

# 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 valued judgements and responsible decisions.

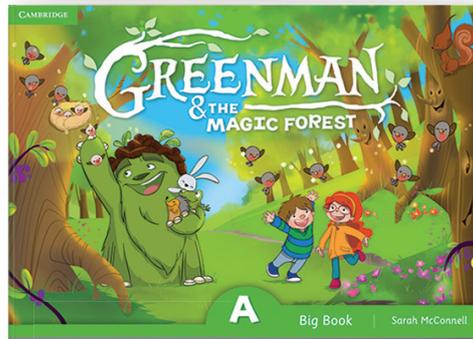
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with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

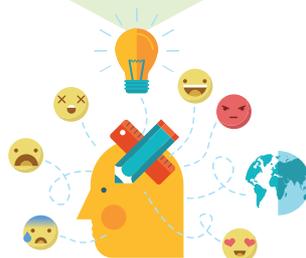


# Emotional syllabus

## Greenman A (Big Book)



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

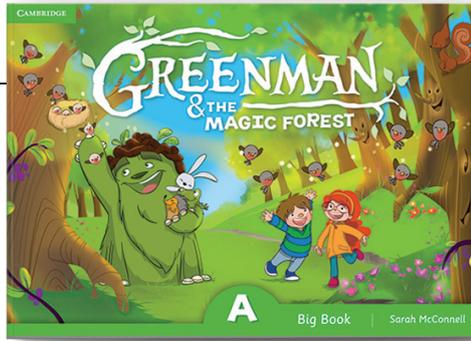


Cambridge Learning Journey  
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# Teaching Notes

## Greenman A\*

Pupil's book & Big Book



| Unit  | PB section            | Emotion                          | Emotional competences   |
|---|-----------------------|----------------------------------|---|
| <b>W Let's Be Friends!</b>  | <b>p5 Story (PB*)</b> | <b>EXCITEMENT</b>                | <b>Self-awareness</b> > Be able to express your emotions appropriately.<br><b>Social awareness</b> > Be capable of communicating effectively. |
| <p>Welcome children to the class showing a lot of excitement! Welcome each child by his/her name - <i>Hello (María)!, Hello (Pedro)!</i> showing that you are really happy to see them all again. As this is one of the first English classes of the year use it to remind children about <i>Greenman and the Magic Forest</i>. Ask them questions about their English class and the course. Ask them in L1 if they are excited to have English class and to see Greenman and his friends again. To elicit <i>Yes!</i> Explain children that when you are excited about something and you are enjoying you learn better. Tell them that you want them to enjoy learning English with Greenman. Then talk about last year and ask them what they like the most about their English class and <i>Greenman and the Magic Forest</i> - the songs, the stories, the routine board, etc. Draw a symbol to represent each of the things they say in a piece of paper (i.e. a musical note, a book, a weather symbol, etc.) and put all the papers in a little box. Ask one child to come to the board and choose one. Then show them the symbol/picture and ask children <i>What is this? A book!</i> And then say <i>Let's read a story.</i> You have to do what comes in the piece of paper. You can include this little routine in the classroom and have the 'encargado' each day to be the one to choose a piece of paper and repeat one of the things that one child has enjoyed the most, perhaps at the end of the class.</p>  |                       |                                  |   |
| <b>1 Four Rabbits</b>   | <b>p3 Story</b>       | <b>REMORSE<br/>(BEING SORRY)</b> | <b>Self-awareness</b> > Name your emotions.<br><b>Self-management</b> > Control your impulses.  |
| <p>After listening to the story ask children simple questions to check understanding. Ask them to look at Rabbit on page 8 of the Big Book story and ask them <i>Is Rabbit happy? No.</i> He realises he shouldn't have done what he did and he is feeling bad. Ask them if they remember what he says at the end of the story and play that line again or read it if they can't remember - <i>I'm sorry!</i> And tell them in L1 that he is feeling sorry to make sure they understand it. Explain to the class that it is important to say sorry when you wish you had not done something. Tell them that Rabbit didn't want to be naughty, he just didn't know the class rules. Tell them that you are all going to do their <i>English class rules</i> so that everyone is clear about what to do and to avoid situations like the one with Rabbit in the story. Ask them to tell you what they think should be the class rules and help them asking questions pointing to the corresponding part of the body, i.e. <i>Do we have to look at the board/book when we are listening to the story? Yes! Do we have to listen to the teacher and a child who is speaking? Yes! Do we have to shout? No! Do we have to help each other? Yes! Do we have to stand up to dance and play? Yes!</i> Then write the rules with simple sentences - i.e. <i>looking eyes, listening ears, quiet mouth, helping hands, walking feet.</i> Then ask children to get into five groups (or as many groups as rules you have written) and ask each group to draw a picture to accompany each rule - i.e. eyes, ears, mouth, hands and feet.</p> |                       |                                  |   |

