

# 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.

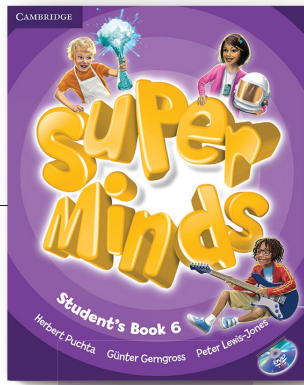
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

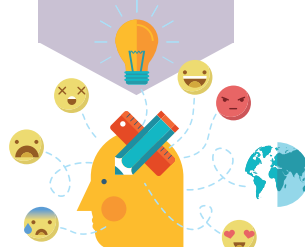


# Emotional syllabus

## Super Minds 6 (Pupil's Book)

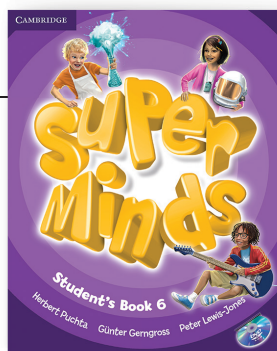


Unit		PB section		Emotion	Emotional competences
	Back to school	<b>p8</b>	Story	<b>Nostalgia</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life. <b>Self-management</b> > Control your impulses.
<b>1</b>	The treasure	<b>p14</b>	Story	<b>Compassion</b>	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Self-motivation</b> > Be responsible for making decisions and behaving in an ethical manner.
<b>2</b>	Future transport	<b>p26</b>	Story	<b>Excitement</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Life and well-being awareness</b> > Take responsibility for making decisions using safety criteria.
<b>3</b>	Ancient Egypt	<b>p38</b>	Story	<b>Fear</b>	<b>Self-management</b> > Be perseverant. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>4</b>	Olympic sports	<b>p50</b>	Story	<b>Frustration</b>	<b>Self-management</b> > Manage frustration. <b>Self-awareness</b> > Understand how others feel.
<b>5</b>	In London	<b>p62</b>	Story	<b>Helplessness</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Social awareness</b> > Be capable of cooperating with others.
<b>6</b>	Crazy inventions	<b>p74</b>	Story	<b>Enthusiasm</b>	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Social awareness</b> > Control basic social abilities: being polite.
<b>7</b>	This is Houston	<b>p86</b>	Story	<b>Being misunderstood</b>	<b>Social awareness</b> > Control basic social abilities: asking for forgiveness. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>8</b>	A cold place	<b>p98</b>	Story	<b>Compassion</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<b>9</b>	The Jurassic Age	<b>p110</b>	Story	<b>Stress</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Be perseverant.



# Teaching Notes

## Super Minds 6 Pupil's Book

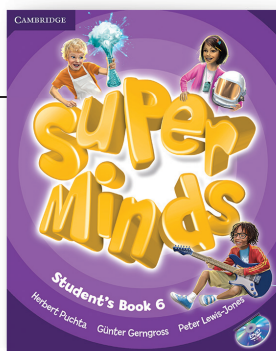


Unit	PB section	Emotion	Emotional competences
Back to school	p8 Story	NOSTALGIA	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life. <b>Self-management</b> > Control your impulses.
<p>After listening to the story ask children questions to check understanding. <i>Are the children happy remembering last year's travel in time? Yes, they are. What happened in the story? Did they make the same mistake? Yes.</i> Make sure that they understand that they feel nostalgic - they remember what happened with sadness. Ask them to work in pairs. Each of them has to write a letter to each other explaining what they did on their holidays and finish it with three things they feel nostalgic about now that the course has started. Remind them to use the present perfect when they are describing aspects of their holiday - i.e. <i>During the holidays I have done my first surf course. It was great!</i> Remind them that nostalgia is also a positive thing as they can remember all the good things in their lives. Tell them that they have their final year of Primary to look forward to!</p>			
1 The treasure	p14 Story	COMPASSION	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Self-motivation</b> > Be responsible for making decisions and behaving in an ethical manner.
<p>After listening to the story ask children questions to check understanding. <i>What do the children feel for the families that arrive on the boat? Compassion, they want to help them.</i> Have a class discussion about compassion. Ask them to think of present situations that make them feel compassion - i.e. Syrian refugees, children with no access to education, etc. Ask them what NGOs they have heard of. Ask children to get into groups of 4-5 children. Tell them that they have to choose an NGO and do a project about it. They have to explain when it was founded, why, what activities they have done, etc. They can look for information on the internet and include pictures to illustrate it in a poster, or they can do a video project and record each other doing a pretend interview to someone from the NGO. Remind them to use the unit's language i.e. <i>How long have you been working in International Amnesty? For ten years. Why did you join IA? I've been interested in human rights since I was twenty.</i></p>			
2 Future transport	p26 Story	EXCITEMENT	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Life and well-being awareness</b> > Take responsibility for making decisions using safety criteria.
<p>After listening to the story ask children questions to check understanding. <i>What do the children feel about the jet packs? Excitement!</i> Ask children if they enjoy sports and ask them if they like trying new sports. Tell them that it is very exciting to try new things but it is important to take the time to learn how to use new equipment before practising new sports. Have a class discussion about the different sports that have come in the unit and ask them to write a list of safety measures they can think in order to be able to practice that sport - i.e. <i>You need to know where to find the emergency buttons in a parachute. You need to check the beach flag colour before using a surfboard.</i></p>			

