

# 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! 3 UPDATED EDITION (Pupil's Book)



Unit		PB section		Emotion	Emotional competences
<b>W</b>	Welcome	<b>p10</b>	Story	<b>Enthusiasm</b>	<b>Social awareness</b> > have the capacity to influence or manage other people's emotions. <b>Life and well-being awareness</b> > have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>1</b>	In the garden	<b>p20</b>	Story	<b>Frustration</b>	<b>Self-management</b> > be conscious of how emotions influence behavior. <b>Self-management</b> > manage frustration.
<b>2</b>	At school	<b>p30</b>	Story	<b>Satisfaction</b>	<b>Life and well-being awareness</b> > be an active, civic and responsible citizen. <b>Social awareness</b> > be capable of cooperating with others.
<b>3</b>	School days	<b>p42</b>	Story	<b>Pride</b>	<b>Self-motivation</b> > have the capacity of self-motivation. <b>Life and well-being awareness</b> > contribute to others' well-being.
<b>4</b>	My day	<b>p52</b>	Story	<b>Excitement</b>	<b>Self-management</b> > generate positive emotions and enjoy life. <b>Self-motivation</b> > get emotionally involved in the different aspects of your life.
<b>5</b>	Home time	<b>p64</b>	Story	<b>Guilt</b>	<b>Self-management</b> > be able to express emotions appropriately. <b>Social awareness</b> > control basic social abilities: asking for forgiveness.
<b>6</b>	Hobbies	<b>p74</b>	Story	<b>Insecurity</b>	<b>Life and well-being awareness</b> > look for help and resources. <b>Self-motivation</b> > have the capacity for self-motivation.
<b>7</b>	At the market	<b>p86</b>	Story	<b>Happiness</b>	<b>Self-motivation</b> > get emotionally involved in the different aspects of your life. <b>Life and well-being awareness</b> > have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>8</b>	At the beach	<b>p96</b>	Story	<b>Love</b>	<b>Self-management</b> > be able to express emotions appropriately. <b>Self-management</b> > understand how others feel.

# Teaching Notes

## Guess What! 3 UPDATED EDITION Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>W</b> Welcome	p10 Story	<b>ENTHUSIASM</b>	<p><b>Social awareness</b> &gt; have the capacity to influence or manage other people's emotions.</p> <p><b>Life and well-being awareness</b> &gt; have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p>
<p>After listening to or watching the story, ask the children questions to check understanding. <i>How does Lily feel about getting her presents?</i> (Happy) <i>What are they going to do together?</i> (A treasure hunt) <i>How do they feel?</i> (Enthusiastic) <i>Who encourages them?</i> (Dad) <i>What does he say?</i> (It sounds fun!)</p> <p>Have a class discussion about enthusiasm and feeling enthusiastic about things. Ask <i>What makes you feel enthusiastic?</i> Write the children's answers on the board. Ask <i>Do other people contribute to your enthusiasm?</i> <i>Does it help if you are with enthusiastic people?</i></p> <p>Point out that feeling enthusiastic about something gives us energy and makes you feel happy and motivated, so you'll probably have a good outcome for that activity.</p> <p>Hand out a sheet of paper to each child. Draw a mind map on the board and the children copy it. They write 'Enthusiasm' in the middle and add different activities that make them feel enthusiastic. They present their work to the class.</p> <p>Remind them if they try to do things with enthusiasm, even if it's something they don't really like, then they'll find it's more fun.</p>			
<b>1</b> In the garden	p20 Story	<b>FRUSTRATION</b>	<p><b>Self-management</b> &gt; be conscious of how emotions influence behavior.</p> <p><b>Self-management</b> &gt; manage frustration.</p>
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>What does Anna say in scene 2?</i> (Can I help?) <i>What does Tom say?</i> (Not now, Anna.) <i>What does Anna say in scene 4?</i> (I can help.) <i>What does Tom say?</i> (Not now, Anna.) <i>How do you think Anna feels?</i> Say Yes, she feels frustrated. She wants to help but they aren't listening to her. <i>That's frustrating. Does Anna get angry?</i> (No)</p> <p>Discuss the feeling of frustration with the class. Ask <i>Who feels frustrated when they can't do their homework?</i> <i>Or when they want to talk to someone but person isn't listening?</i> <i>Or when they want to go skating but their friend doesn't like it?</i> <i>Or when they want to fly their kite but there isn't any wind?</i> <i>Or when they can't find what they want to wear?</i> <i>Or when they are doing a test and they can't do it?</i></p> <p>Divide the class into groups of three or four. They think about frustrating situations (can be the ones above or others) and they think about ways to combat their frustration.</p> <p>Each group shares their ideas with the class. Talk about if you agree with the solutions.</p> <p>Possible solutions could be:</p> <p>When they can't do their homework, they could ask for help.</p> <p>When they can't get someone's attention, they could wait their turn.</p> <p>When they can't fly their kite, they could come back another day when it's windier.</p> <p>When they can't find what to wear, they could wear something else.</p> <p>When they can't do a test, they could read everything again and just do their best.</p>			

