

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.

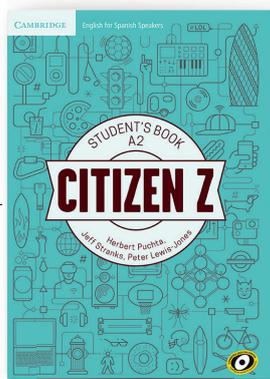
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

Citizen Z A2 (Student's book)



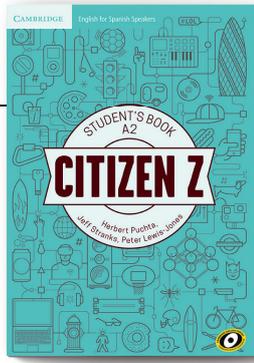
Unit	SB section	Emotion	Emotional competences
1 Having fun	p13 Reading pages	Happiness	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Have the capacity to enjoy your own well-being.
2 Money and how to spend it	p23 Think values	Satisfaction	Self-motivation > Have a positive image of yourself. > Accept your own emotions even if they're not socially accepted.
3 Food for life	p42 Life skills	Remorse	Social awareness > Control basic social abilities: asking for forgiveness. > Understand that in human relationships sincerity and reciprocity are fundamental.
4 Family ties	p45 Think values	Love	Social awareness > Show respect to others. > Have the capacity to prevent and resolve interpersonal conflicts.
5 It feels like home	p64 Life skills	Compassion	Self-motivation > Make sure there is harmony between your emotions and moral values. Social awareness > Show respect to others.
6 Best friends	p72 Culture	Acceptance	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Be assertive.
7 The easy life	p86 Life skills	Empathy	Self-motivation > Be resilient. Life and well-being awareness > Take responsibility for making decisions using ethical criteria.
8 Sporting moments	p89 Think values	Frustration	Self-management > Be perseverant. Self-motivation > Have the capacity for self-motivation.
9 The wonders of the world	p103 Think values	Courage	Self-management > Be conscious of how emotions influence behaviour. > Reduce the length and intensity of negative emotions.
10 Around town	p114 Reading	Discouragement	Life and well-being awareness > Take responsibility for making decisions using social criteria. > Be an active, civic and responsible citizen.
11 Future bodies	p130 Life skills	Anger	Self-management > Reduce the length and intensity of negative emotions. > Be conscious of how emotions influence behaviour.
12 Traveller's tales	p133 Think values	Compassion	Life and well-being awareness > Be an active, civic and responsible citizen. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.



