

# Cambridge Personal Styles Questionnaire Support Resources 2023-24



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Thinking



Study



Coping



Communication



Collaboration

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# Getting started

These are the key activities you'll likely want to prioritise to start with, and you should use them shortly after students have completed the questionnaire wherever possible.

## Spark questions

Questions designed to encourage students to reflect on their CPSQ report. These work well alongside the Life Wheel and/or Vocabulary Wheel. You can find an example of how to structure the activity in our Help Centre.



- Which competency areas are most important for your studies?
- How accurate is your feedback for the competencies?
- Where are your personal style strengths (Positive points)?
- Where are your areas for improvement?
- Where are you doing ok (Neutral points), but perhaps could do better?
- Do you want to build on your report and set personal goals?
- How might you use this information to think about the development of your study skills?
- Are there any barriers to getting this development?

## Goal setting

We have templates for setting and reviewing goals, which you can find in our Help Centre.

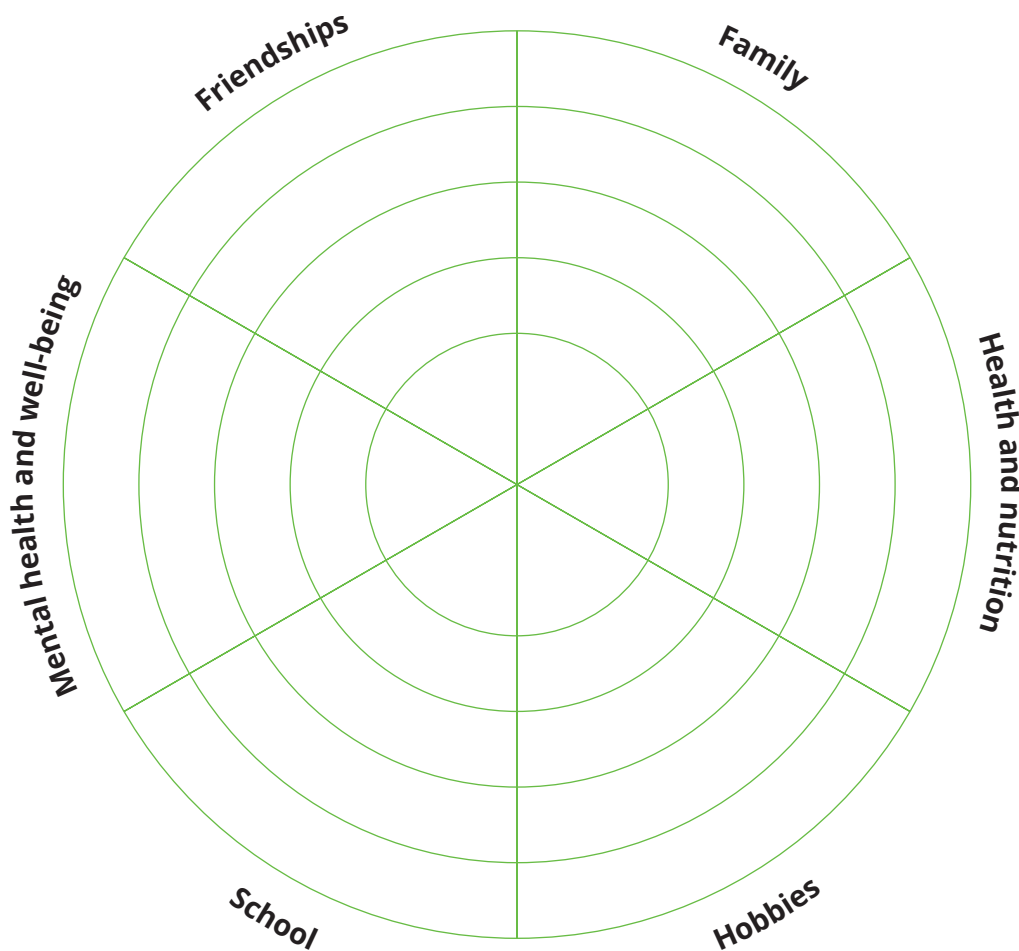
## Life wheel

An activity for personal reflection, which can complement the CPSQ report. Here is the activity, which you can share directly with students. There is also a separate downloadable version in our Help Centre.

The Life Wheel is a useful tool to help think about how we feel about different aspects of our lives. All the aspects listed are important for our happiness in life.

