

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 emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and develop self-control mechanisms. The progressive acquisition of language and the relationships with family, friends and educators play vital roles throughout a child's development. 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. In the years that take them through to adolescence, emotions play a key role in friendships and in their capacity to make valued judgements and responsible decisions.

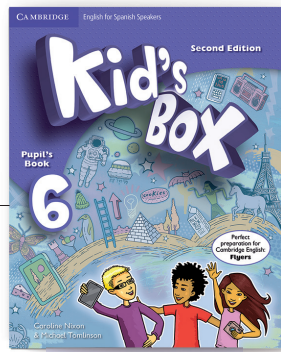
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

Kid's Box 6 (Pupil's Book)

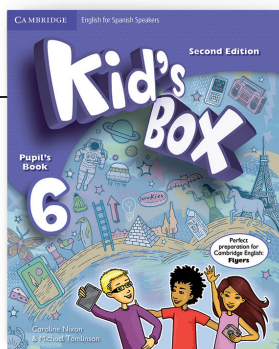


	Unit	PB section	Emotion	Emotional competences
	High technology	p9 Story	Astonishment	Self-motivation > Get emotionally involved in the different aspects of your life. Social awareness > Be capable of communicating effectively.
1	Beastly tales	p15 Story	Anger	Self-management > Control your anger. Self-motivation > Feel optimistic and capable, intend to make the world a better place.
2	Tomorrow's world	p23 Story	Enthusiasm	Self-management > Have the capacity for self-motivation. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
3	The great outdoors	p35 Story	Serenity	Social awareness > Control basic social abilities: being polite. Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
4	Food, glorious food!	p43 Story	Hostility	Self-management > Control your impulses. Self-motivation > Be responsible for behaving in a safe manner.
5	Under the sea	p55 Story	Compassion	Self-motivation > Make sure there is harmony between your emotions and moral values. Self-management > Reduce the length and intensity of negative emotions.
6	Free time	p63 Story	Boredom	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Show respect to others.
7	Dress sense	p75 Story	Irritation	Self-management > Be able to express your emotions appropriately. > Control your impulses.
8	Around the world	p83 Story	Frustration	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Look for help and resources.



Teaching Notes

Kid's Box 6 Pupil's Book

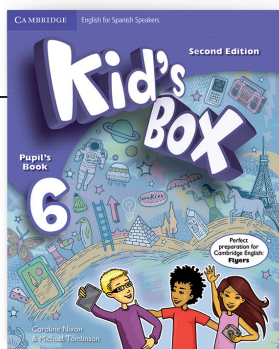


Unit	PB section	Emotion	Emotional competences
High technology	p9 Story	ASTONISHMENT	Self-motivation > Get emotionally involved in the different aspects of your life. Social awareness > Be capable of communicating effectively.
<p>After listening to the story ask children questions to check understanding. <i>What happened to Diggory? Someone put the wrong photo in the presentation. How does Diggory feel? He feels astonishment, he had checked he had the correct photo.</i> Tell them that they are going to do a group project. Set them in groups of 4-5 people and ask them to do a project where they describe technological news they find astonishing – call it <i>Astonishing technology</i> It can be a new invention – i.e. a new robot/car or something that has existed for quite some time – i.e. the internet. They have to look for photos/pictures and write the corresponding texts. Then they have to do a presentation to the rest of the class. Make sure they discuss what they are going to talk about and agree they are all happy with it.</p>			
1 Beastly tales	p15 Story	ANGER	Self-management > Control your anger. Self-motivation > Feel optimistic and capable, intend to make the world a better place.
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel? Angry!</i> Have a class discussion about anger and ask them to give you examples of what situations make them feel angry. Then ask <i>What does Diggory do? He tries to control his anger and solve the problem.</i> Then ask <i>Do you like feeling angry? No! What do you do when you are angry?</i> Tell them that when we are angry we stop thinking clearly and it is necessary to deep breath and then think and control our anger. Tell them that it is a good idea to know what triggers our anger and think of things that will make us feel less angry. Ask them to write in a piece of paper. <i>I feel angry when because....</i> And then I big box with I need.... Ask them to fill it whenever they feel angry to find out what caused their anger and to try to feel less angry.</p>			
2 Tomorrow's world	p23 Story	ENTHUSIASM	Self-management > Have the capacity for self-motivation. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
<p>After listening to the story ask children questions to check understanding. <i>How does Diggory feel about the Aztec calendar? Very enthusiastic.</i> Ask children what they feel enthusiastic about and have a class discussion. Ask them to give you examples of people that are passionate about something and have achieved their dreams following their passion – i.e. famous sports people, women that have fight for women rights, etc. Ask children to work individually on a project about enthusiasm. Ask them to think of their dreams. They have to choose one dream and write about it: <i>My dream.... Steps I am taking to achieve my dream:... I am already doing these things to achieve my dream:... Things I need to work on to achieve my dream:....</i> Have a few children presenting their work to the rest of the class and have a class discussion about it. Discuss that it takes time to achieve things and it is important to reflect and think if we are taking the correct steps to follow our dreams. Remind them of the famous people they mentioned earlier and ask them if it was always easy to get where they got.</p>			

