

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.

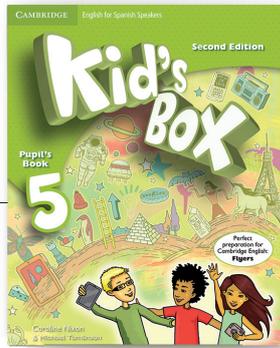
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 5 (Pupil's Book)

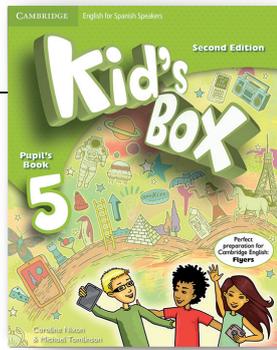


Unit	PB section	Emotion	Emotional competences
Welcome to our ezine	p9 Story	Delight	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Social awareness > Understand the importance of sharing knowledge.
1 Time for television	p15 Story	Stress	Self-management > Be conscious of how emotions influence behaviour. > Control your impulses.
2 People at work	p23 Story	Anger	Self-management > Manage frustration. > Be perseverant.
3 City life	p35 Story	Enthusiasm	Life and well-being awareness > Look for help and resources. Self-management > Reduce the length and intensity of negative emotions.
4 Disaster!	p43 Story	Helplessness	Self-motivation > Be resilient. Self-awareness > Name your emotions.
5 Material things	p55 Story	Irritation	Self-motivation > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in ethical manner.
6 Senses	p63 Story	Compassion	Self-awareness > Understand how others feel. Social awareness > Be capable of cooperating with others.
7 Natural world	p75 Story	Admiration	Self-management > Reduce the length and intensity of negative emotions. Life and well-being awareness > Look for help and resources.
8 World of sport	p83 Story	Relief	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Take responsibility for making decisions using ethical criteria.



Teaching Notes

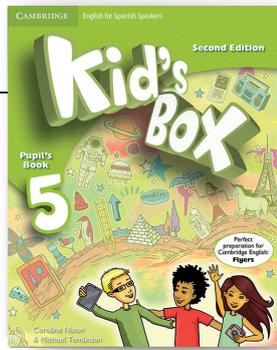
Kid's Box 5 Pupil's Book



Unit	PB section	Emotion	Emotional competences
Welcome to our ezine	p9 Story	DELIGHT	<p>Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p> <p>Social awareness > Understand the importance of sharing knowledge.</p>
<p>After listening to the story ask children questions to check understanding. <i>What is Diggory teaching this year? He is teaching The History of Language. Does he like it? Yes, he does. Ask children Do you like school? Do you like learning new things? Tell them that they are going to learn new things in this new school year. Are they excited? Now ask them What is the best thing about school? Ask them to write what they like the most about school in a piece of paper. When they finish, stick all their writings on a wall poster with the heading We like our school! Have a class discussion about it and ask them to compare their opinions. Encourage them to appreciate they are going to learn new things, perhaps meet new friends, etc. Go back to the poster every month/term/at the end of the year and check if children's opinions have changed.</i></p>			
1 Time for television	p15 Story	STRESS	<p>Self-management > Be conscious of how emotions influence behaviour. > Control your impulses.</p>
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel? Stressed! Tell them to explain why they think he is feeling that way. He is worried about the Balony Stone. Now ask them Is Diggory happy? No. He is worried. Is stress a good thing? Yes/No. Have a class discussion about stress and explain that stress can be a good thing - when we are stressed about something good we can have a lot of energy and have a lot of enthusiasm to do certain things. But stress can also be a bad thing if it makes us too nervous to think or do anything right. Now ask them to imagine they are Diggory. What can they do? Ask them to work in groups of 4-5 children and prepare a list of ideas to solve Diggory's problem. Then ask them to present it to the class and compare answers. Then have a class discussion about stress and problem solving. Make sure that they understand that the first thing one should do when feeling stressed is relax to be able to think and decide what to do next. Prepare a wall poster called Problem solving with three empty circles Problem, Options, Decision. You can use it whenever it is appropriate during the school year.</i></p>			
2 People at work	p23 Story	ANGER	<p>Self-management > Manage frustration. > Be perseverant.</p>
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel? Angry! Ask them to notice that the difference between stressed and angry. Tell them that when you are angry you really can't think. Tell them that they are going to do their anger map. Ask them to write the following on a piece of paper. The title: My anger map. What do I look like when I'm angry? Ask them to draw their face and what they look like when they are angry. How does my body look like when I'm angry? Tell them to remember their body posture when they are angry and to draw it. What things do I say when I'm angry? Tell them to describe the kind of things they say. What things do I do when I'm angry? Ask them to write a few sentences. What can I do to feel less angry? Tell them to think of things they can do to feel better. What can others do to help me feel less angry? Tell them to write things other people can do to make them feel better. Then ask them to get in pairs a compare their answers. Go round the class and listen to what they say. Then have a class discussion about it and make sure they realise it is important to know what triggers their anger so that they can do something about it before it is too late.</i></p>			

