

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.

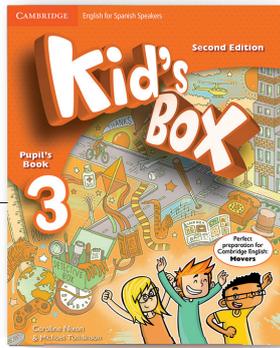
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 3 (Pupil's Book)

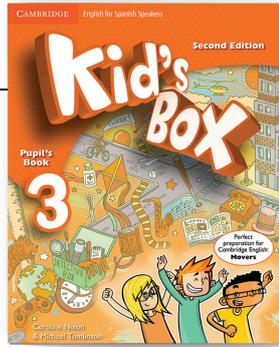


Unit	PB section	Emotion	Emotional competences
Hello!	p9 Story	Stress	Life and well-being awareness > Look for help and resources. Social awareness > Be capable of cooperating with others.
1 Family matters	p15 Story	Confusion	Self-management > Control your impulses. Social awareness > Control basic social abilities: asking for forgiveness.
2 Home sweet home	p23 Story	Fear	Self-management > Reduce the length and intensity of negative emotions. Self-motivation > Feel optimistic and capable.
3 A day in the life	p33 Story	Disappointment	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Be a responsible person.
4 In the city	p41 Story	Anger	Self-management > Be conscious of how emotions influence behavior. > Have the capacity to evaluate messages in the media.
5 Fit and well	p51 Story	Euphoria	Self-management > Control your impulses. Life and well-being awareness > Take responsibility for making decisions using healthy criteria.
6 A day in the country	p59 Story	Being misunderstood	Life and well-being awareness > Contribute to others' well-being. Social awareness > Be assertive.
7 World of animals	p69 Story	Confusion	Social awareness > Show respect to others. > Have the capacity to influence or manage other people's emotions.
8 Weather report	p77 Story	Irritation	Self-management > Control your impulses. > Manage frustration.



Teaching Notes

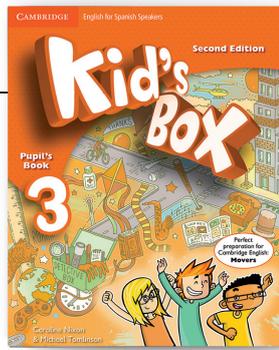
Kid's Box 3 Pupil's Book



Unit	PB section	Emotion	Emotional competences
Hello!	p9 Story	STRESS	Life and well-being awareness > Look for help and resources. Social awareness > Be capable of cooperating with others.
<p>After listening to the story ask children <i>What's the matter with Key? He's stressed.</i> Ask them if they ever feel stressed. Ask them why - i.e. too much homework, they don't know the answer to a question in class, they haven't bought a present for a birthday, etc. Tell them that as it is the beginning of the school year it is a good moment to discuss how to organize themselves to reduce stress at school and at home. Ask them if they use a diary and how they organize what they have to do in the diary. Do they write/draw what they have to do? Ask them to brainstorm different ideas and to share how each of them record what they have to do. Ask them to draw different boxes in a piece of paper in different shapes - i.e. a heart for what they like doing, a crown for birthdays they have to remember, a football for sport activities, etc. Ask them to write <i>Things to do</i> as a title. Make some photocopies for each child and ask them to use it every day. Tell them that having a list of what they have to do will help them remember and it will help them feel less stressed.</p>			
1 Family matters	p15 Story	CONFUSION	Self-management > Control your impulses. Social awareness > Control basic social abilities: asking for forgiveness.
<p>After listening to the story ask children <i>How does Key feel? Confused.</i> Tell them that he made a mistake and he feels bad. Ask them if something similar has ever happened to them. Ask them to explain different situations that happened to them and ask them to tell you how they solved the problem. Make sure they understand that it is important to apologize when you do something wrong and to get the other person forgiveness. Write on the board <i>Four part apology</i>: 1 I am sorry... <i>You say sorry when you make a mistake.</i> 2 That I ... <i>You explain why you are sorry.</i> 3 I will... <i>You say you are not doing it again.</i> 4 Will you forgive me? <i>You ask for forgiveness.</i> Practice with a situation that has happened in class and help them explain themselves in English. It is a good idea to put a poster with the <i>Four part apology</i> in the classroom wall and use it when you need it.</p>			
2 Home sweet home	p23 Story	FEAR	Self-management > Reduce the length and intensity of negative emotions. Self-motivation > Feel optimistic and capable.
<p>After listening to the story ask children <i>Is Key happy? No! Does he like the dark? No!</i> And then <i>how does he feel? Nervous, anxious,</i> etc. Tell them that people are afraid of different things and it isn't easy to think about it and stop feeling scared. Tell them that they are going to learn about their own fears and try to think of ways to help each other to feel better when they are scared. Say <i>Let's put our fears in a hat.</i> Get a hat and ask them to write in a piece of paper their fear. <i>My fears. I am scared of...</i> Then ask each child to take a piece of paper and read it out loud. Then stick them all in a big poster. Ask children to work in big group and come up with suggestions to help with the fears. They have to write different solutions - i.e. next to <i>I am scared in the dark.</i> They can write <i>You can switch on the lights. You can deep breath.</i></p>			

