

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.

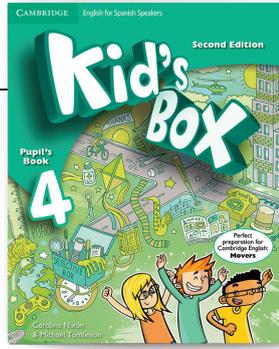
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

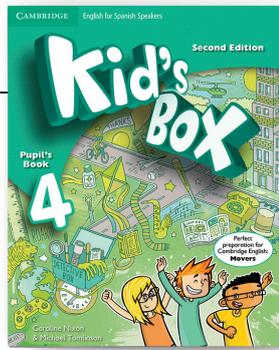
Kid's Box 4 Pupil's Book



Unit	PB section	Emotion	Emotional competences
Hello there!	p9 Story	ENTHUSIASM	<p>Self-motivation > Have the capacity for self-motivation.</p> <p>Life and well-being awareness > Be an active, civic and responsible citizen.</p>
<p>After listening to the story ask children questions to check understanding. <i>Was Lock happy? No. Was Key motivated? Yes, he was.</i> Make sure that they understand that Key was really keen to help the little boy and he managed to find the picnic's thief. Tell them that when we are motivated to do something we usually have better results. Have a class discussion about motivation. <i>Do they agree?</i> Ask them what things they like doing and if they know what motivates them and they feel enthusiastic about. Ask them questions about things that they do for themselves and things they do for others. <i>Do you like sports/reading? Do you like helping people/looking after the environment?</i> etc. Prepare a mind-map template and write <i>My day</i> in the middle circle. Leave as many empty circles as you like around it. Give a photocopy to each child and tell them that they are going to do an activity to try to feel enthusiastic about their day. Make a list of all the good things in the day they are looking forward to doing and another list with the things they can do for other people. Tell them to plan their day so that they can add little things they like to those they don't like that much and to make sure they do things for other people too. Remind them that if they do things with enthusiasm the result will be much better.</p>			
1 Back to school	p15 Story	ADMIRATION	<p>Self-motivation > Have a positive image of yourself.</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? Yes. Does the teacher admire Lock and Key?</i> Ask children to think of someone famous who 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 write a short text about someone in the class they admire. Ask them to explain why they admire that person. It would be a good idea to review relative clauses with <i>who</i> in this short piece of writing. <i>I admire (Juan) who always helps me with my maths problems /in basketball games.</i> Ask a few children to read their pieces. You can also say why you admire other children that haven't been mentioned. Remind children that each of them have positive things and they should be happy with who they are.</p>			
2 Good sports	p23 Story	STRESS	<p>Life and well-being awareness > Look for help and resources.</p> <p>Self-motivation > Be responsible for making decisions and behaving in a safe manner.</p>
<p>After listening to the story ask questions to check understanding. <i>Is the swimming teacher stressed? Yes!</i> Tell them that we all feel stressed sometimes and when we are stressed we don't think clearly and we often make mistakes. Remind them what happened in the story - the swimming teacher didn't realise the cup was being cleaned and had not being stolen. Ask them if they know what makes them feel stressed. Tell them that it is important to know what makes us stressed to try and control it and not make mistakes. Tell them that they are going to prepare their stress levels list. Ask them to write a list of things that make them feel stressed on the first column of a table, then write numbers 1-4 in the next columns. Then ask them to write a cross for each thing in either 1 (Makes me feel a little uncomfortable), 2 (makes me feel stressed), 3 (it upsets me) or 4 (makes me really angry). Tell them to use this on a regular basis to help them manage their stress.</p>			

