

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.

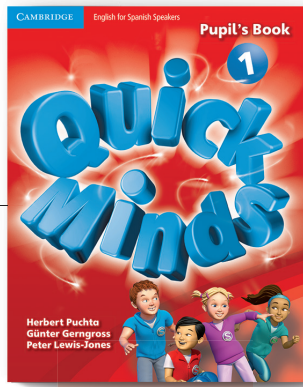
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 1 (Pupil's Book)

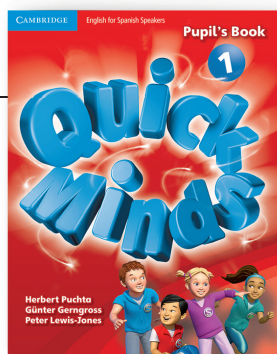


Unit		PB section		Emotion	Emotional competences
	Friends	p8	Story	Admiration	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
1	At school	p14	Story	Stress	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Be capable of cooperating with others.
2	Let's play!	p22	Story	Frustration	Self-motivation > Be resilient. Self-management > Be able to express your emotions appropriately.
3	Pet show	p32	Story	Fear	Social awareness > Have the capacity to influence or manage other people's emotions. Self-management > Reduce the length and intensity of negative emotions.
4	Lunchtime	p40	Story	Desire	Social awareness > Show respect to others. Life and well-being awareness > Take responsibility for making decisions using social criteria.
5	Family	p48	Story	Discouragement	Self-motivation > Be resilient. Life and well-being awareness > Contribute to others' well-being.
6	Get dressed	p58	Story	Remorse	Social awareness > Control basic social abilities: asking for forgiveness. > Have the capacity to prevent and resolve interpersonal conflicts.
7	The robot	p66	Story	Satisfaction	Life and well-being awareness > Look for help and resources. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
8	At the beach	p74	Story	Compassion	Social awareness > Show respect to others. Self-awareness > Understand how others feel.



Teaching Notes

Quick Minds 1* Pupil's Book

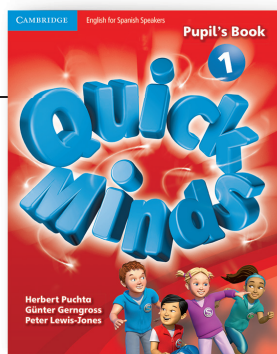


Unit	PB section	Emotion	Emotional competences
Friends	p8 Story	ADMIRATION	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
<p>After listening to the story ask children <i>Who is your favourite character?</i> Follow the 'ending the lesson activity' in your Teacher's Book (page T8) and after students mime their powers ask them to get into groups- those children that chose the same character get in the same group. Talk about the character they like and then ask them to share different things they are able to do. Help them suggesting possible things that they may be able to do - i.e. skateboard, swim backwards, speak another language, etc. Make sure that they understand it is important to admire other people but also value what they can do.</p>			
1 At school	p14 Story	STRESS	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Be capable of cooperating with others.
<p>After listening to the story tell students <i>Look at Flash!</i> and ask <i>Is she happy?</i> No. Ask them how they feel when they don't have everything they need at school (stressed, sad, nervous) and what they do when this happens (cry, shout, look for it, borrow things from a friend). Explain that when that happens you get stressed and you need to relax. Say they are going to help Flash relax. Say <i>Flash is stressed! Let's help Flash relax.</i> Do the following <i>Belly breathing</i> activity. Ask children to sit down on the floor in a circle <i>Let's sit down in a circle</i> and demonstrate and point to the relevant part of your body while you slowly give the instructions <i>Put your hands on your belly, close your mouth and breath through your nose. In, Out, In, Out</i> Now say <i>Close your eyes</i> and continue <i>In, Out...</i> Do this activity when children get stressed in the classroom to help them calm down.</p>			
2 Let's play!	p22 Story	FRUSTRATION	Self-motivation > Be resilient. Self-management > Be able to express your emotions appropriately.
<p>After listening to the story ask students <i>Is Misty happy on frame 5?</i> No, she isn't. <i>She is frustrated.</i> Explain the meaning of frustration to children. Tell them that it is good to know when you are frustrated before you get really angry. Ask them to give you examples of situations that make them feel frustrated. Tell them that you are going to do a <i>Class Feeling Thermometer</i> and you are going to put it on the class wall to help them recognize when they are getting frustrated so that they can do something about it. Divide the class in 5 groups. Each group has to do a section of the thermometer from 1 to 5, from bottom to top. Each group has to draw a face that represents that feeling - they can do an emoticon type of face using different colours from green in number 1 to red in number 5. 1: I am doing great.; 2 - I am doing OK; 3 - I am frustrated; 4 - I am getting angry; 5 - I am going to explode! You can use this thermometer when someone is frustrated and use a reward system if nobody gets to number 5. Tell them the whole class is responsible for avoiding number 5 so they have to help each other!</p>			

