

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.

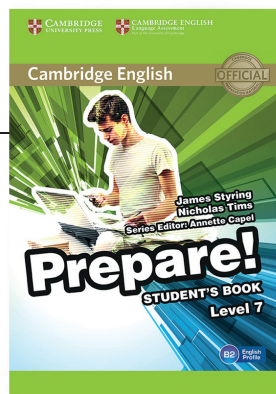
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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



Teaching Notes

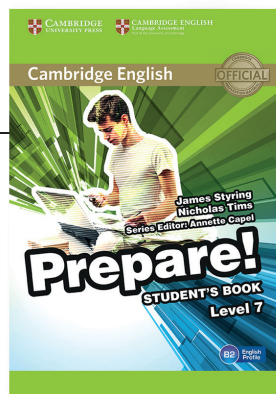
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Unit	SB section	Emotion	Emotional competences
1 Creative minds	p11 Reading	ADMIRATION	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental.
<p>Ask students to think about a famous person that they are interested in. Do they follow this person on any social media? Which? What is it that they find interesting about this person? Now ask students to think about what they admire about this person. Ask them if they think it's possible to admire but not like someone. And, can you admire someone without liking them? Discuss.</p>			
2 Addicted to fashion	p15 Reading	ENVY	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Self-motivation > Make sure there is harmony between your emotions and moral values.
<p>Ask students how they might react in the following situations: 1/ Your best friend keeps copying the same clothes as you; 2/ You showed your new phone to a friend, he told you to stop showing off. 3/ Your brother/sister keeps borrowing your jacket and people keep saying that it looks really good on him/her. They never comment when you wear it!</p>			
3 All in the mind	p21 Reading	TENDERNESS	Life and well-being awareness > Look for help and resources. Self-awareness > Understand how others feel.
<p>The article mentions a lack of empathy amongst most animals. Ask students if they think humans have empathy for animals. In which ways do they think humans show tenderness towards animals, and in which way cruelty? Is there any justification to be unkind to animals?</p>			
4 Take a deep breath	p25 Reading	STRESS	Self-management > Be conscious of how emotions influence behaviour. > Generate positive emotions and enjoy life.
<p>In groups, tell students they are going to plan and present their "Recipe for a stress-free life", including ingredients and procedure. Have students share their recipes afterwards.</p>			
5 Past times	p32 Vocabulary	NOSTALGIA	Self-management > Be conscious of how emotions influence behaviour. Self-awareness > Make decisions based on your own emotions.
<p>Ask students if they can remember the first piece of technology they owned. What was it? Is it something they can still use today, or is it already outdated? Ask students if they think technology always makes things easier and better. Is there anything they miss about the technology they used when they were younger?</p>			

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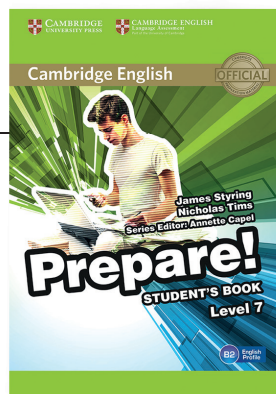
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Unit	SB section	Emotion	Emotional competences
6 Strong emotions	p37 Reading	FEAR	Self-awareness > Make decisions based on your own emotions. Social awareness > Be capable of cooperating with others.
<p>Ask students what they fear. If you have access to the internet you could ask students to find out the phobia word is for their fear. Explain that a common way to try and overcome a phobia is to be exposed to it gradually. Ask students to write their phobias up on the board. Now in groups, tell students to pick the worst 3 phobias, and discuss how they might help someone to overcome this fear.</p>			
7 Telling stories	p43 Reading	BOREDOM	Self-management > Reduce the length and intensity of negative emotions. > Generate positive emotions and enjoy life.
<p>Ask students to describe in one word Holmes' feelings before the telegram arrives. Establish that he is bored. Ask the students what suggestion Watson could make. Now, ask students what they do when they get bored at home. Make a list and have students rank the ideas according to the most exciting.</p>			
8 A great place to live	p47 Reading	HAPPINESS	Life and well-being awareness > Have the capacity to enjoy your own well-being. Self-motivation > Get emotionally involved in the positive aspects of your life.
<p>Ask students: If happiness was where you live, where would it be and why? Now tell students in groups that they are going to plan a "happiness world order". For each category (Law and Order, Love, Food & drink, Industry, Fashion, entertainment) groups have to pick the best country to take charge, then present and justify their choices.</p>			
9 Being positive	p55 Reading/ Talking points	ENTHUSIASM	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Have the capacity to enjoy your own well-being.
<p>Ask students where they consider themselves on the optimism spectrum. Have them mark an 'X' on a line. Now, on the board write up a few ideas from students about potential future landmarks in their lives: e.g. university, first job, marriage, children, first car, house, first wage, etc. Ask them to mark each one on their optimism scale, and compare with others.</p>			
10 Surprise!	p59 Reading	HOSTILITY	Social awareness > Show respect to others. > Have the capacity to prevent and resolve interpersonal conflicts.
<p>Ask students if they have ever witnessed a flash mob, or seen one on video, or participated in one. Would they participate in one? Refer students back to the London station example. Would they have been annoyed in this situation? Imagine one of the passengers confronting one of the participants. Write the dialogue and act it out.</p>			

