

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.

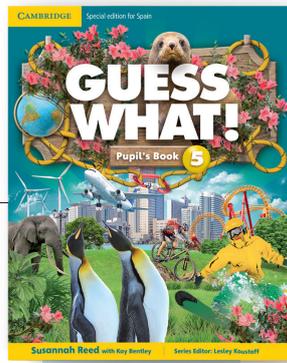
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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! 5 (Pupil's Book)



Unit		PB section		Emotion	Emotional competences
W	Around the world	p9	Story	Excitement	Self-motivation > feel optimistic and capable. Self-management > be conscious of how emotions influence behaviour.
1	Family and pets	p19	Story	Delight	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.
2	In the playground	p29	Story	Anger / Hostility	Self-management > control your impulses. Social awareness > have the capacity to prevent and resolve interpersonal conflicts.
3	Under the sea	p41	Story	Compassion	Life and well-being awareness > be an active, civic and responsible citizen. Self-motivation > be responsible for making decisions and behaving in an ethical manner.
4	Gadgets	p51	Story	Relief	Social awareness > understand in human relationships reciprocity is fundamental. Self-motivation > be able to express your emotions appropriately.
5	The natural world	p63	Story	Fear	Self-management > reduce the length and intensity of negative emotions. Self-motivation > be resilient.
6	Helping at home	p73	Story	Satisfaction	Life and well-being awareness > be an active, civic and responsible citizen. Social awareness > be capable of cooperating with others.
7	Feelings	p85	Story	Gratefulness	Social-awareness > control basic social abilities: showing thanks. Life and well-being awareness > look for help and resources.
8	Outdoor sports	p95	Story	Pride	Self-motivation > have the capacity for self-motivation. Life and well-being awareness > have the capacity to set ourselves positive and realistic goals.



Teaching Notes

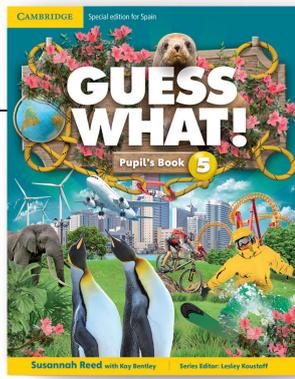
Guess What! 5 Pupil's Book



Unit	PB section	Emotion	Emotional competences
W Around the world	p9 Story	EXCITEMENT	Self-motivation > feel optimistic and capable. Self-management > be conscious of how emotions influence behaviour.
<p>After listening to the story, ask the children questions to check understanding. <i>What happens in the story?</i> (Jack and Ruby decide to play a game.) <i>Is it exciting?</i> (Yes, because they are transported to South America.) Ask the children if they would like to go to South America. Find out what other countries the children have visited and if they were exciting.</p> <p>Have a class discussion on things that the children find exciting. Encourage them to give their reasons and how they feel about the event or situation. Ask <i>Did your emotions influence your behaviour?</i> Discuss the positive effect excitement has on the way we experience the event or situation.</p> <p>Divide the class into groups of four. They work to go on a project. Hand out paper and they write a short text on something they find exciting and why. Then hand out large piece of card and in their groups, they stick their texts onto the card. They add a title: This is what we find exciting. They decorate their project and then present to the class.</p>			
1 Family and pets	p19 Story	DELIGHT	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 Ruby and Jack feel when they see Sofia?</i> (very happy). Say <i>Yes, they are delighted to see Sofia and to find the answer to the first question. What's the answer?</i> (Medellin)</p> <p>Ask volunteers to come to the front of the class. They take it in turn to mime how they would show delight or joy (laughing, clapping, jumping for joy, smiling). Ask the rest of the class if they were convincing. Ask the volunteers to sit down.</p> <p>Discuss how the children feel when someone around them is happy. Ask <i>Do you feel happy, too? Can you help someone to enjoy things more?</i></p> <p>Hand out paper and the children draw what joy / delight means to them. They present their illustrations to the class and describe what they have drawn.</p>			

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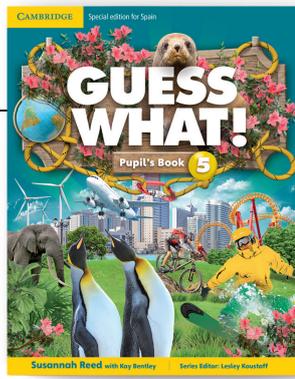
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2 In the playground	p29 Story	ANGER / HOSTILITY	Self-management > control your impulses. Social awareness > have the capacity to prevent and resolve interpersonal conflicts.
<p>After listening to the story, ask the children questions to check understanding. Ask <i>What is the reaction of the monkey's owner?</i> (He is angry / hostile.) <i>What does he do?</i> (He chases them.) Explain that people can get very hostile and aggressive and start shouting because they are angry. Point out this is a very negative emotion and we must be aware of the importance of controlling negative emotions.</p> <p>Ask the children to give you examples of hostility that they have seen. Ask <i>How did you feel to be the target of hostility?</i> Then ask the children to give you examples when they have felt hostility towards other people. Ask <i>How do you feel when you feel hostile? What do you do? How do you behave?</i></p> <p>Hand out paper and ask the children to write down situations where they have felt hostile and how they have behaved. They share their thoughts with the class.</p> <p>Have a class discussion on how we can control and rid ourselves of the feeling of hostility.</p> <p>Have a roleplay of one of the hostile situations the children have written down and a different one. Situation: You see someone is looking inside your backpack. You confront the person.</p> <p>There are four people in the roleplay. First two people do the roleplay with the person confronting the 'thief' angrily. Then two people do the roleplay with the person talking calmly to the 'thief'. Show that it's much better to be calm than angry.</p>			
3 Under the sea	p41 Story	COMPASSION	Life and well-being awareness > be an active, civic and responsible citizen. 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>What do they see in the sea?</i> (a baby dolphin) <i>How do you think they feel?</i> (sad to see the dolphin like this) <i>What do they do?</i> (They free the dolphin.) Explain that the children feel compassion for the dolphin and help it.</p> <p>We feel compassion when we understand someone else's suffering. Ask the children to think of individual situations when they have felt compassion for someone. They describe the situation to the class and how they helped that person.</p> <p>The children work in groups. They think of something good they could do for their community like collecting toys at Christmas or giving clothes they don't need to charities.</p> <p>The groups share their ideas with the class.</p>			