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

Teaching Notes

Quick Minds 1 Pupil's Book

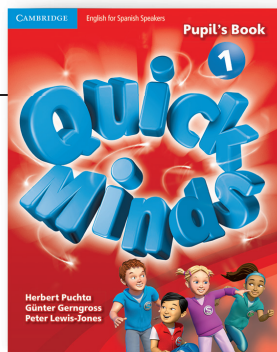


Unit	PB section	Emotion	Emotional competences
3 Pet show	p32 Story	FEAR	Social awareness > Have the capacity to influence or manage other people's emotions. Self-management > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask children questions about the story. <i>Do the characters like spiders? No.</i> Ask them to think about themselves and what things make them feel scared. Show a picture of a storm you have done beforehand and talk about it <i>Look at the storm! I don't like storms.</i> Make sure that you represent it with prompts, switch off the class lights, cover your ears, etc. Then say. <i>I switch on the lights. I am not scared!</i> Ask them to draw a picture of something that makes them scared and practice saying <i>I don't like (dogs).</i> Then they swap it with another child. Help them to talk about it and accept their fears.</p>			
4 Lunchtime	p40 Story	DESIRE	Social awareness > Show respect to others. Life and well-being awareness > Take responsibility for making decisions using social criteria.
<p>After listening to the story ask children questions about the story. <i>Do the characters like pizza? Yes!</i> Ask children if Misty did the right thing and discuss the situation – make sure that children understand that we have to be patient and be able to wait. Tell children they are going to play a game to learn how to wait. Each child has to draw their favourite food. Ask children to stand up in line holding their picture. In turns they have to say what they drew when you ask <i>What have you got?</i> i.e. <i>I've got (chocolate).</i> If the next child has the same food, he/she has to go to the end of the line until the rest of the children have said what they've got and it is his/her turn he has to say <i>I've got (chocolate) too.</i> To finish the activity, you can ask for food they haven't chosen <i>Have we got any (apples)?</i> They can answer <i>Sorry, we haven't got apples.</i></p>			
5 Family	p48 Story	DISCOURAGEMENT	Self-motivation > Be resilient. Life and well-being awareness > Contribute to others' well-being.
<p>After listening to the story ask children questions about the story <i>How does Thunder feel? Not happy. Is his day going well? No. He feels discouragement as things are not going well.</i> Ask children if they ever feel discouraged. Have a class discussion about situations in which they have felt this way –i.e. there is a traffic jam and they are late for school, then they realise they don't have their homework with them. Ask them what they do when this happens – i.e. they think everything is going wrong and they feel miserable for themselves. Ask them if they have these thoughts – i.e. <i>Everything is going wrong for me. Nothing is going well for me.</i> Have a class discussion about this kind of language and ask them if it is really true that it is 'everything' and 'nothing' and 'for me'. Discuss the importance of understanding that when <i>some things</i> go wrong we have to think of the other things that are going well and also remember to look around and check if things are going well for other people and try to help them.</p>			

Teaching Notes

Quick Minds 1

Pupil's Book



Unit	PB section	Emotion	Emotional competences
6 Get dressed	p58 Story	REMORSE	Social awareness > Control basic social abilities: asking for forgiveness. > Have the capacity to prevent and resolve interpersonal conflicts.
<p>After listening to the story ask children questions about the story. <i>Is Gary wearing Whisper's hat?</i> And elicit <i>No</i>. Then say <i>He feels bad</i>. Then ask <i>What does Whisper say?</i> And elicit <i>Sorry</i>. Explain that Whisper feels remorseful because he knows he has done something bad. You feel remorse 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>			
7 The robot	p66 Story	SATISFACTION	Life and well-being awareness > Look for help and resources. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>After listening to the story ask questions to make sure children understand that we have to help each other when working in teams. That creates satisfaction for everyone as everyone can enjoy. Then say <i>Let's play a game, it's fun time!</i> Organise them in 3 or 4 groups and tell them that you are going to hide the unit's flashcards around the room and the team who finds more cards will win. When someone finds a flashcard he has to hold it up and say a sentence using <i>I can</i> and that body part - i.e. <i>I can touch my toes!</i> The corresponding team has to do the action correctly. Tell them that they have to help each other and each look in a different place to quickly find the flashcards and win. Then say <i>Close your eyes</i> and hide the flashcards. Then say <i>Open your eyes</i>. And <i>Now go!</i> Make sure that when someone finds a card the other team says <i>Well done!</i></p>			
8 At the beach	p74Story	COMPASSION	Social awareness > Show respect to others. Self-awareness > Understand how others feel.
<p>After listening to the story ask children questions to check understanding. <i>How does Thunder feel?</i> <i>Sorry for Flash</i>. Ask them if they agree with what Thunder is doing for <i>Flash</i>. Have a class discussion about compassion. Explain we feel compassion when others are suffering. Ask them to get into groups of 4-5 children to work on a compassion project. They have look for pictures that are examples of compassion. They can cut pictures from magazines or draw them. 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. The class can ask questions about the pictures using language from the unit - i.e. <i>Where's the cat?</i> <i>It's on the tree</i>, etc.</p>			