

# 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.

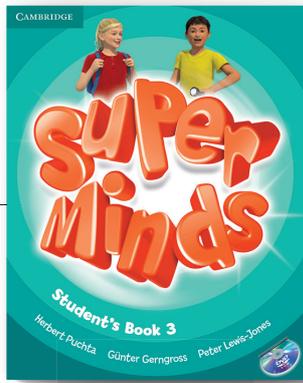
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

## Super Minds 3 (Pupil's Book)

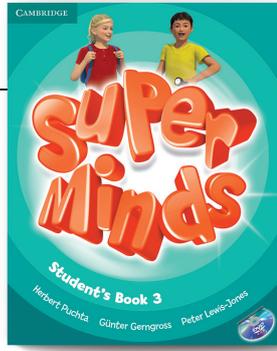


| Unit                      | PB section        | Emotion             | Emotional competences  |
|---------------------------|-------------------|---------------------|--|
| Meet The Explorers        | <b>p8</b> Story   | <b>Hostility</b>    | <b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts.<br><b>Self-motivation</b> > Have the capacity for self-motivation.   |
| <b>1</b> Our school       | <b>p14</b> Story  | <b>Insecurity</b>   | <b>Self-motivation</b> > Be responsible for making decisions and behaving in an ethical manner.<br><b>Life and well-being awareness</b> > Look for help and resources.   |
| <b>2</b> The picnic       | <b>p26</b> Story  | <b>Compassion</b>   | <b>Self-management</b> > Be perseverant.<br><b>Life and well-being awareness</b> > Contribute to others' well-being.   |
| <b>3</b> Daily tasks      | <b>p38</b> Story  | <b>Boredom</b>      | <b>Life and well-being awareness</b> > Be an active, civic and responsible citizen.<br><b>Self-management</b> > Reduce the length and intensity of negative emotions.  |
| <b>4</b> Around town      | <b>p50</b> Story  | <b>Enthusiasm</b>   | <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.<br><b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. |
| <b>5</b> Under the sea    | <b>p62</b> Story  | <b>Helplessness</b> | <b>Social awareness</b> > Control basic social abilities: showing thanks.<br>> Be capable of cooperating with others.  |
| <b>6</b> Gadgets          | <b>p74</b> Story  | <b>Satisfaction</b> | <b>Life and well-being awareness</b> > Look for help and resources.<br><b>Self-management</b> > Feel optimistic and capable.   |
| <b>7</b> In the hospital  | <b>p86</b> Story  | <b>Relief</b>       | <b>Self-management</b> > Be conscious of how emotions influence behaviour.<br><b>Social awareness</b> > Understand that in human relationships reciprocity is fundamental.   |
| <b>8</b> Around the world | <b>p98</b> Story  | <b>Admiration</b>   | <b>Social awareness</b> > Control basic social abilities: showing interest in other cultures.<br><b>Self-management</b> > Be perseverant.  |
| <b>9</b> Holiday plans    | <b>p110</b> Story | <b>Satisfaction</b> | <b>Self-management</b> > Get emotionally involved in the positive aspects of your life.<br><b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals.                                     |



# Teaching Notes

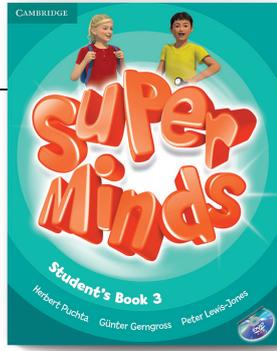
## Super Minds 3 Pupil's Book



| Unit  | PB section       | Emotion           | Emotional competences  |
|---|------------------|-------------------|--|
| <b>Meet The Explorers</b>   | <b>p8 Story</b>  | <b>HOSTILITY</b>  | <b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts.<br><b>Self-motivation</b> > Have the capacity for self-motivation.         |
| <p>After listening to the story ask children <i>Are Horax and Zelda nice to Lucy and Ben? Do they treat them well?</i> Tell them that they are hostile to the children as they want to get the book. Ask them to think of situations where somebody has been hostile to them or they have been hostile to someone and have a class discussion about it. Do they think that is the best way to resolve a conflict? Tell them that when you have a problem it is a good idea to ask yourself <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>Solution</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 (or could 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>   |                  |                   |  |
| <b>1 Our school</b>   | <b>p14 Story</b> | <b>INSECURITY</b> | <b>Self-motivation</b> > Be responsible for making decisions and behaving in an ethical manner.<br><b>Life and well-being awareness</b> > Look for help and resources. |
| <p>After listening to the story ask children questions to check understanding. Ask them to look at frame 5 and ask <i>Do Ben and Lucy feel safe? No, they think they have to get out of there.</i> Have a class discussion about insecurity. Ask them situations in which they feel insecurity. Tell them that you are going to do an activity they can use when they feel insecure. 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 worried when this happens</i>) and big (<i>I lose control when this happens</i>) and write different situations in which they can feel insecurity. 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, someone following me, the neighbour's dog loose, etc.) and things that go in the inside circle (i.e. what I can do, say or avoid). Ask them to share the list in pairs and suggest other their ideas using the unit's grammar <i>I have to run. You have to go inside</i>, etc. Discuss these things in class and remind children that we have to think of things we can do ourselves about different situations and not try to change what others can do or external factors out of our control.</p> |                  |                   |  |

