

What's the Emotional Syllabus about?

The Emotional Syllabus is one of the resources we offer as part of the Cambridge Learning Journey. As you may already know, the Cambridge Learning Journey is the educational route which Cambridge University Press offers young learners from infancy up to late adolescence through its courses and accompanying resources. The aim of this learning journey 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.

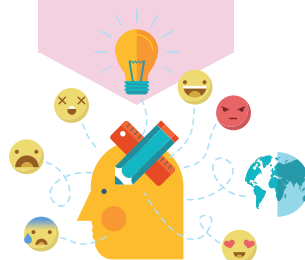


Emotional syllabus

Guess What! 4 (Pupil's Book)



Unit		PB section		Emotion	Emotional competences
W	Welcome back!	p10	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 > be conscious of how emotions influence behaviour.
1	Fun sports	p20	Story	Irritation	Self-awareness > understand how others feel. Self-management > be conscious of how emotions influence behaviour.
2	Around town	p30	Story	Happiness	Self-motivation > get emotionally involved in the different aspects of your life. Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
3	At work	p42	Story	Satisfaction	Life and well-being awareness > look for help and resources. Self-management > feel optimistic and capable.
4	Wild animals	p52	Story	Gratefulness	Social-awareness > control basic social abilities: showing thanks. Life and well-being awareness > be an active, civic and responsible citizen.
5	Food and drink	p64	Story	Pleasure	Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-motivation > get emotionally involved in the positive aspects of your life.
6	Health matters	p74	Story	Acceptance	Self-awareness > understand how others feel. Social awareness > show respect to others.
7	Buildings	p86	Story	Delight	Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Social awareness > have the capacity to influence or manage other people's emotions.
8	Weather	p96	Story	Pride	Social awareness > be capable of cooperating with others. Self-motivation > have the capacity for self-motivation.



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Teaching Notes

Guess What! 4 Pupil's Book



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W Welcome back!	p10 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 > be conscious of how emotions influence behaviour.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What programme do they watch?</i> (Daisy does it!) <i>Is Lily happy about that?</i> (Yes, it's her favourite programme. She feels enthusiastic.) <i>What else makes the children feel enthusiastic?</i> (Taking part in the adventure playground app.) <i>What does Anna say?</i> (I do, I do.) <i>What does Tom say?</i> (How exciting!)</p> <p>Explain that the children feel enthusiastic about taking part in helping to create an adventure playground. Ask <i>What other words do you associate with enthusiasm?</i> (motivation, energy, happiness, pleasure, impatience to get started, excitement)</p> <p>The children work in groups or pairs. They think of a project they would like to do like creating an adventure playground. It has to be something they feel enthusiastic about. On a flow diagram, they set out the different steps they'll need to flow to achieve their goal. They share their ideas with the rest of the class.</p> <p>Point out it takes time to achieve things and it's important to follow the correct steps. It's important to keep up the feeling of enthusiasm in the process.</p>			
1 Fun sports	p20 Story	IRRITATION	<p>Self-awareness > understand how others feel.</p> <p>Self-management > be conscious of how emotions influence behaviour.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What three things does Anna say?</i> (I do! I'm good at painting. Who are you painting, Lily? Can I see?) <i>Do you think Tom is getting irritated?</i> (Yes, because he says 'Shh, Anna.')</p> <p>Point out that when something becomes irritating depends on the person. Different people feel different levels of irritation. Irritation can be related to the senses. A song can become irritating when you hear it ten times or a smell can be irritating when it's too strong.</p> <p>The children think of and write down three things that irritate them and three things about them that might irritate others. They share their ideas with the rest of the class and find out which ones are the same. Point that it's important to control our irritation and to try to fix things that we do that irritate other people.</p> <p>Explain that if you feel relaxed, you are less likely to feel irritation. Have the children lay their heads on their desks. Play soft, soothing music and allow the children to relax for five to ten minutes.</p>			

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2 Around town	p30 Story	HAPPINESS	<p>Self-motivation > get emotionally involved in the different aspects of your life.</p> <p>Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What sport do the children play?</i> (Football) <i>Are they happy at the end?</i> (Yes) <i>Why?</i> (Because they win.) <i>What do they want?</i> (The net from the adventure playground)</p> <p>Discuss with the class the feeling of happiness. Ask <i>Do you always feel happy in everything you do?</i> <i>What influences your happiness?</i></p> <p>Write a list of activities on the board (for example, doing Maths, speaking in English, playing football, helping out at home, walking to school, doing science experiments, writing stories, dancing, singing). The children copy them and put a number between 1 and 10 to indicate the level of happiness that activity brings. Ask <i>Do you see a relation between what you are good at and if that activity makes you happy?</i> (Yes)</p> <p>The children work in pairs. They identify two activities that they find difficult and that they don't enjoy. They come up with ways of making these activities more enjoyable.</p>			
3 At work	p42 Story	SATISFACTION	<p>Life and well-being awareness > look for help and resources.</p> <p>Self-management > feel optimistic and capable.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What do the children do on the farm?</i> (feed the hens, give water to the horses, look at the goats) <i>What does Lucas say at the end of the day?</i> (This is fun! I want to be a farmer!)</p> <p><i>Do you think the day was a success?</i> <i>Do you think the children feel satisfied at the end of the day?</i></p> <p>Explain that to feel satisfaction, an activity needs to be a success. Our achievements in life make us feel satisfaction.</p> <p>Hand out paper and the children draw a mind map. They put satisfaction in the middle and add in their achievements that they feel satisfied with. The children present their mind maps to the rest of the class.</p> <p>Then ask <i>Are there any things you've done you don't feel satisfied with?</i> <i>Can you identify what went wrong?</i></p>			

