

# 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.

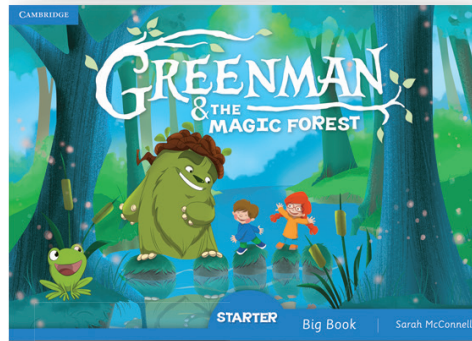
Our emotional education starts at an early age. After only a few months a baby can express emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and 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 value 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

## Greenman Starter (Big Book)



	Unit	BB section	Emotion	Emotional competences
<b>Welcome</b>	The Magic Forest	<b>p3</b> Story	<b>Admiration</b>	<b>Social awareness</b> > Be capable of communicating effectively. <b>Self-management</b> > Be able to express your emotions appropriately.
<b>1</b>	Let's Draw!	<b>p9</b> Story	<b>Sadness</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Social awareness</b> > Be capable of cooperating with others.
<b>2</b>	Let's Play!	<b>p17</b> Story	<b>Excitement</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Social awareness</b> > Be capable of cooperating with others.
<b>3</b>	The Big Montser	<b>p25</b> Story	<b>Fear</b>	<b>Self-awareness</b> > Name your emotions. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>4</b>	My family	<b>p33</b> Story	<b>Curiosity</b>	<b>Self-motivation</b> > Showing interest for your family and friends. > Accept others' emotions.
<b>5</b>	Where's My Bird?	<b>p41</b> Story	<b>Relief</b>	<b>Self-management</b> > Be perseverant. <b>Social awareness</b> > Be capable of cooperating with others.
<b>6</b>	Let's Tidy Up!	<b>p49</b> Story	<b>Regret</b>	<b>Social awareness</b> > Control basic social abilities: asking for forgiveness. <b>Life and well-being awareness</b> > Contribute to others' well-being.



Cambridge Learning Journey  
is part of Better Learning®

# Emotional syllabus

## Greenman A (Big Book)



	Unit	BB section	Emotion	Emotional competences
<b>Welcome</b>	Let's Be Friends!	<b>p5</b> Story (SB*)	<b>Excitement</b>	<b>Self-awareness</b> > Be able to express your emotions appropriately. <b>Social awareness</b> > Be capable of communicating effectively.
<b>1</b>	Four Rabbits	<b>p3</b> Story	<b>Remorse</b> (being sorry)	<b>Self-awareness</b> > Name your emotions. <b>Self-management</b> > Control your impulses.
<b>2</b>	The Honey Game	<b>p11</b> Story	<b>Happiness</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. <b>Life and well-being awareness</b> > Have the capacity to enjoy your own well-being.
<b>3</b>	I'm hurt	<b>p19</b> Story	<b>Hurt</b>	<b>Self-management</b> > Reduce the length and intensity of negative emotions. <b>Life and well-being awareness</b> > Contribute to others' well-being.
<b>4</b>	It's too small!	<b>p27</b> Story	<b>Helplessness</b>	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Life and well-being awareness</b> > Be an active, civic and responsible friend.
<b>5</b>	Can I help you?	<b>p35</b> Story	<b>Sadness</b>	<b>Self-awareness</b> > Be able to express your emotions appropriately. <b>Self-motivation</b> > Have a positive image of yourself.
<b>6</b>	The Summer Party	<b>p43</b> Story	<b>Guilt</b> (being sorry)	<b>Social awareness</b> > Be capable of sharing with others. <b>Self-awareness</b> > Understand how others feel.



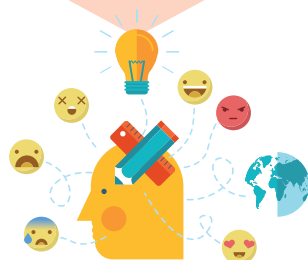
Cambridge Learning Journey  
is part of Better Learning®

# Emotional syllabus

## Greenman B (Pupil's book & Big Book)



	Unit	BB section	Emotion	Emotional competences
<b>Welcome</b>	Let's Remember	<b>p5</b> Story (SB*)	<b>Happiness</b>	<b>Self-management</b> > Be able to express your emotions appropriately. <b>Social awareness</b> > Show respect to others.
<b>1</b>	The Surprise	<b>p3</b> Story	<b>Surprise</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.
<b>2</b>	The Brown Mouse	<b>p11</b> Story	<b>Fear</b> (scared)	<b>Self-management</b> > Reduce the length and intensity of negative emotions. <b>Social awareness</b> > Be capable of cooperating with others.
<b>3</b>	Where is Greenman?	<b>p19</b> Story	<b>Worry</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Social awareness</b> > Be capable of cooperating with others.
<b>4</b>	The Loud Wind	<b>p27</b> Story	<b>Tired</b>	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Social awareness</b> > Have the capacity to influence or manage other people's emotions.
<b>5</b>	A Great Game	<b>p35</b> Story	<b>Excitement</b>	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Self-awareness</b> > Understand how others feel.
<b>6</b>	Rain Water	<b>p43</b> Story	<b>Disgust</b> (dislike)	<b>Self-management</b> > Be able to express your emotions appropriately. <b>Life and well-being awareness</b> > Look for help and resources.



Cambridge Learning Journey  
is part of Better Learning®