

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 such emotions as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface, such as love, sadness, shame and disgust. Children also learn how to recognise emotions in others and develop self-control mechanisms. 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. But their emotional education does not end at this point. In the following years of adolescence there is still a lot to learn and discover. They find that they begin to feel different emotions at the same time, which can cause complex mood swings where, for example, enthusiasm could have its origins in another emotion, such as love. Luckily, at this stage, they have more resources to control their emotions, amongst these is the capacity to make value judgements or to be aware of the consequences of the decisions they make when influenced by their emotions. They feel a deep need to create and maintain friendships, where the expression of and openness to emotions are key, along with the ability to positively impress others.

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

Out & About 2 (Student's Book)

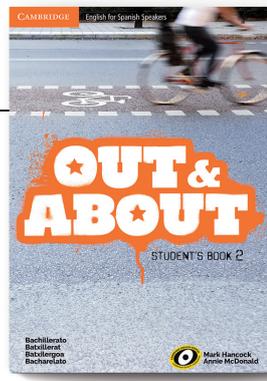


Unit	SB section	Emotion	Emotional competences
1 Getting away from it all	p84 Life skill	Enthusiasm	Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals. > Take responsibility for making decisions using safety criteria.
2 Going up in smoke	p85 Life skill	Apathy	Life and well-being awareness > Have the capacity to enjoy our own well-being and contribute to that of others. Social awareness > Show respect to others.
3 You are what you eat	p86 Life skill	Stress	Self-management > Be conscious of how emotions influence behavior. > Reduce the length and intensity of negative emotions.
4 Telling tales	p87 Life skill	Satisfaction	Self-motivation > Be responsible for making decisions and behaving in a safe manner. Self-management > Be perseverant.
5 A head for business	p88 Life skill	Security	Social awareness > Be assertive. > Control basic social abilities: having an open attitude to dialogue.
6 In the spotlight	p89 Life skill	Curiosity	Social awareness > Be capable of communicating effectively. > Show respect to others.



Teaching Notes

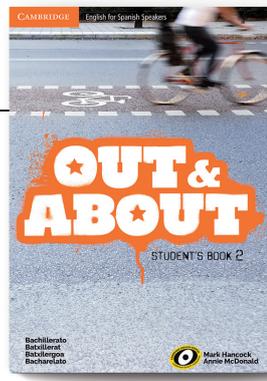
Out & About 2 Student's Book



Unit	SB section	Emotion	Emotional competences
1 Getting away from it all	p84 Life skill	ENTHUSIASM	Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals. > Take responsibility for making decisions using safety criteria.
<p>Give the students a scenario of something they have to plan and organise, for example, you might ask them to set up a mini-sports league in the area where they live. Ask them to set up the mini-sports league for their favorite sport in order to play matches against other teams once a week. They will need to: 1) identify exactly what needs to be done. 2) allocate responsibilities. 3) Divide big tasks into smaller tasks. 4) Make a timetable. 5) Set deadlines. 6) Calculate a budget.</p>			
2 Going up in smoke	p85 Life skill	APATHY	Life and well-being awareness > Have the capacity to enjoy our own well-being and contribute to that of others. Social awareness > Show respect to others.
<p>Ask students to think of five things that they have thrown away recently. Ask them where they threw them away! Once they have thought of five things, ask them if there could have been a way of recycling them - by giving them to someone else, by repairing them, by making them into something else, etc.</p>			
3 You are what you eat	p86 Life skill	STRESS	Self-management > Be conscious of how emotions influence behavior. > Reduce the length and intensity of negative emotions.
<p>Try this mindfulness activity with your students. Read out to them slowly and calmly what they need to do: <i>Focus your attention on your whole body. Start with your feet and work your way up to your head. As you're doing this, make a mental note of the places where you feel tension. Concentrate on breathing evenly. Try and relax the tense areas across your body. Focus on the thoughts that are going through your mind, but don't dwell on them. Imagine you start thinking about your exams. Don't worry about them - just make a note of the thought 'exams' and an emotion that you associate with that thought 'stress'. You could imagine a clear, blue sky in your mind. Put these thoughts and emotions into clouds in your imaginary sky. Now go back to concentrating on your body and the present moment. Leave any thoughts behind and concentrate on breathing evenly again. Let the clouds in your imaginary sky float past as you watch them.</i></p> <p>Repeat the exercise several times - it takes practice for people to learn to empty their minds for a few minutes.</p>			

Teaching Notes

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Unit	SB section	Emotion	Emotional competences
4 Telling tales	p87 Life skill	SATISFACTION	Self-motivation > Be responsible for making decisions and behaving in a safe manner. Self-management > Be perseverant.
<p>Try giving your students some logic problems. Give them the problems, and ask them to work together in small groups to work out the solutions. Type 'logic problems' into your web browser. Here are some to get you started!</p> <p>1) A milkman has two empty jugs. One jug can hold two litres of liquid and the other five litres of liquid. How can the milkman measure exactly one litre of milk? (Answer: He can fill the three litre jug then empty the contents into the five litre jug. Then he can fill the three litre jug again, then use that to continue filling the five litre jug. The milk left in the three litre jug is exactly one litre.)</p> <p>2) The day before yesterday, Emma was seven years old. Next year, she'll be ten. How is this possible? (Answer: Today is 1st January. Yesterday, December 31st was Emma's 8th birthday. So on December 30th, she was still seven. This year she'll have her 9th birthday and next year, she'll be ten.)</p> <p>3) Mary's mum has four children. The first child is called April. The second child is called May. The third child is called June. What is the fourth child called? (Answer: Mary!)</p>			
5 A head for business	p88 Life skill	SECURITY	Social awareness > Be assertive. > Control basic social abilities: having an open attitude to dialogue.
<p>Ask students to imagine they are at an interview and the interviewee asks them to describe three of their strengths and three of their weaknesses (this is a little abstract, if they don't know what the job they are applying for is, so it might be a good idea to ask them to imagine they are applying for their ideal job.)</p> <p>You could encourage them to think of ways in which they could overcome those weaknesses.</p>			
6 In the spotlight	p89 Life skill	CURIOSITY	Social awareness > Be capable of communicating effectively. > Show respect to others.
<p>Tell the students they are going to do a role play to see if they are good listeners!</p> <p>Divide the class into A B pairs.</p> <p>A: Tell your partner about a film / play/ book / song / musical group that you either really like or really don't like or an experience of seeing a film / play / concert etc. Try to talk for two minutes.</p> <p>B: Listen to your partner and express interest in what he/she is saying.</p> <p>Now swap the groups, make sure the B's are now with a new A and the A's are now with a new B. This time:</p> <p>B: Tell your new partner what your previous partner talked to you about. Try to talk for two minutes.</p> <p>A: Listen to your new partner and express interest in what he/she is saying.</p> <p>After the students have finished the activity, ask them how they expressed interest in what their partner was saying. You should, hopefully, get some of these ideas: body language, nodding heads, expressive faces, looking at then person who is speaking, smiling, etc.</p>			