

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.

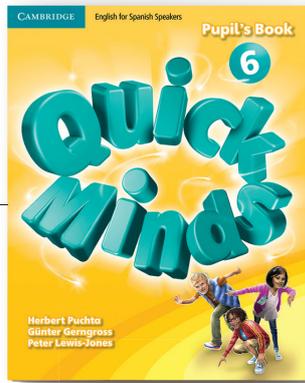
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 6 (Pupil's Book)

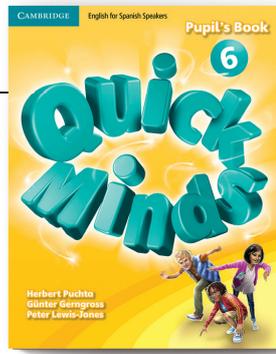


Unit	PB section	Emotion	Emotional competences
Back to school	p8 Story	Nostalgia	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Self-management > Control your impulses.
1 Jet packs for hire	p14 Story	Excitement	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Take responsibility for making decisions using safety criteria.
2 The Jurassic Age	p22 Story	Stress	Self-management > Be conscious of how emotions influence behaviour. > Be perseverant.
3 This is Houston	p32 Story	Being misunderstood	Social awareness > Control basic social abilities: asking for forgiveness. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
4 Museum of the future	p40 Story	Stress	Social awareness > Be capable of cooperating with others. Self-management > Reduce the length and intensity of negative emotions.
5 Space restaurant	p48 Story	Astonishment	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
6 Olympic sports	p58 Story	Frustration	Self-management > Manage frustration. Self-awareness > Understand how others feel.
7 Disaster!	p66 Story	Confusion	Life and well-being awareness > Look for help and resources. > Take responsibility for making decisions using safety criteria.
8 In the rainforest	p74 Story	Helplessness	Self-motivation > Be resilient. Social awareness > Be capable of communicating effectively.



Teaching Notes

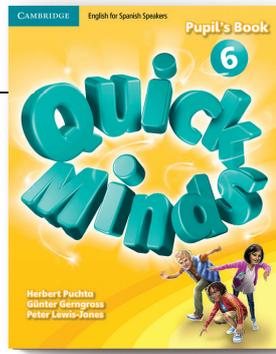
Quick Minds 5 Pupil's Book



Unit	PB section	Emotion	Emotional competences
Back to school	p8 Story	NOSTALGIA	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Self-management > Control your impulses.
<p>After listening to the story ask children questions to check understanding. <i>Are the children happy remembering last year's travel in time? Yes, they are. What happened in the story? Did they make the same mistake? Yes.</i> Make sure that they understand that they feel nostalgic - they remember what happened with sadness. Ask them to work in pairs. Each of them has to write a letter to each other explaining what they did on their holidays and finish it with three things they feel nostalgic about now that the course has started. Remind them to use the present perfect when they are describing aspects of their holiday - i.e. <i>During the holidays I have done my first surf course. It was great!</i> Remind them that nostalgia is also a positive thing as they can remember all the good things in their lives. Tell them that they have their final year of Primary to look forward to!</p>			
1 Jet packs for hire	p14 Story	EXCITEMENT	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Take responsibility for making decisions using safety criteria.
<p>After listening to the story ask children questions to check understanding. <i>What do the children feel about the jet packs? Excitement!</i> Ask children if they enjoy sports and ask them if they like trying new sports. Tell them that it is very exciting to try new things but it is important to take the time to learn how to use new equipment before practising new sports. Have a class discussion about the different sports that have come in the unit and ask them to write a list of safety measures they can think in order to be able to practice that sport - i.e. <i>You need to know where to find the emergency buttons in a parachute. You need to check the beach flag colour before using a surfboard.</i></p>			
2 The Jurassic Age	p22 Story	STRESS	Self-management > Be conscious of how emotions influence behaviour. > Be perseverant.
<p>After listening to the story ask children questions to check understanding. Ask them <i>How did the children feel about the dinosaur chasing? Stressed.</i> Ask children to think about this final year of Primary and ask them <i>What has been the most stressful thing?</i> Ask them to discuss in class. Ask them to remember all the emotions you have worked on during this year and do a personal activity to remember the most useful things they have learned. Tell them to write <i>Things to remember</i> and write what they remember about emotions. (i.e. <i>I have learned how to recognise what makes me angry. I have learned about compassion</i>). Then ask them to share it with the class and have a final class discussion about emotions.</p>			

