



CAMBRIDGE

Emotional Development

Introductory guide for teachers
and educational managers



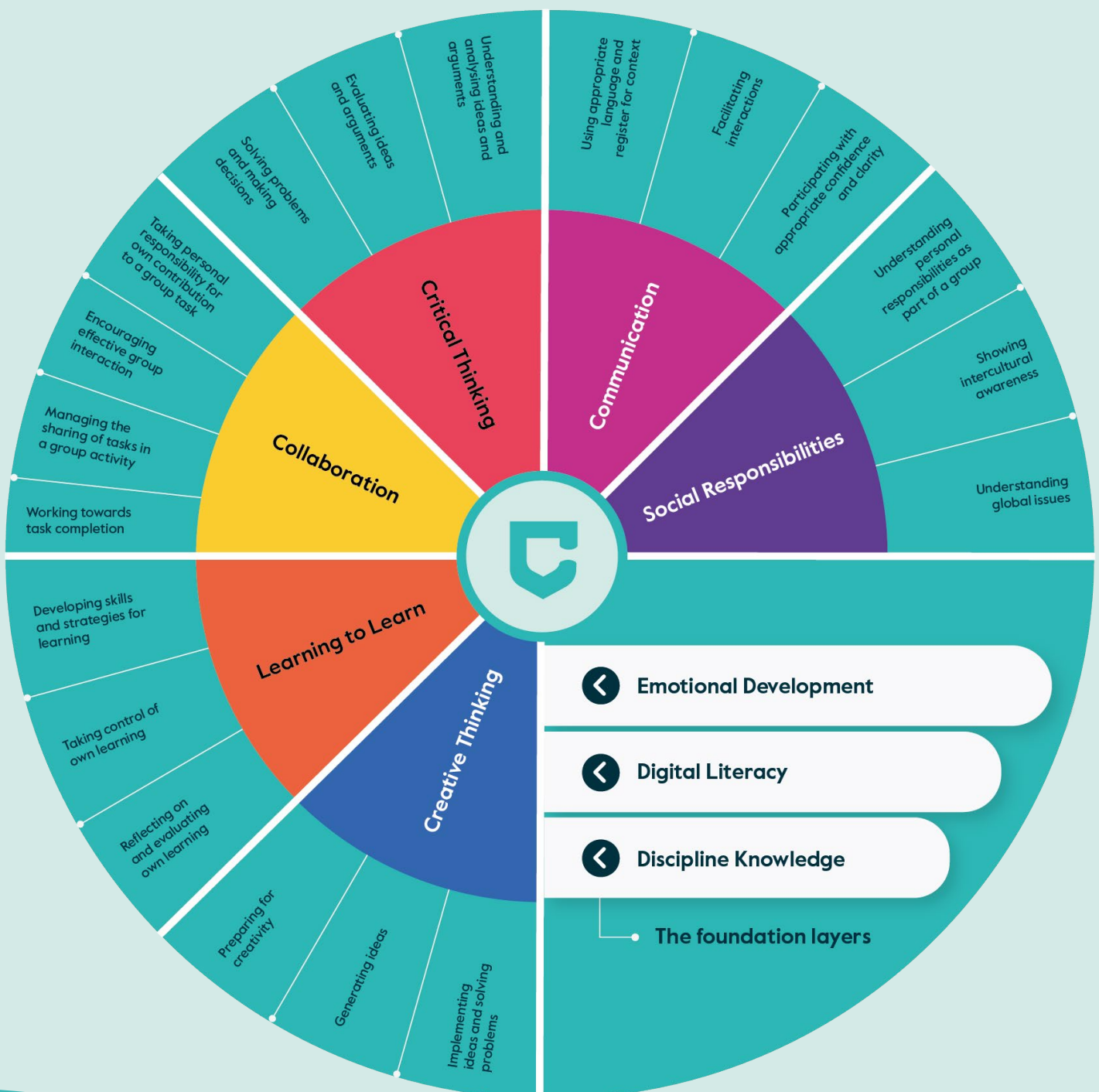
Cambridge
Life Competencies

Why teach Life Competencies?

Our world is changing fast, and we need to prepare our students with skills and experiences that go beyond simply learning an additional language.

We see the increasing need to work together with people from around the world, to think creatively and solve problems, to analyse sources more critically, to communicate our views effectively, and to maintain a positive mindset in an increasingly complex world.

We understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities and the Life Competencies framework supports teachers in this challenging area.



What is the Cambridge Life Competencies Framework?

The Cambridge Life Competencies Framework has been created in response to educators who have asked for a way to understand how life skills, or 21st century skills, can be integrated into English language programmes. It is made up of six **Competencies** that describe how these essential skills develop and vary across different stages of education, as learners grow and change.

Creative Thinking	Learners actively participate in creative activities, generate new ideas and use them to solve problems.
Learning to Learn	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
Collaboration	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks and finding solutions to problems.
Critical Thinking	Learners identify patterns and relationships, evaluate ideas and use these skills to solve problems.
Communication	Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently.
Social Responsibilities	Learners recognise and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.

In addition, there are three **Foundation layers**. Foundation layers are not separate competencies. Instead, they act as underlying dimensions that support and strengthen every other competency. They provide the essential capacities that allow learners to develop and apply all other life competencies effectively.

Emotional Development	Learners identify and understand emotions, manage their own emotions as well as develop empathy and relationship skills.
Digital Literacy	Learners create content, share and interact with others online and maintain their safety and wellbeing while using technology.
Discipline Knowledge	Learners' knowledge of the English language, as well as of other subjects, supports and strengthens their competency development.

The learning journey

The Cambridge Life Competencies Framework supports learners at all stages of their learning journey, from very young pre-primary learners right through to adults in education and at work. The framework maps out how learner behaviours typically found within each competency can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The Cambridge Life Competencies Framework allows us to support learners throughout their education and into the careers of the future.

- Pre-Primary
- Primary
- Secondary
- Higher Education
- At Work

How the Cambridge Life Competencies Framework aligns with key themes in ELT

The Cambridge Life Competencies Framework consists of competencies that are strongly related to key themes in ELT such as:

- AI Literacy
- Global Citizenship
- Mediation and Translanguaging
- Oracy
- Sustainability
- Wellbeing

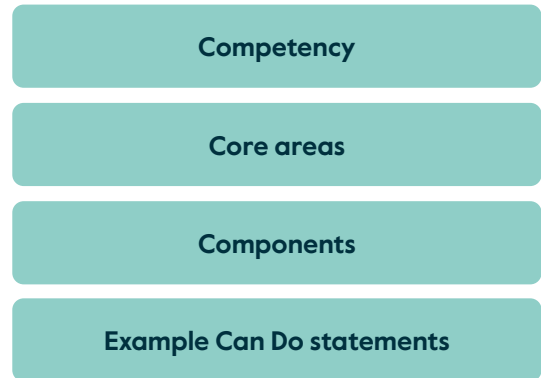
By developing the competencies in the framework, learners are also developing much of the knowledge, skills and attitudes they need to develop in the above areas.

This booklet will outline how the Emotional Development foundation layer aligns with these themes. To find out more about any of the themes, see our series of mini booklets.



Understanding the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework is made up of six **Competencies** – **Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration** and **Social Responsibilities**. Each broad competency is broken down into **Core areas** that describe these competencies in more detail. These are then analysed further into **Components** that, along with example **Can Do statements**, describe the observable behaviours that learners are likely to be able to demonstrate by the end of each stage of learning if they have had the opportunity to develop in these areas.



Linked to the competencies are the three foundation layers of the framework – **Emotional Development, Digital Literacy** and **Discipline Knowledge**. Development of skills in these foundation layers underpins all other competencies.

Along with this structured breakdown, we provide **example language** that learners may use to express the actions and behaviours found in each of the Core areas at each stage of learning. These have been informed by both our Functional Language Phrase Bank, a collection of spoken data from expert speakers of English from children to adults, and input from experienced ELT practitioners from around the world. See this example for one Core Area within Emotional Development at the Primary stage:

Competency	Core areas	Components	Example Can Do statements	Example language
Emotional Development	Identifying and understanding emotions	Recognising and describing emotions	Describes different emotions	I feel really [bored/ excited].
		Understanding emotions	Describes what makes them feel happy, sad or upset.	[The sun] makes me happy.

By clearly defining these areas of development in a structured and detailed way, we can ensure that our teaching and learning materials take a systematic approach to delivering and developing these skills in our learners, as they progress. This means that teachers can be assured that our resources bring out the best in their students, without creating extra work.

