

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

Out & About 1 (Student's Book)

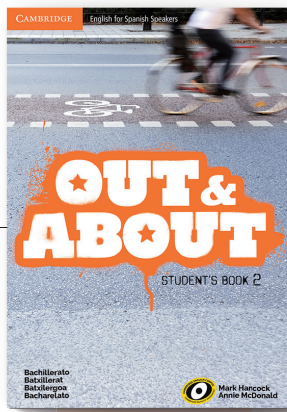


Unit	SB section	Emotion	Emotional competences
1	Plugged in p120	Life skill Insecurity	Life and well-being awareness > Take responsibility for making decisions using safety criteria. Self-management > Reduce the length and intensity of negative emotions.
2	A close shave p121	Life skill Fear	Self-motivation > Be responsible for making decisions and behaving in a safe manner. Life and well-being awareness > Look for help and resources.
3	Blood is thicker than water p122	Life skill Stress	Self-awareness > Name your emotions. Self-management > Be conscious of how emotions influence behavior.
4	No pain no gain p123	Life skill Compassion	Social awareness > Be capable of cooperating with others. > Have the capacity to prevent and resolve interpersonal conflicts.
5	Fashion victim p124	Life skill Acceptance	Self-motivation > Have a positive image of yourself > Evaluate social and cultural messages in the media critically.
6	Behind bars p125	Life skill Remorse	Social awareness > Be capable of communicating effectively. Self-motivation > Make sure there is harmony between your emotions and moral values.
7	A helping hand p126	Life skill Being misunderstood	Life and well-being awareness > Be an active, civic and responsible citizen. Social awareness > Show respect to others.
8	Hot off the press p127	Life skill Pleasure	Self-motivation > Evaluate social and cultural messages in the media critically. > Be responsible for making decisions and behaving in a healthy manner.
9	Music to our ears p128	Life skill Embarrassment	Self-management > Be conscious of how emotions influence behaviour. Self-management > Reduce the length and intensity of negative emotions.



Emotional syllabus

Out & About 2 (Student's Book)



Unit	SB section	Emotion	Emotional competences
1 Getting away from it all	p84 Life skill	Enthusiasm	Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals. > Take responsibility for making decisions using safety criteria.
2 Going up in smoke	p85 Life skill	Apathy	Life and well-being awareness > Have the capacity to enjoy our own well-being and contribute to that of others. Social awareness > Show respect to others.
3 You are what you eat	p86 Life skill	Stress	Self-management > Be conscious of how emotions influence behavior. > Reduce the length and intensity of negative emotions.
4 Telling tales	p87 Life skill	Satisfaction	Self-motivation > Be responsible for making decisions and behaving in a safe manner. Self-management > Be perseverant.
5 A head for business	p88 Life skill	Security	Social awareness > Be assertive. > Control basic social abilities: having an open attitude to dialogue.
6 In the spotlight	p89 Life skill	Curiosity	Social awareness > Be capable of communicating effectively. > Show respect to others.