Teaching Notes

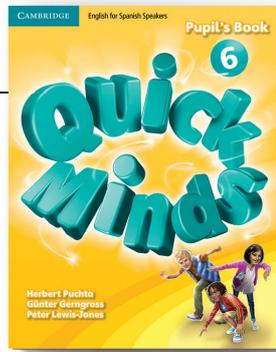
Quick Minds 5 Pupil's Book



Unit	PB section	Emotion	Emotional competences
3 This is Houston	p32 Story	BEING MISUNDERSTOOD	<p>Social awareness > Control basic social abilities: asking for forgiveness.</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 children some questions about it. <i>Did the engineer understand what Alex was talking about? No, they thought they misunderstood.</i> Ask them <i>Have you ever felt misunderstood?</i> 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. Did they understand? Did they know how to play? Did they find it fun? They have to explain what they didn’t understand. After all groups have explained their game they have to decide what game was the best and play it.</p>			
4 Museum of the future	p40 Story	STRESS	<p>Social awareness > Be capable of cooperating with others.</p> <p>Self-management > Reduce the length and intensity of negative emotions.</p>
<p>After listening to the story ask children <i>What did children feel when they were told the robot wanted to take over the world? They felt 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 it is a good idea to think about ways 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. Tell them <i>If your list looks nice you will want to read it.</i> 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. That list will help them remember and feel less stressed.</p>			
5 Space restaurant	p48 Story	ASTONISHMENT	<p>Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.</p> <p>Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.</p>
<p>After listening to the story ask children some questions about it <i>What did Phoebe feel about the birthday cake? Astonishment. And about the bill? She was astonished by the bill too!</i> Ask them to work in groups of 3-4 children. Ask them to think of a different menu to what they normally eat and prepare it to impress their family. They have to include a first course, a main course and a dessert. They have to prepare the shopping list, a step by step recipe and then offer it to their families (they can try and do it with a member of the family’s help –i.e. a sister, brother). They can research the internet for different recipes, perhaps from different cultures, etc. Ask them to use the language that they have learned in this unit in their project. Ask them in the next classes. <i>Were your families impressed?</i></p>			

Teaching Notes

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Unit	PB section	Emotion	Emotional competences
6 Olympic sports	p58 Story	FRUSTRATION	Self-management > Manage frustration. Self-awareness > Understand how others feel.
<p>After listening to the story ask children questions to check understanding. <i>Where the children happy? No, they were frustrated. Ask children Did they get angry? No, they were positive and they kept trying new things.</i> As this unit is about the Olympic games ask them to think of frustrating things that happened in the Olympic games. Each of them has to write a short text about it and then in pairs they have to read it to each other. Then have a class discussion about athletes that have demonstrated they can manage their frustration. Remind them that the best athletes keep motivated to get better results and learn to manage their frustration, forgetting about their mistakes and concentrating on improving.</p>			
7 Disaster!	p66 Story	CONFUSION	Life and well-being awareness > Look for help and resources. > Take responsibility for making decisions using safety criteria.
<p>After listening to the story ask children questions to check understanding. <i>Did the people in Pompeii understand what the children were trying to explain? No, they were confused.</i> Ask them to get in groups of 3-4 children. Ask them to think of an imaginary dangerous situation and explain how they prevented a disaster. i.e. <i>We were on a summer camp and we went for a bike ride. While we were going down the hill we realised that the breaks didn't work. We chose a different path and didn't fall down the hill.</i> Ask them to be creative and come up with possible solutions in their invented stories and discuss in their groups making different suggestions i.e. <i>Shall we talk about...?</i> Make sure they understand that when they are confused and don't know what to do they should use the safest solution.</p>			
8 In the rainforest	p74 Story	HELPLESSNESS	Self-motivation > Be resilient. Social awareness > Be capable of communicating effectively.
<p>After listening to the story ask children some questions about it <i>Were the children nervous when they couldn't reach the yellow glow? Yes. They felt helpless.</i> Ask them in what situations they feel this way - i.e. when they don't understand something and they have to learn it for an exam; when they are left out of a group of children they like, etc. Tell children that to avoid feeling this way it is important to learn how to communicate effectively and be able to say what we want and what we need. Ask them to work in groups of 3-4 children and ask them to role play different situations where they have to ask for something. Give each group different characters for their role plays. Home: Parent-child/ School: Teacher- student/ School: Student-student. i.e. <i>Hello teacher. I haven't understood the past simple. Could you explain it again, please? / Hello, I had a doctor's appointment and I missed the first part of the game. Can I join you now?</i> When they have finished choose a couple of groups to perform for the rest of the class.</p>			