Teaching Notes

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Pupil's Book

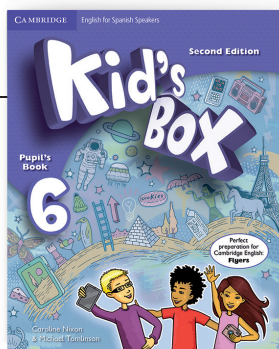


Unit	PB section	Emotion	Emotional competences
3 The great outdoors	p35 Story	SERENITY	Social awareness > Control basic social abilities: being polite. Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
<p>After listening to the story ask children questions to check understanding. <i>What are Diggory and Emily feeling now? Serenity.</i> Explain what it means – tell them that Diggory and her daughter are feeling better and calmer about the situation and discussing where they are and where they can go. Tell them that it is good to be able to talk about things in a relaxed way. Ask them if they ever had problems because they didn't discuss things properly – i.e. they assumed someone was annoyed with them and decided not to talk to that person. Discuss assumptions and how many problems it can bring. As many children now have mobile phones they are probably very used to 'chat' and not have proper conversations. Tell them that they are going to have a conversation (in English!). Give them an example situation and ask them to do a role play of a conversation. I.e. There has been a misunderstanding about what time two friends were meeting because they were having two different 'chats' and one of them is annoyed with the other. They have to discuss the problem and apologize to each other. The rest of the class can listen and contribute with suggestions.</p>			
4 Food, glorious food!	p43 Story	HOSTILITY	Self-management > Control your impulses. Self-motivation > Be responsible for behaving in a safe manner.
<p>After listening to the story ask children questions to check understanding. <i>What does Greedy feel? Hostility.</i> Explain that he is acting very aggressively. Explain that people can get very aggressive physically or verbally when they get frustrated. Tell them to give you examples of hostility – they can talk about something they have seen in the news or give personal examples. Tell them that this is a good moment to discuss social media – do they use it? Do they have an account in facebook, instagram, etc. Ask them if they write comments. <i>Are these comments always positive? Yes/No.</i> Explain that it is very easy to be hostile in social networks since people find it easier writing than saying things personally. Discuss the safe use of social networks. Remind children that what you write in a social network stay there for ever. They should take care and avoid saying things that they wouldn't say face to face.</p>			
5 Under the sea	p55 Story	COMPASSION	Self-motivation > Make sure there is harmony between your emotions and moral values. Self-management > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask children questions to check understanding. <i>What does Diggory feel for Greedy? Compassion.</i> Ask them <i>Would you help Greedy? Yes/No.</i> Ask them what they feel compassion about? Tell them that people usually feel compassion when they see an unfair situation. Discuss bullying and tell them they are going to do an activity in groups. Ask them to work in groups of 4-5 children and tell them to write the answer to these questions <i>What is bullying? What are the different ways people bully? Why do you think people bully? How does bullying affect people - those who bully, those who are being bullied, etc.</i> Share the answer to the questions from the different groups and have a class discussion. Then ask <i>What should you do if you know that someone in your group is being bullied?</i> If they don't know, tell them how important it is to tell someone.</p>			

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Unit	PB section	Emotion	Emotional competences
6 Free time	p63 Story	BOREDOM	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Show respect to others.
<p>After listening to the story ask children questions to check understanding. <i>What does Greedy feel? Boredom.</i> Tell them that people get bored about different things and it is good to develop strategies to overcome boredom. Tell them that they are going to do an activity to boost their creativity and to review grammar in a fun way! Tell them that you are going to tell a chain-story. Tell them to imagine that this is the plot of a film or the beginning of a book. They have to use the grammar from the unit. Each person has to build a sentence continuing the story using the grammar from the unit: i.e. First child can say: Somewhere in space a group of friends is lost in a spaceship. And second child can say <i>There is nothing to eat and no-one to help.</i> You can continue until everyone has said something and you have a story.</p>			
7 Dress sense	p75 Story	IRRITATION	Self-management > Be able to express your emotions appropriately. > Control your impulses.
<p>After listening to the story ask children questions to check understanding. Tell them that Diggory and Emily are explaining how the Aztecs wore and how they decorated their faces. Ask them to think about the topic of the unit <i>Dress sense</i> and <i>Fashion</i>. Tell them to work in groups of 4-5 and work on a <i>Fashion project</i>. Each group has to research and work on fashion in different cultures or different time periods. Then they have to present their project to the class and explain why they like it. The rest of the class has to give their opinion about it <i>I think that looks very uncomfortable</i>, etc.. Have a class discussion about fashion and about cultural differences and make sure everyone understands that we have to respect different cultures and traditions.</p>			
8 Around the world	p83 Story	FRUSTRATION	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Look for help and resources.
<p>After listening to the story ask children questions to check understanding. Ask them <i>How does Greedy feel? Frustrated.</i> Tell them that Diggory's dad has worked with the police and have managed to catch Greedy. Ask children to think about this final year of Primary and ask them <i>What has been the most frustrating thing?</i> Ask them to discuss in class. Ask them to remember all the emotions you have worked on during this year and do a personal activity to remember the most useful things they have learned. Tell them to write <i>Things to remember</i> and write what they remember about emotions. (i.e. <i>I have learned how to recognise what makes me angry. I have learned about compassion</i>). Then ask them to share it with the class and have a final class discussion about emotions.</p>			