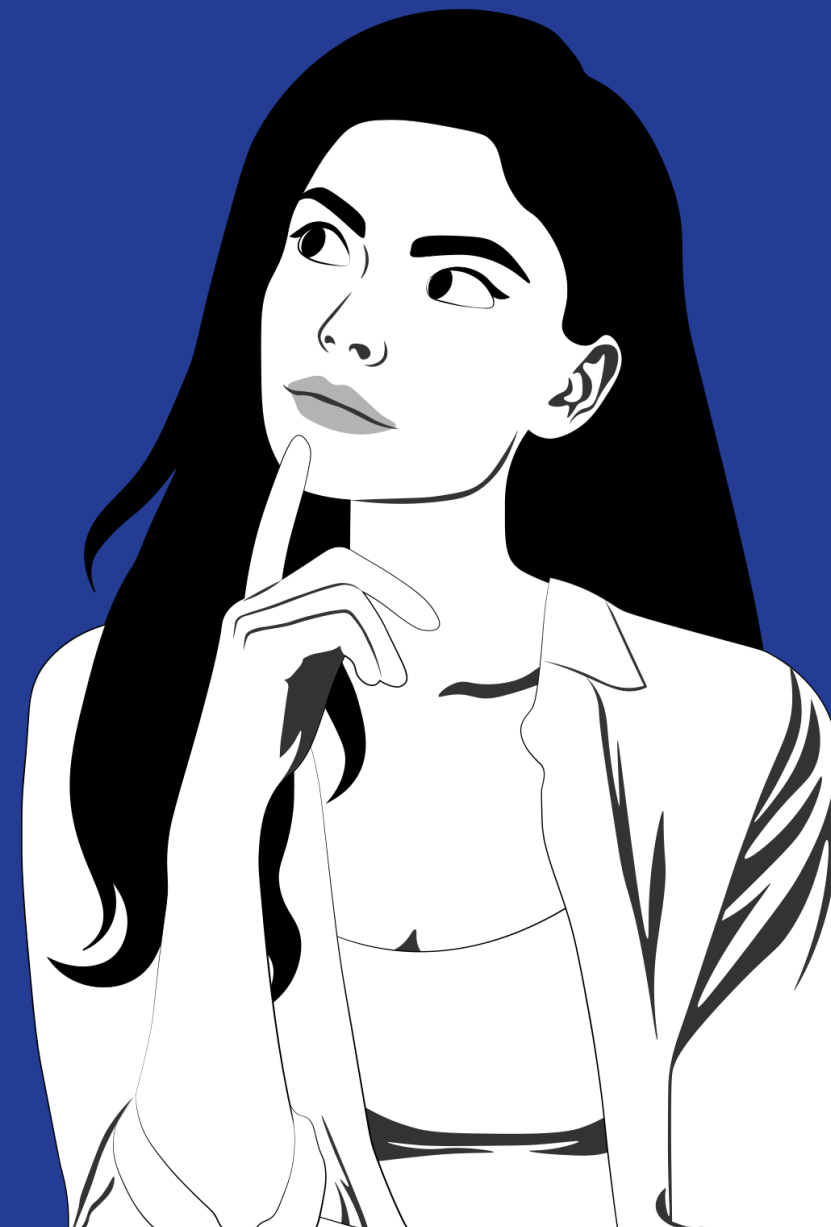


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# The acronym



My name is Anna:  
**A**mbitious, **N**oble-hearted,  
**N**ice, **A**daptable!

Step 1: Write down your first name. For each letter or vowel, choose an adjective that reflects your best qualities.

# Positive adjectives

A – Adaptable • Amazing • Ambitious

B – Brilliant • Bold • Benevolent

C – Creative • Confident • Compassionate

D – Diligent • Dynamic • Dependable

E – Empathetic • Enthusiastic • Encouraging

F – Friendly • Flexible • Fearless

G – Generous • Genuine • Gracious

H – Helpful • Honest • Hardworking

I – Innovative • Inspiring • Intelligent

J – Joyful • Just • Jolly

K – Kind • Knowledgeable • Keen

L – Lively • Loyal • Loving

M – Motivated • Mindful • Magnificent

N – Nurturing • Notable • Nice

O – Optimistic • Open-minded •

Outstanding

P – Patient • Positive • Proactive

Q – Quick-witted • Qualified • Quiet-natured

R – Resilient • Responsible • Respectful

S – Supportive • Sincere • Strong

T – Talented • Thoughtful • Trustworthy

U – Understanding • Upbeat • Unique

V – Vibrant • Valuable • Visionary

W – Wise • Warm-hearted • Willing

X – Xenial • X-factor • Xenodochial

Step 1: Write down your first name. For each letter or vowel, choose an adjective that reflects your best qualities.



