

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.

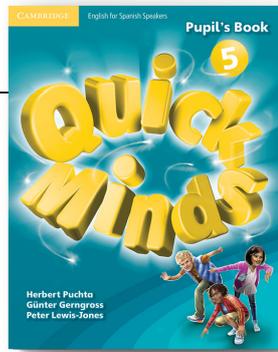
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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



Teaching Notes

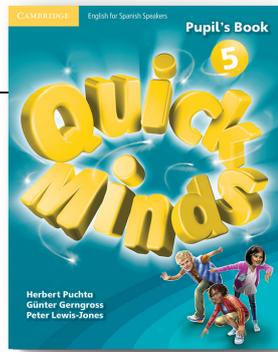
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Unit	PB section	Emotion	Emotional competences
The Science lesson	p8 Story	EXCITEMENT	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>After listening to the story ask children questions to check understanding. <i>What happened in the story? Was it exciting? Yes, it was. The children went through the light gate. Ask them if they are excited about what is going to happen in the story. Then ask them about their summer holidays. Ask each child to describe an exciting event from their summer holiday. i.e. I went to London this summer. We went to a bookshop and we saw Emma Watson! Ask them to work in pairs and then choose a few children to tell their story to the whole class. Encourage the other children to ask questions and show interest. i.e. Why was she in the bookshop? Did you ask for an autograph?</i></p>			
1 The rock 'n' roll show	p14 Story	ADMIRATION	Social awareness > Have the capacity to influence or manage other people's emotions. Life and well-being awareness > Contribute to others' well-being.
<p>After listening to the story ask children some questions about it <i>What did the fans feel? Admiration. What did Patrick do for Elvis? He dressed up as him. Ask them Do you want to be a famous person? Have a class discussion about being a celebrity. Ask them to prepare a list of advantages and disadvantages of being a famous person. Then ask them to get in pairs. One is a famous person and the other one is a journalist. They have to do an interview to find out what this person likes and doesn't like about being famous and ask them to offer suggestions -i.e. What is the best thing about being famous? You feel admired by everyone. What is the worst thing? You don't have any privacy. Everyone recognises me and asks for autographs. /You could wear a hat and sunglasses.</i></p>			
2 The story teller	p22 Story	ANGER	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. > Have the capacity to influence or manage other people's emotions.
<p>After listening to the story ask children questions to check understanding. <i>What did the men following Shakespeare feel? Anger! 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 think of the last time they were angry and write the following on a piece of paper. The title: My anger map. What did I look like when I was angry? Ask them to draw their face and what they looked like when they were angry. How did my body look like when I was angry? Tell them to remember their body posture when they were angry and to draw it. What things did I say when I was angry? Tell them to describe the kind of things they said. What things did I do when I was angry? Ask them to write a few sentences. What could I do to feel less angry? Tell them to think of things they could have done to feel better. What could others have done to help me feel less angry? Tell them to write things other people could have done 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>			

