

# 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 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.

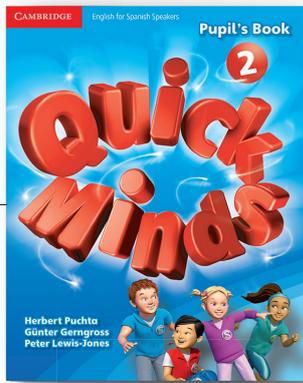
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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

## Quick Minds 2 (Pupil's Book)

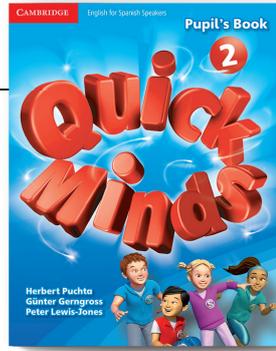


Unit	PB section	Emotion	Emotional competences	
	The school bag	<b>p8</b> Story	<b>Satisfaction</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Self-motivation</b> > Be responsible for making decisions and behaving in a safe manner.
<b>1</b>	Back to school	<b>p14</b> Story	<b>Enthusiasm</b>	<b>Self-management</b> > Be perseverant. <b>Social awareness</b> > Be capable of cooperating with others.
<b>2</b>	The zoo	<b>p22</b> Story	<b>Gratefulness</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.
<b>3</b>	My bedroom	<b>p32</b> Story	<b>Disappointment</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in an ethical manner.
<b>4</b>	Come to my party!	<b>p40</b> Story	<b>Acceptance</b>	<b>Self-motivation</b> > Get emotionally involved in the positive aspects of your life. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>5</b>	Off we go!	<b>p48</b> Story	<b>Gratefulness</b>	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Social awareness</b> > Be capable of cooperating with others.
<b>6</b>	Sports club	<b>p58</b> Story	<b>Pride</b>	<b>Social awareness</b> > Be assertive. <b>Self-motivation</b> > Be resilient.
<b>7</b>	In the countryside	<b>p66</b> Story	<b>Helplessness</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Social awareness</b> > Be capable of cooperating with others.
<b>8</b>	Amusement park	<b>p74</b> Story	<b>Astonishment</b>	<b>Social awareness</b> > Understand that in human relationships sincerity and reciprocity are fundamental. <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.



# Teaching Notes

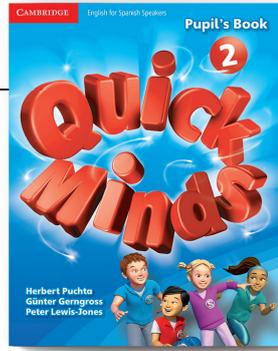
## Quick Minds 2 Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>The school bag</b>	<b>p8 Story</b>	<b>SATISFACTION</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Self-motivation</b> > Be responsible for making decisions and behaving in a safe manner.
<p>After listening to the story ask children questions to check understanding. <i>What do the children feel? Satisfaction.</i> Tell them that when we have a plan and we achieve it we feel satisfied with what we have done. Have a class discussion about it and ask them what things they do make them feel satisfied -i.e. Looking for something lost for a long time and find it. Tell them that they are going to play a game to practice the unit's prepositions looking for a hidden treasure. Have two groups. Nominate one person on each group to be the person to look for the treasure and decide what object the treasure will be (i.e. something that you have in class, a book, etc.). One group tells secretly to the other group where the treasure is but the searcher can't hear it. The group gives instructions to the child that is looking for the treasure until he/she finds it (i.e. <i>It is next to the board, It is behind the teacher's desk, etc.</i>). Then it is the other group's turn.</p>			
<b>1 Back to school</b>	<b>p14 Story</b>	<b>ENTHUSIASM</b>	<b>Self-management</b> > Be perseverant. <b>Social awareness</b> > Be capable of cooperating with others.
<p>After listening to the story ask children questions to check understanding. <i>Is Whisper happy? No. Is Flash enthusiastic about helping find the burglars? Yes. Is Whisper enthusiastic too? Yes.</i> Make sure that they understand that Flash and Whisper are really keen to help Whisper and they manage to find the burglars. Tell them that when we are motivated and enthusiastic we usually have better results. <i>Do they agree?</i> Ask them what things they like doing and if they know what motivates them and they feel enthusiastic about. Ask them questions about things that they do for themselves and things they do for others. <i>Do you like sports/reading? Do you like helping people/looking after the environment?</i> etc. Prepare a mind-map template and write <i>My day</i> in the middle circle. Leave as many empty circles as you like around it. Give a photocopy to each child and tell them that they are going to do an activity to try to feel enthusiastic about their day. Make a list of all the good things in the day they are looking forward to doing and another list with the things they can do for other people. Tell them to plan their day so that they can add little things they like to those they don't like that much.</p>			
<b>2 The zoo</b>	<b>p22 Story</b>	<b>GRATEFULNESS</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.
<p>After listening to the story ask children <i>Is the zoo keeper happy? Yes, he is grateful because the children help him with the animals.</i> Ask children what things they are grateful for and have a class discussion. Tell them that we don't always remember positive things that are happening to us and we focus on what is going wrong. Tell them that they are going to prepare a <i>Gratitude Journal</i> and you recommend they use it every day of the school year. Prepare a Journal template and photocopy for each child. On the cover write the title <i>My gratitude journal</i>. Ask them to write their name and decorate as they like. For each day they have to write the date, and the following information at the start of the day: <i>I am happy because.... A challenge for today is...</i> and the following at the end of the day <i>One thing I can do better tomorrow.... Today I am grateful for....</i> Ask them to change the messages as they wish - i.e. they could list people that they enjoy being with, someone they helped that day or did something for other people, etc.</p>			

