

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.

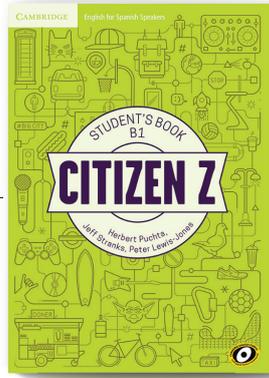
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

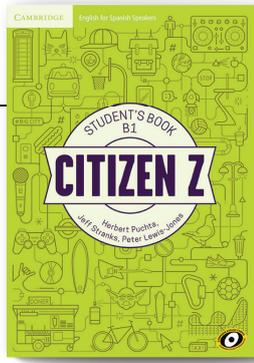


Unit	SB section	Emotion	Emotional competences
1 Amazing people	p13 Think values	Admiration	Social awareness > Show respect to others. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
2 The ways we learn	p23 Think values	Enthusiasm	Life and well-being awareness > Take responsibility for making decisions using safety criteria. Social awareness > Be capable of cooperating with others.
3 That's entertainment	p42 Life skills	Excitement	Self-management > Be perseverant. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
4 Social networking	p45 Think values	Serenity	Life and well-being awareness > Be an active, civic and responsible citizen. > Take responsibility for making decisions using safety criteria.
5 My life in music	p57 Think values	Pride	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
6 Making a difference	p67 Think values	Compassion	Life and well-being awareness > Be an active, civic and responsible citizen. Social awareness > Be capable of cooperating with others.
7 Future fun	p86 Life skills	Acceptance	Social awareness > Control basic social abilities: having an open attitude to dialogue. Self-management > Manage frustration.
8 Science counts	p89 Think values	Euphoria	Self-motivation > Feel optimistic and capable, intend to make the world a better place. Life and well-being awareness > Contribute to others' well-being.
9 What a job!	p100 Think values	Satisfaction	Self-motivation > Get emotionally involved in the positive aspects of your life. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
10 Keep healthy	p111 Think values	Passion	Self-management > Be perseverant. Self-motivation > Be resilient.
11 Making the news	p130 Life skills	Anger	Self-management > Control your impulses. Social awareness > Be assertive.
12 Playing by the rules	p132 Think values	Acceptance	Life and well-being awareness > Be an active, civic and responsible citizen. > Take responsibility for making decisions using social criteria.



Teaching Notes

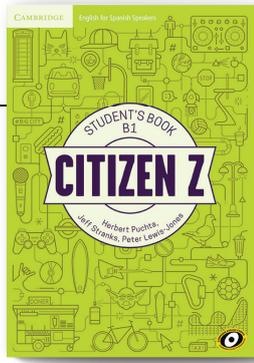
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Unit	SB section	Emotion	Emotional competences
1 Amazing people	p13 Think values	ADMIRATION	Social awareness > Show respect to others. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Brainstorm ideas with the class about why they might admire someone and write these ideas on the board. For example, he/she volunteers for charity, is always kind, works really hard, has a special talent, is always enthusiastic, is a good listener, deals with difficult situations well etc. After you have collated their ideas, put students into pairs and ask them to write down three things that they admire about their partner. Afterwards ask some students to share their lists with the class.</p>			
2 The ways we learn	p23 Think values	ENTHUSIASM	Life and well-being awareness > Take responsibility for making decisions using safety criteria. Social awareness > Be capable of cooperating with others.
<p>Ask students to think again about the Tinkering School from the article on page 23. Would they like to go to a school like that? What could be the advantages/disadvantages? Put students into small groups and ask them to design a different kind of school that they would like to go. What type of activities would they do? What would the teachers be like? What would the school rules be? What would the buildings be like? When they have finished ask each group to present their school to the rest of the class and to sell its benefits. When all the groups have completed their presentations ask students to vote on which school they would like to go to the most. Stress to students the importance of speaking enthusiastically about their school in order to win the votes of their other classmates.</p>			
3 That's entertainment	p42 Life skills	EXCITEMENT	Self-management > Be perseverant. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
<p>Refer students to the photo-story on page 40. Elicit how Megan feels when she thinks she might be an extra in the film that is being made - <i>excited</i>. Sit students in a circle and pass a soft ball around in a clockwise direction. The student with the ball has to talk briefly about the last time they were excited about something. It could be something such as going to a friend's house, watching a football match etc. or something like taking part in a competition, doing something adventurous etc.</p>			

Teaching Notes

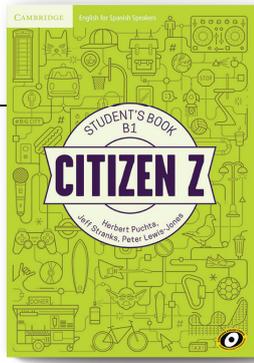
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Unit	SB section	Emotion	Emotional competences
4 Social networking	p45 Think values	SERENITY	Life and well-being awareness > Be an active, civic and responsible citizen. > Take responsibility for making decisions using safety criteria.
<p>Look again at the rules about social networking again on page 45 and draw students' attention to rule 2. Ask students to think about the consequences of writing messages online when you are angry. How could their messages be interpreted? What might be the effect on their relationship with that person? Ask students to brainstorm ways that they can avoid making this mistake. For example, taking a deep breath and thinking carefully before writing anything, talking it over with somebody else first etc. Elicit from students that talking in person especially about emotional issues is often easier and can avoid misunderstandings.</p>			
5 My life in music	p57 Think values	PRIDE	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Help students develop their sense of pride and build their confidence by asking them to think about what unique talents they have. Ask the class to write down three things that they do well on separate pieces of paper. Collate the pieces of paper and put them in box. Pull out the pieces of paper at random and have a student read the word or statement. The rest of the class should guess who wrote it and contribute ideas on what goals this student could set him/herself in order to develop this talent further. For example, if a student has written, <i>I'm good at drawing</i>, suggestions to develop this talent further could include: <i>enter local art competitions, go to the library and learn about new techniques and then try a new one a month, make cards or pictures to sell at local craft fairs</i> etc.</p>			
6 Making a difference	p67 Think values	COMPASSION	Life and well-being awareness > Be an active, civic and responsible citizen. Social awareness > Be capable of cooperating with others.
<p>Ask students if caring for the world is something that is important to them. What issues matter most to them? Some topics that could come up include climate change, animal welfare, world poverty, war and refugees. Put students into small groups and ask them to choose an issue that they feel strongly about. What can they do to help? Students then develop a plan of action to do something to help their chosen cause. This could include organising a school fun-run, volunteering in a food bank, promoting the importance of recycling in the school etc. When completed ask the groups to present their ideas to the class.</p>			

