

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.

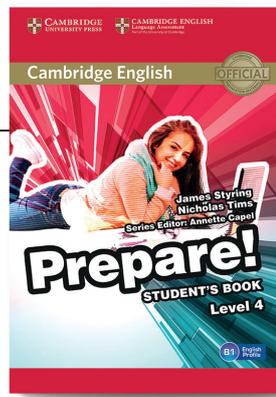
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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



Teaching Notes

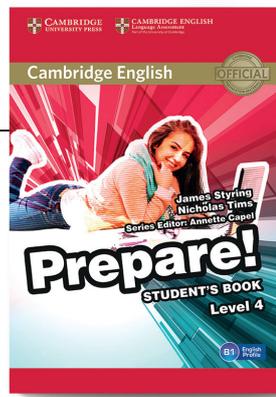
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Unit	SB section	Emotion	Emotional competences
1 Personal profile	p11 Reading	PLEASURE	Self-awareness > Make decisions based on your own emotions. Self-management > Generate positive emotions and enjoy life.
<p>Ask students to write down 2 things they like doing in their free time, and one thing they don't like doing. Mix up the 3 answers and then in pairs, tell students they have to guess which interest their partner doesn't like. Ask the students to share any funny or interesting information they discover about each other.</p>			
2 In fashion	p17 Listening	NOSTALGIA	Social awareness > Control basic social abilities: having an open attitude to dialogue. > Show respect to others.
<p>Ask students what old music they know/like? Do they know which decade it was from? What music do they like now? Do they think that Jess's grandma would like their music? Do their parents or grandparents like the same music as they do now? Is it okay to wish things were still as before, or is constant change better?</p>			
3 My way of life	p21 Reading	BEING MISUNDERSTOOD	Social awareness > Have the capacity to influence or manage other people's emotions. Self-motivation > Accept your own emotions even if they're not socially and culturally accepted.
<p>Ask students in groups to brainstorm two lists: what older people think of teens today, and what teens think of older people. Ask groups to share information with class and decide on one final list for each. Ask students to discuss solutions to each of the points raised.</p>			
4 Champions	p25 Reading	EUPHORIA	Self-awareness > Name your emotions. Self-management > Be able to express your emotions appropriately.
<p>Find out which sports students like. Do they have a favourite team? Ask them to describe how they feel when their team wins, in one word only. Write the words on board and help out with additional words, such as <i>euphoria</i>. Now, ask students to discuss other situations where they might experience these feelings.</p>			
5 Take a good look	p33 Talking points	HATE	Self-management > Reduce the length and intensity of negative emotions. > Generate positive emotions and enjoy life.
<p>Ask students if they like having their photo taken. Is it different if they take a selfie? What other things do they hate doing, but have to do? Write on the board: <i>I really hate it when</i> Ask students if hate is a strong word in their language. How can they make it softer in English? Encourage students to change hate to <i>don't like</i> and then complete sentence for themselves. Share answers.</p>			

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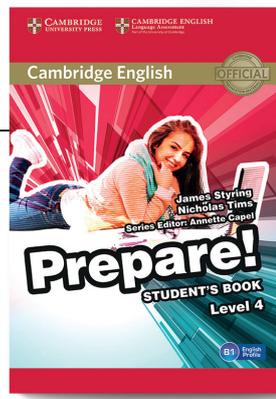
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6 Modern life	p37 Reading	DELIGHT	Self-awareness > Understand how others feel. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
<p>Ask students which of the inventions they think is best. Why? Have they ever won a prize for something? How do they think Ben and Emily's parents feel about their children now? How do the children feel?</p>			
7 Getting on	p43 Reading	ANGER	Self-management > Control your impulses. > Manage frustration.
<p>Ask students if there are things that really annoy them at home. Are there times where they get very angry with other people in their family? How do they feel afterwards? In groups, ask students to design an advice poster to calm people down when they are feeling anger.</p>			
8 Going away	p47 Reading	PRIDE	Self-awareness > Understand how others feel. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
<p>Ask students if they feel proud when they read or hear something positive about their town or city or country. And, how do they feel when they hear something negative? In groups, tell students to think of the top 5 things that makes them proud about their hometown. And add one thing that makes them embarrassed. Share ideas with class.</p>			
9 Shop till you drop	p55 Reading	HELPLESSNESS	Self-management > Control your impulses. Life and well-being awareness > Contribute to others' well-being.
<p>On a scale of 1-5, how serious do the students think a shopping addiction is? Do they think any other addictions are more serious? How is it best to help people in these situations, what 3 suggestions would students offer? Get students to swap ideas in groups and choose the best suggestions.</p>			
10 Taste this!	p59 Reading	DISGUST	Social awareness > Control basic social abilities: having an open attitude to dialogue. > Show respect to others.
<p>Ask students if they know of some unusual foods that people in different countries eat (or prepare some information beforehand). Which ones sound nice, which do they think would be disgusting? Now, ask them to think about which foods in their country other nationalities might find disgusting.</p>			