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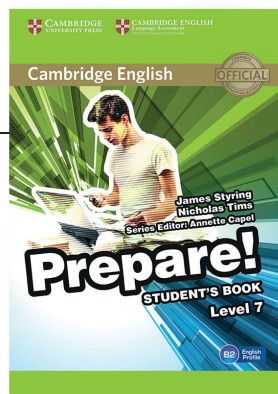
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Unit	SB section	Emotion	Emotional competences
11 The family unit	p65 Reading	LOVE	Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
Ask students if they have any different nationality family members? Do they think globalization means more international families in the future? Do they think this might affect nationalities in future? Ask students if they see themselves settling down in their country, or do they think they might meet someone and settle somewhere else?			
12 Making a difference	p69 Reading	COMPASSION	Life and well-being awareness > Look for help and resources. Self-awareness > Understand how others feel.
Ask students if they think the <i>sospeso</i> is a good idea to help less fortunate people. In groups, tell students they have to think of other ways businesses could be more compassionate and caring. Brainstorm a few ideas and share.			
13 Leading the way	p77 Reading	HELPLESSNESS	Self-management > Manage frustration. Social awareness > Be capable of cooperating with others.
Ask students if they are aware of homelessness issues where they live? Ask them how they think people become homeless. And, why do they think they stay on the streets? How could the local communities tackle this problem? Discuss.			
14 Getting there	p81 Reading	SOLITUDE	Self-management > Reduce the length and intensity of negative emotions. Self-motivation > Have the capacity for self-motivation.
Ask students if they would prefer to spend time travelling alone, with friends or with family. What would be the pros and cons of each? Discuss in groups.			
15 The bigger picture	p87 Reading	DISCOURAGEMENT	Social awareness > Control basic social abilities: having an open attitude to dialogue. > Show respect to others.
Write the following on the board and ask students what they think: "Those who wish to be politicians, shouldn't be allowed". Ask students if they can think of other jobs where people need discouragement rather than encouragement, or should we always try to encourage?			

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Unit	SB section	Emotion	Emotional competences
16 New and improved!	p90 Vocabulary	IRRITATION	Social awareness > Control basic social abilities: being polite. > Show respect to others.
Following on from the discussion in exercise 3, ask students in groups to brainstorm the 3 most irritating TV adverts they have seen. What it is it that irritates them about it? How would they improve the advert? Share ideas.			
17 Making headlines	p99 Reading	SATISFACTION	Self-awareness > Make decisions based on your own emotions. Self-motivation > Get emotionally involved in the positive aspects of your life.
Ask students if they think journalism would be a satisfying career? What criteria would they give for a satisfying career? In groups, get students to brainstorm jobs in the media and then rank from most satisfying to least.			
18 Start-up	p103 Reading	DISCOURAGEMENT	Social awareness > Control basic social abilities: having an open attitude to dialogue. > Show respect to others.
Ask students to think about where they want to be 1 year, 5 years and 10 years after they graduate from school. Ask students if they have ever had advice from someone on their future job. Did the advice encourage them or discourage them? Do the students think they should follow advice on their future careers, or follow their dreams?			
19 Points of view	p109 Reading	BEING MISUNDERSTOOD	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. > Be assertive.
Introduce the concept of Generation X, Y, Z. Ask students to work in two groups. One group has to prepare an argument on how teenagers feel about older generations (eg X – their parents). The other groups prepares an argument against teenagers from the perspective of Generation X. Debate.			
20 Speak up	p113 Reading	ACCEPTANCE	Self-motivation > Make sure there is harmony between your emotions and moral values. Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental.
Ask students to brainstorm appropriate slang that they use with their friends. Ask them to test you with a definition of one of the words, including the right definition and a false definition: test the teacher. Do students think it's right for adults to get annoyed with teen-speak? Teens could now repeat the above game with each other in groups, using English idioms.			