

# 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.

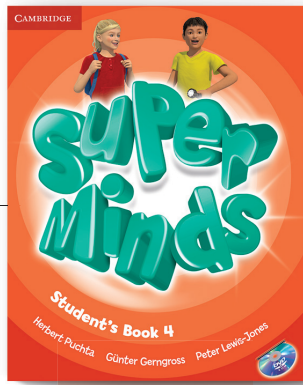
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 4 (Pupil's Book)

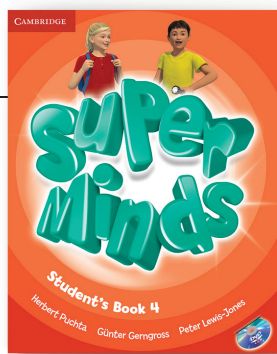


Unit		PB section		Emotion	Emotional competences
	Well done, Ben and Lucy!	p8	Story	Astonishment	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
1	In the museum	p14	Story	Fear	Self-management > Be perseverant. Life and well-being awareness > Look for help and resources.
2	The world around us	p26	Story	Relief	Life and well-being awareness > Take responsibility for making decisions using safety criteria. Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
3	Danger!	p38	Story	Admiration	Life and well-being awareness > Be an active, civic and responsible citizen. Life and well-being awareness > Look for help and resources.
4	Two return tickets	p50	Story	Irritation	Self-awareness > Be conscious of how emotions influence behaviour. Self-management > Reduce the length and intensity of negative emotions.
5	Police!	p62	Story	Nostalgia	Self-management > Be perseverant. > Manage frustration.
6	Mythical beasts	p74	Story	Helplessness	Life and well-being awareness > Look for help and resources. Self-motivation > Have the capacity for self-motivation.
7	Orchestra practice	p86	Story	Happiness	Social awareness > Control basic social abilities: being polite. Self-management > Be able to express your emotions appropriately.
8	In the planetarium	p98	Story	Satisfaction	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
9	At the campsite	p110	Story	Enthusiasm	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Self-motivation > Make sure there is harmony between your emotions and moral values.



# Teaching Notes

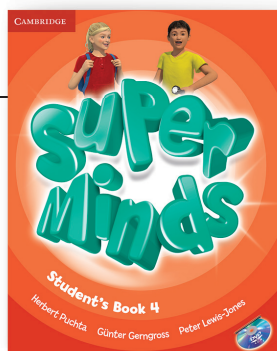
## Super Minds 4 Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>Well done, Ben and Lucy!</b>	<b>p8 Story</b>	<b>ASTONISHMENT</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <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 questions to check understanding. <i>What does Mr Davidson think about the children finding the statue? He is astonished.</i> Tell them that they are going to do a group project. Set them in groups of 4-5 people and ask them to do a project where they describe discoveries they find astonishing – call it <i>Astonishing discoveries</i>. It can be something recent or very old. They have to look for photos/pictures and write the corresponding texts. Then they have to do a presentation to the rest of the class using the past simple. The rest of the class can also ask them questions – i.e. <i>The tomb of king Tutankhamun was discovered in 1922 by English archaeologist Howard Carter. What did they find inside the tomb?</i> Make sure they discuss what they are going to talk about in their groups and organise tasks with realistic deadlines.</p>			
<b>1 In the museum</b>	<b>p14 Story</b>	<b>FEAR</b>	<b>Self-management</b> > Be perseverant. <b>Life and well-being awareness</b> > Look for help and resources.
<p>After listening to the story ask children <i>Are Ben and Lucy scared? Yes, someone is trying to hurt them.</i> Have a class discussion about fear. Tell them that people have different fears and we all have to respect them and help them when they are afraid of something. Say that they are going to find out about their fears. Give each child a piece of paper and ask them to write something they are scared of but they don't need to write their name <i>Write about your fear</i>. Ask children to fold the paper and put in a bag as you go round the class. <i>Put your fear in the bag. Fears in the bag!</i> Each child comes and takes one piece of paper at a time and reads about the fear. Then you all discuss in big group how to help with that fear. i.e. <i>I am scared of wind.</i> Other children can say <i>You must shut the windows at home. You mustn't go to the beach on a windy day.</i></p>			
<b>2 The world around us</b>	<b>p26 Story</b>	<b>RELIEF</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using safety criteria. <b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts.
<p>After listening to the story ask questions to check understanding <i>Was Grandpa careful with the map? Yes. He kept it safe. Where Ben and Lucy relieved when they saw the map again? Yes, they were.</i> Ask them to think of situations where they should be careful and safe to prevent problems. Ask them to write them in two columns: i.e. <i>Cross the street with a red traffic light = I could be run over by a car; Eat a lot of chocolate = I could have a tummy ache; Not going to bed early = I could be tired in the morning.</i> Have a group discussion about cause-consequence and the importance of being responsible and making decisions evaluating potential problems.</p>			