\*Note: The use of L1 is recommended to help students understand the emotions and develop their emotional competences properly.

# Teaching Notes

## Greenman A Pupil's book & Big Book

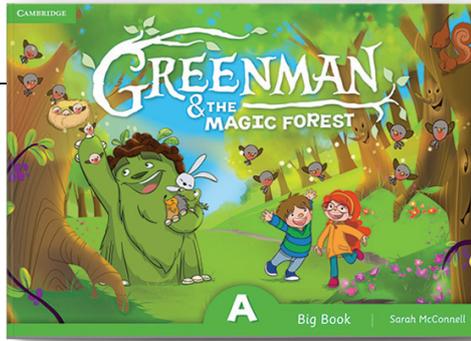


| Unit  | PB section       | Emotion             | Emotional competences  |
|---|------------------|---------------------|--|
| <b>2 The Honey Game</b>   | <b>p11 Story</b> | <b>HAPPINESS</b>    | <b>Self-management</b> > Be conscious of how emotions influence behaviour.<br><b>Life and well-being awareness</b> > Have the capacity to enjoy your own well-being.                 |
| <p>After listening to the story ask children simple questions to check understanding. Point at the scenes on pages 11 to 14 of the Big Book story and ask <i>Is Greenman having fun? Yes, he is happy!</i> Ask them if they like playing in the playground. Ask them if they always know when is a good moment to stop playing or if they sometimes get too tired because they play for a very long time. Tell them that it is important to enjoy playing but we all need to calm down and rest after a while. Do the following <i>Belly breathing</i> activity. Ask children to sit down on the floor in a circle <i>Let's sit down in a circle</i> and demonstrate and point to the relevant part of your body while you slowly give the instructions <i>Put your hands on your belly, close your mouth and breath through your nose. In, Out, In, Out</i> Now say <i>Close your eyes</i> and continue <i>In, Out</i>. Do this activity when children get over excited in the classroom to help them calm down.</p>   |                  |                     |  |
| <b>3 I'm hurt</b>   | <b>p19 Story</b> | <b>HURT</b>         | <b>Self-management</b> > Reduce the length and intensity of negative emotions.<br><b>Life and well-being awareness</b> > Contribute to others' well-being.                           |
| <p>After listening to the story ask children simple questions to check understanding. Point at the scenes on pages 20 and 21 of the Big Book story and ask <i>Is Nico OK? Is Sam OK? No, they're hurt</i>. Explain that Greenman looks after them and cleans the different parts of the body that are hurt. He feels sorry for the children and doesn't want them to suffer. Ask them if they have ever felt that way – they have seen someone suffering and wanted to help. Ask children to tell you about those situations and make sure they all agree that it is good to help people that are suffering. Then give a piece of paper to each child and ask them to draw their hand tracing around each finger. Then ask them to decorate their hand and colour as they want. When they finish cut all the hands and hang them in the class under a <i>helping hands</i> label. You can hang all the hands in the shape of one or two big hands.</p>  |                  |                     |  |
| <b>4 It's too small!</b>  | <b>p27 Story</b> | <b>HELPLESSNESS</b> | <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.<br><b>Life and well-being awareness</b> > Be an active, civic and responsible friend. |
| <p>After listening to the story ask children simple questions to check understanding. Point to page 27 of the Big Book story and ask <i>Is Rabbit happy? No!</i> Make sure they understand that Rabbit feels helpless as he doesn't have carrots to eat and is hungry. Then point at page 31 and tell children <i>Sam and Nico have an idea!</i> Tell children that they look for a solution to their problem. Ask them that you are going to do a game. You are going to show them pictures (you can look for these beforehand or simply explain the situations if you don't have a visual aid) that show a problem and they have to tell you as many ideas as they can think to solve that problem. You can look for simple situations – i.e. a child has fallen from a bike, another child that has dropped his ice-cream, etc. Help them with language they don't know and encourage them to say <i>I've got an idea!</i> when they have something to suggest. Make sure they understand that it is good to cooperate with each other when they have a problem as other people may have ideas that you didn't think of.</p> |                  |                     |  |

