

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! 2
UPDATED EDITION
(Pupil's Book)



Unit		PB section		Emotion	Emotional competences
W	Hello again!	p10	Story	Fear	<p>Self-management > be conscious of how emotions influence behavior.</p> <p>Self-awareness > name your emotions.</p>
1	Transport	p20	Story	Enthusiasm	<p>Self-management > generate positive emotions and enjoy life.</p> <p>Self-motivation > get emotionally involved in the different aspects of your life.</p>
2	Pets	p30	Story	Sadness	<p>Self-awareness > understand how others feel.</p> <p>Life and well-being awareness > contribute to others' well-being.</p>
3	Clothes	p42	Story	Happiness	<p>Self-management > generate positive emotions and enjoy life.</p> <p>Life and well-being awareness > contribute to others' well-being.</p>
4	Rooms	p52	Story	Relief	<p>Self-management > be able to express your emotions appropriately.</p> <p>Self-management > be conscious of how emotions influence your behavior.</p>
5	Meals	p64	Story	Remorse	<p>Self-management > control your impulses.</p> <p>Life and well-being awareness > have the capacity to enjoy your own well-being.</p>
6	Activities	p74	Story	Admiration	<p>Self-management > be able to express your emotions appropriately.</p> <p>Life and well-being awareness > contribute to others' well-being.</p>
7	In town	p86	Story	Frustration	<p>Self-management > be conscious of how emotions influence behaviour.</p> <p>Self-management > manage frustration.</p>
8	On the farm	p96	Story	Love	<p>Self-management > be able to express emotions appropriately.</p> <p>Self-management > understand how others feel.</p>

Teaching Notes

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W Hello again!	p10 Story	FEAR	Self-management > be conscious of how emotions influence behavior. Self-awareness > name your emotions.
<p>After listening to or watching the story, ask the children questions <i>Who is scared?</i> (Ben) <i>What does he say?</i> (Oh dear! Help!) <i>What is Ben scared of?</i> (A lion)</p> <p>Ask the class <i>Are you scared of lions?</i> <i>What are you scared of?</i> Ask a child to come to the board and draw or write what they are scared of. Then say <i>Push away your fear! Erase the picture.</i> Repeat with other children.</p> <p>Hand out paper and the children draw something they are scared of. Encourage the children to say, 'I'm scared of ...' and by recognizing their fear, it becomes less. Help them to discuss why they are scared and to accept their fears. Others offers ways to combat other children's fears.</p>			
1 Transport	p20 Story	ENTHUSIASM	Self-management > generate positive emotions and enjoy life. Self-motivation > get emotionally involved in the different aspects of your life.
<p>After listening to or watching the story, ask the children questions <i>What does iPal want to do?</i> (Play with Ben's helicopter.) <i>Is he enjoying himself?</i> (Yes) Explain that iPal feels enthusiastic about flying Ben's helicopter. When you feel enthusiastic, you feel full of energy. But iPal gets too enthusiastic and isn't careful with Ben's toy.</p> <p>Ask about the last scene in the story <i>Is everyone happy?</i> (Yes) <i>What are they enthusiastic about?</i> (Flying in a helicopter that is iPal.)</p> <p>Do a class collage of things that make the children feel enthusiastic. Hand out paper and they draw and write what it is in their pictures. Display the collage in the classroom.</p> <p>Remind the children it's good to feel enthusiastic but they must control the energy that brings.</p>			
2 Pets	p30 Story	SADNESS	Self-awareness > understand how others feel. Life and well-being awareness > contribute to others' well-being.
<p>After listening to or watching the story, ask the children some questions <i>Who do they see in the street?</i> (Tina's aunt) <i>Why is she sad?</i> (She can't find her cat.) <i>How do we know she's sad?</i> (She's crying.) Explain the children can understand how the aunt feels. They help her to find her cat.</p> <p>Tell the children it's OK to feel sad sometimes like Tina's aunt in the story. The children work in pairs and identify three things that make them both feel sad. They can write them down or draw them. Encourage them to use the phrase '... makes me sad'. Then they tell the rest of the class. The other children give suggestions of how to overcome that sadness. Remind the children it's good to recognize sadness and then also try to think of things to make themselves feel better. Explain that thinking of happy things can help you feel less sad like your family.</p>			

