

# 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.

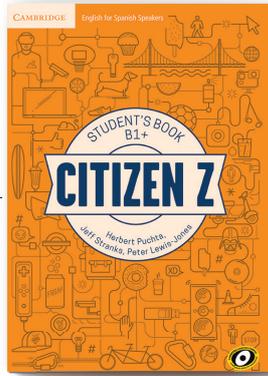
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 B1+  
(Student's book)

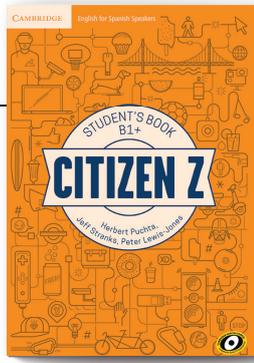


Unit	SB section	Emotion	Emotional competences
<b>1</b> Life plans	<b>p20</b> Life skills	<b>Stress</b>	<b>Self-management</b> > Manage frustration. > Develop different abilities for facing negative emotions.
<b>2</b> Hard times	<b>p25</b> Think values	<b>Compassion</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using ethical criteria. <b>Self-motivation</b> > Be responsible for making decisions and behaving in ethical manner.
<b>3</b> What's in a name?	<b>p42</b> Life skills	<b>Empathy</b>	<b>Social awareness</b> > Show respect to others. <b>Self-awareness</b> > Understand how others feel.
<b>4</b> Dilemmas	<b>p49</b> Think values	<b>Insecurity</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using social criteria. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<b>5</b> What a story!	<b>p64</b> Life skills	<b>Admiration</b>	<b>Social awareness</b> > Have the capacity to influence or manage other people's emotions. <b>Life and well-being awareness</b> > Contribute to others' well-being.
<b>6</b> How do they do it?	<b>p69</b> Think values	<b>Being misunderstood</b>	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. > Understand that in human relationships, sincerity and reciprocity are fundamental.
<b>7</b> All the same?	<b>p86</b> Life skills	<b>Acceptance</b>	<b>Self-awareness</b> > Understand how others feel. <b>Social awareness</b> > Control basic social abilities: having an open attitude to dialogue.
<b>8</b> It's a crime	<b>p88</b> Train to think	<b>Empathy</b>	<b>Self-awareness</b> > Name your emotions. > Understand how others feel.
<b>9</b> What happened?	<b>p108</b> Life skills	<b>Fear</b>	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.
<b>10</b> Money	<b>p116</b> Photostory	<b>Remorse</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. <b>Life and well-being awareness</b> > Be responsible for making decisions using ethical criteria.
<b>11</b> Help!	<b>p130</b> Life skills	<b>Enthusiasm</b>	<b>Self-management</b> > Be perseverant. <b>Self-motivation</b> > Get emotionally involved in the different aspects of your life.
<b>12</b> A first time for everything	<b>p135</b> Think values	<b>Satisfaction</b>	<b>Self-motivation</b> > Have a positive image of yourself. > Have the capacity for self-motivation.