# Teaching Notes

## Greenman A

Pupil's book & Big Book



| Unit  | PB section       | Emotion                        | Emotional competences   |
|---|------------------|--------------------------------|---|
| <b>5 Can I help you?</b>  | <b>p35 Story</b> | <b>SADNESS</b>                 | <p><b>Self-awareness</b> &gt; Be able to express your emotions appropriately.</p> <p><b>Self-motivation</b> &gt; Have a positive image of yourself.</p> |
| <p>After listening to the story ask children simple questions to check understanding. Point to page 37 of the Big Book story and ask <i>Is Hedgehog happy? No, he is sad.</i> Ask them to explain to you why he is sad and say <i>He can't fly, run or jump</i>, pointing at each action in the Big Book story pages. Ask them if they have ever felt that way and they have thought that other children can do lots of things and they can't. Ask them if they felt sad then. Then ask them to tell you what Greenman says to Hedgehog on page 39 <i>You are strong, you are special!</i> Tell them <i>You are special!</i> Explain to the class that we are all different and can do different things at different times and that is OK. We should remember the good things about ourselves and remember that we can't do certain things <i>yet</i>, but we will learn them when we are interested and decide we want to do them. Ask them to think of something they can do and they are proud of and tell you using <i>I can</i> (you can help them asking questions i.e. <i>Can you swim/ride a bike? Yes, I can swim/ride a bike</i>). Then give a piece of paper to each child and ask them to draw themselves doing that thing if they can (if you think your class is not ready to do that they can just draw their face). Then hang all the pictures on the wall under a <i>We are special!</i> label. You can hang the pictures in the shape of a tree as if they were leaves to make it more fun.</p> |                  |                                |   |
| <b>6 The Summer Party</b>   | <b>p43 Story</b> | <b>GUILT<br/>(BEING SORRY)</b> | <p><b>Social awareness</b> &gt; Be capable of sharing with others.</p> <p><b>Self-awareness</b> &gt; Understand how others feel.</p>                    |
| <p>After listening to the story ask children simple questions to check understanding. Point to page 47 of the Big Book story and ask <i>Is Fox happy? No!</i> Ask them to explain why you think he is not happy. Make sure they understand that Fox feels guilty for taking all the food. He was hungry and didn't think about the other animals, he thought about himself. Ask them to tell you what Fox says when he realises he is on his own and all the animals are having fun together <i>I'm sorry</i>. Remind them that when someone says sorry you have to wait for the apology to be accepted. <i>Do the animals share the food with Fox? Yes, they do!</i> So they accept Fox's apology. Now tell them that they are going to do and end of the year activity to remember to think about how others may feel and share what we have with them. Draw a very big parasol in a sheet of paper and put it on the floor or on the wall and ask children to all draw at the same time a picture of themselves under the parasol on the beach. Tell them <i>We share!</i> If you think they are ready and have time you can ask them to draw them playing with a spade and a bucket. Then wish them all a happy summer and remind them to share their toys on their holiday!</p>  |                  |                                |   |