It should be noted that the framework was developed primarily from research and frameworks that centred neurotypical expressions of Competencies, as neurodiversity and neurodivergence were less well understood when the framework was first created. Users of the framework should therefore adapt the framework flexibly, recognising that learners may demonstrate Competencies in diverse ways beyond those described in the framework. Further guidance on this will be published in due course.

What is Emotional Development?

Emotional Development is a foundation layer of the Cambridge Life Competencies Framework. As a foundation layer, it facilitates effective learning of life competencies by shaping how learners approach challenges, interact with others, and stay motivated in their learning (OECD, 2019; UNESCO, 2023). It draws on intrapersonal and interpersonal skills that help learners recognise, understand, and manage emotions effectively.

Emotional Development is more than managing feelings, and it does not emerge automatically as learners mature. It involves developing the capacity to reflect on emotions, use them constructively, and respond with empathy and self-regulation in diverse situations (CASEL, 2020). These abilities influence how learners make decisions, persist in achieving goals, and build positive relationships, contributing to wellbeing and success in and beyond the classroom.

Educators play a key role in fostering emotional development through daily learning experiences by creating inclusive, supportive spaces where learners feel safe, valued, and able to express themselves. Through reflective and collaborative activities, learners build resilience, empathy, and emotional awareness that strengthen all other life competencies. Teaching about emotions requires appropriate safeguarding measures to be in place for all learners. Ground rules for engagement (such as respect confidentiality and differences in experience) may also be co-constructed between teacher and learners to ensure learners feel psychological safe to engage with their own and others' emotions.

We have identified three **Core areas** within Emotional Development:

Emotional Development	Identifying and understanding emotions
	Managing own emotions
	Empathy and relationship skills

- **Identifying and understanding emotions** refers to a learner's capacity to become aware of, understand and express how they feel in different situations and contexts. It involves understanding what may cause different emotions and the effects that these emotions might have on behaviour. This could be achieved through reflection and self-appraisals of their strengths and weaknesses, thinking about their emotions and verbalising them, and identifying and describing their beliefs, values and actions.
- **Managing own emotions** relates to the ability to utilise emotions once they have been identified in order to deploy coping mechanisms. Learners are able to adapt to aversive or distressing emotions by using self-regulatory strategies that lead to emotional resilience.
- **Empathy and relationship skills** involve understanding others' perspectives and being able to empathise with and support others. This is important in building and maintaining relationships and handling interpersonal problems such as conflict with respect and care.

Within these Core Areas we break things down further, defining the components that make up each Core Area:

Emotional Development	Identifying and understanding emotions	Recognising and describing emotions
		Understanding emotions
	Managing own emotions	Monitoring and reflecting on own emotions
		Regulating emotions
	Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships
		Showing empathy for the feelings of others
		Supporting others

How does Emotional Development align with key themes in ELT?

Emotional Development support the development of the following key themes in ELT:



AI literacy: Although AI can be used to support learners in managing their emotions, the skill of developing positive relationships with others remains vital.



Global citizenship: Developing empathy and building relationships with local and global communities is an important basis for cross-cultural communication and collaboration, as well as understanding multiple perspectives.



Mediation and translanguaging: Empathy skills are important for being able to understand how best (and when) to mediate information for others.



Oracy: Strong emotional awareness and regulation help learners manage speaking anxiety, respond empathetically to others in conversation, and build the confidence needed for effective oral communication.



Sustainability: Empathy skills can enhance learners' motivation for caring for future generations and for other species. Emotion regulation and resilience skills can also be helpful in managing eco-anxiety and supporting persistence in the face of setbacks.



Wellbeing: Emotional development skills support learners in recognising and regulating their feelings, building resilience, and fostering positive relationships, all of which are essential for maintaining balance, motivation, and mental health in learning and life.

See our series of mini booklets on these themes to find out more.

Spotlight on Wellbeing

Wellbeing in education goes beyond helping students feel good - it's about equipping them with skills to thrive academically, socially, and personally throughout their lives.

Emotional development is central to this process: learners build resilience by recognising and managing their emotions, develop empathy through understanding others' perspectives, and foster positive, inclusive relationships that strengthen their emotional development and wellbeing.

Wellbeing skills align particularly well with the **monitoring and reflecting on own emotions, regulating emotions, and establishing and maintaining positive and inclusive relationships** components of **Emotional Development**.




We have highlighted some of the **Example Can Do statements** from these areas of the framework that could be used to support Wellbeing. Look out for the following icon in the following pages:

To find out more about how the Cambridge Life Competencies Framework aligns with Wellbeing and can support the development of these skills, see our mini booklet.