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3 Clothes	p42 Story	HAPPINESS	Self-management > generate positive emotions and enjoy life. Life and well-being awareness > contribute to others' well-being.
<p>After listening to or watching the story, ask the children questions <i>What are the children doing?</i> (They are wearing costumes.) <i>Are they happy?</i> (Yes) Point out that the children make iPal happy. They share some clothes with him for a costume.</p> <p>Ask <i>Do you like wearing costumes? Does it make you happy? What else makes you happy?</i></p> <p>Encourage children to say '... makes me happy.' Then hand out paper and the children draw something that makes them happy. Prepare a large sheet of paper with a happiness tree drawn on it. Make sure there are enough branches for each child to put his or her picture. Add a title <i>Our Happy Tree</i>. The children cut out their pictures in fun irregular shapes and put them on one of the branches of the happiness tree.</p>			
4 Rooms	p53 Story	RELIEF	Self-management > be able to express your emotions appropriately. Self-management > be conscious of how emotions influence your behavior.
<p>After listening to or watching the story, ask the children questions <i>Why is Tina sad at the beginning of the story?</i> (She can't find her ring.) <i>Does she get her ring back in the end?</i> (Yes) <i>What do you think she feel?</i> (Relief) Explain that we feel relief when something difficult has finished, when something you didn't want to happen comes to an end. This can be finding something you've lost, working hard and doing well at school, watching a film you don't like and it finishes, when you get lost and then find your way and so on.</p> <p>The children think of a time when they felt relief and they draw a picture. Display the pictures around the classroom. Encourage the children to think of how they felt - calm, happy, good. Explain that relief can be like a weight lifted from their shoulders.</p>			

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5 Meals	p64 Story	REMORSE	Self-management > control your impulses. Life and well-being awareness > have the capacity to enjoy your own well-being.
<p>After listening to or watching the story, ask the children questions <i>What does iPal want to eat?</i> (Chocolate cake) <i>What happens at the end?</i> (iPal eats a lot of chocolate cake and feels sick.) Explain that iPal feels remorse at eating too much cake. He should eat healthy food. He has to learn to control his impulses and try to be healthy.</p> <p>Explain that this is one situation when someone can feel remorse but there are many others. The feeling of remorse is when you know you've done something wrong after doing it. Sometimes it's to yourself and other times to other people.</p> <p>Encourage children to tell you when they have felt remorse. For example, lying about something that happened, taking a toy without asking, breaking something and so on. Ask <i>How did you feel?</i> (Bad) Explain that saying sorry will help them to feel better.</p> <p>Hand out previously prepared role cards with two sentences and the children act them out in pairs. They include one of the following on each card and the answer <i>That's OK</i>:</p> <p><i>I'm sorry for taking your toy. / I'm sorry for breaking your watch. / I'm sorry for not playing with you. / I'm sorry for not sitting next to you. / I'm sorry for not inviting you to my party.</i></p>			
6 Activities	p74 Story	ADMIRATION	Self-management > be able to express your emotions appropriately. Life and well-being awareness > contribute to others' well-being.
<p>After listening to or watching the story, ask the children questions <i>Does David like the basketball team?</i> (Yes) <i>How do you know?</i> (He says they're his favourite team.) Point out that David admires the way they play basketball. Say <i>Look at the scene five. What does Olivia do?</i> (Gets the ball in the basket.) <i>Do you think iPal and the others admire Olivia for that?</i> (Yes)</p> <p>Explain that admiration is when you think someone does something really well. The children work in pairs. Hand out magazines and they look for someone they admire. They cut out the photo and glue it onto card. They write a sentence 'I admire ... because ...' The children present the person they admire to the rest of the class. Then display their work on a class collage.</p>			

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7 In town	p86 Story	FRUSTRATION	Self-management > be conscious of how emotions influence behaviour. Self-management > manage frustration.
<p>After listening to or watching the story, ask the children questions <i>What do they get?</i> (Cinema tickets) <i>Are they excited?</i> (Yes) <i>Do they see a film?</i> (No) <i>Why not?</i> (The cinema is closed.) Point out they feel frustrated because they were excited about going to the cinema.</p> <p>Explain that you feel frustration when you want to something or want to do something, but can't. Sometimes you feel angry when it's something out of your control but it's important to control your frustration.</p> <p>There are two things you can do:</p> <ol style="list-style-type: none"> 1 You can avoid frustration by limiting what you do. 2 Control your frustration by thinking calmly about what to do: <p><i>The cinema isn't open today but I can go another day.</i></p> <p>Hand out a paper and the children fold it in half vertically. On one side, they draw something that frustrates them and on the other a way of avoiding the frustration. They present their work to the class. Encourage them to use '... makes me feel frustrated but I can ...'</p>			
8 On the farm	p96 Story	LOVE	Self-management > be able to express emotions appropriately. Self-management > understand how others feel.
<p>After listening to or watching the story, ask the children questions <i>Where do the children go?</i> (To iPal's party where iPal lives) <i>Who else is there?</i> (iPal's family) <i>Do remember the picture of iPal family?</i> He said he loves them.</p> <p>Look at the last scene. <i>What can you see on iPal's body?</i> (A heart) This heart is for Ben, David, Olivia and Tina. He loves his friends. <i>What does he say?</i> (Thanks for looking after me.)</p> <p>Encourage the children to say how they show love to their family and friends. For example, I hug my mum, I play with my baby brother, I visit my grandparents, I share my toys with my friends and so on. The children can give you more examples.</p> <p>Hand out two sheets of paper. The children fold them in half. Staple down the fold to make a booklet. On the outside the children write People I love and they draw a big heart. They draw a person they love on each page and how they show their love to that person. Given that drawing how they show their love could be difficult, draw some symbols on the board which the children can use instead: a circle for a hug, a x for a kiss, a flower as a present, a toy for playing with someone and so on.</p>			