

# 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! 1 UPDATED EDITION (Pupil's Book)



Unit		PB section		Emotion	Emotional competences
<b>W</b>	Hello!	<b>p10</b>	Story	<b>Excitement</b>	<b>Self-management</b> > generate positive emotions and enjoy 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>1</b>	School	<b>p20</b>	Story	<b>Happiness</b>	<b>Social awareness</b> > control basic social abilities: having an open attitude to dialogue. <b>Social awareness</b> > be capable of communicating effectively.
<b>2</b>	Toys	<b>p30</b>	Story	<b>Gratitude (Gratefulness)</b>	<b>Social awareness</b> > control basic social abilities: showing thanks. <b>Life and well-being awareness</b> > be an active, civic and responsible friend.
<b>3</b>	Family	<b>p42</b>	Story	<b>Love</b>	<b>Self-management</b> > be able to express emotions appropriately. <b>Self-awareness</b> > understand how others feel.
<b>4</b>	At home	<b>p52</b>	Story	<b>Guilt</b>	<b>Self-awareness</b> > make decisions based on your own emotions. <b>Social awareness</b> > control basic social abilities: asking for forgiveness.
<b>5</b>	My body	<b>p64</b>	Story	<b>Delight</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>6</b>	Food	<b>p74</b>	Story	<b>Confusion</b>	<b>Social awareness</b> > show respect to others. <b>Self-management</b> > control your impulses.
<b>7</b>	Actions	<b>p86</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>8</b>	Animals	<b>p96</b>	Story	<b>Acceptance</b>	<b>Social awareness</b> > show respect to others. <b>Life and well-being awareness</b> > be an active, civic and responsible citizen.

# Teaching Notes

## Guess What! 1 UPDATED EDITION Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>W</b> Hello!	p10 Story	<b>EXCITEMENT</b>	<b>Self-management</b> > generate positive emotions and enjoy life. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>After listening to or watching the story, ask the children simple questions such as <i>What do the children find in the story?</i> (A treehouse). Say, <i>It's exciting to find a treehouse! Are the children excited?</i> (Yes). <i>What does Tina say?</i> (Wow!) Talk about why the children are excited. (Because they have found something new.) Explain that excited is when you are happy about something new. Bring in photos of exciting things – finding an insect or animal, going to a party, playing with new friends, flying in a plane and so on. Hold up each photo and ask the children to put up their hands if the things are exciting. Then ask <i>What else makes you feel excited?</i> Draw or write on the board what the children say. Ask them to do a picture of them doing something that makes them feel excited.</p>			
<b>1</b> School	p20 Story	<b>HAPPINESS</b>	<b>Social awareness</b> > control basic social abilities: having an open attitude to dialogue. <b>Social awareness</b> > be capable of communicating effectively.
<p>After listening to or watching the story, ask the children simple questions such as <i>Where are the children?</i> (In the treehouse) <i>What new friend do you meet?</i> (iPal) Explain that iPal is their new friend. The children are happy to have a new friend. Explain that iPal takes them to school. Ask <i>What does iPal say to the teacher?</i> (Hello. My name's iPal. Nice to meet you.) Ask <i>Do you like making new friends?</i></p> <p>Invite pairs of children to come to the front of the class and practise a dialogue. Explain they have to pretend they are meeting for the first time.</p> <p>A: Hello. My name's ... It's nice to meet you. Do you want to play?          B: Hi. I'm ... Yes, please!</p> <p>Say <i>Making new friends makes me happy.</i> Ask <i>What else makes you happy?</i> The children give you their answers.</p>			
<b>2</b> Toys	p30 Story	<b>GRATITUDE (GRATEFULNESS)</b>	<b>Social awareness</b> > control basic social abilities: showing thanks. <b>Life and well-being awareness</b> > be an active, civic and responsible friend.
<p>After listening to or watching the story, ask the children <i>Whose birthday is it?</i> (Oscar's). <i>Does Tina give Oscar a present?</i> (Yes) <i>What does Oscar say?</i> (Thank you) <i>Who else gives Oscar a present?</i> (iPal) <i>What does Oscar say?</i> (Thank you) Explain that Oscar says 'thank you' because he's happy with his presents and he feels grateful.</p> <p>Ask <i>Do you like getting birthday presents? Do you say thank you?</i> Encourage the children to think of other times when they say 'thank you' (for example, when someone helps them to do something, when someone gives them something, when someone shares their toys with them).</p> <p>Talk about situations in the class and around the school when the children have to say thank you. Encourage the children to say 'thank you' in all the appropriate situations to show they are grateful.</p>			



