

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.

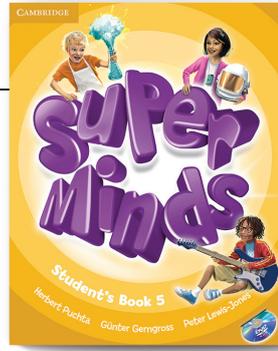
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

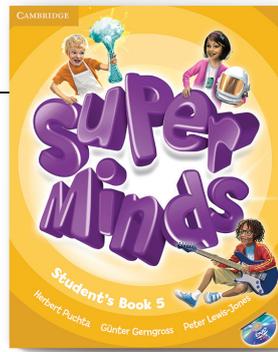
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Unit	PB section	Emotion	Emotional competences
The Science lesson	p8 Story	EXCITEMENT	<p>Social awareness > Be capable of cooperating with others.</p> <p>Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.</p>
<p>After listening to the story ask children 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 Disaster!	p14 Story	CONFUSION	<p>Life and well-being awareness > Look for help and resources.</p> <p>> Take responsibility for making decisions using safety criteria.</p>
<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. 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. 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. 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. Shall we talk about...? Make sure they understand that when they are confused and don't know what to do they should use the safest solution.</i></p>			
2 In the rainforest	p26 Story	HELPLESSNESS	<p>Self-motivation > Be resilient.</p> <p>Social awareness > Be capable of communicating effectively.</p>
<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. 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. 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? When they have finished choose a couple of groups to perform for the rest of the class.</i></p>			

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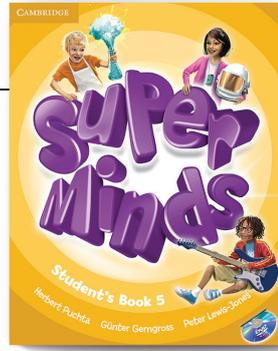
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3 The rock 'n' roll show	p38 Story	ADMIRATION	<p>Social awareness > Have the capacity to influence or manage other people's emotions.</p> <p>Life and well-being awareness > Contribute to others' well-being.</p>
<p>After listening to the story ask children 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>			
4 Space restaurant	p50 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! 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. Were your families impressed?</i></p>			
5 The Wild West	p62 Story	FEAR	<p>Life and well-being awareness > Look for help and resources. > Be an active, civic and responsible citizen.</p>
<p>After listening to the story ask children questions to check understanding. <i>What does Phoebe feel about the robbers? She is scared of them. Ask them Would you ask for help? Yes/No. Ask them if they get help when they feel scared about doing something on their own. Then ask them Do you help other people when you see they are scared? Tell them that people usually want to help when they see an unfair situation. Discuss bullying and tell them they are going to do an activity in groups. Ask them to work in groups of 4-5 children and tell them to write the answer to these questions What is bullying? What are the different ways people bully? Why do you think people bully? How does bullying affect people - those who bully, those who are being bullied, etc. Share the answer to the questions from the different groups and have a class discussion. Then ask What should you do if you know that someone in your group is being bullied? If they don't know, tell them how important it is to tell someone.</i></p>			

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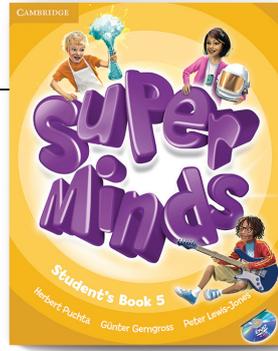
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6 In Istanbul	p74 Story	REMORSE	<p>Self-awareness > Make decisions based on your own emotions.</p> <p>Social awareness > Control basic social abilities: asking for forgiveness.</p>
<p>After listening to the story ask children questions to check understanding <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>			
7 The story teller	p86 Story	ANGER	<p>Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.</p> <p>> Have the capacity to influence or manage other people's emotions.</p>
<p>After listening to the story ask children questions to check understanding. <i>What did the men following Shakespeare feel? Anger!</i> 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: <i>My anger map. What did I look like when I was angry?</i> Ask them to draw their face and what they looked like when they were angry. <i>How did my body look like when I was angry?</i> Tell them to remember their body posture when they were angry and to draw it. <i>What things did I say when I was angry?</i> Tell them to describe the kind of things they said. <i>What things did I do when I was angry?</i> Ask them to write a few sentences. <i>What could I do to feel less angry?</i> Tell them to think of things they could have done to feel better. <i>What could others have done to help me feel less angry?</i> 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.</p>			

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8 Museum of the future	p98 Story	STRESS	Social awareness > Be capable of cooperating with others. Self-management > Reduce the length and intensity of negative emotions.
<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. Tell them that having a list of what they have to do will help them remember and it will help them feel less stressed.</p>			
9 Mystery at sea	p110 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>			