

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.

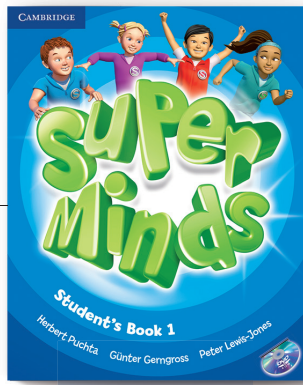
Our emotional education starts at an early age. After only a few months a baby can express emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and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

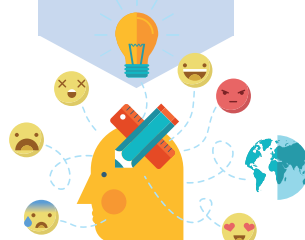
The ideas put forward in the work of Rafael Bisquerra Alzina and Núria Pérez Escoda (2007) have been used as a point of reference to draw up an Emotional Syllabus, which includes a list of the emotions present in our materials along with each of the related emotional competences, teaching notes and extra worksheets full of ideas for working with the emotions and their competences in the classroom.

Emotional syllabus

Super Minds 1 (Pupil's Book)

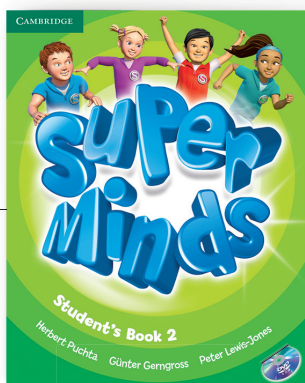


Unit	PB section	Emotion	Emotional competences
Friends	p8 Story	Admiration	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
1 At school	p14 Story	Stress	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Be capable of cooperating with others.
2 Let's play!	p26 Story	Frustration	Self-motivation > Be resilient. Self-management > Be able to express your emotions appropriately.
3 Pet show	p38 Story	Fear	Social awareness > Have the capacity to influence or manage other people's emotions. Self-management > Reduce the length and intensity of negative emotions.
4 Lunchtime	p50 Story	Desire	Social awareness > Show respect to others. Life and well-being awareness > Take responsibility for making decisions using social criteria.
5 Free time	p62 Story	Helplessness	Life and well-being awareness > Look for help and resources. Social awareness > Be capable of cooperating with others.
6 The old house	p74 Story	Disgust	Self-management > Be able to express your emotions appropriately. > Reduce the length and intensity of negative emotions.
7 Get dressed	p86 Story	Remorse	Social awareness > Control basic social abilities: asking for forgiveness. > Have the capacity to prevent and resolve interpersonal conflicts.
8 The robot	p98 Story	Satisfaction	Life and well-being awareness > Look for help and resources. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
9 At the beach	p110 Story	Compassion	Social awareness > Show respect to others. Self-awareness > Understand how others feel.



Emotional syllabus

Super Minds 2 (Pupil's Book)

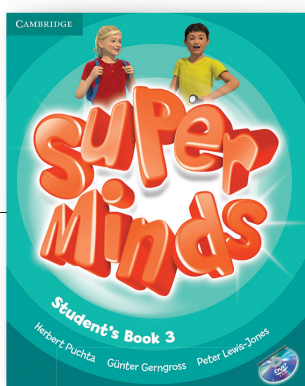


Unit	PB section	Emotion	Emotional competences
Back to school	p8 Story	Enthusiasm	Self-management > Be perseverant. Social awareness > Be capable of cooperating with others.
1 My day	p14 Story	Discouragement	Self-motivation > Be resilient. Life and well-being awareness > Contribute to others' well-being.
2 The zoo	p26 Story	Gratefulness	Life and well-being awareness > Look for help and resources. Self-motivation > Feel optimistic and capable, intend to make the world a better place.
3 Where we live	p38 Story	Satisfaction	Life and well-being awareness > Be an active, civic and responsible citizen. Self-motivation > Be responsible for making decisions and behaving in a safe manner.
4 The market	p50 Story	Astonishment	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. Self-motivation > Feel optimistic and capable, intend to make the world a better place.
5 My bedroom	p62 Story	Disappointment	Self-motivation > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in an ethical manner.
6 People	p74 Story	Acceptance	Self-motivation > Get emotionally involved in the positive aspects of your life. Self-management > Reduce the length and intensity of negative emotions.
7 Off we go!	p86 Story	Gratefulness	Life and well-being awareness > Contribute to others' well-being. Social awareness > Be capable of cooperating with others.
8 Sports club	p98 Story	Pride	Social awareness > Be assertive. Self-motivation > Be resilient.
9 Holiday plans	p110 Story	Excitement	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Have the capacity to enjoy your own well-being.