Teaching Notes

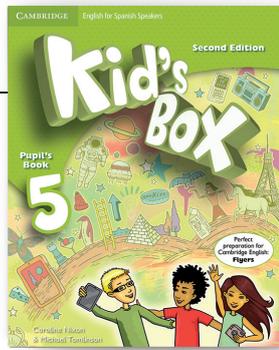
Kid's Box 5 Pupil's Book



Unit	PB section	Emotion	Emotional competences
3 City life	p35 Story	ENTHUSIASM	Life and well-being awareness > Look for help and resources. Self-management > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel? Enthusiastic!</i> Tell them that when someone is enthusiastic and motivated about something usually gets better results. Tell them that they are going to play a game to practice the unit's prepositions. Tell them that they are going to imagine that they are Diggory and have to find a hidden treasure. Have two groups. Nominate who will be Diggory on each group 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 Diggory can't hear it. The group gives instructions to the child that is Diggory until he/she finds the treasure (i.e. <i>It is near the board, It is behind the teacher's desk, etc.</i>). Then it is the other group's turn.</p>			
4 Disaster!	p43 Story	HELPLESSNESS	Self-motivation > Be resilient. Self-awareness > Name your emotions.
<p>After listening to the story ask children questions to check understanding. <i>Are things going well for Diggory? No. Is he happy? No.</i> Tell children that things are not going well for Diggory but he is still trying to get the Baloney Stone and not giving up - he has a goal. Have a class discussion about resilience and tell them that things don't always go well at the start but it is important to keep trying and persevere. Ask them to write on a piece of paper <i>My goals</i> and list three goals for the year (i.e. <i>I am going to learn to skate</i>). Next to it <i>Three things I will do to reach my goals</i> (i.e. <i>Skate every Saturday</i>) and next to it <i>I will reach my goal by</i> (and write the date). Review the list in the following classes and discuss what they do when something goes wrong.</p>			
5 Material things	p55 Story	IRRITATION	Self-motivation > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in ethical manner.
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel? Irritated!</i> Tell children they are going to play a game to help them manage irritation. Get a box and ask children to write something that irritates them in a piece of paper, fold it and put it in the <i>irritation box</i>. When all children have finished ask one child to come and get one paper out of the box and read it. The rest of the class have to think of ways to help this child feel less irritated. Have a class discussion about irritation and make sure they understand that it is good to try and manage irritation before getting angry.</p>			

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Unit	PB section	Emotion	Emotional competences
6 Senses	p63 Story	COMPASSION	Self-awareness > Understand how others feel. Social awareness > Be capable of cooperating with others.
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel? Sorry for Brutus.</i> Ask them if they agree with what Diggory is doing and to give you reasons. Have a class discussion about compassion. Ask them to get into groups of 4-5 children to work on a compassion project. They have to look at the news and look for examples of compassion. They can cut news from the paper or print them from the internet. Each group has to prepare a poster with what they have selected and present it to the rest of the class in the next session.</p>			
7 Natural world	p75 Story	ADMIRATION	Self-management > Reduce the length and intensity of negative emotions. Life and well-being awareness > Look for help and resources.
<p>After listening to the story ask children questions to check understanding. <i>What does Emily feel in the last frame? She feels admiration for the butterflies.</i> Tell them that we all have different opinions about other people and also that we have different opinion about ourselves. Tell them that you are going to do an activity in pairs to get to know each other better. Ask them to write two columns in a piece of paper. In the first column they have to write about themselves: <i>Two things I am good at; Two things I could be better at; Two words to describe myself; Two things I really like doing.</i> On the next column they have to write the same things about the other person. Then ask them to show each other the answers and compare if they coincide. Have a class discussion about how we see ourselves and how we see others. Talk about admiration and remind them to be proud of themselves.</p>			
8 World of sport	p83 Story	RELIEF	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Take responsibility for making decisions using ethical criteria.
<p>After listening to the story ask children questions to check understanding. <i>What does Diggory feel at the end of the story? Relief.</i> Ask children to reflect on the school year and think of what makes them feel relief. Have a class discussion about it and compare their answers. <i>Do they feel relief because they have finished their exams?</i> Tell them that we usually feel relief when we finish something we have worked hard for. Ask them to think of an argument they had with another child in the class. Ask them to talk about the reasons for the argument and to tell you how they resolved it. <i>Did they apologize to each other? Did they accept each other apology? Did they feel relief?</i> As it is the end of the year, go back to the <i>We like our school</i> poster you did in Unit 1 and ask them if they still think the same about their school. Tell them to describe what has changed.</p>			