# Team task

Step 2: Discuss your qualities with your team members. Say **why** you have chosen these qualities.

Step 3: Choose the **best quality** from each team member and create your **team name**

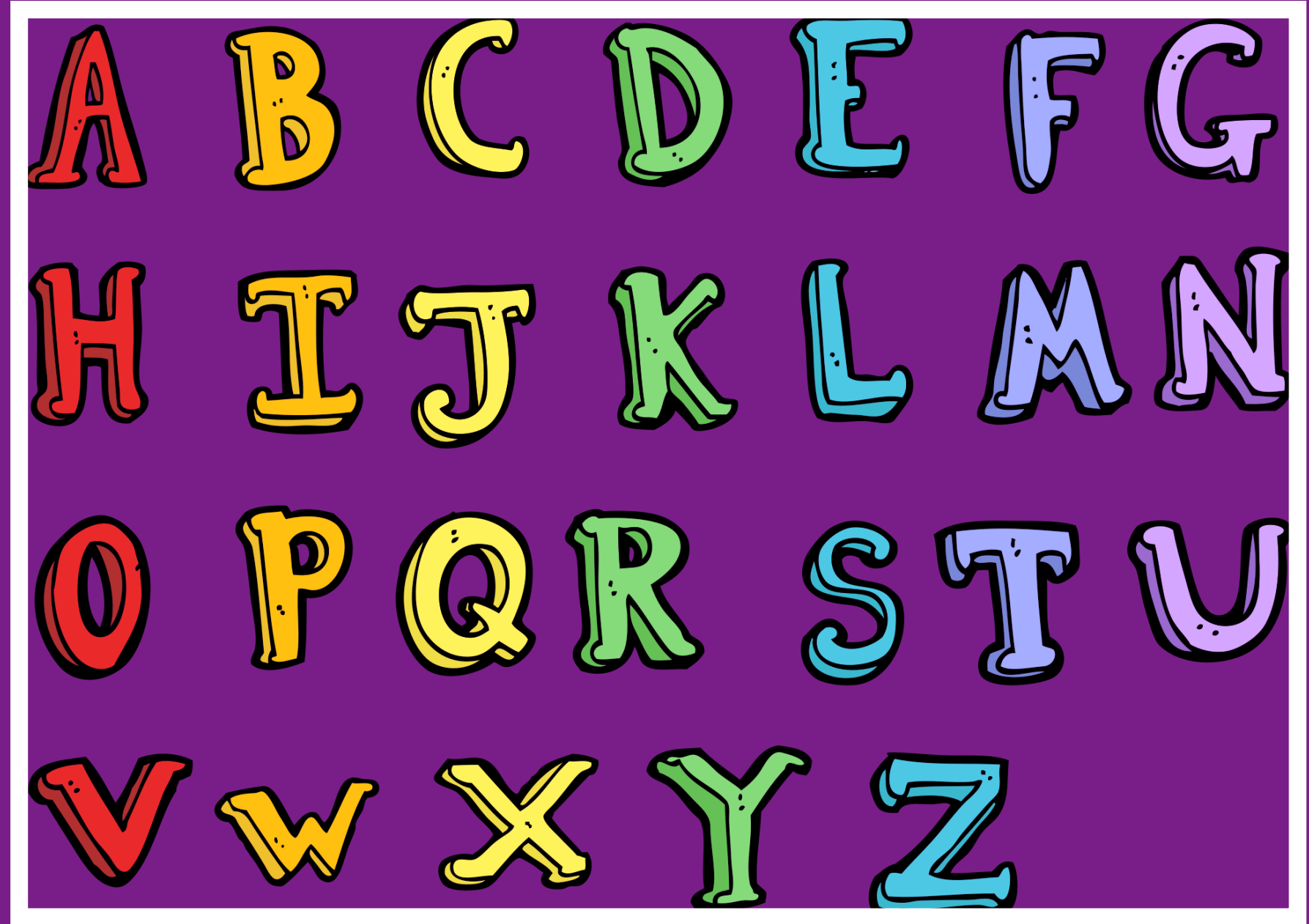


# The team name: an activity to enhance ....





# Vocabulary revision: an exercise to enhance.....



In your group, write down as many words as possible connected to what you see in the picture (objects, actions, colours, feelings, places).

