

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 1 (Student's Book)

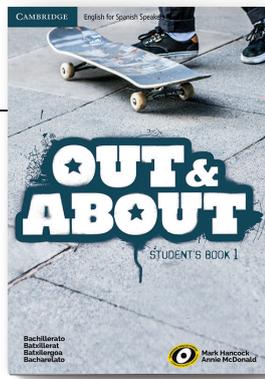


Unit	SB section	Emotion	Emotional competences
1	Plugged in p120	Life skill	Insecurity Life and well-being awareness > Take responsibility for making decisions using safety criteria. Self-management > Reduce the length and intensity of negative emotions.
2	A close shave p121	Life skill	Fear Self-motivation > Be responsible for making decisions and behaving in a safe manner. Life and well-being awareness > Look for help and resources.
3	Blood is thicker than water p122	Life skill	Stress Self-awareness > Name your emotions. Self-management > Be conscious of how emotions influence behavior.
4	No pain no gain p123	Life skill	Compassion Social awareness > Be capable of cooperating with others. > Have the capacity to prevent and resolve interpersonal conflicts.
5	Fashion victim p124	Life skill	Acceptance Self-motivation > Have a positive image of yourself > Evaluate social and cultural messages in the media critically.
6	Behind bars p125	Life skill	Remorse Social awareness > Be capable of communicating effectively. Self-motivation > Make sure there is harmony between your emotions and moral values.
7	A helping hand p126	Life skill	Being misunderstood Life and well-being awareness > Be an active, civic and responsible citizen. Social awareness > Show respect to others.
8	Hot off the press p127	Life skill	Pleasure Self-motivation > Evaluate social and cultural messages in the media critically. > Be responsible for making decisions and behaving in a healthy manner.
9	Music to our ears p128	Life skill	Embarrassment Self-management > Be conscious of how emotions influence behaviour. Self-management > Reduce the length and intensity of negative emotions.



Teaching Notes

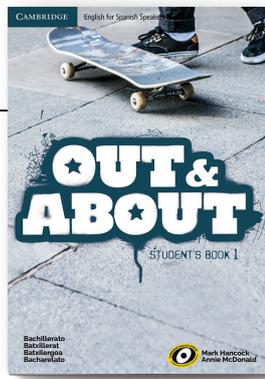
Out & About 1 Student's Book



Unit	SB section	Emotion	Emotional competences
1 Plugged in	p120 Life skill	INSECURITY	<p>Life and well-being awareness > Take responsibility for making decisions using safety criteria.</p> <p>Self-management > Reduce the length and intensity of negative emotions.</p>
<p>Type in to your web browser 'Internet Safety tips for teens' or similar. There is a good video on YouTube by teen expert Josh Shipp, which would be a good one to watch. After the class have watched the video, ask them to comment on what they've heard. Have they ever done any of the things mentioned? What precautions do they take online? Etc.</p>			
2 A close shave	p121 Life skill	FEAR	<p>Self-motivation > Be responsible for making decisions and behaving in a safe manner.</p> <p>Life and well-being awareness > Look for help and resources.</p>
<p>Look at the tips for preparing for risky situations on page 121 of your Student's Book. Work in small groups of four or five and rate them in order of importance. Try to reach an agreement within your groups. Then join another group and try and come up with the five most important tips. Then get together with the whole class and try to reach an agreement!</p>			
3 Blood is thicker than water	p122 Life skill	STRESS	<p>Self-awareness > Name your emotions.</p> <p>Self-management > Be conscious of how emotions influence behavior.</p>
<p>Sometimes we have feelings that make us feel angry or sad or bitter or unhappy. It's good to try to manage these feelings so we don't feel worse, but sometimes it's not easy! Look at the 10th tip in the Tips for managing feelings box on page 122 of your Student's Book and try to think of something funny or tell a joke and laugh as much as you like for a minute. Hopefully the laughing in the classroom will be contagious and others will soon start laughing too. Talk to your students about the benefits of laughter. <i>'Laughter puts us in control of our own emotions.'</i></p>			
4 No pain no gain	p123 Life skill	COMPASSION	<p>Social awareness > Be capable of cooperating with others. > Have the capacity to prevent and resolve interpersonal conflicts.</p>
<p>Build something using cuisenaire rods (or similar, maybe Lego) or draw something. Divide the class into small groups. Half of the groups have one picture or construction (either give them a picture or build a construction or ask the students to do it) and the other half have to reproduce it - this should be team work and both teams should give clear instructions and help one another. At the end of the activity, check the students' constructions or pictures to see how similar they are to the originals. Then ask students to evaluate the experience and say if they think their team worked well together and if so, which things helped them to carry out the task successfully.</p>			