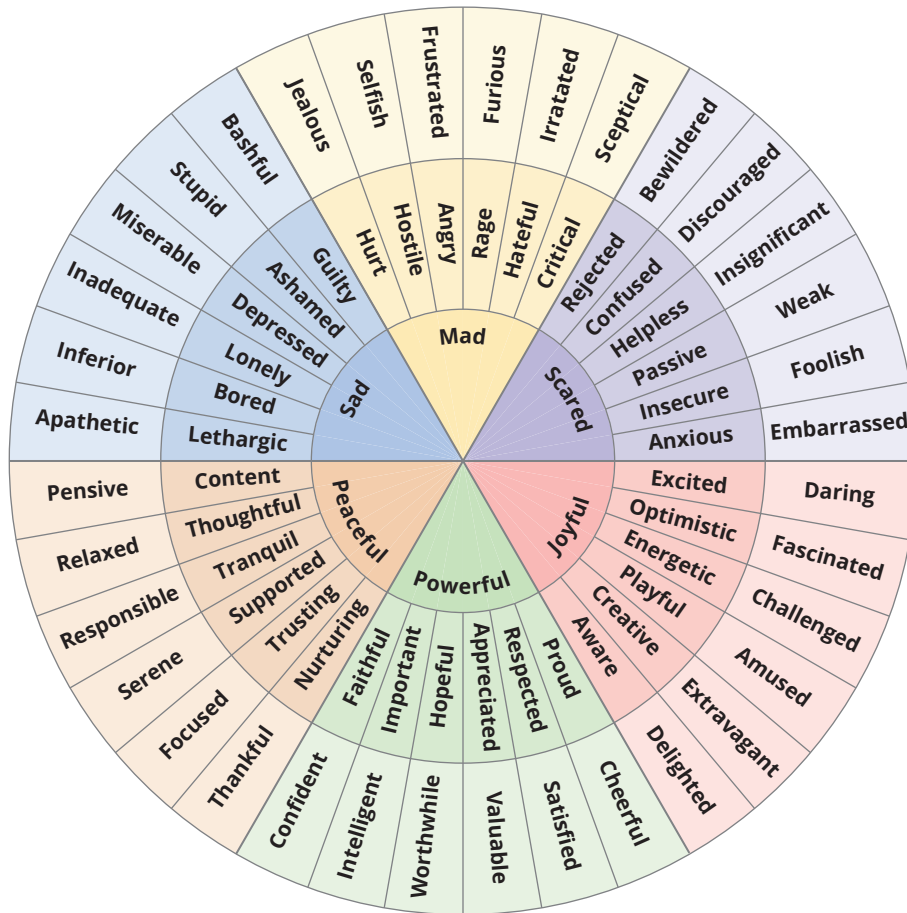
The activity is for your own personal use and reflection. It's a really good way of seeing how balanced things are for you right now. Sometimes seeing a visual representation of our lives can be helpful for spotting where there might be an issue, perhaps that you are not even aware of.

- Complete your own version of the Life Wheel.
- Shade in the sections of the circle towards the middle to indicate how content you are with that aspect of your life. For example, if you are happy with your school experience, shade the section towards the centre. If you are happy with your family relationships, and feel even more happy with them than school, shade closer to the centre than for the school section. In the end you will have a snapshot of how you are feeling with all aspects of your life.
- Review and reflect on your shading. Think about the sections where you've said you're very content. Why is that? What about the areas that are you have shaded less? What is going on there?
- Finally, think about your priorities. How can you shade more of the wheel? Which sections would you like to focus on? What actions could help you achieve that?



## Vocabulary Wheel

A tool to help students process and express their feelings towards something. It could be used to help them talk about their CPSQ report, or as a teaching tool to help students better articulate their feelings more generally.



## Approaches to learning

Here are some tips and small activities you can introduce into the learning environment to support the attributes and competencies from the CPSQ.



### Elaborating on and combining ideas

## Brain-Write

When learners complete a task in which they need to share ideas, give each learner a piece of paper on which to write their initial ideas. Next, ask them to pass their paper to the person sitting on their left. They then read their classmate's notes and have 3–5 minutes to build on the ideas. Encourage learners to build on and develop their classmate's ideas with more detail, rather than just adding a list of new ideas. Repeat the process a few more times so that each card has contributions from several learners. Finally, ask learners to return the paper to the original writer so they can read how others have built on their ideas.

### Teaching online?

Why not use a shared document such as Google Docs for learners to share and add to each other's ideas.