# Teaching Notes

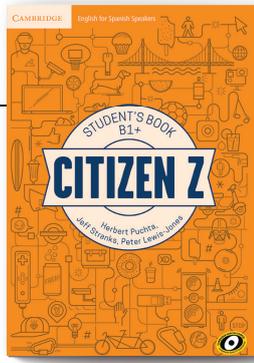
## Citizen Z B1+ Student's Book



Unit	SB section	Emotion	Emotional competences
<b>1</b> Life plans	<b>p20</b> Life skills	<b>STRESS</b>	<b>Self-management</b> > Manage frustration. > Develop different abilities for facing negative emotions.
<p>After completing the tasks on page 20, put students into small groups. Raise the topic of stress again and elicit from students that we all experience stress at some time or other and the important thing is to know how to control it. Hand out cards to each group with potential causes of stress written on each. The situations could include: <i>exams, money, peer pressure, family life, friendships</i> etc. Ask each group to imagine that a friend of theirs is suffering a lot of stress related to one of these issues. In groups, students define in more detail the problem their friend is facing and then design an action plan for their friend to follow in order to manage this stress. This could include relaxation techniques, exercise, eating well, sleeping well, setting small achievable goals, expressing themselves etc.</p>			
<b>2</b> Hard times	<b>p25</b> Think values	<b>COMPASSION</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using ethical criteria. <b>Self-motivation</b> > Be responsible for making decisions and behaving in ethical manner.
<p>After completing the values exercises on page 25, ask students if they consider themselves to be caring people. Ask them to give examples of why they think they are caring or not. Then put students into pairs and ask them to imagine they have just won 10.000€ on the lottery and they have decided to spend all of it on helping other people. What would they do? Students write down their ideas and present back to the whole class. Ask students to reflect on what effect this help would have and how this would make them feel. After each pair has presented their plan to spend the 10.000€ ask the class to choose what they think is the best idea and why.</p>			
<b>3</b> What's in a name?	<b>p42</b> Life skills	<b>EMPATHY</b>	<b>Social awareness</b> > Show respect to others. <b>Self-awareness</b> > Understand how others feel.
<p>Hand out cards to pairs of students with a negative and positive feeling written on them. These could include adjectives such as <i>angry, anxious, confused, embarrassed, jealous, worried, brave, enthusiastic, funny, happy, proud, successful</i>. Ask students to tell their partner the last time they felt this emotion and explain why. Ask students to write a very short summary of what their partner said on a piece of paper. This can be done anonymously if needed. Collect the papers and read out some of the examples eliciting the importance of respecting and empathising with other people's feelings.</p>			

# Teaching Notes

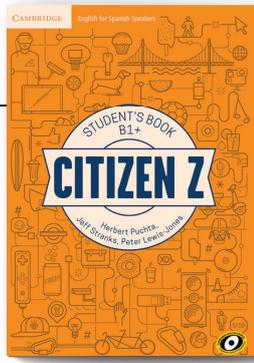
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Unit	SB section	Emotion	Emotional competences
<b>4 Dilemmas</b>	<b>p49 Think values</b>	<b>INSECURITY</b>	<p><b>Life and well-being awareness</b> &gt; Take responsibility for making decisions using social criteria.</p> <p><b>Self-motivation</b> &gt; Make sure there is harmony between your emotions and moral values.</p>
<p>Ask students to brainstorm ideas about how they can tell whether or not something is the right thing to do. List their ideas on one side of the board. Their ideas could include: <i>it's fair, it's going to help somebody, parents/teachers would approve</i> etc. On the other side of the board make a list with the class on what can deter them from making the right decision. Their ideas could include: <i>peer pressure, not having anyone to talk to, being selfish, choosing the easy option</i> etc. Elicit from students times when they have had to make a difficult decision. What did they do? Were they happy with the decision they made? Do they wish they had acted differently?</p>			
<b>5 What a story!</b>	<b>p64 Life skills</b>	<b>ADMIRATION</b>	<p><b>Social awareness</b> &gt; Have the capacity to influence or manage other people's emotions.</p> <p><b>Life and well-being awareness</b> &gt; Contribute to others' well-being.</p>
<p>Ask students to think about the word <i>hero</i>. What does this word mean to them? Elicit examples. Possible answers might include a famous icon from history, sportsperson, political campaigner etc. Brainstorm characteristics that these people share and write them on the board. Then ask students to think about people in their own lives who share these qualities. Students write a brief summary about this person and what it is they admire about them so much. Remind students that the characteristics they admire can include a wide variety of personality traits and don't need to be solely related to achieving excellence. Perhaps they know someone who is making the best of a difficult situation, someone who is a good friend and listener or someone who makes them laugh and feel good about themselves.</p>			
<b>6 How do they do it?</b>	<b>p69 Think values</b>	<b>BEING MISUNDERSTOOD</b>	<p><b>Social awareness</b> &gt; Have the capacity to prevent and resolve interpersonal conflicts.</p> <p>&gt; Understand that in human relationships, sincerity and reciprocity are fundamental.</p>
<p>Refer students to the subject of tattoos on page 69. Do they agree with Kim that tattoos are not a good idea for young people? What would their parents say if they got a tattoo? Brainstorm ideas on the board about things young people might do that adults don't like or don't understand. Ideas could include fashion choices, piercings, hobbies, music, friends etc. Why do they think adults sometimes misunderstand young people? Have a group discussion. Then ask students to write a list of three things they could do to avoid being misunderstood. Ideas they may have could include being open about their feelings, communicating clearly their feelings, listening better, putting themselves in other people's shoes etc.</p>			