Teaching Notes

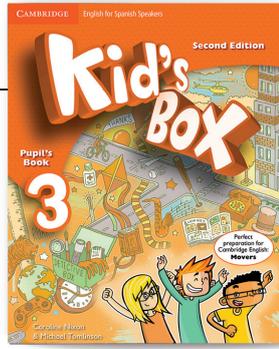
Kid's Box 3 Pupil's Book



Unit	PB section	Emotion	Emotional competences
3 A day in the life	p33 Story	DISAPPOINTMENT	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Be a responsible person.
<p>After listening to the story ask children questions about the last frame of the story <i>How does Lock feel? Disappointed. Is Lock happy? No.</i> Ask children if they ever feel disappointed. Have a class discussion about situations in which they have felt disappointed -i.e. there is a traffic jam and they are late for a film, someone forgets their birthday. Ask them what they do when this happens. Ask them if they blame someone else - i.e. <i>You always forget my birthday. You never arrive on time!</i> Have a class discussion about this kind of language and ask them if it is really true that it happens 'always' and 'never'. Discuss the importance of understanding that things <i>sometimes</i> don't happen as we plan and it is important to adapt and understand when this happens and not to blame other people.</p>			
4 In the city	p41 Story	ANGER	Self-management > Be conscious of how emotions influence behavior. > Have the capacity to evaluate messages in the media.
<p>After listening to the story ask children <i>How does Lock feel? Angry! Why? Key thinks a woman is a bank robber? He believes what he sees on TV.</i> Ask them if something similar has happened to them. Have a class discussion about similar situations - i.e. someone tells you there is no maths homework but there is and you arrive the next day with homework not done. Say it is important to contrast information and not to believe everything you hear. Tell them that when they are angry because they have a problem they have to think of things they can do to solve the problem <i>What can I do about it?</i> Tell them you are going to do a <i>problem solving</i> activity. Draw on the board a mind map and write <i>Problem</i> in a big circle in the middle. Then draw an arrow to another circle to the right of the first one and write inside <i>Anger</i>. Then write a vertical line in between with different empty circles. Ask them to copy the template in a piece of paper and ask them to fill it with ideas of problems they may have encountered and things they have done to solve a problem. You can prepare a photocopiable template and use in the classroom whenever you think it can be useful.</p>			
5 Fit and well	p51 Story	EUPHORIA	Self-management > Control your impulses. Life and well-being awareness > Take responsibility for making decisions using healthy criteria.
<p>After listening to the story ask questions to check understanding <i>Is Lock excited? Does he like cakes? Yes, he does! Is he careful with the painting? No!</i> Ask them to write things that they really like - i.e. run very fast, eat chocolate, play computer games, etc. Ask them if they always know when is a good moment to stop doing these activities. Have a group discussion about situations when they become really excited and carried away and they forget something important. Ask them to make a list of possible problems -i.e. <i>Run very fast = I can fall and hurt myself; Eat a lot of chocolate = Have a tummy ache; Play computer games = Forget doing homework.</i> Have a group discussion about cause-consequence and the importance of knowing when to stop and enjoy hobbies but make sure that we keep healthy and responsible.</p>			

