

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 1 (Student's Book)



Unit	SB section	Emotion	Emotional competences
1 Our world	p11 Video: The Yellow Ferrari	Frustration	Self-management > Manage frustration. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
2 Family and friends	p25 Video: My Family, by Boris Moldanov	Gratitude	Life and well-being awareness > Have the capacity to enjoy your own well-being. > Contribute to others' well-being.
3 It's my life!	p31 Video: Ali's Day	Satisfaction	Life and well-being awareness > Be an active, civic and responsible citizen. Self-management > Generate positive emotions and enjoy life.
4 Schooldays	p43 Video: Kung Fu School	Serenity	Social awareness > Be capable of cooperating with others. > Have the capacity to influence or manage other people's emotions.
5 Food, food, food!	p57 Video: Dabbawallas	Pride	Social awareness > Show respect to others. Control basic social abilities: being polite.
6 Animal world	p68 Video: Going to Museums	Desire	Self-management > Be conscious of how emotions influence behaviour. > Be able to express your emotions appropriately.
7 Towns and cities	p80 Video: Meeting Friends	Excitement	Social awareness > Understand that in human relationships, sincerity and reciprocity are fundamental. > Be assertive.
8 Sports time	p89 Video: The Bowler	Pleasure	Self-motivation > Have the capacity for self-motivation. Self-management > Be perseverant.
9 We ♥ holidays!	p99 Video: Alaska	Enthusiasm	Self-motivation > Be responsible for making decisions and behaving in a safe, healthy and ethical manner. > Have the capacity for self-motivation.



Teaching Notes

Smart Planet 1 Student's Book



Unit	SB section	Emotion	Emotional competences
1 Our world	p11 Video: The Yellow Ferrari	FRUSTRATION	Self-management > Manage frustration. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Watch the video in class and ask students to think of something they like and are good at: sports or any other hobby. Discuss their own favourite activities. What do they think of Maria's reaction? Is it positive or negative? If they have had a similar experience, how did they feel? Have they ever felt frustrated? Encourage a group discussion.</p>			
2 Family and friends	p25 Video: My Family, by Boris Moldanov	GRATITUDE	Life and well-being awareness > Have the capacity to enjoy your own well-being. > Contribute to others' well-being.
<p>Watch the video and ask students to explain why life isn't easy for Boris's grandparents. Do a role-play: in pairs or small groups, one student is feeling down and the others should try to cheer him/her up. Finally, ask students how they felt during the role-play. Ask them to consider things they are grateful for in their daily lives. Try to show them the importance of being grateful for who they are and of being concerned for others' well-being.</p>			
3 It's my life!	p31 Video: Ali's Day	SATISFACTION	Life and well-being awareness > Be an active, civic and responsible citizen. Self-management > Generate positive emotions and enjoy life.
<p>Watch the video and have a group discussion. What do they think of Ali's way of living? Is he happy and satisfied with the life he has? Ask students to list the positive and negative aspects of Ali's life. Focus on the positive aspects and ask students to relate these to their own lives. Do they help other people in their community? How does this make them feel? Ask them to think of more ways of helping others.</p>			
4 Schooldays	p43 Video: Kung Fu School	SERENITY	Social awareness > Be capable of cooperating with others. > Have the capacity to influence or manage other people's emotions.
<p>Watch the video and ask students how they feel after watching the Kung Fu School images. Does the video transmit good feelings like serenity and a willingness to cooperate? Or does it make them feel anxious and violent? Ask students to reflect individually on how they could contribute to a positive and calm atmosphere at school. Then write their ideas on the board and ask the group to choose the three best suggestions and agree on ways of implementing them.</p>			
5 Food, food, food!	p57 Video: Dabbawallas	PRIDE	Social awareness > Show respect to others. Control basic social abilities: being polite.
<p>Watch the video and ask students what they think about the dabbawallas' work. Do they find it interesting? Do they think they would be capable of doing this job? Ask students to think of a job they would like to do in the future. Tell them to write a short application letter explaining why they are interested in this job and talking about the skills they have that would make them good at it and other general qualities they have learned at school, such as respect and being polite.</p>			

Teaching Notes

Smart Planet 1 Student's Book



Unit	SB section	Emotion	Emotional competences
6 Animal world	p68 Video: Going to Museums	DESIRE	Self-management > Be conscious of how emotions influence behaviour. > Be able to express your emotions appropriately.
<p>Ask students if they like going to museums or doing other kinds of cultural activity in their town. If so, ask them why they like these activities. Individually, students then make a list of activities they do on a regular basis and classify them into the ones they like and the ones they don't. What do they do when they have to do something they don't enjoy? How do they feel? Is there anything they can do to help them enjoy these activities more?</p>			
7 Towns and cities	p80 Video: Meeting Friends	EXCITEMENT	Social awareness > Understand that in human relationships, sincerity and reciprocity are fundamental. > Be assertive.
<p>In groups, students talk about what they like doing when they meet with their friends. What attitudes do they think they need in order to have a good time? Each group then writes a list of activities to share with the rest of the class. Finally, students classify the activities and write down one example of activity for each attitude. Make posters and hang them on the walls.</p>			
8 Sports time	p89 Video: The Bowler	PLEASURE	Self-motivation > Have the capacity for self-motivation. Self-management > Be perseverant.
<p>Fahimuddin, the bowler in the video, plays cricket for pleasure. Taking Fahimuddin as an example of self-motivation, in groups, students draw a comic strip showing a difficult situation they have suffered and how they overcame it. It's important that students organise tasks and share their ideas. They should write a dialogue, think about how many boxes they need, think about the message they want to show their classmates, draw the pictures, etc. Their comic strip should emphasise pride, respect and self-motivation. Finally, students present their story to the class. If they wish, they can act out some of the scenes.</p>			
9 We ♥holidays!	p99 Video: Alaska	ENTHUSIASM	Self-motivation > Be responsible for making decisions and behaving in a safe, healthy and ethical manner. > Have the capacity for self-motivation.
<p>Ask students if their parents ask for their opinion when deciding where to go on holiday. If so, how do they convince their parents to consider their ideas? Do they usually think about the whole family, or just their own interests? Individually, ask students to make a list of some irresponsible things they have done in their lives. How did they feel afterwards? What would they change if they had the chance to make these decisions again? How could they act in a more positive and healthier way?</p>			