Emotional Development across the learning journey

Core areas may be realised in different ways across the different stages of learning. In order to demonstrate this, each **Core area** and **Component** is contextualised by an example **Can Do statement**. This illustrates what kinds of behaviour students who are competent in this area might display by the end of each stage of learning. These example Can Do statements can be used as a starting point in the development of a curriculum, programme or assessment system and will vary in their suitability for learners in different contexts. The example language is provided for teachers to consider what kind of language they could encourage their students to use in these kinds of tasks.




Pre-primary

Core areas	Components	Example Can Do statements	Example language
Identifying and understanding emotions	Recognising and describing emotions	Identifies core emotional states (e.g. happy, sad, excited, bored, angry, scared or hurt).	[I'm] happy/sad/angry/excited/bored/scared.
	Understanding emotions	Names things that make them feel good and/or things that make them feel sad.	[Dogs] scare me.
Managing own emotions	Monitoring and reflecting on own emotions 	Verbalises what emotion they are currently experiencing.	I'm [happy/sad/excited].
	Regulating emotions 	Uses simple calming strategies (e.g. taking deep breaths).	Breathe 1, 2, 3 ...
Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships 	Shows kindness towards classmates.	Are you OK?
	Showing empathy for the feelings of others	Begins to show understanding of interactions that are hurtful or unfair to others (e.g. lying, ignoring, teasing, hitting, excluding, etc.)	It's wrong to [tease people].
	Supporting others	Consoles others (e.g. by hugging them or offering them a toy).	Do you want a [hug/toy]?




Primary

Core areas	Components	Example Can Do statements	Example language
Identifying and understanding emotions	Recognising and describing emotions	Describes different emotions.	I feel really [bored/excited].
	Understanding emotions	Describes what makes them feel happy, sad or upset.	[The sun] makes me happy.
Managing own emotions	Monitoring and reflecting on own emotions 	Notices how physical sensations relate to their emotions.	I feel hot. I'm angry.
	Regulating emotions 	Uses a range of strategies to regulate emotions (e.g. breathing, mindfulness, physical movement).	I need to [take a walk].
Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships 	Identifies ways of making friends and being a good friend (e.g. sharing, listening, helping, respecting other people's belongings etc.)	Are you alone?
	Showing empathy for the feelings of others	Shows concern and compassion for other children when they are hurt or upset.	Are you OK/alright?
	Supporting others	Helps and comforts others where necessary.	Let me help you.




Secondary

Core areas	Components	Example Can Do statements	Example language
Identifying and understanding emotions	Recognising and describing emotions	Describes a wide range of different emotions.	I'm over the moon!
	Understanding emotions	Discusses what makes them feel different emotions.	It's frustrating when ...
Managing own emotions	Monitoring and reflecting on own emotions 	Observes their emotions without judgement.	I'm feeling disappointed.
	Regulating emotions 	Manages emotions by using strategies such as re-evaluating or changing the situation.	I was really annoyed when she ... , but it probably wasn't on purpose.
Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships 	Works at maintaining healthy relationships.	How are you getting on?
	Showing empathy for the feelings of others	Shows understanding of other people's perspectives and feelings.	I [know/see] what you mean.
	Supporting others	Negotiates conflict constructively.	I understand, but ...

Higher education

Core areas	Components	Example Can Do statements	Example language
Identifying and understanding emotions	Recognising and describing emotions	Distinguishes between different emotions, even those that are similar (e.g. happiness and joy).	We were pleased/happy
	Understanding emotions	Articulates what creates stress or difficult situations.	[Too much homework] stresses me out.
Managing own emotions	Monitoring and reflecting on own emotions 	Recognises and explains their individual emotional triggers.	I've noticed I feel [defensive] when I [receive critical feedback].
	Regulating emotions 	Uses strategies for dealing with areas that create stress, frustration or anger.	I try to [breathe deeply] when I'm nervous.
Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships 	Maintains appropriate social relations with peers and instructors.	How are you/How are things?
	Showing empathy for the feelings of others	Expresses things that might cause a disagreement or argument sensitively and respectfully.	It's just that ...
	Supporting others	Provides practical support for others who are struggling.	Do you want me to [help/explain it/talk to ...]?