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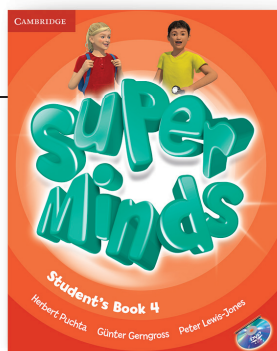
## Super Minds 4 Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>3 Danger!</b>	<b>p38 Story</b>	<b>ADMIRATION</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Life and well-being awareness</b> > Look for help and resources.
<p>After listening to the story ask questions to check understanding. <i>Are the children impressed with Grandpa?</i> Yes. Ask children to think of someone 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 do an individual project. They have to think of someone they admire and describe a situation that explains why they admire this person. i.e. an incident, some piece of news they have seen, or even something that happened at school and describe to the class. It can be something fictional if they want, for example describe a scene from Harry Potter, or Spiderman or whatever they like – i.e. <i>The room was in fire. Draco Malfoy was going to fall in the fire and Harry Potter saved him.</i> Ask a few children to read their pieces and compare who they admire.</p>			
<b>4 Two return tickets</b>	<b>p50 Story</b>	<b>IRRITATION</b>	<b>Self-awareness</b> > Be conscious of how emotions influence behaviour. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask questions to check understanding. <i>What do Horax and Zelda feel in frame 3? Irritation.</i> Make sure they understand that they are uncomfortable and not happy with the situation (they want the map) but they are still not completely angry as in last frames. Explain the difference – when you are irritated there is something that bothers you but you can still do something about it. Ask each child to write down 5 situations that irritated – i.e. <i>I was playing in the park when I mother told me it was time to leave.</i> Then ask children to get in pairs and shared their lists. Then ask them to write down 5 possible ways to help the other person feel less irritated – i.e. <i>You could ask your mum to let you know the leaving time in advance.</i> Discuss in the group that it is good to know what irritates us and try to stop feeling that way before we get really angry.</p>			
<b>5 Police!</b>	<b>p62 Story</b>	<b>NOSTALGIA</b>	<b>Self-management</b> > Be perseverant. > Manage frustration.
<p>After listening to the story ask questions to check understanding. <i>Is Grandpa happy remembering his past?</i> Tell children that he is feeling nostalgia – he is a bit sad remembering something he liked about his past. Ask them to think about situations that they feel nostalgic about now that they are growing up and are in Primary 4<sup>th</sup> grade and ask them to write them in a piece of paper i.e. <i>I used to play afterschool every day, now I have to do my homework.</i> Or <i>My brother used to play football with me, now he goes out with his friends,</i> etc. Now ask them to think of the positive things about growing up – i.e. <i>I had to go to the baby attractions in the Fun park, now I can go to new attractions.</i> Ask them to remember the good things in their life and try to be positive.</p>			

# Teaching Notes

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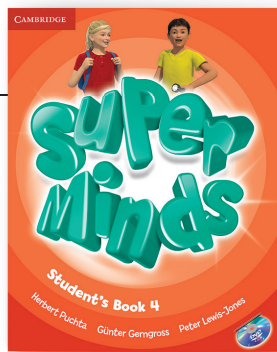


