

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 Starter (Big Book)



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



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Teaching Notes

Greenman Starter *

Pupil's book & Big Book



Unit	PB section	Emotion	Emotional competences
W The Magic Forest	p3 Story	ADMIRATION	Social awareness > Be capable of communicating effectively. Self-management > Be able to express your emotions appropriately.
<p>After listening to the story ask children simple questions to check understanding. Use Greenman puppet to ask the characters in the book <i>What's your name? Sam. What's your name? Nico.</i> Then ask different children the same question and get a child to ask Greenman <i>What's your name? Greenman!</i> Make sure they understand the story (they open a door in the garden and find a forest and Greenman). Ask them if they think they were surprised to see Greenman (you can use Greenman puppet to do that). Point to the children on page 4 of the Big Book story and ask the class to observe their faces (their eyes are wide open and they are smiling) so that they can start recognizing a 'surprised' face. Then ask <i>Is Greenman a friend? Yes!</i> Tell them that Sam and Nico admire their friend Greenman because he looks after the forest. Ask them if they have friends. <i>Yes!</i> Ask them to talk about their best friend and ask them why this friend is special and why they admire him/her (i.e. He plays football very well. I like her long hair in a pony tail.) Then ask them to think of their best friend and draw themselves. They only have to draw their face and think about their eyes and mouths. Show them the picture of Sam and Nico on page 6 to help them with their facial expression. It is not important that they do a perfect face – the objective is that they understand how your face changes when you look at someone with admiration. When they finish, hang all the pictures on the wall and say <i>Let's be friends!</i></p>			
1 Let's Draw!	p9 Story	SADNESS	Self-management > Generate positive emotions and enjoy life. Social awareness > Be capable of cooperating with others.
<p>After listening to the story ask children simple questions to check understanding. Point at Greenman on page 8 of the Big Book story and say <i>Look at Greenman. Greenman is sad</i> (and show an exaggerated sad face). Ask them to tell you how they can tell he is sad (the look on his face) and why they think he is sad (all the fallen leaves are all over the forest). Explain that it is OK to feel sad sometimes as that is the way we find out what we care about and is important to us (i.e. the forest is important for Greenman). Then talk about Sam. Tell them that she's got an idea and she does a very good thing helping Greenman feel better (decorating a tree with the fallen leaves). Have a class discussion about situations when they feel sad - help them with suggestions and encourage them to say what makes them sad (i.e. I lost my favourite toy, My grandmother didn't come for lunch, etc.). Ask them to tell you what they do when they feel sad and if someone tries to help (their friends and family). Tell them that it is OK to feel sad but it is also good to have people around to make you feel better. Then ask them to take the unit pop out and ask them to show you the corresponding face <i>Show me happy/sad.</i></p>			

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

Teaching Notes

Greenman Starter

Pupil's book & Big Book



Unit	PB section	Emotion	Emotional competences
2 Let's Play!	p17 Story	EXCITEMENT	Self-management > Generate positive emotions and enjoy life. Social awareness > Be capable of cooperating with others.
<p>After listening to the story ask children simple questions to check understanding. Point at the scenes on pages 19 and 20 of the Big Book story and ask <i>Are they having fun? Yes, they are excited!</i> Ask them to tell you things that they like to play with. Ask them if they always know when is a good moment to stop doing these activities 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>			
3 The Big Montser	p25 Story	FEAR	Self-awareness > Name your emotions. Self-management > Reduce the length and intensity of negative emotions.
<p>After listening to the story ask children simple questions to check understanding. Point at frog on pages 26 to 29 of the Big Book story and ask them <i>Is Frog happy? No, he's scared!</i> Discuss what happens to frog (he thinks there is a monster in the water but it is Frog's reflection!). Ask them about their fears. Encourage them to share them explaining that it is natural to feel scared about some things and that we do that to protect ourselves from things that we think could hurt us. We just have to know which things are not going to hurt us and which things we don't have to worry about as they are safe. Tell them that it is not easy to stop feeling fear sometimes. Ask them to use the monster photocopyables they have just done (TRB photocopyable 12) or do them if you haven't done them yet. Each child has to cut the monster face and put it in front of their face pretending to be a monster. Ask children to get in pairs and pretend to be monsters in front of each other (they can practice describing their face as they do it, i.e. <i>My monster has one big eye, two noses, etc.</i>) Ask them if they are scared and say <i>No, he is not a monster. He is Juan!</i> and ask them to say the same to each other. They can think of this when they are scared of something and try to find out there is nothing to worry about.</p>			

Teaching Notes

Greenman Starter Pupil's book & Big Book



Unit	PB section	Emotion	Emotional competences
4 My family	p33 Story	CURIOSITY	Self-motivation > Showing interest for your family and friends. > Accept others' emotions.
<p>After listening to the story ask children simple questions to check understanding. Point at Sam's family and Greenman's family on pages 4-5 and ask <i>Are the families the same or different? Different!</i> Point at Nico and tell children that he was very curious to find out about Sam's family and also about Greenman's family. Ask them about their own families and ask them to tell you how many brothers and sisters they've got and whether they are the same or different. Ask them if they know each other's families and ask if they are curious to meet them. Ask them to bring a photo of their family for next class and display all the families on the wall. Ask different children to come and talk about his/her family. Encourage them to use English when they can <i>We are the same/different</i> (or simply same/different). Discuss in the class how families can be very different, have different family members and some look the same and others look different. Say that it is good to show interest in other families and respect differences.</p>			
5 Where's My Bird?	p41 Story	RELIEF	Self-management > Be perseverant. Social awareness > Be capable of cooperating with others.
<p>After listening to the story ask children simple questions to check understanding. Ask them to explain what happened - Greenman can't find his bird and Nico can't find his turtle but they all look for it together and they find it. Then they feel relief as they are not worried any more. Ask them if they have ever lost anything and ask them to talk about it, how it got lost, how they found it, etc. Did they get help? Did they feel relief when they found it? Probably yes. Tell them that you are going to play a game to understand what 'relief' means. Tell them that you are going to hide a flashcard and they have to get all together and try to find it. They can ask questions but your answer can only be <i>Yes</i> or <i>No</i> for example <i>Is it under the table?</i> Make sure that they take turns asking questions and they respect turns. Ask them if they feel good when they find the flashcards. Tell them that what they feel is 'relief'. Finally, congratulate them for cooperating with each other to find the flashcards and ask them to remember the feeling of 'relief' and how good it was to keep trying and finally find the flashcards all together.</p>			
6 Let's Tidy Up!	p49 Story	REGRET	Social awareness > Control basic social abilities: asking for forgiveness. Life and well-being awareness > Contribute to others' well-being.
<p>After listening to the story ask children simple questions to check understanding. Point at pages 53 and 54 of the Big Book story and ask children how they think Nico feels - he doesn't feel good because he knows he has done something bad; he regrets it and asks Greenman for forgiveness. Explain the meaning of regret - you wish you had not done something you have done. Ask them if that has ever happened to them (probably yes). Ask them to explain the situation and ask if they apologized. Now ask them to think of something they regret that has happened in the class. Give each child a photocopy of an outline of heart that you have prepared beforehand and ask children to colour it and decorate as they want. They have to choose someone in the class they have to say sorry for something they have done and they regret and give the heart to that child saying <i>Sorry!</i> For the other child to say <i>Don't worry.</i> Tell them that they are using the heart to show that they care about the other person. Explain that when you say sorry it is important to wait for the other person to accept the apology.</p>			