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4 Wild animals	p52 Story	GRATEFULNESS	Social-awareness > control basic social abilities: showing thanks. Life and well-being awareness > be an active, civic and responsible citizen.
<p>After listening to the story, ask the children questions to check understanding. <i>Who are the children grateful to?</i> (Grandpa for helping them to make the owl box) <i>Who is grateful to the children?</i> (Daisy for the owl box for the adventure playground) <i>What does Daisy say?</i> (Thank you. It's for the nature zone.)</p> <p>Point out that the children and Daisy are feeling gratitude. Brainstorm the different ways of saying thank you in English and write them on the board. (Thanks. That's great. Thank you so much. Thanks a lot. Many thanks.)</p> <p>Set up a class collage on a large sheet of paper. Write at the top We are grateful.</p> <p>Hand out paper to the children. They cut the paper into four pieces and write four things they are grateful for: 'I'm grateful for ...' They decorate their notes and choose one to add to the class mural. The others they can take home.</p> <p>Point out that there are always lots of reasons to be grateful and it's important to appreciate and give thanks for all the good things in our lives.</p>			
5 Food and drink	p64 Story	PLEASURE	Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. 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>How do the children make the money they need?</i> (They make some fruit salad to sell.) <i>Do they sell any?</i> (Yes, a lot). <i>Do the children make the money they need for the bean bags?</i> (Yes)</p> <p>Point out they resolved a problem they had. This is one type of pleasure. This is intellectual pleasure. There are other types of pleasure. Ask <i>Can you think of other types?</i></p> <p>The children work in groups and think of what different types of pleasure there could be and examples of them. To help them out, explain that pleasure is linked to the senses as well as the intellect and emotions.</p> <p>When they have finished, they share their ideas with the class. Write a list of activities from what they say on the board. The children copy down the activities and number them 1 to 10 according the amount of pleasure the children feel.</p>			

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Unit	PB section	Emotion	Emotional competences
6 Health matters	p74 Story	ACCEPTANCE	Self-awareness > understand how others feel. Social awareness > show respect to others.
<p>After listening to the story, ask the children questions to check understanding. <i>Where are the children today?</i> (At a skateboarding competition) <i>Who's taking part?</i> (Chris – Anna and Tom's cousin) <i>Who shouts encouraging words to the Chris?</i> (Anna – she says 'Go, Chris!') <i>Say Chris loses and Max wins? Do think Chris is angry or do you think he accepts the situation?</i> (He accepts the situation.)</p> <p>Point out the Chris behaves very well. He accepts that he's lost and he says nice things about Max such as 'He's really good.' 'That's OK! I'm good at skateboarding but Max is very good.' Explain this is a good characteristic to have.</p> <p>Ask the children if they would have reacted in the same way.</p> <p>Hand out paper and the children draw two columns. In the left-hand column, they write the good characteristics (good behaviour) they think they have and in the right-hand column, they write the not-so-good characteristics (no-so-good behaviour). Ask for volunteers to read out the lists. Talk about how the volunteers can improve their behaviour.</p>			
7 Buildings	p86 Story	DELIGHT	Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Social awareness > have the capacity to influence or manage other people's emotions.
<p>After listening to the story, ask the children questions to check understanding. <i>What animal do the children find?</i> (A tortoise) <i>Say They all look very happy. They look delighted.</i> Ask <i>Whose tortoise is it?</i> (Kim's) <i>Is she happy to have it back?</i> (Yes) <i>What does she say?</i> (Thank you so much!) Point out that the children are delighted to have the old bike and a helmet, too.</p> <p>Encourage the children to look for the delightful things in life. They can be just moments but that make them smile.</p> <p>The children keep a diary for a week. They write the days of the week. Then they write and draw something each day that has given them joy. It can be anything but it must have happened in that day. They can add a smiley face to their moments of joy.</p> <p>Ask for volunteers each day to read out what they wrote the day before.</p>			

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Unit	PB section	Emotion	Emotional competences
8 Weather	p96 Story	PRIDE	Social awareness > be capable of cooperating with others. Self-motivation > have the capacity for self-motivation.
<p>After listening to the story, ask the children questions to check understanding. <i>Where are the children at the end of the story?</i> (In the adventure playground) <i>Is Daisy happy with the end result?</i> (Yes, she thanks the children for their hard work.) <i>Do you think the children should be proud of what they've done?</i> (Yes)</p> <p>Point out that the children have worked hard and achieved something that they can be proud of. Tell them they should always feel proud of working hard and doing their best.</p> <p>Hand out paper and ask the children to write a short text (at least three sentences) of something they have achieved, something they are good at and someone that they are proud of. For example, I'm proud of myself for passing my exams. I'm proud of myself for being good at tennis. I'm proud of myself for learning a lot of English this year. I'm proud of my sister for playing the guitar well.</p>			