Unit	PB section	Emotion	Emotional competences
<b>6 Mythical beasts</b>	<b>p74 Story</b>	<b>HELPLESSNESS</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-motivation</b> > Have the capacity for self-motivation.
<p>After listening to the story ask questions to check understanding. <i>How do Ben and Lucy feel in frame 5? Helpless. They think they can't get out.</i> Ask them if they have felt like that. Ask them to think of situations where they thought there was no solution. Ask them to describe the situation using comparatives and superlatives – i.e. <i>It was our worst result. We were going to lose the championship</i> and tell you how they resolved the problem. <i>We had extra training and we had a better result in the next match.</i> 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 was annoyed with me; Choices: I could apologize for something I did/ ask him/her to apologize for something he/she did; discuss why we were annoyed with each other, etc. Decision: I apologized for what I did; Reason: It was my fault as I broke her pen. Outcome: She forgives me</i>). Remind them to do this exercise when they have a problem and try different options until they resolve the problem.</p>			
<b>7 Orchestra practice</b>	<b>p86 Story</b>	<b>HAPPINESS</b>	<b>Social awareness</b> > Control basic social abilities: being polite. <b>Self-management</b> > Be able to express your emotions appropriately.
<p>After listening to the story ask children <i>Are Ben and Lucy happy in frame 7? No, they think the map is lost. Are they happy in frame 8? Yes. They find the map.</i> Now ask them to look at frame 6 and how Horax apologizes for being in the room. Make sure they understand that it is important to apologize when you do something wrong and to get the other person forgiveness. Write on the board <i>Four part apology</i>: 1 I am sorry... <i>You say sorry when you make a mistake.</i> 2 That I ... <i>You explain why you are sorry.</i> 3 I am not going to... <i>You say you are not doing it again.</i> 4 Can you forgive me? <i>You ask for forgiveness.</i> Practice with a situation that has happened in class and help them explain themselves in English. It is a good idea to put a poster with the <i>Four part apology</i> in the classroom wall and use it when you need it.</p>			

# Teaching Notes

## Super Minds 4

### Pupil's Book



Unit	PB section	Emotion	Emotional competences
<b>8</b> In the planetarium	p98 Story	<b>SATISFACTION</b>	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. <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>What are Ben and Lucy feeling now? Satisfaction.</i> Explain that they are feeling very happy because the police got Horax and Zelda. Discuss the mistake that Horax and Zelda made. They made assumptions and didn't check things properly. Ask them if they ever had problems because they didn't check things properly – i.e. they assumed someone meant something else. Discuss assumptions and how many problems it can bring. Give them an example situation and ask them to do a role play of a conversation about a misunderstanding (before and after). – i.e. two friends agree to meet at the cinema. i.e. A: <i>Let's go to the cinema.</i> B: <i>I'll meet you at the door at 5 o'clock. (The next day).</i> A: <i>I was at the door at 5.</i> B: <i>You weren't there. I was at the Goya Cinema.</i> A: <i>I was at the Oscar Cinema. We usually go there!</i> Have a class discussion about how important is not to make assumptions and have proper conversations to avoid misunderstandings. They will feel satisfied after things go according to plan.</p>			
<b>9</b> At the campsite	p110 Story	<b>ENTHUSIASM</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<p>After listening to the story ask children <i>What do Lucy and Ben feel? Enthusiasm!</i> Tell them that it is the end of the year they should feel very happy about their work and they should celebrate. Tell them that you are going to organise and end of the year <i>English party</i>. Tell them that you are going to plan it together and each person is going to bring something. Ask them questions to plan what you need <i>How many bottles of water do we need? How much food do we need?</i> Let children suggest what each of them can bring. i.e. <i>Let's bring some cake. I can bring chocolate cake.</i> Display all the food on the table and enjoy it together. Encourage them to talk about the food in English. Then ask them if they feel enthusiastic about the summer holidays and say <i>Happy holidays!</i> Encourage them to say it to each other too.</p>			