

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.

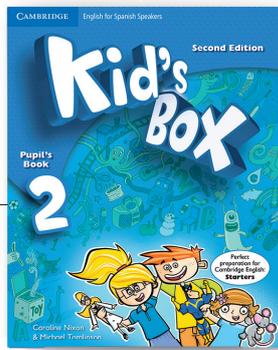
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

Kid's Box 2 (Pupil's Book)

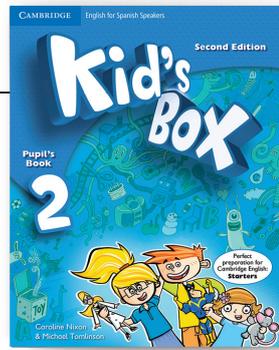


Unit	PB section	Emotion	Emotional competences
1 Hello again!	p9 Story	Remorse	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Be capable of communicating effectively.
2 Back to school	p17 Story	Guilt	Self-awareness > Make decisions based on your own emotions. Social awareness > Be capable of cooperating with others.
3 Play time!	p23 Story	Envy	Self-management > Control your impulses. Self-motivation > Have a positive image of yourself.
4 At home	p31 Story	Astonishment	Self-management > Be able to express your emotions appropriately. Social awareness > Be capable of cooperating with others (follow the rules).
5 Meet my family	p39 Story	Confusion	Self-motivation > Accept your own emotions even if they're not socially and culturally accepted. > Feel optimistic and capable, intend to make the world a better place.
6 Dinner time	p47 Story	Delight	Social awareness > Be capable of sharing with others. > Understand that in human relationships sincerity and reciprocity are fundamental.
7 At the farm	p53 Story	Irritation	Self-management > Control your impulses Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
8 My town	p61 Story	Fear	Self-management > Be conscious of how emotions influence behaviour. Self-awareness > Show respect to others.
9 Our clothes	p69 Story	Euphoria	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
10 Our hobbies	p77 Story	Excitement	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Social awareness > Be assertive.
11 My birthday	p83 Story	Enthusiasm	Life and well-being awareness > Contribute to others' well-being. Self-motivation > Get emotionally involved in the different aspects of your life.
12 On holiday!	p91 Story	Disappointment	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. Self-management > Defer rewards.



Teaching Notes

Kid's Box 2* Pupil's Book

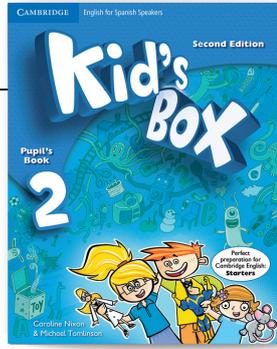


Unit	PB section	Emotion	Emotional competences
1 Hello again!	p9 Trevor's values	REMORSE	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Be capable of communicating effectively.
<p>After listening to the story ask children simple questions to check understanding. Point at frame 6 and ask <i>Is Trevor happy?</i> And elicit <i>No</i>. Then say <i>He feels bad</i>. Then ask <i>What does Trevor say?</i> And elicit <i>Sorry</i>. Explain that Trevor feels remorseful because he knows he has done something bad. You feel remorseful when you know you have done something bad and you can't stop thinking about it. Ask each child to think of a similar situation and write down a sentence saying sorry to someone. Write on the board <i>To:</i> and then <i>I'm sorry for...</i> for children to copy. Go round the class helping children with their sentences, i.e. <i>To: my brother Juan. I'm sorry for eating all the chocolate.</i></p>			
2 Back to school	p17 Story	GUILT	Self-awareness > Make decisions based on your own emotions. Social awareness > Be capable of cooperating with others.
<p>Ask children to tell you what's wrong with Trevor. <i>He feels bad</i>. Say <i>He feels guilty. He has done something wrong again! He eats pencils</i>. Ask children to think of their own behaviour. Start a chart where they can have a record and be able to identify when they feel guilty about something they have done. Draw on the board a big grid with three sections and write <i>My behaviour</i>. Label them <i>Good, OK and Bad</i>. Ask them to copy the chart on a piece of paper and ask them to think about their day and write down one thing on each section - i.e. good: <i>Help María with activity 4</i>. OK: <i>Listen in class</i>. Bad: <i>Interrupt José</i>. You can ask them to complete it in every English class and talk to children about it to reflect on their own behaviour.</p>			
3 Play time!	p23 Story	ENVY	Self-management > Control your impulses. Self-motivation > Have a positive image of yourself.
<p>After listening to the story ask children about Maskman. <i>How does he feel? He feels bad</i>. Say <i>Yes, he feels bad, he feels envy</i>. Explain that he thinks Metal Mouth is a better robot. <i>Is Maskman nice about Metal Mouth? No, he isn't nice</i>. Make sure they understand that Maskman thinks that Simon now prefers Metal Mouth to him as Metal Mouth can do more things than him. Ask children if they have ever felt envy. Were they nice to other people? Ask them to talk about it and share the different experiences. Ask them to think of things they can do and they feel good about. Ask them to draw the outline of a person and write lines inside and label the picture <i>I can...</i> and write down all things they can do and they feel proud about. Ask them to read the list when they feel envy about something and remember all the good things about themselves.</p>			