At work

Core areas	Components	Example Can Do statements	Example language
Identifying and understanding emotions	Recognising and describing emotions	Describes own emotions in an appropriate way for their workplace or team culture.	I'm not really [concentrating/focusing] today because...
	Understanding emotions	Recognises how different emotions might influence work-related decisions.	When I panic, I usually make bad decisions.
Managing own emotions	Monitoring and reflecting on own emotions 	Notices their reactions to different situations and whether these are helpful or not.	It doesn't matter right now.
	Regulating emotions 	Uses strategies for managing negative emotions resulting from interactions with colleagues or managers.	I'm going to ask for some [help/training].
Empathy and relationship skills	Establishing and maintaining positive and inclusive relationships 	Uses strategies for maintaining positive relationships with clients and/or customers (e.g. engaging in small talk or dealing with negative feedback).	Thank you for your feedback.
	Showing empathy for the feelings of others	Identifies emotional issues among colleagues.	Is everything alright?
	Supporting others	Is an attentive listener for colleagues' problems.	Would you like to talk about it?

Emotional Development in the classroom

Language classrooms are not just academic spaces where learners acquire a new language. Learners can also acquire the skills to grow in their self-knowledge and to connect with the people around them, impacting their overall wellbeing. Because of such potential, the Cambridge Life Competencies Framework includes an Emotional Development area with the purpose of interweaving language instruction with wellbeing objectives.

By cultivating effective emotional management skills, learners can improve their motivation, become more persistent in practising what they acquire, respond more positively to feedback, and hone their other new life skills. The benefits of teaching emotional development include improved social effectiveness and better social relations. In terms of classroom behaviour, heightened emotional development can lead to:

- Higher test scores and grades;
- Minimal disruptive behaviour and confrontation;
- Maximised on-task behaviour;
- Increased social skills.

Suggestions for classroom practice

Developing emotional skills is an ongoing process that requires intentional support in the classroom. Teachers can help by creating spaces where learners feel safe to recognise and share their emotions, practise strategies for regulation, and build empathy towards others. The suggestions below highlight practical ways in which emotional development can be fostered day to day, forming part of a classroom culture that values reflection, resilience, and respectful interaction.

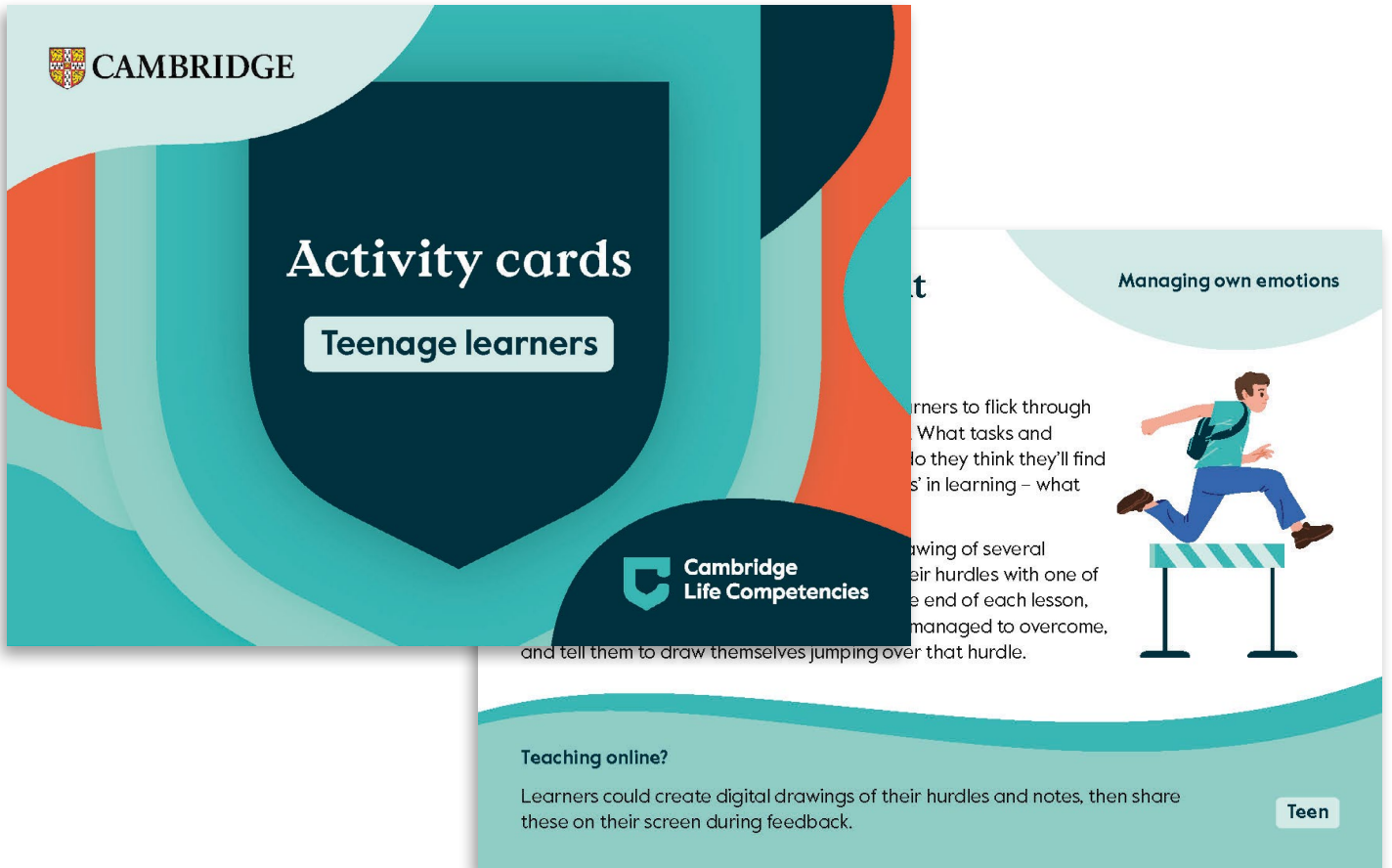
The ideas presented here are intended as a general indication of the types of activity that might develop this competency in the classroom and are not a definitive list.