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<b>2 At school</b>	<b>p30 Story</b>	<b>SATISFACTION</b>	<p>Life and well-being awareness &gt; be an active, civic and responsible citizen.</p> <p>Social awareness &gt; be capable of cooperating with others.</p>
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>What are the children doing in the story?</i> (Helping to pick up litter) <i>Is this a good thing to do?</i> <i>Do you think they feel satisfied when they see the park tidy?</i> (Yes)</p> <p>Explain that if you feel satisfied with something, it's because you have done something well and you're pleased. We can also feel satisfied after eating or drinking if we are very hungry or thirsty.</p> <p>Hand out a sheet of paper. The children fold the paper in half and the left-hand side they write: <b>Things I'm satisfied with</b> and on the right-hand side, <b>Things I could do better</b>. On the left-hand side, they write a few things that are satisfied with and on the right-hand side, they write one (or two things) that they could improve on and then a list of action points. For example, <i>I'm not satisfied with my English mark. I can study harder. I can listen in class.</i></p> <p>Choose children to read out their lists. The rest of the class says if they have the same items on their lists.</p>			
<b>3 School days</b>	<b>p42 Story</b>	<b>PRIDE</b>	<p>Self-motivation &gt; have the capacity of self-motivation.</p> <p>Life and well-being awareness &gt; contribute to others' well-being.</p>
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>What does Tom draw?</i> (A dog) <i>Why?</i> (Because they need a picture of a dog but they can't take a photo.) <i>Do you think Tom is proud of his idea and his drawing?</i> (Yes) <i>Are his friends?</i> (Yes) <i>How do you know?</i> (His friend says, 'It's very good, Tom.')</p> <p>Go around the class and ask what the children have done to feel proud of themselves. It could be: doing my homework well, getting good marks, being good at drawing, singing, writing, playing sports, keeping my room tidy, helping my family and friends and so on.</p> <p>Hand out a small piece of paper. The children write some they have done that they are proud of or they can be proud of a family member or friend. It can be anything. They write 'I'm proud of (always doing my homework / my sister for playing the guitar very well.) Then they decorate their statement. Prepare a mural and the children glue their statement to the mural.</p> <p>Point out that it's good to be proud of the things we do but we have to be careful not to boost about them either.</p>			

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Unit	PB section	Emotion	Emotional competences
<b>4 My day</b>	<b>p52 Story</b>	<b>EXCITEMENT</b>	<b>Self-management</b> > generate positive emotions and enjoy life. <b>Self-motivation</b> > get emotionally involved in the different aspects of your life.
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>Does Lucas want to do the race?</i> (Yes) <i>How do you know?</i> (Because he says, 'I can do it' and he's smiling). <i>Do you think he's happy / excited?</i> (Yes)</p> <p>Explain that you feel excited when you're very happy about something and really want to do it. Ask <i>What other emotions are related to excitement?</i> (happiness, pleasure, a little nervousness, delight)</p> <p>Have a class discussion about feeling excited. Ask <i>What things make you feel excited?</i></p> <p><i>Meeting a famous pop star? Taking part in a race? Winning a prize? Going on holiday? Taking part in a concert?</i></p> <p>Hand out sheets of paper and the children write three things that make them feel excited. When they have finished, they walk around the class and find other children with at least one of the same things. They discuss with these other children why these events make them feel excited.</p>			
<b>5 Home time</b>	<b>p64 Story</b>	<b>GUILT</b>	<b>Self-management</b> > be able to express emotions appropriately. <b>Social awareness</b> > control basic social abilities: asking for forgiveness.
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>What is Lucas carrying?</i> (A chocolate cake) <i>Does it look nice?</i> (Yes) <i>What happens?</i> (Lucas drops the cake.) <i>What does he say?</i> (Oh dear! I'm so sorry.) <i>Why does he say that?</i> (Because he feels guilty for dropping the cake.) Point that it's OK to have accidents and for things to go wrong, but it's always important to say you're sorry.</p> <p>Have a class discussion about feeling guilty. Ask the children to say what makes them feel guilty. Point out that not everything that goes wrong should make them feel guilty.</p> <p>For example, say <i>When you say unkind things to your brother or sister can make you feel guilty but when you can't do your homework - that mustn't make you feel guilty.</i></p> <p>Hand out a large sheet of paper. The children work in groups. They draw a double mind map. In one of the main circles, they write <b>Things I feel guilty about</b> / <i>Say sorry</i> and in the other <b>Things I mustn't feel guilty about</b> / <i>Not to worry</i>. They brainstorm ideas and write them in the correct place on the mind map. They compare their ideas with the rest of the class.</p>			