# Teaching Notes

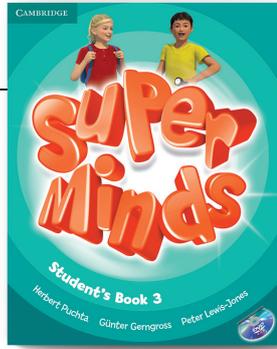
## Super Minds 3 Pupil's Book



| Unit  | PB section | Emotion           | Emotional competences  |
|---|------------|-------------------|--|
| <b>2</b> The picnic   | p26 Story  | <b>COMPASSION</b> | <b>Self-management</b> > Be perseverant.<br><b>Life and well-being awareness</b> > Contribute to others' well-being.   |
| <p>After listening to the story ask children questions to check understanding. <i>What do Ben and Lucy feel for Buster? Sorry.</i> Explain the meaning of compassion for children and have a class discussion about it. Ask them to get into groups of 4-5 children to work on a compassion project. They have to look at the news and look for examples of compassion. They can cut news 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. Ask them to do the planning in class in their groups and discuss what they think they can talk about using the unit's grammar <i>Shall we do the project about abandoned animals? Good idea!</i></p>   |            |                   |  |
| <b>3</b> Daily tasks  | p38 Story  | <b>BOREDOM</b>    | <b>Life and well-being awareness</b> > Be an active, civic and responsible citizen.<br><b>Self-management</b> > Reduce the length and intensity of negative emotions.  |
| <p>After listening to the story ask children questions to check understanding. <i>Do Ben and Lucy enjoy their activities on frames 5 and 6? No.</i> Tell them that people get bored about different things and it is good to develop strategies to overcome boredom. Tell them that they are going to do an activity to boost their creativity and to review grammar in a fun way! Tell them that you are going to tell a chain-story. Tell them to imagine that this is the plot of a film or the beginning of a book. They have to use the grammar from the unit. Each person has to build a sentence continuing the story using the grammar from the unit (you can put prompts on the board if you think they need them): i.e. First child can say: <i>Marta <b>always walks her dog at seven o'clock.</b> Today she is <b>cooking at seven o'clock.</b></i> And second child can say <i>Marta <b>never cooks</b> but today is a special day and she wants to give someone a surprise....</i> You can continue until everyone has said something and you have a story.</p>   |            |                   |  |
| <b>4</b> Around town  | p50 Story  | <b>ENTHUSIASM</b> | <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.<br><b>Life and well-being awareness</b> > 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>Does Lucy want to get the next letter? Yes.</i> Make sure that they understand that Lucy is really motivated to get the next letter and she persuades Ben to go to the pirate ship with her to try and get it. Have a class discussion about enthusiasm. 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 on their own and things they like to do with others. <i>Do you like sports/cooking?</i> 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. 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. Ask them to use the unit's language to make their list <i>I'm going to the sports centre to play basketball. I'm going to the supermarket to help my mother with the bags.</i> Remind them that if they do things with enthusiasm the result will be much better.</p> |            |                   |  |

