

# 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 2 (Student's Book)



Unit	SB section	Emotion	Emotional competences
1 What's on?	p11 Video: A Life on Broadway	Enthusiasm	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. > Be capable of cooperating with others.
2 Let's shop!	p25 Video: Tiger Sanctuary	Compassion	<b>Life and well-being awareness</b> > Be responsible for making decisions using ethical criteria. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
3 Role models!	p35 Video: A Nation's Heroes	Euphoria	<b>Social awareness</b> > Be capable of cooperating with others. <b>Self-management</b> > Generate positive emotions and enjoy life.
4 It's a crime!	p47 Video: The Case of the Missing Woman	Confusion	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. > Look for help and resources.
5 Our house	p57 Video: Moving House	Nostalgia	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Self-motivation</b> > Have the capacity for self-motivation.
6 Visions of the future	p63 Video: Robot Pizza Delivery	Satisfaction	<b>Life and well-being awareness</b> > Have the capacity to enjoy our own well-being and contribute to that of others. > Be responsible for making decisions using safety criteria.
7 Life choice	p75 Video: A School at Home	Enthusiasm	<b>Self-motivation</b> > Have a positive image of yourself. > Have the capacity for self-motivation.
8 Danger! Danger!	p89 Video: A Deadly Job	Relief	<b>Life and well-being awareness</b> > Be responsible for making decisions using safety criteria. > Be an active, civic and responsible citizen.
9 Have fun!	p95 Food and Fun in NYC	Pleasure	<b>Life and well-being awareness</b> > Have the capacity to enjoy your own well-being. > Contribute to others' well-being.



# Teaching Notes

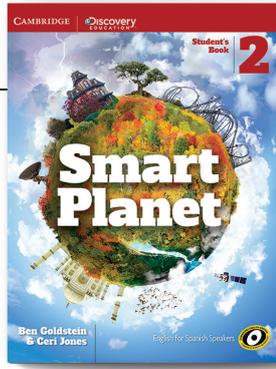
## Smart Planet 2 Student's Book



Unit	SB section	Emotion	Emotional competences
<b>1 What's on?</b>	<b>p11 Video:</b> A Life on Broadway	<b>ENTHUSIASM</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. > Be capable of cooperating with others.
<p>After watching the video, students think of another three jobs that require a high level of social awareness, self-motivation and life and well-being awareness (e.g. being polite, asking for help, showing gratitude, asking for forgiveness, having an open attitude to dialogue, kindness, respect, generosity). Which aspects of emotional awareness do students have to use at school? Ask students for examples of how they use these in their daily life at school. Then discuss whether students enjoy all the positive experiences in their life in the same way, regardless of whether they are at school, at home or with friends.</p>			
<b>2 Let's shop!</b>	<b>p25 Video:</b> Tiger Sanctuary	<b>COMPASSION</b>	<b>Life and well-being awareness</b> > Be responsible for making decisions using ethical criteria. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>After watching the video, ask students: <i>Would you like to be a volunteer?</i> In small groups, ask students to decide on a volunteering job they feel they would be qualified to do and explain why. Make sure they mention some of the points about life and well-being awareness dealt with in the video.</p>			
<b>3 Role models!</b>	<b>p35 Video:</b> A Nation's Heroes	<b>EUPHORIA</b>	<b>Social awareness</b> > Be capable of cooperating with others. <b>Self-management</b> > Generate positive emotions and enjoy life.
<p>After watching the video, ask students to imagine a situation where they are trapped in a lift. How do they think they would react? Put students into groups of four and give them different roles: one is hysterical, one is calm, one is practical, and one is assertive. Ask them to role-play the situation. When they have finished, ask students how they got out of the lift and how they felt at the end of the experience. Try to emphasise the importance of cooperating with others in difficult situations, and encouraging others to think positively.</p>			
<b>4 It's a crime!</b>	<b>p47 Video:</b> The Case of the Missing Woman	<b>CONFUSION</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. > Look for help and resources.
<p>After watching the video, ask students to imagine that someone they know has gone missing. What action would they take? Divide the class into groups of six. Half the group are people who are lost, and the others are looking for a missing person. Ask each group to explain how they feel and how they look for solutions. If any student has experienced something similar, ask them to tell the class what happened.</p>			
<b>5 Our house</b>	<b>p57 Video:</b> Moving House	<b>NOSTALGIA</b>	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Self-motivation</b> > Have the capacity for self-motivation.
<p>After watching the video, ask students to imagine they leave home - where would they go? Why? What kind of house would they live in? How do they think they would feel moving away from their family and friends? How do they think their family and friends would feel?</p>			

# Teaching Notes

## Smart Planet 2 Student's Book



Unit	SB section	Emotion	Emotional competences
<b>6 Visions of the future</b>	<b>p63 Video:</b> Robot Pizza Delivery	<b>SATISFACTION</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy our own well-being and contribute to that of others. > Be responsible for making decisions using safety criteria.
<p>Ask each student to write down a real invention that is widely used and makes us happy. Students share their ideas with the class and discuss which they like the most, creating a top ten on the board. Then put them into groups and ask them to think of an idea for a new invention (following ethical, social and safety criteria) that would make other people happy. Ask them to write a short description of their invention; they can also draw a picture if they wish.</p>			
<b>7 Life choice</b>	<b>p75 Video:</b> A School at Home	<b>ENTHUSIASM</b>	<b>Self-motivation</b> > Have a positive image of yourself. > Have the capacity for self-motivation.
<p>The video shows an alternative to school education. Prepare a short questionnaire based on the video to find out whether students would have the self-motivation needed for home-schooling. Questions could include things like: Do you have a positive image of yourself? A) Yes. B) No. C) Sometimes. Would you miss your classmates if you were home-schooled? A) No. B) Yes. C) Sometimes. A answers are worth three points, B answers are worth one and C answers are worth two. The higher students score, the more self-motivated they are.</p>			
<b>8 Danger! Danger!</b>	<b>p89 Video:</b> A Deadly Job	<b>RELIEF</b>	<b>Life and well-being awareness</b> > Be responsible for making decisions using safety criteria. > Be an active, civic and responsible citizen.
<p>After watching the video, ask students how they would feel if they saw one of these snakes. How would they react? Scream / shout / laugh / cry, etc. What are their thoughts about dangerous jobs like the one in the video? Ask students to write down a dangerous situation they have experienced, dreamt or can imagine. How did/would they react? How do they feel when they are in danger?</p>			
<b>9 Have fun!</b>	<b>p95 Video:</b> Food and Fun in NYC	<b>PLEASURE</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy your own well-being. > Contribute to others' well-being.
<p>We all know eating is a pleasure. Usually when we travel, we discover a whole range of new food that is different from what we are used to. The video shows different restaurants in New York and the kind of food you can get there. Whenever you're in a social situation, it is important to observe certain social etiquette, particularly when eating in the company of others! Ask students to act out a situation in a restaurant in groups of three or four. Make sure they are VERY polite! Give students some guidelines like: book a table by phone, ask what ingredients are in a dish, ask about the restaurant's specialties, ask for the bill, etc.</p>			