*Note: The use of L1 is recommended to help students understand the emotions and develop their emotional competences properly.

Teaching Notes

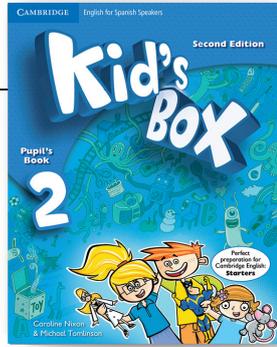
Kid's Box 2 Pupil's Book



Unit	PB section	Emotion	Emotional competences
4 At home	p31 Story	ASTONISHMENT	Self-management > Be able to express your emotions appropriately. Social awareness > Be capable of cooperating with others (follow the rules).
<p>After listening to the story ask children to look at frame 6. What happens when they open the cupboard? <i>It's a surprise!</i> 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. a branch from a tree that could be mistaken for a pencil, etc. Make sure that everyone participates and respects turns. And make sure they get a big surprise!</p>			
5 Meet my family	p39 Story	CONFUSION	Self-motivation > Accept your own emotions even if they're not socially and culturally accepted. > Feel optimistic and capable, intend to make the world a better place.
<p>After listening to the story ask children to look at frame 6. Look at Trevor. <i>What is she doing? Cleaning the doll's house.</i> Tell them that she has been proactive and tried to do a good thing but it didn't work! Tell them that it is good to have initiative and try new things. Ask children to write down a list of things they would like to do. Ask them to be creative and say whatever comes to mind - i.e. <i>Fly a plane. Save animals.</i> Ask them to be respectful with other children's opinions and dreams. You could ask children to stick their dreams in a big sheet of paper and stick pictures that they bring from home to do a <i>Class dreams board</i>.</p>			
6 Dinner time	p47 Story	DELIGHT	Social awareness > Be capable of sharing with others. > Understand that in human relationships sincerity and reciprocity are fundamental.
<p>After listening to the story ask children about Maskman. <i>How does he feel? He feels bad. Say Yes, he feels bad, he feels envy.</i> Explain that he thinks Metal Mouth is a better robot. <i>Is Maskman nice about Metal Mouth? No, he isn't nice.</i> Make sure they understand that Maskman thinks that Simon now prefers Metal Mouth to him as Metal Mouth can do more things than him. Ask children if they have ever felt envy. Were they nice to other people? Ask them to talk about it and share the different experiences. Ask them to think of things they can do and they feel good about. Ask them to draw the outline of a person and write lines inside and label the picture <i>I can...</i> and write down all things they can do and they feel proud about. Ask them to read the list when they feel envy about something and remember all the good things about themselves.</p>			

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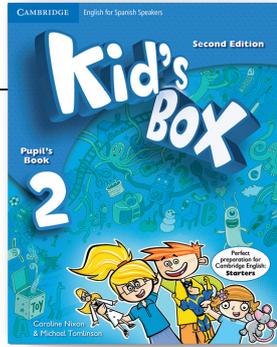
Kid's Box 2 Pupil's Book