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### Pupil's Book

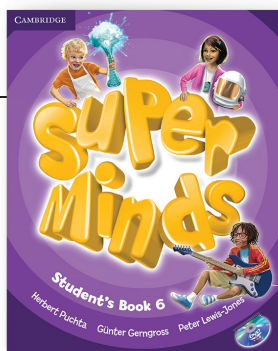


Unit	PB section	Emotion	Emotional competences
<b>3</b> Ancient Egypt	p38 Story	<b>FEAR</b>	<b>Self-management</b> > Be perseverant. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask children questions to check understanding. <i>What does Phoebe hate? Bugs. What was so terrifying? The mummy.</i> Tell children that people feel fear when they think they are going to be hurt. We have to be able to control our fears before they become terror and we are not able to think. Ask each of them to try to remember a film or a book where something scary was happening and describe it to the class <i>Harry Potter and his friends went into the forest. Suddenly there were a lot of spiders around them.</i> Then they have to explain what happened next and how they managed to control the problem and not feeling scared any more.</p>			
<b>4</b> Olympic sports	p50 Story	<b>FRUSTRATION</b>	<b>Self-management</b> > Manage frustration. <b>Self-awareness</b> > Understand how others feel.
<p>After listening to the story ask children questions to check understanding. <i>Where the children happy? No, they were frustrated.</i> Ask children <i>Did they get angry? No, they were positive and they kept trying new things.</i> As this unit is about the Olympic games ask them to think of frustrating things that happened in the Olympic games. Each of them has to write a short text about it and then in pairs they have to read it to each other. Then have a class discussion about athletes that have demonstrated they can manage their frustration. Remind them that the best athletes keep motivated to get better results and learn to manage their frustration, forgetting about their mistakes and concentrating on improving.</p>			
<b>5</b> In London	p62 Story	<b>HELPLESSNESS</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Social awareness</b> > Be capable of cooperating with others.
<p>After listening to the story ask children questions to check understanding. <i>How did people in London feel when they saw the fire? Helpless. Where the children helpful? Yes, they were very helpful.</i> Ask them if they think the children saved someone from a fire before. Probably not. Ask them to get in pairs and ask each other questions about different situations where people may feel helpless but the situation could be resolved with the help of friends or cooperation from other people. <i>Have you ever seen/been in a car accident? What did you do? Did you call an ambulance?</i> Have a class discussion about situations in which people can feel helpless and make sure that it is important to remain calm and ask for help.</p>			

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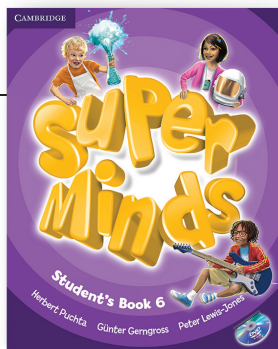


Unit	PB section	Emotion	Emotional competences
<b>6 Crazy inventions</b>	<b>p74 Story</b>	<b>ENTHUSIASM</b>	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Social awareness</b> > Control basic social abilities: being polite.
<p>After listening to the story ask children questions to check understanding. <i>What does the professor feel about his inventions? Enthusiasm.</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:... 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.</i></p>			
<b>7 This is Houston</b>	<b>p86 Story</b>	<b>BEING MISUNDERSTOOD</b>	<b>Social awareness</b> > Control basic social abilities: asking for forgiveness. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<p>After listening to the story ask children some questions about it. <i>Did the engineer understand what Alex was talking about? No, they thought they misunderstood.</i> Ask them <i>Have you ever felt misunderstood?</i> Have a class discussion about reasons why people feel misunderstood and come up with suggestions to avoid it – i.e. explain the reasons why you want to do something to the other person, be kind and listen to other people's opinions and then explain yours, etc. Organize the class in 3 or 4 groups. Tell them that each group has to invent a game. They have to think of the objective of the game, the number of players, the rules, etc. Then they have to write it down and invite the other group to play their game. They have to explain and demonstrate the game to others and explain the reason why their game is really fun. Did they understand? Did they know how to play? Did they find it fun? Did they want to play? They have to explain what they didn't understand. Then listen to other groups game suggestions. After all groups have explained their game they have to decide what game was the best and play it.</p>			

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Unit	PB section	Emotion	Emotional competences
<b>8 A cold place</b>	<b>p98 Story</b>	<b>COMPASSION</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.
<p>After listening to the story ask children some questions about it. <i>What do the children feel for the seal pups? Compassion.</i> Have a class discussion about the Arctic and the species that live there. Ask them if they feel compassion for the animals that live there. Do they think they are safe? What are the biggest threats? Tell them (if they haven't said it) that is global warming. Ask them to get into groups of 3-4 children and ask them to work in a project about the Arctic and how global warming is affecting it. They have to show the different species of animals living there (polar bears, whales, walrus, reindeers...) and explain how they may get affected by global warming – i.e. <i>they may become extinct</i>. When every group has presented their project have a class discussion about it and make sure they understand how important it is that each of us feels compassion for the potential damages and does something about it – i.e. use public transport or walk, use less water, eat the food you buy, etc.</p>			
<b>9 The Jurassic Age</b>	<b>p110 Story</b>	<b>STRESS</b>	<b>Self-management</b> > Be conscious of how emotions influence behavior. > Be perseverant.
<p>After listening to the story ask children questions to check understanding. Ask them <i>How did the children feel about the dinosaur chasing? Stressed.</i> Ask children to think about this final year of Primary and ask them <i>What has been the most stressful 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>			