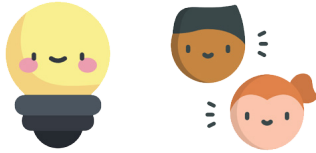
### Evaluating specific information or points in an argument

## Find the evidence

When learners are discussing information in a reading text, ask them to highlight all the points in the text that offer evidence, and to consider how reliable that evidence is. Useful questions to write on the board are: 'Where's the evidence?', 'How reliable is it?', and 'How do you know?'

### Teaching online?

During feedback, invite learners to use emoji reactions to indicate how reliable they think the evidence is. Use learners' reactions to decide who to nominate to explain how they know.



## Justifying decisions and solutions

# And here's why

Have the phrase 'And here's why...' written on a corner of the whiteboard or printed out and stuck on the wall. When learners give an answer to a question, encourage them to justify their decision by pointing to the phrase and asking them to complete the sentence.

### Teaching online?

Write the phrase on your digital whiteboard, or on paper you can hold up to your camera during your online lesson.



## Identifying, gathering and organising relevant information

# Search terms

When a coursebook task instructs learners to search for information online or in the library, ask them to begin by thinking about what 'search terms' (words and phrases) they will use to find the information they need.

### Teaching online?

Create a table in a shared document, with one search term at the top of each column. Ask learners to add links to useful information they find online in the relevant columns.



## Evaluating the effectiveness of implemented solutions

# Looking back

After learners have completed a task, ask them to reflect on their process and answer the question 'What would you do differently next time?', giving reasons for their answers.

### Teaching online?

Encourage learners to create a reflection section in a digital portfolio, such as Padlet, and invite them to film and upload a video of themselves answering the question.



## Using feedback to improve learning

# Looking forward

When learners receive feedback (either in the form of correct/incorrect answers to a task, or written/spoken feedback), encourage them to consider how this feedback influences them going forward, and what they can do to improve.

### Teaching online?

Why not invite learners to make a short audio or video recording of their thoughts on how the feedback they've received influences them going forward, and what they can do to improve.





**Using appropriate language and presentation styles with confidence and fluency**

## Point – Explain – Example

Write on the board: 'Make a point; Explain why; Give an example'. When eliciting feedback from learners on a text, topic or task, give them a few minutes to prepare one or two points they want to make. Then, nominate learners to stand up and 'present' their answers/arguments including a point, their explanation and an example.

### Teaching online?

After each learner has presented, invite the rest of the group to use the chat box feature to comment on what they thought was the point, the explanation and the example.



**Listening and responding respectfully**

## Rephrasing

After a learner has contributed an idea or explanation to the class, nominate another learner to summarise or paraphrase what the previous learner said.

### Teaching online?

Learners could volunteer to paraphrase by using the 'raise hand' feature in your online classroom.



**Establishing ways of working together**

## **What are the rules?**

After giving instructions for a collaborative task, ask learners to repeat/suggest some group rules.

### **Teaching online?**

Invite learners to use the annotate function on a digital whiteboard to add their ideas for group rules.

## Goal setting

Here is a supplementary goal setting activity to complement the more formal goal setting templates, and to generally improve how students approach goal setting.



### Setting goals and planning for learning

## Fridge/Suitcase/Bin

At the end of each lesson or unit, tell learners they are going to choose one item to put in the 'fridge', one item to keep in their 'suitcase' and one item to put in the 'bin'. The item they choose for each might be a piece of information or advice that they've learned, or a learning strategy or approach they have experienced. Explain and write on the board what the fridge, suitcase and bin represent, (see below) and ask learners to reflect on the lesson/unit and choose one item for each.

- Fridge: something you want to keep to use again at a later date.
- Suitcase: something you want to carry with you and use again soon and/or frequently.
- Bin: something that didn't work for you, that you don't want to use again, or that you may want to avoid in future lessons.

### Teaching online?

Why not have learners create a digital file with three columns to type notes about their choices. They could search online for images to represent the fridge, suitcase and bin, and insert these at the top of each column.

## Developing skills

This section has some activities you can use to support students in developing some key skills linked to the CPSQ attributes and competencies. Their direct link to the attributes and competencies is fully detailed in the table towards the front of the booklet.

## Influencing



### Implementing, presenting and explaining ideas and solutions

## Convince me

When learners generate ideas or arguments on a topic, ask them to create a poster in order to convince or persuade people of their idea or argument.

