

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 such emotions as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface, such as love, sadness, shame and disgust. Children also learn how to recognise emotions in others and develop self-control mechanisms. 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. But their emotional education does not end at this point. In the following years of adolescence there is still a lot to learn and discover. They find that they begin to feel different emotions at the same time, which can cause complex mood swings where, for example, enthusiasm could have its origins in another emotion, such as love. Luckily, at this stage, they have more resources to control their emotions, amongst these is the capacity to make value judgements or to be aware of the consequences of the decisions they make when influenced by their emotions. They feel a deep need to create and maintain friendships, where the expression of and openness to emotions are key, along with the ability to positively impress others.

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

Smart Planet 3 (Student's Book)



Unit	SB section	Emotion	Emotional competences
1 Extreme living	p14 Speaking	Acceptance	<p>Self-motivation > Get emotionally involved in the positive aspects of your life.</p> <p>Life and well-being awareness > Have the capacity to enjoy your own well-being.</p>
2 Disasters	p24 Speaking	Helplessness	<p>Social awareness > Have the capacity to influence or manage other people's emotions.</p> <p>Self-management > Reduce the length and intensity of negative emotions.</p>
3 Priorities	p34 Speaking	Gratefulness	<p>Social awareness > Control basic social abilities: asking for a favour. > Control basic social abilities: showing thanks.</p>
4 Street art	p46 Speaking video	Enthusiasm	<p>Social awareness > Have the capacity to enjoy positive experiences in social life. > Be capable of communicating effectively.</p>
5 Adventure	p56 Speaking	Stress	<p>Life and well-being awareness > Look for help and resources. > Be responsible for making decisions using safety criteria.</p>
6 Fears	p66 Speaking	Fear	<p>Self-awareness > Make decisions based on your own emotions. > Understand how others feel.</p>
7 Let's talk	p78 Speaking	Insecurity	<p>Self-management > Reduce the length and intensity of negative emotions.</p> <p>Social awareness > Have the capacity to influence or manage other people's emotions.</p>
8 School life	p88 Speaking	Frustration	<p>Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.</p> <p>Life and well-being awareness > Look for help and resources.</p>
9 Green planet	p98 Speaking	Disappointment	<p>Social awareness > Control basic social abilities: asking for forgiveness. > Be capable of communicating effectively.</p>



Teaching Notes

Smart Planet 3 Student's Book



Unit	SB section	Emotion	Emotional competences
1 Extreme living	p14 Speaking	ACCEPTANCE	Self-motivation > Get emotionally involved in the positive aspects of your life. Life and well-being awareness > Have the capacity to enjoy your own well-being.
<p>Ask students to do the following role-play activity: one student finds problems with every aspect of the place where they live, while the other is very positive and has to try and convince the negative person of the positive aspects of their town. Alternatively create a debate, where half the class is positive about where they live and the other half is negative. Students can discuss aspects such as basic needs, comfort, happiness, family, school, distances, health, neighborhoods, jobs, etc.</p>			
2 Disasters	p24 Speaking	HELPLESSNESS	Social awareness > Have the capacity to influence or manage other people's emotions. Self-management > Reduce the length and intensity of negative emotions.
<p>After watching the video, try to recreate the situation shown. Tell students: <i>Imagine that you have lost something very important (like your mobile phone, some money, a piece of jewellery belonging to your mother, a memory stick with all of your work on it, your brother's ipad). You have spent all day looking for it. Some friends have tried to help, but most of them have got fed up, as you're just getting more and more stressed and upset and even angry, so they've left you to find it yourself. Two of your friends stay to help you until the end, when you eventually find the lost thing.</i> Ask students to write down the emotions they felt from when they lost the object until when they found it again.</p>			
3 Priorities	p34 Speaking	GRATEFULNESS	Social awareness > Control basic social abilities: asking for a favour. > Control basic social abilities: showing thanks.
<p>Ask students to imagine they have to ask someone for help with something they feel they should know how to do, but don't. How would they feel? Students write down four different emotions for the way they would feel in this situation and say why they would be feeling them. E.g: I would feel <i>embarrassed</i> because I should know how to do it and because I didn't listen to the teacher when she explained it. I felt I couldn't ask her to explain again because I'm <i>shy</i> and it was my fault for not listening in the first place! I would feel <i>angry</i> with myself and <i>guilty</i> about it. Then I might also feel a bit of <i>fear</i> because if I don't know how to do it, I won't do well and my parents will be angry and upset! After this activity students discuss how they could change their negative feelings for more positive ones.</p>			
4 Street art	p46 Speaking video	ENTHUSIASM	Social awareness > Have the capacity to enjoy positive experiences in social life. > Be capable of communicating effectively.
<p>Ask students to do the following role-play activity: One student invites the other to an event, and the other accepts graciously. They make plans about where and when they will meet. They should be polite and respectful to each other throughout the dialogue. Then ask them to act out the same situation again, but this time without being respectful or polite. When they have finished, discuss with the whole class how they felt during the first and second dialogue. What differences were there?</p>			