Strategies for teaching Emotional Development

- Teachers should acknowledge that learners experience emotions differently and create supportive environments where they can recognise, express, and manage these emotions safely.
- Incorporate activities that normalise reflection and emotional regulation as part of everyday classroom practice.
- Provide learners with explicit emotional vocabulary and model how to use it.
- Encourage empathy through perspective-taking and peer interaction.
- Build resilience by showing learners that setbacks are part of the learning process and can be reframed positively.

Activity cards

For more ideas on integrating the development of Emotional Development into your classroom, see our Cambridge Life Competencies **activity card** packs. We've created a pack of cards for each stage of learning, and each individual card tackles a component from one of the core Cambridge Life Competencies. The activities are designed for you to use together with your coursebook or teaching materials, to tweak or supplement tasks. Go to [cambridge.org/clcf](https://www.cambridge.org/clcf) to download your free pack.



The image shows a collection of activity cards. The main card is titled 'Activity cards' and 'Teenage learners'. It features the Cambridge logo and the text 'Cambridge Life Competencies'. Below this, there is a section titled 'Managing own emotions' with an illustration of a person jumping over a hurdle. The text on the card describes an activity where learners flick through tasks and think about what they find challenging in learning. It suggests drawing several hurdles with one of them being the end of each lesson, and managed to overcome, and tell them to draw themselves jumping over that hurdle. There is also a section titled 'Teaching online?' which suggests learners could create digital drawings of their hurdles and notes, then share these on their screen during feedback. The card is labeled 'Teen' in the bottom right corner.

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Activity cards


Teenage learners

Cambridge Life Competencies

Managing own emotions

Learners to flick through
What tasks and
do they think they'll find
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eir hurdles with one of
e end of each lesson,
managed to overcome,
and tell them to draw themselves jumping over that hurdle.



Teaching online?

Learners could create digital drawings of their hurdles and notes, then share these on their screen during feedback.

Teen

Primary

Developing emotional skills with young learners involves helping them name their emotions and begin to regulate them. Teachers should establish classroom routines where feelings are acknowledged and strategies for calming down or expressing emotions appropriately are practised.

The following are examples of effective tasks/strategies for building emotional development skills:

Incorporate an individualised approach

Acknowledge that all learners experience emotions in different ways; for a strategy to be effective, it must fit the individual learner and the specific context.

Teachers can gently coach learners by helping them connect emotions with coping strategies (e.g., “When I feel angry, I can take three deep breaths”) and fostering effective relationships with others.

Example activity: “Name it to tame it”

Purpose:

Help learners build an “emotion vocabulary,” regulate their own feelings, and recognise the emotions of others.