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<b>3 Family</b>	<b>p42 Story</b>	<b>LOVE</b>	<b>Self-management</b> > be able to express emotions appropriately. <b>Self-awareness</b> > understand how others feel.
<p>After listening to or watching the story, ask the children <i>What does iPal say about this family?</i> (I love my family.)</p> <p>Explain that Tina shows love to her aunt by going to her Art Show. Ask the children <i>How do you show love to your family?</i> (Say 'I love you'. Give my family a hug and a kiss. Go to visit grandma and grandpa. Spend time with Mum and Dad. Sharing my toys with my brother or sister.)</p> <p>Draw a large red heart on the board. Hand out paper and the children to copy the heart. Then ask them to draw a picture of the people in their family they love inside the heart. They can write the names of the family members. Allow the children to take home the picture to show their families.</p>			
<b>4 At home</b>	<b>p52 Story</b>	<b>GUILT</b>	<b>Self-awareness</b> > make decisions based on your own emotions. <b>Social awareness</b> > control basic social abilities: asking for forgiveness.
<p>After listening to or watching the story, ask the children simple questions <i>What does iPal do at Grandma's house?</i> (He plays with her books.) <i>Is Grandma angry?</i> (Yes, she is.) <i>What does she say?</i> (Look after my books.) <i>What does iPal say?</i> (I'm sorry.) Explain that iPal says he's sorry because he feels bad about playing with Grandma's books. Ask <i>Do you think iPal will do something like that again?</i> (No, because he's sorry.)</p> <p>Talk about situations where you should say you're sorry. Get a large piece of paper to do a class collage. Write at the top 'I'm sorry.' The children draw pictures on a separate sheet of paper when they might be sorry (for example, not looking after something, breaking something, shouting, hitting someone, not sharing toys).</p> <p>They cut out their picture and put it on the collage. Discuss what they have drawn and say why they are sorry.</p>			
<b>5 My body</b>	<b>p64 Story</b>	<b>DELIGHT</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.
<p>After listening to or watching the story, ask the children simple questions <i>Where are the children?</i> (At the beach) <i>What do they make?</i> (A sand monster) <i>Are they happy?</i> (Yes) <i>What do they say?</i> (Wow!) Explain that the children are very happy with the sand monster – another word is 'delighted'. They are also feeling delight at having clean hands and eating an ice cream. Bring in photos of different things that could delight the children (ice cream, a new bike, a burger and chips, building a sand castle, swimming in a pool). Display them on the board and they vote for one item to eat which they like best. Keep a record of the votes and say which item is the winner.</p> <p>Then the children draw what delights them on a separate sheet of paper and they draw a big smiley face.</p>			

# Teaching Notes

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Unit	PB section	Emotion	Emotional competences
<b>6 Food</b>	<b>p74 Story</b>	<b>CONFUSION</b>	<b>Social awareness</b> > show respect to others. <b>Self-management</b> > control your impulses.
<p>After listening to or watching the story, ask the children simple questions <i>Where are they?</i> (On a farm) <i>What does iPal do?</i> (He takes some eggs.) <i>Is the farmer happy?</i> (No) <i>Is Tina happy?</i> (No) <i>What does Tina say?</i> (iPal! Wait! Be patient.)</p> <p>Explain that Tina is angry with iPal because he has to control himself and show respect to the farmer. iPal doesn't know how to behave. He feels confused but his friends teach him to be patient.</p> <p>Talk about situations where the children might be confused or unsure how to behave usually in a new situation.</p> <p>Point out there are rules in the classroom to help the children know what to do and to avoid confusion. See if the children can tell you the rules and how they should ask for things. For example, a rule might be: don't speak when someone else is speaking and a way to ask permission might be: <i>Can I have a new pencil, please?</i></p>			
<b>7 Actions</b>	<b>p86 Story</b>	<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.
<p>After listening to or watching the story, ask the children some simple questions <i>How does David feel when he sees his new bike?</i> (He feels insecure.) <i>Why?</i> (He can't ride a bike.) <i>What do his friends do?</i> (They help him.)</p> <p>Explain that at first David feels insecure but then, with the help of his friends, he becomes more confident.</p> <p>Encourage the children to think of situations where they felt insecure but then they gained confidence (riding a bike, learning to swim, climbing a tree, speaking in class, meeting new people). Ask volunteers to come to the front and mime what they can now do and no longer feel insecure about.</p> <p>Do a wall mural with the children. Write at the top 'I'm NOT insecure now' and put a big cross next to it. The children draw pictures on a separate sheet of paper of them learning to do something and they put a big tick next to the picture. Collect in the pictures and put them on the mural. Each time say <i>Now (Juan) can ride a bike. Or Now (Maria) can swim.</i></p>			
<b>8 Animals</b>	<b>p96 Story</b>	<b>ACCEPTANCE</b>	<b>Social awareness</b> > show respect to others. <b>Life and well-being awareness</b> > be an active, civic and responsible citizen.
<p>After listening to or watching the story, ask the children simple questions <i>Where are the children?</i> (At the zoo) <i>What does iPal want to touch?</i> (The baby elephant) <i>What does David say?</i> (No, iPal. Don't touch. Respect animals.) <i>What does iPal say?</i> (OK. I'm sorry.) Explain there's a correct way to behave and iPal has to accept that touching the animals is not the correct way to behave. We have to accept certain rules of behaviour to be responsible citizens.</p> <p>The children also accept iPal, their new friend. The children draw one of iPal's actions in the book on a separate sheet of paper (opening Oscar's present, playing with Grandma's books, taking the eggs without asking, touching the baby elephant). Collect in the pictures and point out that the children accept iPal for who he is.</p>			