Teaching Notes

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4 Gadgets	p51 Story	RELIEF	Social awareness > understand in human relationships reciprocity is fundamental. Self-motivation > be able to express your emotions appropriately.
<p>After listening to the story, ask the children questions to check understanding. <i>Where do they find the men?</i> (in the snow) <i>How do you think the men feel in the last scene?</i> (relief) Explain that you feel relief when an ordeal – something difficult, is over.</p> <p>Point out there are different types of relief: relief when a dangerous situation is over, relief when a painful situation is over, relief when you want to tell someone something and you do, relief when you apologise to someone.</p> <p>The children work in pairs and think of situations from the four categories where they have felt relief. If they haven't had experience of them all, then they use their imagination to think of some.</p> <p>They share their ideas with the class. Discuss the feelings of going through the ordeal – stress, worry, confusion and so on. Then discuss the feelings of relief after the ordeal – calmness, happiness, joy.</p>			
5 The natural world	p63 Story	FEAR	Self-management > reduce the length and intensity of negative emotions. Self-motivation > be resilient.
<p>After listening to the story, ask the children questions to check comprehension. <i>What is Ruby scared of?</i> (the dark) <i>What do her friends suggest?</i> (to use the light from the tablet) <i>What is Sofia scared of?</i> (bats) <i>What does Jack say?</i> (Don't worry, Sofia.) <i>What does Ruby suggest?</i> (Trying another path)</p> <p>Explain that we feel fear because we think something is going to go wrong or we're going to be hurt.</p> <p>The children work in pairs and think of four things that scare them: two where something can go wrong (e.g. failing an exam) and two where they are scared they'll be hurt in some way (e.g. fear of the dark). The pairs share their ideas with the class. Ask for volunteers to talk about a situation that scared them and how they got over that fear. For example, <i>when I was little I was scared of the dark. My mum always left a lamp on for me. I started to turn it off and found that it was OK. I was no longer scared of the dark.</i></p>			

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6 Helping at home	p73 Story	SATISFACTION	<p>Life and well-being awareness > be an active, civic and responsible citizen.</p> <p>Social awareness > be capable of cooperating with others.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What do the Egyptians have to do? (finish the palace) Why? (because the king is coming) What does Jack say? (We can help.) What does the palace look like in the end? (beautiful) Do you think they feel satisfied with their work? (Yes)</i></p> <p>Explain you feel satisfaction when you've done something well.</p> <p>The children work in groups of four. They discuss what jobs they do at home - they allocate one or two to each person. Then they create a mural / collage. They draw themselves doing the jobs at home. They try to make the collage as interesting as possible. When they have finished, they describe their collage to the class.</p> <p>Ask each group <i>Did you work well together? Are you satisfied with the work you've done? How can you improve on the feeling of satisfaction?</i></p>			
7 Feelings	p85 Story	GRATEFULNESS	<p>Social-awareness > control basic social abilities: showing thanks.</p> <p>Life and well-being awareness > look for help and resources.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>Where are the friends? (in the rainforest) What happens to Jack? (A snake bites him.) Who helps him? (Some people who live in the rainforest.) What do they use? (A plant from the rainforest.) Do you think Jack feel grateful? (Yes, because snake bites can be very dangerous.) What does he say to show his gratitude? (Thank you!)</i></p> <p>Hand out paper to the children. They write a short text about situations where different people have done something for them and they say how they showed their gratitude. It can be giving that person a hug, inviting them to do something with them, buying them a present (e.g. flowers).</p> <p>To end the class, go round and ask the children to tell you one or two things they are grateful for in their lives in general.</p>			

Teaching Notes

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Unit	PB section	Emotion	Emotional competences
8 Outdoor sports	p95 Story	PRIDE	<p>Self-motivation > have the capacity for self-motivation.</p> <p>Life and well-being awareness > have the capacity to set ourselves positive and realistic goals.</p>
<p>After listening to the story, ask the children questions to check understanding. <i>What happens at the end of the story?</i> (They win the prize.) <i>Do you think they feel pleased? Do you think they feel proud of themselves for winning the prize?</i></p> <p>Ask the children to go back through the story and find examples of where Jack, Ruby and Sofia (and the monkey) can feel proud of themselves for the way they behaved or for what they've achieved.</p> <p>The children work with a friend. They help each other to think of things they have done over the school year and what they are proud of. Then they role play an interview. Remind them of the importance of praise and saying you're proud of someone:</p> <p><i>What did you do this year you are proud of?</i></p> <p><i>I ran in the school race.</i></p> <p><i>Well done.</i></p> <p><i>Thank you.</i></p> <p><i>When was that?</i></p> <p><i>In May.</i></p> <p><i>What about you?</i></p>			