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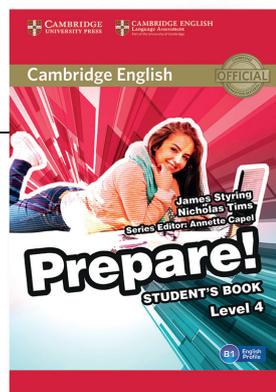
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Unit	SB section	Emotion	Emotional competences
11 A healthy future	p65 Reading	HAPPINESS	Life and well-being awareness > Have the capacity to enjoy your own well-being. Self-motivation > Get emotionally involved in the positive aspects of your life.
<p>Read the last sentence of the article to the students. In groups, ask them to imagine there is a recipe for a happy, healthy life, with a list of ingredients, followed by a set of instructions (like a cookbook recipe). In groups, students brainstorm, and create their recipes, then present to the class.</p>			
12 Incredible wildlife	p71 Listenin	ASTONISHMENT	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-motivation > Evaluate social and cultural messages in the media critically.
<p>Ask students if they can think of any other animals that are used in work situations? Do they know any other astonishing stories about animals helping people? As a follow up, ask students to find a story online and bring to a future class where they can retell it.</p>			
13 Moods and feelings	p76 Vocabulary	CONFUSION	Self-motivation > Accept your own emotions even if they're not socially and culturally accepted. > Be resilient.
<p>Ask students what advice they would give to Ollie Parks. Ask them what they do if they watch something confusing on TV/at the cinema. Do they stop watching, ask someone else, or check the story on their phone? What about if they find something confusing at school. Do they ask questions in class or keep quiet if they are confused. Which do they think is more effective?</p>			
14 Watch it, read it	p80 Vocabulary	FEAR	Self-awareness > Make decisions based on your own emotions. Social awareness > Be capable of cooperating with others.
<p>Ask students if they like horror films. Why, why not? What other things might people fear? Get students to brainstorm ideas in lists. The, swap lists and students can make suggestions on how to overcome each fear.</p>			
15 Digital life	p86 Vocabulary	DESIRE	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
<p>Ask students what type of technological devices they use most frequently. Is there anything they don't have? Do they think there should be a minimum age for having a smart phone? Ask them why they think people always desire the latest, greatest gadgets. Is it because of advertising, or something else? Do they think this constant desire is healthy?</p>			

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16 Wish me luck!	p90 Vocabulary	ACCEPTANCE	Self-motivation > Make sure there is harmony between your emotions and moral values. Social awareness > Show respect to others.
<p>Ask the students which of the superstitions from the exercise is the most bizarre. Which do they think is the funniest? Do they have any in their country which they think other people would find strange or different?</p>			
17 Skills and talents	p99 Reading	GRATEFULNESS	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. > Contribute to others' well-being.
<p>Ask students if they think the famous people are grateful for what others do to help them. Imagine that the real artist has decided to confront the famous person; and ask students to write a dialogue of the possible conversation: Ask volunteers to read out their dialogues to the class.</p>			
18 The world of work	p103 Reading	ENTHUSIASM	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Have the capacity to enjoy your own well-being.
<p>Which jobs would the students like to takeover for a day? Ask students to write their idea on a scrap of paper, then collect in all the scraps and hand them out to different students. Students have to think of advantages and disadvantages for the job they have, and then find the person who wrote it and share their feedback.</p>			
19 The written word	p109 Reading	SATISFACTION	Self-awareness > Make decisions based on your own emotions. Self-motivation > Get emotionally involved in the positive aspects of your life.
<p>Ask students to spend a few moments thinking about something they have done this year which has given them a feeling of satisfaction. Now, in groups, ask students to share their experiences, and encourage them to ask questions to find out extra information.</p>			
20 Puzzles and tricks	p114 Grammar	COMPASSION	Life and well-being awareness > Look for help and resources. Self-awareness > Understand how others feel.
<p>Ask the students if they think the 3D street painting could be used anywhere else to draw attention to serious issues. Get groups to brainstorm which issues, and what type of pictures would be most effective.</p>			