

What's the Emotional Syllabus about?

The Emotional Syllabus is one of the resources we offer as part of our Cambridge learning journey. This refers to the educational route which Cambridge offers young learners from infancy up to late adolescence through our courses and accompanying resources. The aim is to help young learners not only become academically competent adults, but also to gain emotional and social competences.

Recent psychological studies have shown that a developed emotional competence favours both our social adaptation and the resolution of conflicts, but also improves our academic performance, our ability to make decisions and our well-being.

Our emotional education starts at an early age. After only a few months a baby can express emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and develop self-control mechanisms. The progressive acquisition of language and the relationships with family, friends and educators play vital roles throughout a child's development. In general, when children are around seven or eight years old they have a well-established understanding of their own emotions and those of others and begin to be able to talk about them. In the years that take them through to adolescence, emotions play a key role in friendships and in their capacity to make valued judgements and responsible decisions.

From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with others are friendly and honest. This will arm them with the capacity to construct the emotional states they need to deal with everyday situations and feel physically and mentally healthy.

The ideas put forward in the work of Rafael Bisquerra Alzina and Núria Pérez Escoda (2007) have been used as a point of reference to draw up an Emotional Syllabus, which includes a list of the emotions present in our materials along with each of the related emotional competences, teaching notes and extra worksheets full of ideas for working with the emotions and their competences in the classroom.

Emotional syllabus

Guess What! 6 UPDATED EDITION (Pupil's Book)



Unit		PB section		Emotion	Emotional competences
W	Seasons and weather	p9	Story	Enthusiasm	Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-management > generate positive emotions and enjoy life.
1	Camping	p19	Story	Stress	Self-management > reduce the length and intensity of negative emotions. Self-motivation > have the capacity of self-motivation
2	Talent show	p29	Story	Relief	Self-management > be resilient. Life and well-being awareness > have the capacity to enjoy your own well-being.
3	International food	p41	Story	Fear	Self-management > reduce the length and intensity of negative emotions. Self-motivation > be assertive.
4	Music	p51	Story	Insecurity	Life and well-being awareness > look for help and resources. Self-motivation > be responsible for making decisions and behaving in an ethical manner.
5	Now and then	p63	Story	Tenderness	Self-management > be able to express your emotions appropriately. Self-awareness > understand how others feel.
6	The environment	p73	Story	Admiration	Life and well-being awareness > take responsibility for making decisions using ethical, social and safety criteria. Self-management > be perseverant.
7	Space	p85	Story	Confusion	Self-management > be conscious of how emotions influence your behaviour. Social awareness > be capable of cooperating with others.
8	Celebrations	p95	Story	Happiness	Life and well-being awareness > have the capacity to set ourselves positive and realistic goals. Self-motivation > get emotionally involved in the positive aspects of your life.

Teaching Notes

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Unit	PB section	Emotion	Emotional competences
W Seasons and weather	p9 Story	ENTHUSIASM	<p>Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p> <p>Self-management > generate positive emotions and enjoy life.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What's the name of Sofia's computer game?</i> (The Lost City of Emoclew) <i>What does she want Jack and Ruby to do?</i> (help her to finish her game) <i>How do you think Sofia feels about the game?</i> (excited / enthusiastic)</p> <p>Explain that when you feel enthusiastic, you feel motivated and interested in doing something. The things we feel enthusiasm for usually turn out well.</p> <p>The children give you examples of what they feel enthusiastic about and what would like to do or be in the future. Some children might want to be famous sports person, others, singers or actors, others write a book or create a computer game. Explain that they have to work towards their goals.</p> <p>Hand out paper. They write down the different things they have to do to achieve their goal. Then they share their ideas with the rest of the class.</p> <p>Point out that if you do things with enthusiasm, even if you don't necessarily like what you're doing, they'll become more enjoyable.</p>			
1 Camping	p19 Story	STRESS	<p>Self-management > reduce the length and intensity of negative emotions.</p> <p>Self-motivation > have the capacity of self-motivation.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>Where do the children find themselves?</i> (on an island) <i>What does Jack say in the first scene?</i> (What's that noise?) <i>Do you think being on an island and it's getting dark could cause stress?</i> (Yes) <i>Do you think the children are feeling stress?</i> (not really)</p> <p>Explain that the story is a good example of a potentially stressful situation but the children deal with it very well. They remain calm and find the map and when it's getting dark, they make tents from their blankets.</p> <p>Have a class discussion about what type of things can cause the children stress. Write them on the board. Then brainstorm ways and ideas of reducing the level of stress.</p> <p>Point out that different strategies can really help to control negative feelings and to avoid panic. It's difficult to think if you panic.</p> <p>To end the class, ask <i>What advice would you give Ruby and Sofia about being nervous when they hear a noise?</i> The children offer suggestions of how to stay calm in that situation.</p>			