# Teaching Notes

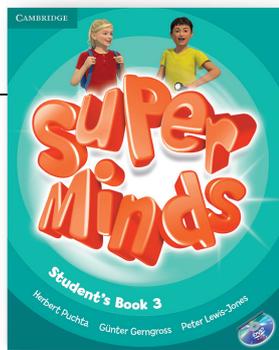
## Super Minds 3 Pupil's Book



| Unit   | PB section       | Emotion             | Emotional competences  |
|--|------------------|---------------------|--|
| <b>5 Under the sea</b>   | <b>p62 Story</b> | <b>HELPLESSNESS</b> | <b>Social awareness</b> > Control basic social abilities: showing thanks.<br>> Be capable of cooperating with others.  |
| <p>After listening to the story ask children questions to check understanding. <i>Are things going well for Ben? No. Is he happy? No.</i> Tell children that things are not going well for Ben but he is still trying to get his arm out of the shell and he and Lucy are not giving up – they have a goal. Have a class discussion about resilience and tell them that things don't always go well at the start but it is important to keep trying and persevere even when you feel helpless. Ask them to write on a piece of paper <i>My goals</i> and list three goals for the year (i.e. <i>I want to learn to skate</i>). Next to it <i>Three things I have to do to reach my goals</i> (i.e. <i>I have to skate every Saturday</i>) and next to it <i>I want to reach my goal by</i> (and write the date). Review the list in the following classes and discuss what they did when something didn't go as planned (i.e. <i>I was tired on Saturday... – I have to set an alarm next Saturday</i>).</p> |                  |                     |  |
| <b>6 Gadgets</b>   | <b>p74 Story</b> | <b>SATISFACTION</b> | <b>Life and well-being awareness</b> > Look for help and resources.<br><b>Self-management</b> > Feel optimistic and capable.   |
| <p>After listening to the story ask children questions to check understanding. <i>What do Ben and Lucy feel at the end of the story? Satisfaction.</i> They are very optimistic and they keep trying new things every time Horax and Zelda try to get their book. They managed to communicate with walkie talkies when one was in the cave. Ask children <i>Do you use walkie talkies? No, we use mobile phones!</i> Ask them to work in pairs and give them two gadgets to compare to each pair – i.e. walkie-talkies and mobile phones, mp3 player and CD player, etc. Ask them to use the comparatives and superlatives and compare what is best for each item i.e. <i>The mobile phone is better than the walkie-talkie. The CD player is bigger than the CD player, etc.</i> Have a class discussion about gadgets and discuss if they are satisfied with what they have – i.e. some children may use CD players, others may have mp3 player.</p>   |                  |                     |  |
| <b>7 In the hospital</b>   | <b>p86 Story</b> | <b>RELIEF</b>       | <b>Self-management</b> > Be conscious of how emotions influence behaviour.<br><b>Social awareness</b> > Understand that in human relationships reciprocity is fundamental. |
| <p>After listening to the story ask children questions to check understanding. <i>What do Ben and Lucy feel at the end of the story? Relief.</i> Ask them to think of the unit's topic and think of situations where they felt relief – i.e. <i>I felt relief when my toothache stopped.</i> Tell them that we also feel relief when we finish something we have worked hard for. Ask them to think of examples and talk about them in pairs – i.e. <i>I studied English every week and I was really good in the exam.</i> Next, tell children that we also feel relief when we apologize to someone for something we know we have done wrong. Ask them to write three things they can do to feel relieved and plan a moment to do them. Next class discuss if they did them and felt relieved.</p>  |                  |                     |  |

# Teaching Notes

## Super Minds 3 Pupil's Book



| Unit   | PB section | Emotion             | Emotional competences  |
|--|------------|---------------------|--|
| <b>8</b> Around the world  | p98 Story  | <b>ADMIRATION</b>   | <b>Social awareness</b> > Control basic social abilities: showing interest in other cultures.<br><b>Self-management</b> > Be perseverant.  |
| <p>After listening to the story ask children questions to check understanding. <i>What does Ben and Lucy feel about what they see from different countries? Admiration.</i> Tell them that we all admire different things, people and also that we have different opinion about ourselves. Ask children to work in groups of 4-5 children and ask them to choose a country. They have to do a project about someone from that country that they admire a write a short text about it explaining why. i.e. <i>Nelson Mandela was from South Africa. He was the first black president of South Africa.</i> Have the different groups presenting their project to the class and have a discussion about people presented. Make sure they ask questions and they have interest in finding things about other countries and cultures.</p>                         |            |                     |  |
| <b>9</b> Holiday plans   | p110 Story | <b>SATISFACTION</b> | <b>Self-management</b> > Get emotionally involved in the positive aspects of your life.<br><b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals. |
| <p>After listening to the story ask children to look at frame 8. <i>What are Ben and Lucy feeling? Satisfaction.</i> Tell them that Ben and Lucy are satisfied they have written the message with all the letters they have found and they got the treasure. Tell them that it is good to have initiative and persevere to get a goal. Ask children to write down a list of things they would like to do over the holidays. Ask them to be creative but realistic and say whatever comes to mind - i.e. <i>I am going to surf. I am going to horse-ride.</i> As and end of the year project tell children that you are going to do a <i>Dream holiday board</i>. Children have to write a dream holiday an each and stick their dream holiday in a big sheet of paper. You can decorate with pictures that they bring from home related to that holiday.</p> |            |                     |  |