Teaching Notes

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Unit	SB section	Emotion	Emotional competences
5 Adventure	p56 Speaking	STRESS	Life and well-being awareness > Look for help and resources. > Be responsible for making decisions using safety criteria.
<p>Ask students to think of a time when they did something for the first time, e.g. walked to school on their own, stayed overnight at a friend's house without their family, went abroad, got on a plane. Ask them to try and remember how they felt just before the experience, during the experience and after the experience. Often when we do something for the first time, we feel a little nervous – is that how they felt? What advice would they give someone who's doing the same thing for the first time?</p>			
6 Fears	p66 Speaking	FEAR	Self-awareness > Make decisions based on your own emotions. > Understand how others feel.
<p>Discuss the following questions with the group: <i>Are you afraid of anything? What are you afraid of? How do you know you are afraid, what happens to you?</i> Each member of the class writes down one thing that they are afraid of on a small piece of paper. Put all the fears in a hat (so that the authors remain anonymous) and then pull them out of the hat and ask the class to give advice on how to conquer those fears.</p>			
7 Let's talk	p78 Speaking	INSECURITY	Self-management > Reduce the length and intensity of negative emotions. Social awareness > Have the capacity to influence or manage other people's emotions.
<p>Give out cards with situations on them, such as: You have to give a presentation in front of the whole school. How do you feel? / You have to sing a song in a talent competition. How do you feel? / You are going to meet your boyfriend or girlfriend's parents for the first time. How do you feel? / You are at home on your own - it's late. You hear a noise as if someone is trying to get in to your house. How do you feel? / You are in the final of a sports competition. How do you feel? / You have just won the lottery. How do you feel? Ask students to discuss the potential positive and negative feelings they might have in each situation.</p>			
8 School life	p88 Speaking	FRUSTRATION	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Life and well-being awareness > Look for help and resources.
<p>Give each pair of students a card with a situation on it, such as: You've failed your exams and don't want to tell your parents. / You haven't been invited to a party that's happening at the weekend and everyone else has been invited. / Your parents won't let you go out this weekend because they say you have to help in the house more. / You have been receiving strange messages on your mobile and you don't know who they're from. / You borrowed 20 euros from your brother and have now lost it. One student should explain the situation to the other and talk about how they feel, and the other should give advice.</p>			
9 Green planet	p98 Speaking	DISAPPOINTMENT	Social awareness > Control basic social abilities: asking for forgiveness. > Be capable of communicating effectively.
<p>Ask students: <i>Has anyone ever let you down?</i> Ask them to give examples of times when someone has let them down. When you have a few examples, put students into pairs and ask them to role-play one of the situations. When they have finished, ask them to answer the following questions: 1) What excuses did the person who let you down give? 2) Did you believe the excuses? 3) How did you feel when they were giving their excuses? 4) Would you want to make plans with that person again?</p>			