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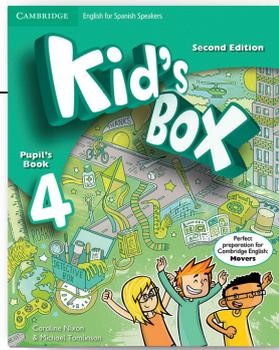
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Unit	PB section	Emotion	Emotional competences
3 Health matters	p33 Story	PRIDE	Self-management > Be perseverant. Self-motivation > Feel optimistic and capable, intend to make the world a better place.
<p>After listening to the story ask questions to check understanding. Tell children that Key thought he knew who the thief was. He made a mistake in the end but he didn't give up. Ask children to think of a situation when they were proud of themselves because they didn't give up – i.e. They improved a lot in their basketball team after practising a lot; They passed an exam that they had failed several times. They managed to finish reading a book that was very difficult. Tell them that things take practice and it is not good to give up too soon. Ask them to write in a piece of paper two boxes. In the first one they write <i>I can</i> and in the second one they write <i>I can't YET!</i> Tell them to write things that they can and can't do (yet!) in each box. Then ask them to share them with the class and encourage them to work on those things they can't do yet.</p>			
4 After school club	p41 Story	CONFUSION	Self-management > Control your impulses. Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
<p>After listening to the story ask questions to check understanding. <i>Was the thief on stage? No, he wasn't. Was Lock right?</i> Ask them if they have ever made a similar mistake. Then tell them that they are going to do a problem-solving activity. They have to think of a problem and think of different options to solve it, choose one and then evaluate what was the result. Write the following on the board and ask the children to copy it in a piece of paper. In big boxes/circles/columns write <i>Problem/Choices/Decision/Reason/Outcome</i>. Then ask them to fill each box with a problem they can think of. (i.e. <i>Problem: My best friend is annoyed with me; Choices: I can apologize for something I did/ ask him/her to apologize for something he/she did; discuss why we are annoyed with each other, etc. Decision: I am going to apologize for what I did; Reason: It was my fault as I broke her pen. Outcome: She forgives me</i>). If the decision doesn't solve the problem, they can choose a different option until the problem is solved.</p>			
5 Exploring our world	p51 Story	FRUSTRATION	Self-management > Manage frustration. Life and well-being awareness > Be capable of cooperating with others.
<p>After listening to the story ask questions to check understanding. <i>Were Lock and Key happy? No. Why? They couldn't catch the thief. Lock and Key were frustrated because they couldn't catch the thief.</i> Tell them that it is good to know when you are frustrated before you get really angry. <i>Do they agree? Yes!</i> Tell them that you are going to do a <i>Class Feeling Thermometer</i> and they are going to put in 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 of them has to do a section of the thermometer from 1 to 5, from bottom to top. Tell them what to write in the different sections and ask them to draw a face that represents that feeling – they can do an emoticon type of face or something different. Tell them to use different colours too from green in number 1 to red in number 5. <i>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!</i> Then discuss in class what they can do about each feeling and stick the sentences they write next to each number. You can use this thermometer when someone is frustrated and use a reward system if nobody gets to number 5. Remember that the whole class is responsible for avoiding number 5 so they have to help each other!</p>			

Teaching Notes

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6 Technology	p59 Story	ANGER	Self-management > Control your anger. Life and well-being awareness > Look for help and resources.
<p>After listening to the story ask questions to check understanding. <i>Were Lock and Key happy? No, they were very angry!</i> Ask them to think of situations that make them feel really angry and have a class discussion about it. Remind them about the <i>Class Feeling Thermometer</i> and tell them that they can use it to manage their frustration before they get too angry. Tell them that you have another activity to do when they are angry. Prepare in advance a photocopy of a fortune teller template with 4 colours and 8 sections. Ask them to think of 8 things they can do to stop being angry and write them down in the corresponding sections (i.e. <i>When I am angry I can take deep breaths/ count to 10/ drink some water / run around / talk about my feelings, etc.</i>). When children have finished ask them to play the game in pairs. One child says a colour, then a number and the other one reads the message. They have to do what the message says.</p>			
7 At the zoo	p69 Story	FEAR	Self-management > Reduce the length and intensity of negative emotions. Social awareness > Have the capacity to influence or manage other people's emotions.
<p>After listening to the story ask children <i>Was Nick Motors afraid of the tiger? Yes!</i> Tell children that everyone is scared of tigers. <i>Do they agree? Yes!</i> But people are afraid of different things and it is not nice feeling scared and not knowing what to do. Tell them that you are going to do an activity they can use to work on their personal fears. They don't have to share their fears if they don't want to but they can use the worksheet you are going to prepare when they are scared of something. In a piece of paper, they have to draw three circles - small (<i>I feel a bit nervous when this happens</i>), medium (<i>I get very worried when this happens</i>) and big (<i>I lose control when this happens</i>) and write different things they are scared of in the three circles from less scary to scarier, as described. Then at the bottom draw two circles, one inside the other. In the outside circle they have to write <i>Things I can't control</i> and in the inside <i>Things I can control</i>. Then ask them to brainstorm things that go in the outside circle (i.e. a storm, an exam, a neighbour's dog, etc.) and things that go in the inside circle (i.e. what I can do, say or avoid).</p>			
8 Let's party!	p77 Story	GRATEFULNESS	Life and well-being awareness > Contribute to others' well-being. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>After listening to the story ask children <i>Was Nick Motors happy? Yes, he was grateful because they saved him.</i> Ask children what things they are grateful for and have a class discussion. Tell them that we don't always remember positive things that are happening to us and we focus on what is going wrong. Tell them that they are going to prepare a <i>Gratitude Journal</i> and you recommend they use it every day of their holiday and continue using it the following year. Prepare a Journal template and photocopy for each child. On the cover write the title <i>My gratitude journal</i>. Ask them to write their name and decorate as they like. For each day they have to write the date, and the following information at the start of the day: <i>I am happy because.... A challenge for today is...</i> and the following at the end of the day <i>One thing I could do better tomorrow.... Today I am grateful for....</i> Ask them to change the messages as they wish - i.e. they could list people that they enjoy being with, someone they helped that day or did something for other people, etc. T</p>			