Unit	PB section	Emotion	Emotional competences
7 At the farm	p53 Story	IRRITATION	Self-management > Control your impulses Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
<p>After listening to the story ask children some questions to check understanding <i>What's the matter with Maskman? He can't sleep. Is he happy? No. He is irritated. Is Marie helpful? Yes.</i> Ask children to tell you things that make them irritated – i.e. a fly in the classroom, a rainy day with no break outside, broccoli for lunch, etc. Write on the board <i>I feel irritated when...</i> then ask them to write in a piece of paper the thing that irritate each of them the most or draw a picture. Set them in 3 or 4 groups and ask them to come out with possible ways to help each other to feel less irritated – i.e. try to get the fly out of the classroom all together, come out with a fun way to play inside, mix the broccoli with some other food, etc.</p>			
8 My town	p61 Story	FEAR	Self-management > Be conscious of how emotions influence behaviour. Self-awareness > Show respect to others.
<p>After listening to the story ask children <i>Does Monty like cats? No</i> and then <i>Does Maskman like dogs? No. Is Maskman nice to Monty? No.</i> Discuss with children that it isn't nice to make fun of other people's fears. Tell them that people have different fears and we all have to respect them and help them when they are afraid of something rather than try to scare them more. Say that they are going to find out about their fears. Give each child a piece of paper and ask them to draw something they are scared of but they don't need to write their name <i>Draw your fear.</i> Ask children to fold the paper and put in a bag as you go round the class. <i>Put your fear in the bag. Fears in the bag!</i> Each child comes and takes one piece of paper at a time and tries to describe the fear. Then you all discuss in big group how to help with that fear.</p>			
9 Our clothes	p69 Story	EUPHORIA	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Ask children <i>Are Trevor and Maskman having fun? Yes, they are!</i> Ask them if they like dressing up. <i>Yes!</i> Tell them that they are going to dress up as someone else. Bring prompts to the classroom – big hats, big glasses, scarfs, etc. Ask them to choose who they are going to be and ask them to dress up. They can choose Kid's Box characters, different people at school, or famous characters. Then choose different children to come of the front and say what they can do for the others to guess. <i>I can eat pencils! You are Trevor!</i> etc. Make sure they all enjoy and nobody makes fun of anyone else. Discuss that it is polite to respect other people's choices and important not to make fun of anyone's appearance.</p>			

Teaching Notes

Kid's Box 2 Pupil's Book



Unit	PB section	Emotion	Emotional competences
10 Our hobbies	p77 Story	EXCITEMENT	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Social awareness > Be assertive.
<p>After listening the story ask children <i>Are they having fun? Yes! Does Marie like playing football? No.</i> Make sure they understand that Marie is joining in with the game as she likes. She likes following rules and she has chosen how to join in - as the referee. Ask them questions about their hobbies <i>Do you like playing football? Do you like singing?</i> Tell them that they are going to play a treasure hunt game and they can ask questions but the answer can only be <i>Yes</i> or <i>No</i> for example <i>Is it under the table?</i> Give each group something to hide - i.e. a different unit flashcard with a hobby and ask them to also hide clues related to that hobby. Set the children in two groups and ask them to divide the roles on each group: one draws the treasure map (the classroom with the item hidden where they choose), others write down the list of questions that they are going to ask, others draw the clues. Tell them that they have to choose what they prefer to do. Make sure that they respect each other's choices and are able to decide between themselves what each person is going to do.</p>			
11 My birthday	p83 Story	ENTHUSIASM	Life and well-being awareness > Contribute to others' well-being. Self-motivation > Get emotionally involved in the different aspects of your life.
<p>After listening to the story ask children <i>Do you like birthday parties? Yes!</i> Tell them to think of what they would like to eat for their birthday and write it down in a piece of paper - i.e. <i>I would like a chocolate cake. I would like burgers and fries.</i> Ask them to fold their paper and put them all in a bag as you go round the classroom. Then ask each child to pick up a piece of paper from the bag and draw a picture of a birthday party with the food in the list. When they have finished they have to guess whose birthday party it is and give it to the correct child. <i>It is Pedro's. Happy birthday Pedro!</i> And hand the birthday party picture to that child. Then discuss how they celebrate their birthdays and what kind of food they like to eat. Make sure they respect each other choices.</p>			
12 On holiday!	p91 Story	DISAPPOINTMENT	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. Self-management > Defer rewards.
<p>Ask them <i>Do you like going on holiday? Yes!</i> Ask them where they are going on holiday. Ask them if they discuss with their parents where to go on holidays. Have a class discussion about what they like doing on their holidays and what their parents and brothers and sisters like doing. <i>Do they like the same things?</i> Tell them that it is good to do what other people like as that makes them happy and it is good to agree on activities they are going to do during the holidays as a family so that everyone can enjoy. Ask them to write a list of the places they want to go to during their holidays. Then set them in pairs and ask them to compare and check if they like doing the same things - i.e. <i>Do you want to go to the beach? Do you want to have paella for lunch?</i> etc.</p>			