### Teaching online?

Try asking learners to use a digital poster creating site such as Canva.

## Questioning



### Using communication strategies to facilitate conversations

## The third degree

After learners have read a text, ask them to prepare some interview questions about the topic to ask someone else in the class. Give examples, such as 'Do you agree with the writer?'/ 'What would you do in this situation?' Once learners have prepared their questions, distribute numbered slips with clarification or elaboration questions (see examples below). Explain that when you hold up one finger, whoever has Slip 1 must ask the question on it; when you hold up two fingers, whoever has Slip 2 must ask that question; and so on.

Nominate a fairly proficient learner to be interviewed. For the next three minutes the class fire their interview questions at the person in the 'hot seat'. When a clarification or elaboration question seems appropriate, give your number signal for individuals to ask the question on their slip.

*Adapted from Language Activities for Teenagers (Lindstromberg & Ur, 2004).*

### Teaching online?

When the class are interviewing one learner, ask them to use the 'raise hand' feature in your online classroom. Try 'distributing' the clarification and elaboration questions using the private chat function in the chat box.

### Using communication strategies to facilitate conversations

## Activity: The Third Degree

1. In other words?	2. Could you say that again?	
3. I would like to know more about that.	4. Why do you think that is true?	
5. What is your evidence for that?	6. Could you say a bit more about that?	
7. Could you elaborate?	8. I didn't really understand that.	

*From Language Activities for Teenagers (Lindstromberg & Ur, 2004).*



### Identifying issues and challenges

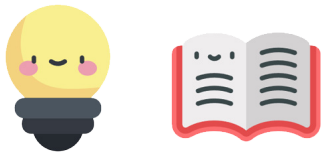
## Some people think..., but...

When learners give an opinion on a topic, encourage them to identify other possible viewpoints. Ask learners to begin by saying 'Some people think...' before sharing their own view. (e.g. *'Some people think everyone should be vegetarian, but I think it's okay to eat meat as long as we treat animals humanely.'*)

### Teaching online?

Use the chat box feature in your online classroom to prompt individual learners during discussions by typing 'Some people think...'

## Planning and organisation



### Finding connections

## Affinity diagrams

This activity begins with a space on a wall or whiteboard which learners fill with as many ideas as possible before grouping and building connections between ideas. Affinity diagrams are especially useful when learners need to group and organise information, such as when planning a project, writing an essay, or planning a presentation.

1. Ask learners to write down anything connected to the topic on sticky notes. This might be in the form of ideas, arguments, data, factual information, drawings, questions, or observations.
2. Ask learners to stick all their sticky notes to the wall.
3. Take one sticky note and make it the first note in the first group.
4. Take another sticky note and ask the class, 'Is this similar to or different from the first one?' If learners decide that it's similar, place the second note in the same group as the first. If they decide that it's different, place it in a new group.
5. Continue note by note, placing similar ideas together and creating new groups when ideas do not fit into an existing cluster.
6. You should now have between 3 and 10 groups. Ask learners to decide on a name or title that identifies the theme of each group.
7. Finally, ask learners to decide on an order or sequence for the groups.

### Teaching online?

Why not ask learners to use a digital sticky note board, such as Lucidspark, to organise their notes together.



## Agreeing what needs to be done

# First, we plan!

Before learners begin work on a group task, first ask them to plan how they will go about completing the task. Tell them to include a plan of how each person in the group will contribute. Give them around 10 minutes to make their plan and to draw it up on paper to show you.

### Teaching online?

Learners could share their plans in a digital portfolio, such as Padlet or Bulb.



## Managing the learning environment

# Toolbox

Draw a picture of a toolbox on the board. Before learners start work on a task, encourage them to identify (and collect) the tools they will need to be able to complete the task. Write ideas on the board to help them plan (e.g. pens and paper/a clock). The 'tools' don't have to always be physical, they might be more abstract (e.g. quiet time to think/help from the teacher).

### Teaching online?

Digital mind mapping tools, such as Miro, are a great way for learners to brainstorm and build on each other's ideas of what they might need for the task.



## Managing the distribution of tasks

# Today's leader

Elicit ideas about what makes a good leader and write these on the whiteboard as a reminder for learners. While groups work on a project, nominate a learner to be 'leader' of their group for the project. Explain that leaders should ensure that while the group carries out the project, tasks are shared equally between all the group members. Nominate different learners for different projects or stages of the project, so that everyone has the opportunity to take on the role of leader.