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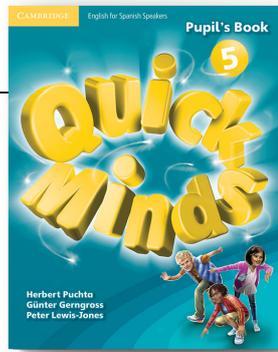
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Unit	PB section	Emotion	Emotional competences
3 In Istanbul	p32 Story	REMORSE	Self-awareness > Make decisions based on your own emotions. Social awareness > Control basic social abilities: asking for forgiveness.
<p>After listening to the story ask children questions to check understanding <i>What do Patrick and Alex feel? They feel remorse because they left Phoebe on her own.</i> Explain that they feel bad because they know they have done something wrong. Ask children to think of their own behaviour with their classmates and friends. Ask them to write three things they feel remorseful about and three ways to ask for forgiveness. i.e. <i>I am sorry I didn't invite you to my birthday. I thought you didn't want to come.</i> Have a class discussion about feeling remorse and make sure they understand that it is not a nice feeling and they should try and apologize as soon as they can.</p>			
4 Mystery at sea	p40 Story	HOSTILITY	Self-awareness > Name your emotions. Self-motivation > Be resilient.
<p>After listening to the story ask children questions to check understanding. <i>What did they hear about the captain? That he was hostile.</i> Explain that people can get very aggressive physically or verbally. Tell them to give you examples of hostility – they can talk about something they have seen in the news or give personal examples. Tell them that this is a good moment to discuss social media – <i>Have you ever used a social network? Have you got an account in facebook, instagram, etc.</i> Ask them if they write comments. <i>Have your comments always been positive? Yes/No.</i> Explain that it is very easy to be hostile in social networks since people find it easier writing than saying things personally. Discuss the safe use of social networks. Remind children that what you write in a social network stay there for ever. They should take care and avoid saying things that they wouldn't say face to face.</p>			
5 Crazy inventions	p48 Story	ENTHUSIASM	Self-motivation > Feel optimistic and capable, intend to make the world a better place. Social awareness > Control basic social abilities: being polite.
<p>After listening to the story ask children questions to check understanding. <i>What does the professor feel about his inventions? Enthusiasm.</i> Ask children what they feel enthusiastic about and have a class discussion. Ask them to give you examples of people that are passionate about something and have achieved their dreams following their passion – i.e. famous sports people, women that have fight for women rights, etc. Ask children to work individually on a project about enthusiasm. Ask them to think of their dreams. They have to choose one dream and write about it: <i>My dream.... Steps I am taking to achieve my dream:... I am already doing these things to achieve my dream:... Things I need to work on to achieve my dream:....</i> Have a few children presenting their work to the rest of the class and have a class discussion about it. Discuss that it takes time to achieve things and it is important to reflect and think if we are taking the correct steps to follow our dreams. Remind them of the famous people they mentioned earlier and ask them if it was always easy to get where they got.</p>			

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Unit	PB section	Emotion	Emotional competences
6 In the hospital	p58 Story	ADMIRATION	<p>Self-motivation > Feel optimistic and capable, intend to make the world a better place.</p> <p>Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p>
<p>After listening to the story ask questions to check understanding. <i>Are the children impressed with Alexander Fleming?</i> Yes. Ask children to think of someone they admire and to explain why they admire this person. Have a class discussion and highlight that not everyone admires the same people. Then ask them to do an individual project. They have to think of someone they admire and describe a situation that explains why they admire this person. i.e. an incident, some piece of news they have seen, or even something that happened at school and describe to the class. It can be something fictional if they want, for example describe a scene from Harry Potter, or Spiderman or whatever they like – i.e. <i>The room was in fire. Draco Malfoy was going to fall in the fire and Harry Potter saved him.</i> Ask a few children to read their pieces and compare who they admire.</p>			
7 Ancient Egypt	p66 Story	FEAR	<p>Self-management > Be perseverant.</p> <p>Self-management > Reduce the length and intensity of negative emotions.</p>
<p>After listening to the story ask children questions to check understanding. <i>What does Phoebe hate? Bugs. What was so terrifying? The mummy.</i> Tell children that people feel fear when they think they are going to be hurt. We have to be able to control our fears before they become terror and we are not able to think. Ask each of them to try to remember a film or a book where something scary was happening and describe it to the class <i>Harry Potter and his friends went into the forest. Suddenly there were a lot of spiders around them.</i> Then they have to explain what happened next and how they managed to control the problem and not feeling scared any more.</p>			
8 The treasure	p74 Story	COMPASSION	<p>Life and well-being awareness > Contribute to others' well-being.</p> <p>Self-motivation > Be responsible for making decisions and behaving in an ethical manner.</p>
<p>After listening to the story ask children questions to check understanding. <i>What do the children feel for the families that arrive on the boat? Compassion, they want to help them.</i> Have a class discussion about compassion. Ask them to think of present situations that make them feel compassion – i.e. Syrian refugees, children with no access to education, etc. Ask them what NGOs they have heard of. Ask children to get into groups of 4-5 children. Tell them that they have to choose an NGO and do a project about it. They have to explain when it was founded, why, what activities they have done, etc. They can look for information on the internet and include pictures to illustrate it in a poster, or they can do a video project and record each other doing a pretend interview to someone from the NGO. Remind them to use the unit's language i.e. <i>How long have you been working in International Amnesty? For ten years. Why did you join IA? I've been interested in human rights since I was twenty.</i></p>			