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2 Talent show	p29 Story	RELIEF	Self-management > be resilient. Life and well-being awareness > have the capacity to enjoy your own well-being.
<p>After listening to the story, ask the children questions to check understanding. <i>What happens on the boat on the river?</i> (They go very fast. They are surrounded by hippos.) <i>How do you think they feel when they get out of the boat?</i> (relieved, happy, calm)</p> <p>The children work in pairs. They choose one of the characters from the story and interview him or her. The interviewer asks about what happened and the feeling of relief to get out of the boat. They can perform their interviews for the rest of the class.</p> <p>Then hand out paper and the children invent a story that involves some sort of ordeal but that ends in a feeling of relief.</p>			
3 International food	p41 Story	FEAR	Self-management > reduce the length and intensity of negative emotions. Self-motivation > be assertive.
<p>After listening to the story, ask the children questions to check understanding. <i>What are the children scared in scene seven?</i> (They see a yeti.) <i>How do we know they're scared?</i> (They shout and start running. They look scared.) <i>Why do you think people get scared / feel fear?</i> (They're scared of getting hurt, they're scared of failing at something, they're scared of something going wrong and so on.)</p> <p>Give the children situations: doing a difficult exam; the lights don't work in the house; getting lost in a place they don't know; meeting new people; meeting a yeti! They work in groups and think of ways to overcome fear. Point out that if they can think rationally in the face of fear, it'll be better for them. They share their ideas with the rest of the class.</p> <p>Point out that even though new situations might seem scary, we should let the feeling of fear stop us.</p>			
4 Music	p51 Story	INSECURITY	Life and well-being awareness > look for help and resources. Self-motivation > be responsible for making decisions and behaving in an ethical manner.
<p>After listening to the story, ask the children questions to check understanding. <i>Are the children still scared of the yeti at the beginning of the story?</i> (Yes) <i>What does Sofia say about him?</i> (I think he's a new friend.) <i>What does the yeti give them?</i> (an ocarina) <i>How does Jack feel about playing it?</i> (He feels insecure.) <i>Do you think what Sofia says helps him?</i> (Yes)</p> <p>Explain that we can feel insecure about different things. Some things we can control and some things we can't.</p> <p>Hand out paper and the children draw different flow diagrams with three boxes for different situations:</p> <p>the situation / I can or can't control it / solution</p> <p>For example:</p> <p>learning to play an instrument / I can control this / practise and persevere</p> <p>The children read out their flow diagrams to the rest of the class. The others can comment and ask questions.</p>			

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Unit	PB section	Emotion	Emotional competences
5 Now and then	p63 Story	TENDERNESS	Self-management > be able to express your emotions appropriately. Self-awareness > understand how others feel.
<p>After listening to the story, ask the children questions to check understanding. <i>What happens to Ruby?</i> (She nearly falls off the cliff and the yeti saves her.) <i>What does Jack say to her?</i> (Are you OK, Ruby?) Explain that Jack feels tenderness and affection for Ruby and he is worried about her.</p> <p>Have a class discussion on who we feel tenderness towards in general.</p> <p>Then hand out paper and the children write down the names of people they feel affection and tenderness towards. Encourage them to think why they feel this for these people. They write a short text of a situation where this emotion affected their behaviour.</p> <p>The children work in groups and find a newspaper story that inspires tenderness. They tell the rest of the class what the story is about and why it produces a feeling of tenderness.</p>			
6 The environment	p73 Story	ADMIRATION	Life and well-being awareness > take responsibility for making decisions using ethical, social and safety criteria. Self-management > be perseverant.
<p>After listening to the story, ask the children questions to check understanding. <i>Who frees the eagle?</i> (Jack) <i>Who fixes the bridge?</i> (Jack) <i>Do you think the other children admire Jack?</i> (Yes) <i>What do they say?</i> (Ruby: Well done, Jack. Sofia: Good idea!)</p> <p>Say to the children <i>Tell the someone you admire and why you admire them.</i> It can be someone famous or someone they know personally. Ask <i>Do you think you admire them because they can do something you can't?</i> <i>Would you like to be like this person?</i> <i>What do you need to do to be like this person?</i></p> <p>Then the children do a project in groups of four. Write different areas on the board: entertainment (music and films), literature, science, sports and so on. They choose an area for the group and each member in the group writes about one person they admire from that area. Hand out large piece of cards and the children write the title and decorate the card. Then they add their texts. They present their projects to the class.</p>			

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Unit	PB section	Emotion	Emotional competences
7 Space	p85 Story	CONFUSION	Self-management > be conscious of how emotions influence your behaviour. Social awareness > be capable of cooperating with others.
<p>After listening to the story, ask the children questions to check comprehension. <i>What's the first thing Jack says?</i> (I don't understand. The map says Emoclew is here.) <i>What are the steps the friends have to take?</i> (1 find the star, 2 find the tree, 3 look under the tree, 4 guess the password) Explain that they are solving the mystery faster because they are cooperating with each other.</p> <p>Confusion can be caused by not knowing what to do. Give the children problems to solve: you have to do three pieces of homework in a week and you're not sure you have time; you've lost your mobile phone; your best friend and you took part in a competition and your friend won – you can't work out what you feel about that; you are upset because you got a really bad mark in your Maths exam and you don't know why.</p> <p>They work in pairs to analyze and find a solution to the problems. They write a list of different steps they need to take to solve the problem. Point out that if they take the problem in stages, they will feel less confused and so be able to think logically and solve the problem faster and better.</p> <p>Also point out we can feel confused about situations but also about our feelings. Working out how you feel about something can be analyzed and broken down in the manageable chunks as well. They share their ideas with the rest of the class. They can ask each other questions.</p>			
8 Celebrations	p95 Story	HAPPINESS	Life and well-being awareness > have the capacity to set ourselves positive and realistic goals. Self-motivation > get emotionally involved in the positive aspects of your life.
<p>After listening to the story, ask the children questions to check understanding. <i>Who lives in Emoclew?</i> (lots of yetis) <i>What are the yetis doing?</i> (having a party) <i>Do you look happy?</i> (Yes) <i>How does Sofia feel at the end of the story and why?</i> (She feels happy because she has won the computer game competition.)</p> <p>Discuss the happy things with the children. Go round the class and ask for one happy thing that happened to them during the previous week. It can be anything, no matter how small.</p> <p>Then tell them to tell you one happy thing they are going to do in the summer holidays.</p> <p>Then they think of all the song they know with the word 'Happy' in them. Write the song titles on the board.</p> <p>Divide the class into groups and they choose a song. They learn the song and sing it for their classmates in one of the last class of the school year.</p>			