

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 4 (Student's Book)



Unit		SB section		Emotion	Emotional competences
1	Changes	p14	Speaking	Admiration	Self-motivation > Have a positive image of yourself. Social awareness > Control basic social abilities: having an open attitude to dialogue.
2	A helping hand	p24	Speaking	Sadness	Self-management > Be conscious of how emotions can influence behaviour. Social awareness > Understand that in human relationships, sincerity and reciprocity are fundamental.
3	Young achievers	p34	Speaking	Acceptance	Life and well-being awareness > Take responsibility for making decisions using ethical criteria. > Be capable of cooperating with others.
4	Fabulous food	p46	Speaking	Delight	Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals. > Contribute to others' well-being.
5	Love yourself!	p56	Speaking	Enthusiasm	Self-management > Feel optimistic and capable. Social awareness > Have the capacity to influence or manage other people's emotions.
6	Stuff we like	p66	Speaking video	Satisfaction	Life and well-being awareness > Have the capacity to enjoy your own well-being. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
7	Celebrate in style	p78	Speaking	Stress	Life and well-being awareness > Look for help and resources. Social awareness > Be capable of cooperating with others.
8	Weird and wonderful	p88	Speaking video	Frustration	Self-management > Manage frustration. > Reduce the length and intensity of negative emotions.
9	Right or wrong?	p98	Speaking video	Disappointment	Social awareness > Understand that in human relationships, sincerity and reciprocity are fundamental. Self-awareness > Name your emotions.



Teaching Notes

Smart Planet 4 Student's Book



Unit	SB section	Emotion	Emotional competences
1 Changes	p14 Speaking	ADMIRATION	Self-motivation > Have a positive image of yourself. Social awareness > Control basic social abilities: having an open attitude to dialogue.
<p>After watching the video, ask students to do the following role-play activity: Give one student the role of someone negative who always finds a problem with the clothes he/she wears. The other student has a very positive role and has to try and convince their partner of his/her positive aspects make him/her feel good about the clothes he/she wears. The activity should highlight the importance of having a positive self-image, as well as respect for others. It should also encourage engage students to engage in open dialogue to obtain mutual learning and enrichment.</p>			
2 A helping hand	p24 Speaking	SADNESS	Self-management > Be conscious of how emotions can influence behaviour. Social awareness > Understand that in human relationships, sincerity and reciprocity are fundamental.
<p>Watch the video and ask students to think of a difficult moment in their lives and how their friends helped them. How did they feel? How important is it to show concern for other people? What do they value most about their friends? Do they consider themselves to be good friends? How could they improve their behaviour towards others.</p>			
3 Young achievers	p34 Speaking	ACCEPTANCE	Life and well-being awareness > Take responsibility for making decisions using ethical criteria. > Be capable of cooperating with others.
<p>Divide the class into groups and ask them to think of social problems in their neighborhood (you could expand this to the city, country or world). Ask students to set up a charity or organization to help others. Each student in the group should have a role within the organization, and they should think of possible ways to raise money and how to invest it. Students could then present their ideas using Power Point, video, etc.</p>			
4 Fabulous food	p46 Speaking	DELIGHT	Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals. > Contribute to others' well-being.
<p>Watch the video and ask students to prepare a healthy menu for one day for their families or group of friends. They can work in groups to make notes then make a video presenting their menu to the rest of the class. Do they like to cook for others? What they expect from their invited guests? How do they feel working in groups?</p>			
5 Love yourself!	p56 Speaking video	ENTHUSIASM	Self-management > Feel optimistic and capable. Social awareness > Have the capacity to influence or manage other people's emotions.
<p>Ask students to think of a time when they encouraged a friend to do something he/she didn't feel capable of. How did they feel? How the friend feel? How did they help their friend overcome his/her fears? Encourage students to think about their capacity to influence other people's emotions, either positively or negatively. Make sure they understand the importance of having an optimistic attitude to life.</p>			

Teaching Notes

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6 Stuff we like	p66 Speaking video	SATISFACTION	Life and well-being awareness > Have the capacity to enjoy your own well-being. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Watch the video and then put students into groups and ask them to choose a gadget they all like (but ask them not to choose a mobile phone, to avoid everyone choosing the same thing). Ask them to write a description of their gadget, discussing its positive and negative aspects. They then swap their descriptions with another group. Each group presents their new gadget to the rest of the class, talking about the benefits and how it can contribute to their own well-being. (Even the disadvantages should be turned into advantages, if possible.)</p>			
7 Celebrate in style	p78 Speaking video	STRESS	Life and well-being awareness > Look for help and resources. Social awareness > Be capable of cooperating with others.
<p>After watching the video, ask students to do the following role-play activity: One student is worried because he/she has to plan event and there is not a lot of time left. The other should offer his/her help so that they can plan it together. He/she should be understanding and supportive and make as many suggestions as possible. Then ask students to act out the same situation again, but this time the friend shouldn't be so understanding and kind. When they have finished, ask them to compare how they felt in the first and second situations.</p>			
8 Weird and wonderful	p88 Speaking video	FRUSTRATION	Self-management > Manage frustration. > Reduce the length and intensity of negative emotions.
<p>After watching the video, put students into pairs to answer the following questions: What happened? What were the consequences? How did the people deal with their frustration? What lessons did they learn? Then discuss the problems, the feelings and the solutions as a class.</p>			
9 Right or wrong?	p98 Speaking video	DISAPPOINTMENT	Social awareness > Understand that in human relationships, sincerity and reciprocity are fundamental. Self-awareness > Name your emotions.
<p>Ask students the following questions: <i>Have you ever been told a lie? Who? When? Why? Was it just a joke? Were you offended? How did you feel? What did you do to change that feeling?</i> Thinking about these questions and writing some responses to them will be a good reflective exercise. If you decide to share students' responses with the class, it will be interesting to find out how students dealt with their frustration and whether they thought the lie they were told was against their moral values.</p>			