Cambridge Learning Journey
is part of Better Learning®

Teaching Notes

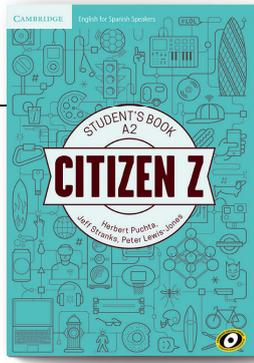
Citizen Z A2 Student's Book



Unit	SB section	Emotion	Emotional competences
1 Having fun	p13 Reading pages	HAPPINESS	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Have the capacity to enjoy your own well-being.
<p>After completing the tasks on page 13 ask students to imagine that they are talking to someone who scored mostly Cs in the quiz and they want to give that person some practical advice on how to be a happier person. In pairs, students write a list of do's and don'ts on what this person can do at school and at home to feel happier. Encourage students to use the ideas from the book but to also think of what they do in their own lives that makes them happy. Give students five minutes to write their lists and then collate the ideas on the board under the headings <i>Do</i> and <i>Don't</i>. Have a class discussion.</p>			
2 Money and how to spend it	p23 Think values	SATISFACTION	Self-motivation > Have a positive image of yourself. > Accept your own emotions even if they're not socially accepted.
<p>Elicit a class discussion about the importance of accepting yourself for who you are. Help students think about this by asking them questions such as <i>Do you like yourself? Do you value your strengths? How do you feel when you make a mistake?</i> Individually ask students to write down a list of at least five of their strengths. You can help with vocabulary here by writing adjectives to describe personality on the board or handing out dictionaries. Words students may need include <i>kind, fun, honest, responsible, hardworking, caring, clever</i> etc. Encourage students to include examples of why they think they have this particular quality. For example, <i>I am kind because I look after my friends</i>. When students have finished read a few examples out in class and ask the other students to guess who wrote the statement.</p>			
3 Food for life	p42 Life skills	REMORSE	Social awareness > Control basic social abilities: asking for forgiveness. > Understand that in human relationships sincerity and reciprocity are fundamental.
<p>Ask students to look at the situations in Exercise 2 on page 42 again. In pairs, ask them to rank the situations in order of seriousness from 1-5 with 5 being the most serious situation. Compare what the students think as a class. Ask students to imagine that in these situations nobody says sorry. What do they think would happen? Would the situation get better or worse? Ask students to think of a consequence of not saying sorry for each case. For example: <i>The waiter didn't apologise to George, so George didn't leave him a tip and he never went back to that restaurant</i>.</p>			
4 Family ties	p45 Think values	LOVE	Social awareness > Show respect to others. > Have the capacity to prevent and resolve interpersonal conflicts.
<p>Ask students to think about the following questions: <i>What makes a family a family? What different types of families do they know? How do they feel when they visit a family that is different from their own?</i> Explain to students that everybody's family is unique. Ask students to write down a brief description about their own family. They can then compare their descriptions with a partner and make a list of the similarities and differences between the two families.</p>			

Teaching Notes

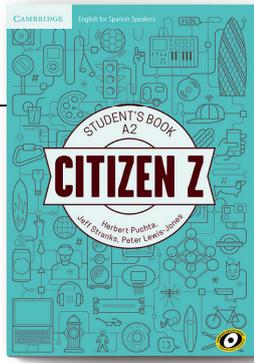
Citizen Z A2 Student's Book



Unit	SB section	Emotion	Emotional competences
5 It feels like home	p64 Life skills	COMPASSION	<p>Self-motivation > Make sure there is harmony between your emotions and moral values.</p> <p>Social awareness > Show respect to others.</p>
<p>Look at the photo-story on page 62 again with the class. Ask students why they think Luke said that the homeless man might not be very nice. Do they think that was a fair thing to say? What might have made him think that? Elicit from students that it is unfair to make judgements about people without knowing them. Ask students why they think this man might be homeless. Perhaps he lost his job and couldn't afford to pay any rent. He doesn't have any family. Ask students to imagine how they would feel if that happened to them or to someone they know. Ask students what they could do to help someone like the homeless man in the picture. Their ideas could include raising money to give to a homeless charity, giving him food and clothing, simply smiling and saying hello. Make a list on the board of their ideas.</p>			
6 Best friends	p72 Culture	ACCEPTANCE	<p>Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Be assertive.</p>
<p>Ask students to imagine that a new student from a different country has joined the class. In pairs, ask them to make a list of things that might be different about this student, for example, the language he/she speaks, the food he/she eats, hobbies, the way he/she dresses etc. Then ask students to make another list of why these differences can be positive in a friendship. For example, they provide a new perspective on things, they can learn new things about other cultures etc. Encourage a class discussion on how accepting people who are different to you can be a very rewarding experience. Elicit examples of any friendships or relationships students have with people from different countries and cultures. Ask them to think about their family, neighbours, school etc.</p>			
7 The easy life	p86 Life skills	EMPATHY	<p>Self-motivation > Be resilient.</p> <p>Life and well-being awareness > Take responsibility for making decisions using ethical criteria.</p>
<p>Ask students if they often help their friends solve real problems in their life. How do they empathise with their friends? Ask students what it means to put themselves in somebody else's shoes. Put students in pairs and ask them to role play a conversation between two friends. Hand out cards with various situations such as: Student A's brother is being bullied at school and he/she doesn't know what to do. / Student A is worried because his/her dad has been made redundant. / Student A is moving to a new city and is worried about the change. In all cases Student B needs to empathise with Student A and help him/her think of solutions or ways to feel better about the situation. Before they start their conversation help students structure their dialogue by writing the following example on the board and practicing it with a volunteer from the class.</p> <p>B: <i>Hi. What's the matter? / Are you OK?</i></p> <p>A: <i>I'm worried about my brother. Some boys at school are being horrible to him. I don't know what to do.</i></p> <p>B: <i>Oh no, I'm so sorry. That's awful. I think you should tell his teachers and your parents.</i></p>			

