

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.

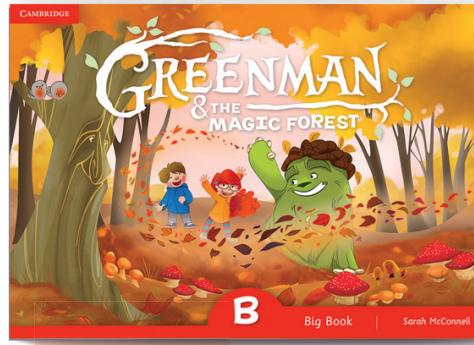
From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with 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 B (Pupil's book & Big Book)



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

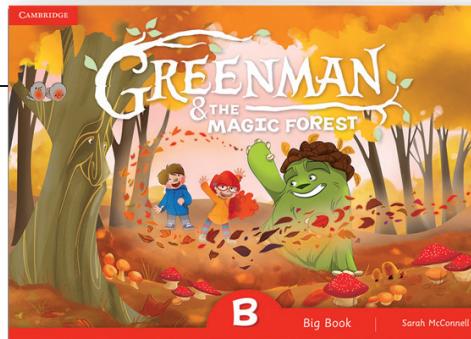


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Teaching Notes

Greenman B*

Pupil's book & Big Book



Unit	PB section	Emotion	Emotional competences
W Let's Remember	p5 Story (PB*)	HAPPINESS	Self-management > Be able to express your emotions appropriately. Social awareness > Show respect to others.

Welcome everyone to the new year and say hello to each child by his/her name - *Hello (María)!, Hello (Pedro)!* 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 *Greenman and the Magic Forest*. Ask them questions about their English class and the course. Ask them in L1 if they are **happy** to have English class and to see Greenman and his friends again. To elicit Yes! Then talk about last year and ask them if they remember the main characters. Say hello to them with Greenman puppet pointing at each character on Pupil's Book page 5. Then point to Fox. Ask *Do you remember Fox?* Yes! Remind them in L1 that Fox took all the food for himself and then felt **guilty** and **lonely** and the other animals invited him to the party. Talk about it and make sure children understand that we have to respect each other and share. Then point to Rabbit on Pupil's Book page 7 and ask *Do you remember Rabbit?* Point to Rabbit's expression and ask *Is he happy? No!* Remind them that he feels bad because he did something wrong. Ask them if they remember what he said *I'm sorry*. Tell the class that we have to remember to say sorry when we do something bad and we **regret** it. Tell them that you are all going to have a wonderful year learning English together and that each of them is important and we need to cooperate and respect each other. Tell them that you are going to do a big class rainbow as a symbol of respect and **happiness** in the class - each child has to choose the colour that they prefer and come to colour that line in the rainbow in a big rainbow in a sheet of paper you have prepared beforehand. If two or more children have chosen the same colour they have to draw that line together. You can call out the colours so that they can draw in order - i.e. *Red! Come and colour the red line.* Congratulate them when they have finished and say *Thank you!*

1 The Surprise	p3 Story	SURPRISE	Self-management > Generate positive emotions and enjoy life. Social awareness > Have the capacity to influence or manage other people's emotions.
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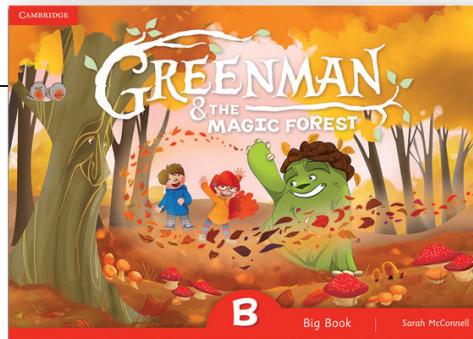
After listening to the story ask children simple questions to check understanding. Ask them to look at all the characters on page 8 of the Big Book story. *Are they happy? Yes!* Talk about what happened and make sure they understand that Greenman had a nice surprise for them, the sunset! Point to the sun on page 9 and repeat what Greenman says *This is the surprise!* Tell them that all the characters are impressed and they get a surprise because it is something unexpected. Ask them if they like surprises. Yes! Tell them that they are going to play a game. Prepare a *Touch and feel Surprise box*. Put different things for the children to guess. Be creative and put things that can resemble others - i.e. an apple that could be mistaken for a potato, etc. trying to put natural things, so that you continue with the topic of the unit (the magic and beauty of nature). Make sure that everyone participates and respects turns taking things out of the box and encourage them to say *It's beautiful!* And make sure they get a big surprise!