Teaching Notes

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Unit	SB section	Emotion	Emotional competences
5 Fashion victim	p124 Life skill	ACCEPTANCE	Self-motivation > Have a positive image of yourself. > Evaluate social and cultural messages in the media critically.
<p>Have a piece of paper for everyone in the class, including you! Write the students' name at the top of the piece of paper (and have a piece of paper with your name on too). Rotate the pieces of paper around the class asking everyone to write a positive sentence about the person whose name is at the top - the sentence can be about anything as long as it's positive. It could be about the shoes that someone's wearing - that you think they're lovely, about how someone does well in a certain subject, about how someone has a nice bike etc. When everyone has written something positive, give the pieces of paper to the person whose name is at the top and ask them to write one positive sentence about themselves. They can then keep their pieces of paper with the positive comments but don't have to share their own comment if they don't want to.</p>			
6 Behind bars	p125 Life skill	REMORSE	Social awareness > Be capable of communicating effectively. Self-motivation > Make sure there is harmony between your emotions and moral values.
<p>Give students a list of quotations about 'judging'. You can type 'Who are we to judge? quotes' in your search engine. There are a few below to get you started. Once students have looked at them, ask them to discuss them in small groups and present their conclusions to the other groups. Possible quotations:</p> <p><i>'We are very good lawyers for our own mistakes, but very good judges for the mistakes of others.'</i> - Unknown</p> <p><i>'We do not judge the people we love.'</i> - Jean Paul Sartre</p> <p><i>'Forbear to judge, for we are sinners all.'</i> - William Shakespeare</p> <p><i>'When you judge another, you do not define them, you define yourself.'</i> - Wayne W. Dyer</p> <p><i>'We judge others by their behaviour. We judge ourselves by our intentions.'</i> - Ian Percy</p> <p><i>'Go ahead. Judge me. Just remember to be perfect the rest of your life.'</i> - Unknown</p>			
7 A helping hand	p126 Life skill	BEING MISUNDERSTOOD	Life and well-being awareness > Be an active, civic and responsible citizen. Social awareness > Show respect to others.
<p>Brainstorming session: in the whole class, have a brainstorming session of what things people can do to be good, responsible citizens. Write all of the ideas on the board or on a big piece of paper. Aim for at least twenty ideas. Once this part has finished, put the students into small groups and ask them to discuss which of the things they do to be good, responsible citizens.</p>			

Teaching Notes

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Unit	SB section	Emotion	Emotional competences
8 Hot off the press	p127 Life skill	PLEASURE	Self-motivation > Evaluate social and cultural messages in the media critically. > Be responsible for making decisions and behaving in a healthy manner.
<p>Try some lateral thinking problems with your students. Type 'lateral thinking' into your web browser or use some of the following problems. Lateral thinking is a form of critical thinking as we have to break down our preconceived ideas in order to find the solution to these problems.</p> <p>1 A plane crashes on the border of Spain and France. Where are the survivors buried? (Answer: they're not - they're survivors!)</p> <p>2 A father and son are in a car crash and are rushed to hospital. The father dies once they get to the hospital and his son needs an operation to save his life. The doctor looks at the boy and says, I'm sorry, I can't possibly operate on my son'. How is this possible? (Answer: the doctor is the boy's mother.)</p> <p>3 A yellow house is made of yellow bricks, a red house is made of red bricks, what is a greenhouse made of? (Answer: glass.)</p> <p>4 A German woman was born in 1952 and only recently celebrated her 16th birthday. Why? (Answer: she was born on 29th February 1952 - a leap year.)</p> <p>5 Which word is always spelt wrongly? (Answer: wrongly)</p>			
9 Music to our ears	p128 Life skill	EMBARRASSMENT	Self-management > Be conscious of how emotions influence behaviour. Self-management > Reduce the length and intensity of negative emotions.
<p>Brainstorming session: in the whole class, have a brainstorming session of what things people can do to be good, responsible citizens. Write all of the ideas on the board or on a big piece of paper. Aim for at least twenty ideas. Once this part has finished, put the students into small groups and ask them to discuss which of the things they do to be good, responsible citizens.</p>			