### Teaching online?

Try inviting learners to research online to find ideas about what makes a good leader, and use breakout rooms for groups to work together.



## Ensuring progress towards a goal

# How to get there

After giving instructions for a collaborative task (but before starting the task), ask learners to work in pairs to draw a 'map' of the route they will take to reach the intended goal. What turnings will they need to take? What landmarks will they pass along the way?

### Teaching online?

Learners could create drawings of their maps using a digital drawing site such as Sketchpad and share them in a digital portfolio.



## Planning and organisation



### Evaluating arguments as a whole

## Sink or float?

While learners are discussing an argument presented in a reading or listening text, draw a boat on the board. Ask learners to imagine that the text they've just read is a boat. Explain that weaknesses in the argument are like holes in the boat that let the water in. How many holes can they find? How big are the holes? Strengths in the argument will allow them to 'repair' holes.

How many strengths are there? Are they big enough to repair the holes? Finally, ask them to explain whether they think the boat will sink or float, and to give reasons for their answers.

### Teaching online?

Why not use a collaborative document for learners to add shapes to the text to highlight strengths and weaknesses in the argument. You could ask learners to use different colour shapes to represent how big the strengths and weaknesses are.



### Evaluating options and recommendations to come to a decision

## Evaluation framework

An evaluation framework is useful when learners need to evaluate options, solve problems, explore ideas for a writing task, discuss the content of a reading text, or prepare for an oral presentation. Give learners a copy of the evaluation framework in **Activity 1** and ask them to make notes about different aspects of the content. Learners don't need to answer every question, but they should try and write something in each box.

### Teaching online?

Why not share the framework as a collaborative document for learners to contribute and see each others' ideas. Alternatively, invite learners to use a digital mind mapping tool, such as Miro, to organise their ideas.

Evaluating options and recommendations to come to a decision

## Activity: Evaluation Framework

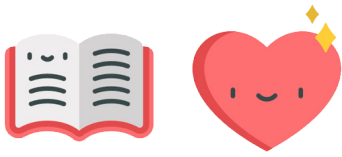
<b>Information</b> What information do you have? What more information do you need? How can you find out more information?	
<b>Benefits</b> What are the benefits of this? Who might benefit from it? How could it be more beneficial?	
<b>Drawbacks</b> What are the drawbacks of this? Who might be negatively affected by it? How could the drawbacks be reduced?	

Evaluating options and recommendations to come to a decision

## Activity: Evaluation Framework

<b>Feelings</b> What do you feel about this? What makes you feel that way? What would need to happen for you to feel differently?	
<b>Alternatives</b> How could this be different? What could cause it to be different? What impact would it have if it were different?	
<b>Going forward</b> What have you learned from this? What is the best decision or solution? What do you need in order to go forward?	

## Managing emotions



### Managing attitudes and emotions

## Mistakes ladder

At the beginning of a course, ask learners to draw a picture of a ladder leaning against a tree. Explain that the ladder should have the same number of rungs as there are units.

At the end of the first unit, ask learners to reflect on what they found easy and what they found challenging. Ask them to find or recall the mistakes they made during the unit and to choose the 'biggest' one. Explain that mistakes help us to learn and progress, and ask learners to make notes about their chosen mistake and what they have learned from it next to the first rung on the ladder. Repeat this after each unit, so that by the end of the course learners should have reached the top of the ladder. Finally, ask them to draw themselves at the top of the tree.

### Teaching online?

Invite learners to find an image of a tree and a ladder online and arrange them in a word document. Then they can add their notes about each mistake and what they have learned from it.



### Recognising and describing emotions

## See-think-feel

When learners encounter a photograph, artwork or piece of music, give them time to make notes about what they see/hear, what it makes them think of, and how it makes them feel. After they've made notes, ask learners to share their ideas in groups.

### Teaching online?

Learners could find images online to represent their answers and organise these in a digital whiteboard, such as Jamboard.



## Regulating emotions

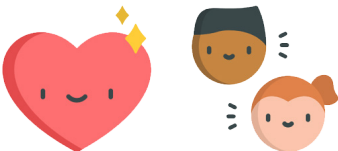
# My hurdles

At the beginning of a unit, ask learners to flick through the pages of the unit and discuss the content. What tasks and activities are they looking forward to? What do they think they'll find challenging? Ask them to identify their 'hurdles' in learning – what are the challenges they'll need to overcome?