The alphabet is divided into seven colour groups. Your list of words must include at least one word for every colour group of the alphabet.

**While working at this task, don't forget your team name and the qualities you will bring to the team!**

TEAM KEY WORDS ASSESSMENT

During the task/s or project proposed to you, have you managed to perform as your team key words state?

YES



If yes, give evidence of how you have expressed each quality/traits that you had chosen:

.....

NO



If no:  
What has not worked?

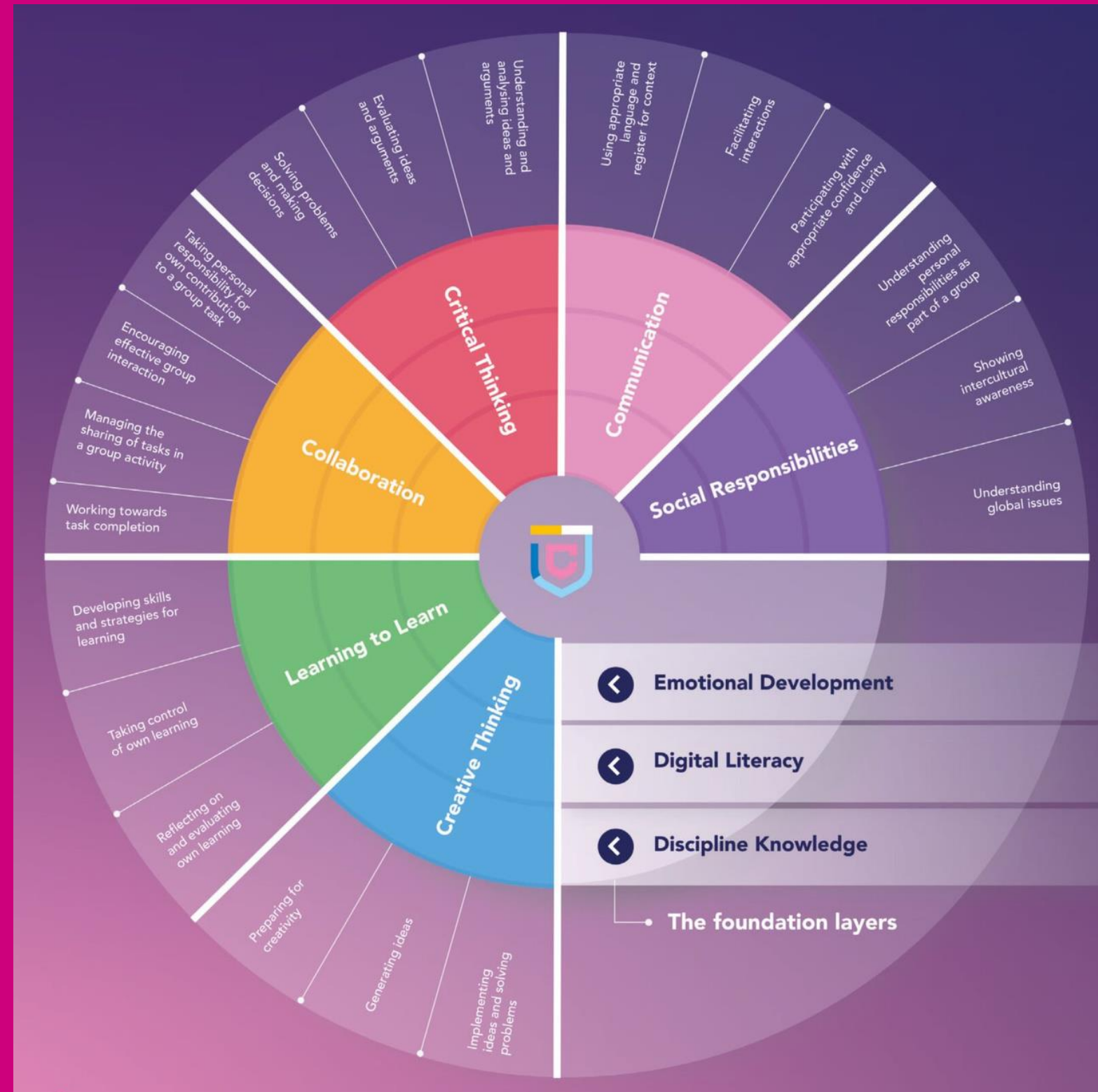
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What will you do differently next time?

.....