Teaching Notes

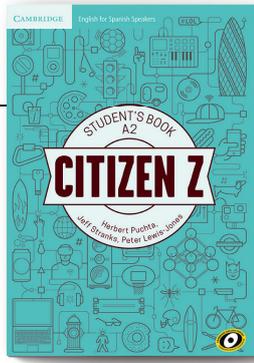
Citizen Z A2 Student's Book



Unit	SB section	Emotion	Emotional competences
8 Sporting moments	p89 Think values	FRUSTRATION	Self-management > Be perseverant. Self-motivation > Have the capacity for self-motivation.
<p>After reading the text on page 89, ask students to concentrate on the story of Derek Redmond. Elicit how he must have felt when he couldn't complete the race properly – <i>frustrated</i>. Ask students to sit in a circle and pass a soft ball clockwise around the class. When a student has the ball they have to think of a time when they felt frustrated – it could be something like failing an exam, losing a football match or missing a friend's party. Ask students what they did afterwards, did they give up, try again etc.</p>			
9 The wonders of the world	p103 Think values	COURAGE	Self-management > Be conscious of how emotions influence behaviour. > Reduce the length and intensity of negative emotions.
<p>Create a class poster about courage. Give each student two small pieces of paper and ask them to write down one instance in their life when they showed courage. They can use some of the examples they have already talked about in their group work. On the other piece of paper ask them to write one word about how performing this act of courage made them feel. You might need to provide some vocabulary on the board to guide them such as: <i>brave, fearless, free, strong, independent, heroic, adventurous, powerful</i>. Ask students to stick their situations and courage words onto the poster and ask some students to explain what they have written and why.</p>			
10 Around town	p114 Reading	DISCOURAGEMENT	Life and well-being awareness > Take responsibility for making decisions using social criteria. > Be an active, civic and responsible citizen.
<p>In pairs, ask students to think of an instance at school that makes them feel emotions associated with discouragement – <i>having lost their confidence or enthusiasm for something</i>. Ideas the students may have could include: <i>the school buildings look scruffy or are covered in graffiti / they are given too much homework / instances of bullying in the school / the relationship between teachers and students</i>. After they have chosen a topic ask students to brainstorm ideas of what positive steps they can take to combat the issues. Ask a few students to present their issues and plan of action to the class.</p>			

Teaching Notes

Citizen Z A2 Student's Book



Unit	SB section	Emotion	Emotional competences
11 Future bodies	p130 Life skills	ANGER	Self-management > Reduce the length and intensity of negative emotions. > Be conscious of how emotions influence behaviour.
<p>Refer students to the story on page 130. Explain to students that it's important to learn how to recognise signs that you are becoming angry and react to them before you do something you might regret like James did to his brother Alex. Ask students to think about how they feel physically and emotionally when they are getting angry and write their ideas on the board. Possible ideas could be: <i>becoming physically tense, gritting teeth, crossing your arms, clenching hands, voice getting loud, refusing to talk, sweating, insulting people, shouting, being sarcastic</i> etc. Then talk about what students can do when they notice any of these reactions; <i>do some exercise, use relaxation techniques, have some time alone, write a diary to express their feelings</i>.</p>			
12 Traveller's tales	p133 Think values	COMPASSION	Life and well-being awareness > Be an active, civic and responsible citizen. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Use the text on page 133 to highlight how Nora has helped people on her travels in Thailand, Burma and Australia. Raise the issue of volunteering to help others with the class. Have a class discussion about volunteering or charitable projects your students have been involved in. For example, raising money to send to poorer countries, donating to food banks etc. Ask students to think of volunteering projects that they could do in their school to help other students and the school community. Ask students to work in pairs and produce a poster about their volunteering project.</p>			