# Teaching Notes

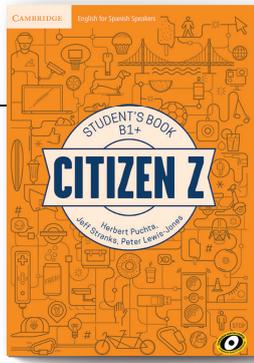
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Unit	SB section	Emotion	Emotional competences
<b>7 All the same?</b>	<b>p86 Life skills</b>	<b>ACCEPTANCE</b>	<b>Self-awareness</b> > Understand how others feel. <b>Social awareness</b> > Control basic social abilities: having an open attitude to dialogue.
<p>After completing exercise 6 on page 86, elicit from students if they were surprised by the findings. Did they learn anything new about their classmates? Put students into pairs and make sure they are sat with someone they do not usually work with. Ask students to interview each other about what they do in their free time, what music they like etc. Then ask each student to write down three things that they like or find interesting about their partner and feedback to the class.</p>			
<b>8 It's a crime</b>	<b>p88 Train to think</b>	<b>EMPATHY</b>	<b>Self-awareness</b> > Name your emotions. > Understand how others feel.
<p>After students have finished exercise 7 on page 88 ask them to think about ways that they can show empathy to people in their lives - classmates, teachers, their family and friends. In pairs, ask students to think about empathy in their school. Do they think there could be more empathy between students and teachers? What could be done to improve the situation? Ask students to imagine they are a teacher, parent, brother or sister or a friend of a student who never studies, rarely goes to class, is very quiet and appears not to be interested in school. How might the behaviour of this boy/girl affect them? How might they feel? Elicit a class discussion.</p>			
<b>9 What happened?</b>	<b>p108 Life skills</b>	<b>FEAR</b>	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.
<p>Look at page 108 again and ask students if they have been frightened or worried about any similar situations in their own lives. What did they do? Stress again to students that fear helps protect us and act like a warning that we need to be careful. Ask students to write down something at school that can make them feel fearful or anxious. This could be related to exams, speaking in public, playing competitive sports etc. Collect the pieces of paper and put them in a hat. Pull out the examples at random and discuss what students can do to control these fears or feelings of anxiousness.</p>			

# Teaching Notes

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Unit	SB section	Emotion	Emotional competences
<b>10 Money</b>	<b>p116 Photostory</b>	<b>REMORSE</b>	<p><b>Self-motivation</b> &gt; Make sure there is harmony between your emotions and moral values.</p> <p><b>Life and well-being awareness</b> &gt; Be responsible for making decisions using ethical criteria.</p>
<p>Refer students to the photo-story on page 116 and elicit again how the friends feel when they realise that they have spent Mrs Brady's money. Ask students if they have ever done anything that has made them feel really sorry. Did they do anything about it? Put students into pairs and ask them to decide what the friends should do. Should they tell Mrs Brady what happened to her money? Should they offer to repay her? How can they repay her? Ask students to share their ideas with the class and take a class vote on the most popular idea.</p>			
<b>11 Help!</b>	<b>p130 Life skills</b>	<b>ENTHUSIASM</b>	<p><b>Self-management</b> &gt; Be perseverant.</p> <p><b>Self-motivation</b> &gt; Get emotionally involved in the different aspects of your life.</p>
<p>Elicit from students the importance of having a positive attitude to life. Ask students to think about a time when their positive attitude affected their friends and family. Ask students what they do to keep a positive attitude especially at difficult times. Ask students to keep a diary for one day and write down 25 positive things that happened that day. Remind them to include every positive thing, such as a teacher smiled and said hello to them in the corridor, a friend called for a chat, they heard their favourite song on the radio etc. When you have collected the students lists of 25 positive things in one day, display them in the class so that students have a chance to read other people's experiences and reflect on how these compare with their own.</p>			
<b>12 A first time for everything</b>	<b>p135 Think values</b>	<b>SATISFACTION</b>	<p><b>Self-motivation</b> &gt; Have a positive image of yourself. &gt; Have the capacity for self-motivation.</p>
<p>Look at the Think Values again on page 135 and review the people and their achievements in exercise 1. Put students into pairs and ask them to decide which achievement must have been the most satisfying and why. Once students have decided and made some notes to defend their decision, have a class debate. At the end have students vote on the most satisfying achievement. Next, ask students to reflect on things that have happened in their lives that have been satisfying. Ask students to write an occasion down on a piece of paper. Collect the papers and read out some examples at random. Students try to guess who wrote it. Then ask the student who wrote it to explain what they did and why it's a cause of satisfaction for them.</p>			