Teaching Notes

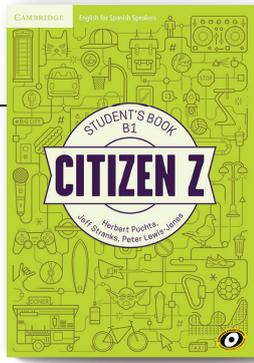
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Unit	SB section	Emotion	Emotional competences
7 Future fun	p86 Life skills	ACCEPTANCE	Social awareness > Control basic social abilities: having an open attitude to dialogue. Self-management > Manage frustration.
<p>Put students into small groups and hand out cards with situations written on them such as: 1) <i>All of your friends have been invited to a party. You haven't received an invitation.</i> 2) <i>Your parents have just told you that your family has to move city as your mum has a new job.</i> 3) <i>This year you want to spend your birthday with your friends but your parents are taking you on holiday.</i> 4) <i>You have lost your mobile phone. Your parents are angry and say you cannot get a new one until your next birthday – almost a year away!</i> After handing out the cards explain to students that they have to write down three positive consequences of accepting these situations. Ask students to share their situations and positive consequences with the class. Ask the class to think about what might be the consequences if they don't accept the situation positively.</p>			
8 Science counts	p89 Think values	EUPHORIA	Self-motivation > Feel optimistic and capable, intend to make the world a better place. Life and well-being awareness > Contribute to others' well-being.
<p>Refer students to the story about Archimedes on page 89 and elicit how he felt when he made his discovery – extreme happiness/euphoria. Put students into small groups and ask to discuss what makes them feel extreme happiness. It could be passing an exam, winning a competition, spending time with friends or family, watching their favourite TV program, being in the countryside, at the beach etc. Ask students to make a mind map of when they have felt or feel the happiest. Ask them to illustrate the mind maps so that they are very colourful and can be used to decorate the classroom and remind students of positive experiences in their lives.</p>			
9 What a job!	p100 Think values	SATISFACTION	Self-motivation > Get emotionally involved in the positive aspects of your life. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>Ask students to think about their ideal job and elicit why they would like to do this particular job. Explain to students that there are many reasons why a job can provide you with a lot of satisfaction and remind them of these values on page 100. Hand out cards to pairs with the titles of different professions written on each one. Ask each pair of students to think of three benefits of doing this job and write them down. Then place the students in groups of four and ask them to debate which job is the most satisfying. At the end of the discussions ask each group of four to feedback to the class.</p>			

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Unit	SB section	Emotion	Emotional competences
10 Keep healthy	p111 Think values	PASSION	Self-management > Be perseverant. Self-motivation > Be resilient.
<p>Ask the class if they have any interests or hobbies in their life that they are passionate about. Help students identify what they are passionate about by asking the following questions: <i>Does it make you feel good about yourself? Does time pass really quickly when you are doing it? Do you talk about it a lot? Would you like to spend all your time doing it?</i> In pairs, ask students to invent a passionate person and write down his/her characteristics. Encourage students to give this person a name, age, profession etc. Characteristics this person may have include: he/she always wants to learn new things, he/she is very enthusiastic, he/she talks a lot about his/her interests/projects, he/she is brave, he/she accepts his/her strengths and weaknesses.</p>			
11 Making the news	p130 Life skills	ANGER	Self-management > Control your impulses. Social awareness > Be assertive.
<p>Ask students to look at the photo-story on page 128 again. Have students imagine that when Megan talks to the journalist she is really angry and she shouts and insults him. What do they think the consequence could be of this behaviour? Do they think she will convince Mr Forsyth that his opinion about teenagers is wrong or will it just confirm his views that all teenagers make trouble? Elicit from students how Megan should speak to him. What language and tone should she use? Ask students to role-play in pairs first the conversation between Mr Forsyth and a very angry Megan and then again between Mr Forsyth and a calm and assertive Megan. What differences can they see? Which conversation will have the most beneficial outcome?</p>			
12 Playing by the rules	p132 Think values	ACCEPTANCE	Life and well-being awareness > Be an active, civic and responsible citizen. > Take responsibility for making decisions using social criteria.
<p>After discussing the importance of rules on page 132, ask the class why we need rules in families, at school, in the street, in parks etc. Ask the class to think about what rules they have in the classroom and write them on the board. Ask the students how they feel about these rules. Do they like them or do they feel that are too controlling and they resent them? Now ask the students to imagine that there are no rules in the class at all. What could be the consequences of this? Students write down their ideas in pairs. Hold a short class discussion about the consequences of no rules in class. Then ask each pair to write down a class rule that they think is necessary. Students then vote as a class on whether to accept this class rule or not. Rules that are accepted are written onto a new class rule poster for the class.</p>			