Teaching Notes

Kid's Box 3 Pupil's Book



Unit	PB section	Emotion	Emotional competences
6 A day in the country	p59 Story	BEING MISUNDERSTOOD	Life and well-being awareness > Contribute to others' well-being. Social awareness > Be assertive.
<p>After listening to the story ask children some questions about it – point at the last frame and ask children <i>Is Lock happy? Do Key and Mrs Pott want to do what he suggests? No.</i> Tell them that he feels misunderstood. Ask them when they feel misunderstood – i.e. when they want to play a game and the other children want to play another, they don't want to wear a coat because they don't feel it's cold, etc. Have a class discussion about reasons why people feel misunderstood and come up with suggestions to avoid it – i.e. explain the reasons why you want to do something to the other person, be kind and listen to other people's opinions and then explain yours, etc. Organize the class in 3 or 4 groups. Tell them that each group has to invent a game. They have to think of the objective of the game, the number of players, the rules, etc. Then they have to write it down and invite the other group to play their game. They have to explain and demonstrate the game to others and explain the reason why their game is really fun. Do they understand? Do they know how to play? Do they find it fun? Do they want to play? They have to explain what they don't understand. Then listen to other groups game suggestions. Do you understand? Do you find it fun? After all groups have explained their game they have to decide what game is the best and play it.</p>			
7 World of animals	p69 Story	CONFUSION	Social awareness > Show respect to others. > Have the capacity to influence or manage other people's emotions.
<p>After listening to the story ask children <i>Is Lock right? No, he isn't. He is confused. The man is the car thief!</i> Discuss the story with the class. Explain that sometimes people get confused and think one person is someone else by mistake. Ask them to give examples of people getting confused. Say that it is important to pay attention to the details. Say they are going to play a game. Ask children to sit in pairs – each child has to draw a person without the other one looking. Ask them to draw lots of details, different types of clothes, use different colours, etc. Then each child describes the picture to the other child giving very clear instructions for the other one to draw – i.e. <i>He is thin, very old. He is wearing a blue jacket and brown trousers, etc.</i> Then they compare pictures and see if they look similar and they talk about the differences – i.e. <i>The man in your picture is thinner. He is younger, etc.</i> After finishing, discuss in class how important it is to contrast information and to be very careful when describing something important to avoid confusion.</p>			
8 Weather report	p77 Story	IRRITATION	Self-management > Control your impulses. > Manage frustration.
<p>Point at frame 2 and ask children <i>How does Lock feel? Is he happy? No, he isn't. Does he like walking in the rain?</i> Tell children that he is irritated. Make sure they understand that he is uncomfortable and not happy with the situation but he is still not completely angry as in last frame. Explain the difference – when you are irritated there is something that bothers you but you can still do something about it. Ask children what things make them irritated – i.e. a fly flying around your food, your brother singing when you are studying, someone talking very loud on the phone when you are trying to do your homework, etc. Ask each child to write down 5 things that irritate them. Then ask children to get in pairs and share the lists – are they the same? Ask them to write down 5 possible ways to help the other person feel less irritated – i.e. open the window for the fly to leave the room, ask your brother to stop singing when you are studying, ask the person to speak less loud, etc. Discuss in the group that it is good to know what irritates us and try to stop feeling that way before we get really angry.</p>			