# Teaching Notes

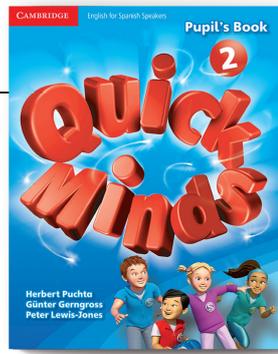
## Quick Minds 2 Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>3 My bedroom</b>	<b>p32 Story</b>	<b>DISAPPOINTMENT</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in an ethical manner.
<p>After listening to the story ask children to look at frame 8. <i>What does Flash's mum feel? She feels disappointment.</i> Ask them <i>Do you like tidying your room? Do your mum and dad like you tidying your room? Yes!</i> Ask them if they discuss house rules and family responsibilities with their parents. Have a class discussion about what they like doing and what their parents like them to do. <i>Do they like the same things?</i> Tell them that it is good to agree on family responsibilities to avoid people feeling disappointed. Ask them to think of things they have done that have made their parents feel disappointed and the other way round. Then ask them to discuss their list at home with their parents and decide on their family responsibilities.</p>			
<b>4 Come to my party!</b>	<b>p40 Story</b>	<b>ACCEPTANCE</b>	<b>Self-motivation</b> > Get emotionally involved in the positive aspects of your life. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask children to look at frame 8. <i>Do the children win? No. Are they angry? No.</i> Make sure they understand they can't win and they accept Misty has not played a fair game. Have a class discussion about group work and ask them if they can think of something similar that has happened to them. Ask them to work in groups of 3-4 children and ask them to write a list of things they accept in group work (or in games or sports) and things they don't - i.e. someone cheating, not allowing another child to play, etc. Then ask them to share the lists in the big group and discuss the things that are acceptable and not acceptable.</p>			
<b>5 Off we go!</b>	<b>p48 Story</b>	<b>GRATEFULNESS</b>	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Social awareness</b> > Be capable of cooperating with others.
<p>After listening to the story ask children questions to check understanding. <i>Are the children helpful to the bus driver? Yes. Is he grateful? Yes.</i> Ask children to think of situations where they have helped someone and they have later been helped by that person - i.e. help a friend with their maths homework and being helped with their English homework. Ask them to work in groups of 3-4 children and ask each other for help using the unit's grammar - i.e. <i>I'd like to play chess.</i> Then another child replies. <i>I can play chess. I can help!</i> Each child has to say thank you and offer something in return <i>Thank you! I can help with maths homework.</i></p>			

# Teaching Notes

## Quick Minds 2 Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>6 Sports club</b>	<b>p58 Story</b>	<b>PRIDE</b>	<b>Social awareness</b> > Be assertive. <b>Self-motivation</b> > Be resilient.
<p>After listening to the story ask questions to check understanding. <i>How do the children feel? Proud.</i> Tell children that they persevere and they feel very happy about the effort they put into the game. Ask children to think of a situation when they were proud of themselves because they didn't give up - i.e. They improved a lot in their basketball team after practising a lot; They passed an exam that they had failed several times. They managed to finish reading a book that was very difficult. Tell them that things take practice and it is not good to give up too soon. Ask them to write in a piece of paper two boxes. In the first one they write <i>I can</i> and in the second one they write <i>I can't YET!</i> Tell them to write things that they can and can't do (yet!) in each box. Then ask them to share them with the class and encourage them to work on those things they can't do yet.</p>			
<b>7 In the countryside</b>	<b>p66 Story</b>	<b>HELPLESSNESS</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Social awareness</b> > Be capable of cooperating with others.
<p>After listening to the story ask children questions about the story. <i>Are the characters lost? Yes. Are they having fun? No. Do they get help?</i> Tell children that they look for a solution to their problem. Ask them to work in small groups of 4-5 children on a <i>Problem solving</i> project. Ask them to draw two big circles for <i>Problem</i> and <i>Solution</i> and write what they can think of i.e. <i>Problems: Arrive late for school, Forget homework, etc. Solutions: Say sorry, Do homework another day, etc.</i> Help them with language they don't know and encourage them to say <i>I've got an idea!</i> when they have something to suggest. Share projects and have a class discussion about it. Make sure they understand that it is good to cooperate with each other when they have a problem as other people may have ideas that you didn't think of.</p>			
<b>8 Amusement park</b>	<b>p74 Story</b>	<b>ASTONISHMENT</b>	<b>Social awareness</b> > Understand that in human relationships sincerity and reciprocity are fundamental. <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.
<p>After listening to the story ask children to look at frame 8. <i>What do the people in the market feel? They feel astonishment.</i> Make sure they understand they are really impressed with what the children have done. It is something unexpected. Tell them that they get a surprise. Ask them if they like surprises. <i>Yes!</i> Tell them that they are going to play a game. Distribute the children in 2 groups. They have to prepare a <i>Touch and feel Surprise box</i> for the other group. Give each group a box with a whole in it and ask them to put different things that the other group has to guess. Ask them to be creative and put things that can resemble others - i.e. an apple that could be mistaken for a tomato, etc. Make sure that everyone participates and respects turns. And make sure they get a big surprise! (It would be good if you could bring real fruit and practice the unit's vocabulary with this game).</p>			