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<b>6 Hobbies</b>	<b>p74 Story</b>	<b>INSECURITY</b>	<p><b>Life and well-being awareness</b> &gt; look for help and resources.</p> <p><b>Self-motivation</b> &gt; have the capacity for self-motivation.</p>
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>Who plays in a band?</i> (Kim, Lily's cousin) <i>Can Lily play the guitar?</i> (Yes) <i>Can Lucas play the guitar?</i> (No) <i>What does he say?</i> (I can't play.) <i>Does he try?</i> (Yes and Kim shows him how to play.) <i>How do you think Lucas feel?</i> (Insecure / nervous / a little unhappy / a little scared)</p> <p>Point out that, as in the story, we can often feel insecure about doing new things. That's OK. The important thing is to try. <i>Who encourages Lucas to try?</i> (Anna) <i>What does she say?</i> (Come on, Lucas! Try it.)</p> <p>Ask the children to think of things they feel insecure about. Write a list on the board <b>Things I feel insecure about</b>. Then draw a table with two columns on the board: Things I can control and Things I can't control. The children give you their ideas. Point out that if it's something we can't control, we should try not to worry about it. If it's something we can control, we can think of ways of combatting and controlling the feeling of insecurity.</p> <p>Say to the children <i>When you feel insecure, think of all the things you are good at to give you confidence. You will feel more in control and when you feel in control, you feel less insecure and nervous.</i></p>			
<b>7 At the market</b>	<b>p86 Story</b>	<b>HAPPINESS</b>	<p><b>Self-motivation</b> &gt; get emotionally involved in the different aspects of your life.</p> <p><b>Life and well-being awareness</b> &gt; have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p>
<p>After listening to or watching the story, ask the children questions to check comprehension. <i>What are the children doing in scene 5?</i> (They are dressing up. / Wearing costumes.) <i>Do they look happy?</i> (Yes) <i>Why is Anna happy in scene 6?</i> (She finds two handbags.)</p> <p>Explain that Anna is very happy because she's got the handbags.</p> <p>Ask <i>What makes you happy?</i> The children put up their hands to answer. Explain that you are usually happy doing things you like and unhappy doing things you don't like and they can think of how to enjoy these activities more.</p> <p>Hand out sheets of paper and the children write three things that make them happy. Then they work in pairs and compare their lists. They can ask <i>Does ... make you happy?</i> <i>Yes, it does.</i> / <i>No, it doesn't.</i> Point out that their lists could vary because different things make different people happy.</p> <p>Still in their pairs, ask them to think of something to make their classmates happy. They think of an activity that everyone would like to do. When everyone has finished, the children share their ideas. Then everyone votes on the best idea.</p> <p>Note: the class can do the most voted activity on a Friday afternoon if appropriate.</p>			



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<b>8 At the beach</b>	<b>p96 Story</b>	<b>LOVE</b>	<b>Self-management</b> > be able to express emotions appropriately. <b>Self-management</b> > understand how others feel.
<p>After listening to or watching the story, ask the children questions to check understanding. <i>Who are all the things for?</i> (Aunt Pat) <i>Why did Aunt Pat set up the treasure hunt?</i> (To do something fun for Lily's birthday) Point out that Aunt Pat did this for Lily because she loves her.</p> <p>Ask the class to think of things they do to show their love for their family and friends. Write their ideas on the board. For example, giving someone a hug, giving someone a kiss, helping Mum and Dad, sharing possessions, being kind, saying nice things, saying 'I love you.'</p> <p>Hand out a sheet of paper. The children write a short text about people they love. It can be family or friends and it can be more than one person. They say who it is, why they love them and how they show their love to that person.</p> <p>This is my ...</p> <p>I love him / her because ...</p> <p>I show my love by ...</p> <p>Read out their texts if they want to or they can take them home.</p>			