1. Dealing with Your Own Feelings

- Invite learners to say aloud, silently, or point to/write down the emotion they are feeling in the moment.
- Naming the feeling creates distance and helps them become more aware of their bodies and minds.
- Once recognised, learners can choose how to respond rather than being carried away by the emotion.

2. Understanding Others’ Feelings

- Guide learners to practise labelling emotions they see in others.
- Example: Ask, “*What might this person be feeling right now?*”
- Silently naming the emotion makes it easier to respond with kindness and empathy.
- To understand and share others’ feelings, learners must first be able to identify them.

Tip for teachers:

Use visuals (feelings wheel, emotion charts, puppets, or storybook illustrations) to support younger learners. Build gradually from simple emotions (happy, sad, angry) to more nuanced ones (proud, frustrated, disappointed).

Activity card idea




Try out this activity from our Young Learners activity card pack (page 67). Learners monitor and reflect on their emotions by drawing a happy, sad or neutral face on a class chart at the end of a lesson. The activity encourages self-awareness and helps learners manage their own emotions. To download this and other activity cards, go to [cambridge.org/clcf](https://www.cambridge.org/clcf).

Emotional Development

Monitoring and reflecting on own emotions

Today's face

Have a chart on the board or the wall with different smiley faces in columns. At the end of a lesson, ask learners to come up and draw their own happy, sad or neutral face in the column that best reflects how they feel.

		
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Managing own emotions

Teaching online?

Why not recreate the chart in a collaborative document such as **Google Docs** and invite learners to photograph their drawings to add to the relevant column.

Young

Over to you ...

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above helpful. You could follow the instructions here or adapt the activity to suit your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to recognise and express their emotions.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so.
 - Consider how you could adapt these activities to raise awareness of emotional development strategies and to encourage your students to think about their own emotions.

Secondary

As learners move into adolescence, emotional development becomes more complex, with challenges such as stress, anxiety, and peer relationships. Teachers can support teens by introducing reflective practices, fostering empathy, and building resilience.

Teachers should provide opportunities for private reflection (journals) alongside group discussions, as some teenagers may be reluctant to share emotions openly.

The following are examples of effective tasks/strategies for building emotional development skills:

Minimise students' anxiety

- Create the conditions to provoke positive reactions in your students. Some learners may feel anxious in class which causes physical reactions, such as their heart racing. Students should be supported in recognising these physical symptoms of their emotions and re-directing this energy into enthusiasm. If students can recognise these reactions, they can develop coping strategies when experiencing these situations.
- Create environments conducive to less anxiety, for example by reducing competition between learners, or practising using the language in different ways.

Example activity: "Three good things"

Learners write down three things that went well during the day and briefly describe the reason. The "reason" step is critical as it requires more genuine thought than merely writing down events. This task can help boost happiness and give the learner a sense of achievement whilst reducing negative emotions.

Three good things that happened today	Reasons:
---------------------------------------	----------

Raise awareness of how emotions can affect students

- Build positive self-beliefs amongst students and encourage them to adopt incremental beliefs about intelligence.
- Support students in understanding how to regulate their emotions by changing their perspective or situation to enable their emotions to shift.

Example activity: "Finding the silver lining"

During this activity, learners pay particular attention to problems – big and small – that arise in their classes or lives outside of school. The aim is to engage the student in finding the positive side of a negative situation by creating a habit of considering both the positive and negative consequences that the situation may have.

Learners can use their language skills to verbalise their "silver linings" of any situation to teachers and classmates or document each episode in writing. Teachers need to challenge learners: every time they encounter something problematic, the learner has to find at least one good thing about it. This could be done using the following template:

Situation:	
What is negative about this?	What is a positive consequence of this?

Activity card idea

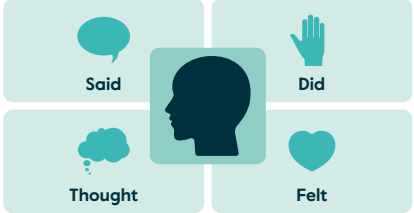
Take a look at this activity from our Teenage Learners activity card pack (page 70). Learners choose a character from a text, audio or video and use the empathy map to note what the character said, did, thought and felt. The activity builds empathy and relationship skills by encouraging learners to consider different perspectives. To download this and other activity cards, go to [cambridge.org/clcf](https://www.cambridge.org/clcf).