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Super Minds 3 (Pupil's Book)

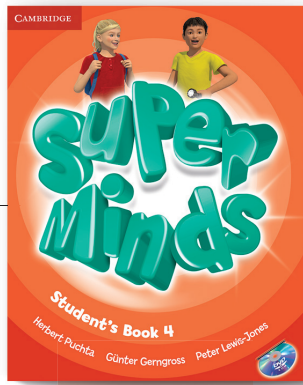


Unit	PB section	Emotion	Emotional competences
Meet The Explorers	p8 Story	Hostility	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Self-motivation > Have the capacity for self-motivation.
1 Our school	p14 Story	Insecurity	Self-motivation > Be responsible for making decisions and behaving in an ethical manner. Life and well-being awareness > Look for help and resources.
2 The picnic	p26 Story	Compassion	Self-management > Be perseverant. Life and well-being awareness > Contribute to others' well-being.
3 Daily tasks	p38 Story	Boredom	Life and well-being awareness > Be an active, civic and responsible citizen. Self-management > Reduce the length and intensity of negative emotions.
4 Around town	p50 Story	Enthusiasm	Social awareness > Have the capacity to influence or manage other people's emotions. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
5 Under the sea	p62 Story	Helplessness	Social awareness > Control basic social abilities: showing thanks. > Be capable of cooperating with others.
6 Gadgets	p74 Story	Satisfaction	Life and well-being awareness > Look for help and resources. Self-management > Feel optimistic and capable.
7 In the hospital	p86 Story	Relief	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Understand that in human relationships reciprocity is fundamental.
8 Around the world	p98 Story	Admiration	Social awareness > Control basic social abilities: showing interest in other cultures. Self-management > Be perseverant.
9 Holiday plans	p110 Story	Satisfaction	Self-management > Get emotionally involved in the positive aspects of your life. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.

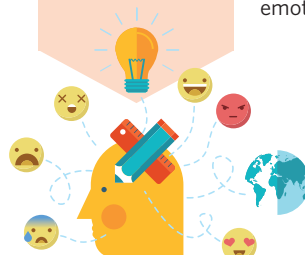


Emotional syllabus

Super Minds 4 (Pupil's Book)

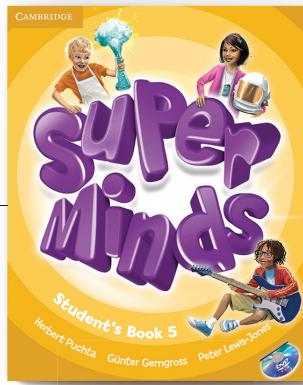


Unit		PB section		Emotion	Emotional competences
	Well done, Ben and Lucy!	p8	Story	Astonishment	Self-management > Generate positive emotions and enjoy life. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
1	In the museum	p14	Story	Fear	Self-management > Be perseverant. Life and well-being awareness > Look for help and resources.
2	The world around us	p26	Story	Relief	Life and well-being awareness > Take responsibility for making decisions using safety criteria. Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
3	Danger!	p38	Story	Admiration	Life and well-being awareness > Be an active, civic and responsible citizen. Life and well-being awareness > Look for help and resources.
4	Two return tickets	p50	Story	Irritation	Self-awareness > Be conscious of how emotions influence behaviour. Self-management > Reduce the length and intensity of negative emotions.
5	Police!	p62	Story	Nostalgia	Self-management > Be perseverant. > Manage frustration.
6	Mythical beasts	p74	Story	Helplessness	Life and well-being awareness > Look for help and resources. Self-motivation > Have the capacity for self-motivation.
7	Orchestra practice	p86	Story	Happiness	Social awareness > Control basic social abilities: being polite. Self-management > Be able to express your emotions appropriately.
8	In the planetarium	p98	Story	Satisfaction	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
9	At the campsite	p110	Story	Enthusiasm	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Self-motivation > Make sure there is harmony between your emotions and moral values.



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Super Minds 5 (Pupil's Book)

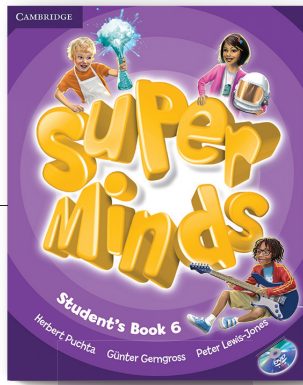


Unit		PB section		Emotion	Emotional competences
	The Science lesson	p8	Story	Excitement	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
1	Disaster!	p14	Story	Confusion	Life and well-being awareness > Look for help and resources. > Take responsibility for making decisions using safety criteria.
2	In the rainforest	p26	Story	Helplessness	Self-motivation > Be resilient. Social awareness > Be capable of communicating effectively.
3	The rock ‘n’ roll show	p38	Story	Admiration	Social awareness > Have the capacity to influence or manage other people’s emotions. Life and well-being awareness > Contribute to others’ well-being.
4	Space restaurant	p50	Story	Astonishment	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. Life and well-being awareness > Have the capacity to enjoy positive experiences in social life.
5	The Wild West	p62	Story	Fear	Life and well-being awareness > Look for help and resources. > Be an active, civic and responsible citizen.
6	In Istanbul	p74	Story	Remorse	Self-awareness > Make decisions based on your own emotions. Social awareness > Control basic social abilities: asking for forgiveness.
7	The story teller	p86	Story	Anger	Social awareness > Have the capacity to prevent and resolve interpersonal conflicts. > Have the capacity to influence or manage other people’s emotions.
8	Museum of the future	p98	Story	Stress	Social awareness > Be capable of cooperating with others. Self-management > Reduce the length and intensity of negative emotions.
9	Mystery at sea	p110	Story	Hostility	Self-awareness > Name your emotions. Self-motivation > Be resilient.



Emotional syllabus

Super Minds 6 (Pupil's Book)



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