Give each learner a piece of paper with a drawing of several hurdles. Ask them to name or label each of their hurdles with one of the potential challenges they identified. At the end of each lesson, ask learners which of their hurdles they have managed to overcome, and tell them to draw themselves jumping over that hurdle.

### Teaching online?

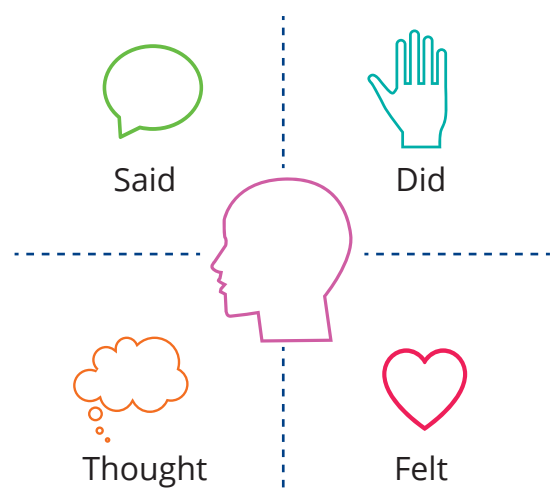
Learners could create digital drawings of their hurdles and notes, then share these on their screen during feedback.



## Showing empathy for the feelings of others

# Empathy map

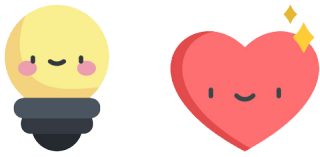
After learners have listened to an audio recording, read a text or watched a video, ask them to choose one character from the text and complete the framework here, making notes about what the character said, what they did, what they thought, and how they felt.



### Teaching online?

Why not copy the framework into a shared document, such as Google Docs, for learners to add their notes about specific characters.

## Working together



### Actively contributing to a task

## Ideas carousel

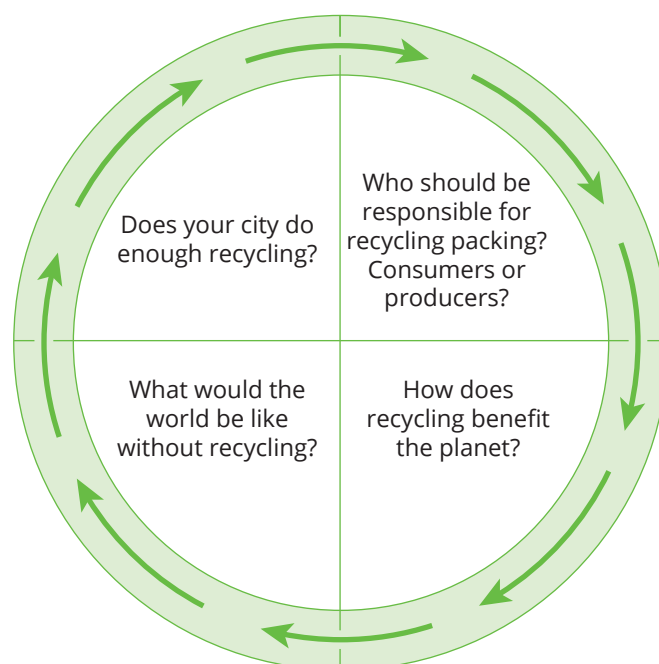
When learners are generating ideas for a project or responding to a text, use an Ideas Carousel framework, like the one below, to encourage them to contribute. Copy or draw the framework on large pieces of paper, writing a different question in the centre of each quarter, so that you have four questions in total. The example below uses the topic of recycling as an example. Put learners into groups of four and place the framework in the centre. Give around 5 minutes for learners to respond to the question, before rotating the framework. Learners then read what their classmates have written and add further ideas in answer to the next question. Repeat another two times so that each learner has added ideas for all four questions in the ideas carousel.

### Teaching online?

You could paste the framework into a digital sticky note board, such as Lucidspark, and invite learners to respond to the questions using virtual sticky notes.

### Actively contributing to a task

## Activity: Ideas Carousel





## Resolving issues

# Conflicting views

Before starting discussions on a topic, find out learners' viewpoints with a simple show of hands (e.g. for or against). Then, pair or group learners so that there are conflicting viewpoints within each pair/group. After the discussion task, elicit feedback from learners about how they managed (or didn't manage) to resolve their differing opinions.

### Teaching online?

Why not have learners use emoji reactions to indicate their viewpoints on the topic.