Emotional Development

Showing empathy for the feelings of others

Empathy map

After learners have listened to an audio recording, read a text or watched a video, ask them to choose one character from the text and complete the framework here, making notes about what the character said, what they did, what they thought, and how they felt.



The diagram shows a central silhouette of a human head in profile, facing right. It is surrounded by four light blue rounded rectangular boxes. The top-left box contains a speech bubble icon and the word 'Said'. The top-right box contains a hand icon and the word 'Did'. The bottom-left box contains a thought bubble icon and the word 'Thought'. The bottom-right box contains a heart icon and the word 'Felt'.

Empathy and relationship skills

Teaching online?

Why not copy the framework into a shared document, such as **Google Docs**, for learners to add their notes about specific characters.

Teen

Over to you ...

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above helpful. You could follow the instructions here or adapt the activity to suit your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to recognise and express their emotions.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so.
 - Consider how you could adapt these activities to raise awareness of emotional development strategies and to encourage your students to think about their own emotions.

Adult

Adult learners often bring prior life experiences, habits, and expectations into the classroom. Emotional development in this stage focuses on building self-awareness, empathy, and strategies for managing stress in academic and professional contexts.

The following are examples of effective tasks/strategies for building emotional development skills:

Encourage students to express their emotions

- Create opportunities for students to talk about their emotions with peers and their teacher.
- Provide students with the language and communication skills they need to express their emotions.
- Encourage mindfulness by showing students different techniques and activities they can do to achieve this.

Example activity: “Savouring”



Savouring refers to being mindful of pleasant experiences and intentionally reminiscing, experiencing them in detail and making them last. Learners concentrate attentively on a particular experience, event or achievement to become totally immersed in the pleasure of the moment. To develop savouring skills, teachers encourage learners to stop and notice something enjoyable and use their language skills to share it with others. They could then be encouraged to take something from the event, like a photo or memento to reminisce over and remember the positive emotions they associate with the event.

For example, teachers could ask learners to reflect on a recent meal, social encounter, or personal success. Learners might describe the sights, sounds, or feelings in detail and then share their account in small groups. Alternatively, after a short walk, learners could be invited to note one or two details that brought them joy or calm and articulate these to peers. Teachers can encourage learners to make savouring a daily habit, using language to enrich the practice.

Activity card idea

Why not try out this activity from our Adult Learners activity card pack (page 70)? Learners create a Politeness Scale to place phrases along a continuum from polite to impolite, then add their own alternatives. The activity builds empathy and relationship skills by encouraging learners to reflect on how language choice affects others. To download this and other activity cards, go to [cambridge.org/clcf](https://www.cambridge.org/clcf).

Emotional Development

  **Showing empathy for the feelings of others**

Politeness scale

When learners encounter new phrases or expressions in the coursebook, ask them to draw a 'Politeness Scale' in their notebooks and write the phrase from the coursebook at the appropriate level on the scale. Then ask learners to consider how they might use different words to say the same thing politely/impolitely, and to add these alternative phrases to the scale. Ask learners to discuss how the different phrases might impact on others' feelings. Draw their attention to the idea that very polite phrases might make people feel uncomfortable when said in close or familiar relationships.

Empathy and relationship skills

polite

↑

That's interesting, but maybe there's another way of looking at it.

I'm not sure I agree with you.

I don't agree.

You're wrong.

That's rubbish. You don't know what you're talking about.

↓

impolite

Teaching online?

Why not use a shared document, such as **Google Docs**, for learners to add phrases to the politeness scale, and allow learners to refer back to this and add further examples in future lessons.

Adult

Over to you ...

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above helpful. You could follow the instructions here or adapt the activity to suit your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to recognise and express their emotions.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so.
 - Consider how you could adapt these activities to raise awareness of emotional development strategies and to encourage your students to think about their own emotions.

Further reading

For more information on this topic, please see:

Arnold, J. (1999). *Affect in language learning*. Cambridge: Cambridge University Press.

Arnold, J., & Murphey, T. (2013). *Meaningful action: Earl Stevick's influence on language teaching*. Cambridge: Cambridge University Press.

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Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York, NY: Routledge.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*, 56(3), 218-226.

Fredrickson, B. L. (2006). The broaden-and-build theory of positive emotions. In M. Csikszentmihalyi & I. S. Csikszentmihalyi (Eds.), *A life worth living: Contributions to positive psychology* (pp. 85-103). New York: Oxford University Press.

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