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

Teaching Notes

Greenman B

Pupil's book & Big Book



Unit	PB section	Emotion	Emotional competences
2 The Brown Mouse	p11 Story	FEAR (SCARED)	Self-management > Reduce the length and intensity of negative emotions. Social awareness > Be capable of cooperating with others.
			<p>After listening to the story ask children simple questions to check understanding. Ask them to look at Greenman on page 10 of the Big Book story and ask <i>Is Greenman happy? No! He's scared!</i> Then point to Sam on page 12 and ask <i>Is Sam scared? No!</i> Make sure that they understand they are helping the mouse as they think the cat wants to eat it but they discover the mouse is a toy! Explain that people have different fears and we all have to respect them and help them when they are afraid of something. Say that they are going to find out about their fears. Give each child a piece of paper and ask them to draw something they are scared of saying <i>Draw your fear</i>. Ask children to fold the paper and put in a bag as you go round the class. <i>Put your fear in the bag. Fears in the bag!</i> Each child comes and takes one piece of paper at a time and tries to describe the fear. Then you all discuss in big group how to help with that fear. You can hang them all on the wall and discuss them in other classes.</p>
3 Where is Greenman?	p19 Story	WORRY	Life and well-being awareness > Look for help and resources. Social awareness > Be capable of cooperating with others.
			<p>After listening to the story ask children simple questions to check understanding. Ask them to look at Sam and Nico on pages 19 to 22. <i>Are Sam and Nico happy? No, they are worried!</i> Ask them why <i>They can't find Greenman!</i> Ask them to explain in L1 what Sam and Nico do (they ask for help). Then tell them that you worry when you have a problem that you can't resolve. Ask them if that has ever happened to them. Draw three big circles on the board. On the first one, draw a worried face, on the third one a happy face and in the middle one a big question mark. Then ask them to tell you problems that they can think of and solutions to solve that problem (i.e. I can't find my favourite toy - Look for it carefully or ask someone to help you). They will probably mention getting help from someone. Then draw a people's chain under the question mark and tell them it is good to ask for help and cooperate with each other when we have a problem as we can all think of different things to solve it. Hand out a photocopy of a person to each child to make a class <i>people's paper chain</i>. Ask them to colour and decorate as they want and when they finish hang them on the wall and congratulate them for their work.</p>

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Unit	PB section	Emotion	Emotional competences
4 The Loud Wind	p27 Story	TIRED	Life and well-being awareness > Contribute to others' well-being. Social awareness > Have the capacity to influence or manage other people's emotions.
<p>After listening to the story ask children simple questions to check understanding. Point at the scene on page 26 and ask <i>Are they happy? No, they are tired!</i> Make sure they understand that they are tired because the wind is very loud and they can't sleep. Ask them if they ever feel tired. Yes! Explain to them that it is very important to have a good rest to feel good in the morning. Tell them that you are going to teach them a breathing activity that they can do when they feel tired to help them concentrate again. Do the following <i>Bee breathing</i> activity. Ask children to sit down on the floor in a circle <i>Let's sit down in a circle</i> and imagine that they are sitting on a leaf or a flower petal and they are bees – say <i>We are bees</i> and explain in L1 what a bee is. Then ask them and demonstrate how to breath in and out really slowly saying <i>in, out, in, out</i>. When you breath out the next time buzz like a bee saying <i>buzz</i> and stand up. Continue and change from a quiet and soft buzz sitting down to a loud and strong buzz standing up saying <i>buzz (quite), buzz (loud)</i>. Do this activity when children get tired in the classroom to help them recover their energy and concentrate again.</p>			
5 A Great Game	p35 Story	EXCITEMENT	Self-motivation > Feel optimistic and capable, intend to make the world a better place. Self-awareness > Understand how others feel.
<p>After listening to the story ask children simple questions to check understanding. Point at the scenes on page 36 to 39 and ask <i>Are the animals happy? No, they are bored!</i> Make sure they understand that they are bored because they don't have anything to play with. Then point to pages 40 and 41 and ask <i>Are the animals happy now?</i> And say, <i>They are excited!</i> Then say <i>Let's play a game!</i> Bring a beach ball to the class and ask children to sit in a circle. Then throw the ball to a child and say <i>You are... a monkey!</i> The child has to stand up and be a monkey. Encourage them to do the actions from the song and say the parts of the body if they remember <i>I'm a monkey. I've got a long mouth and I go like this!</i> The other children can join in and sing the song. Then the child sits down and throws the ball to another child and says <i>You are... an elephant!</i> When they finish ask <i>Is it boring? No, it's exciting!</i></p>			
6 Rain Water	p43 Story	DISGUST (DISLIKE)	Self-management > Be able to express your emotions appropriately. Life and well-being awareness > Look for help and resources.
<p>After listening to the story ask children simple questions to check understanding. Point at the scene on page 45 and ask <i>Do they like the water? No, they don't.</i> Make sure they understand that they don't like the salty flavour. Remind them the meaning of <i>Yuck!</i> to children and tell them that it is something we say when we feel disgust about something. Tell them that we feel disgust about different things and we don't always understand why others can feel disgust about something we like. Ask them what makes them feel disgust – i.e. it could be food, insects, sand on the beach, etc. Ask them to draw a picture of the things they feel disgust about. Then ask them to share it with the class. Tell them to describe their picture using the unit's language when possible <i>Yuck! I don't like (tomatoes)</i>. They can tell in L1 what they don't like if they don't know how to say it in English. Explain that it is important to respect what other people don't like as we are all different.</p>			