# Vocabulary revision: an activity to enhance .....



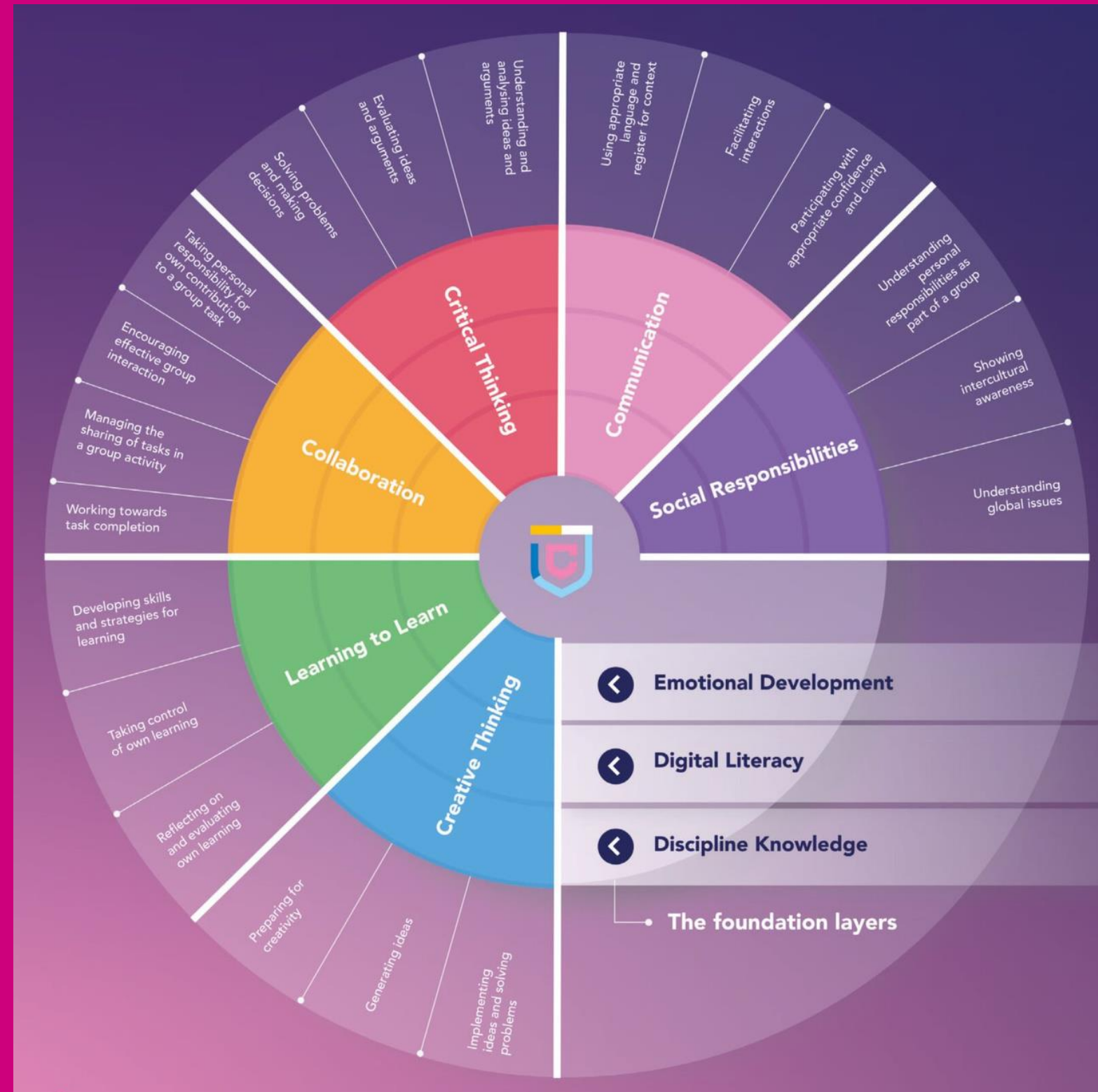
# The appreciation box: an activity to enhance.....



- *I have appreciated your innovative thinking!*
- *I'm impressed with.....*
- *You got my attention with.....*
- *One of the things I have liked most about you is...*
- *I just wanted to let you know.....*
- *We couldn't have done it without you!*



# The appreciation box: an activity to enhance .....



# Closing thoughts

- Stay focused on the student rather than the end task
- Give time to create the right atmosphere for collaboration
- Give time to reflect on their performance
- No changes or additional tasks but...different approach!







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THANK  
you!

