

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.

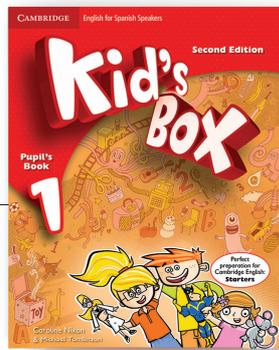
Our emotional education starts at an early age. After only a few months a baby can express emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and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

Kid's Box 1 (Pupil's Book)

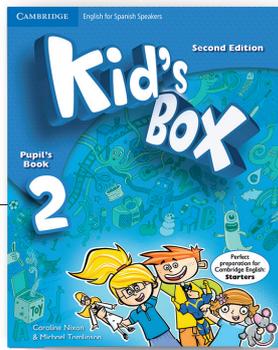


Unit	PB section	Emotion	Emotional competences
1 Hello!	p11 Trevor's values	Happiness	Social awareness > Control basic social abilities: having an open attitude to dialogue. > Be capable of communicating effectively.
2 My school	p17 Story	Guilt	Self-awareness > Make decisions based on your own emotions. Social awareness > Control basic social abilities: being polite.
3 Favourite toys	p23 Story	Stress	Self-management > Control your impulses. > Reduce the length and intensity of negative emotions.
4 My family	p31 Story	Confusion	Self-management > Be conscious of how emotions influence behaviour. Self-motivation > Have a positive image of yourself.
5 Our pets	p39 Story	Hostility	Social awareness > Show respect to others. > Have the capacity to influence or manage other people's emotions.
6 My face	p47 Story	Fear	Self-management > Be conscious of how emotions influence behaviour. > Be able to express your emotions appropriately.
7 Wild animals	p55 Trevor's values	Sadness	Self-awareness > Understand how others feel. Life and well-being awareness > Contribute to others' well-being.
8 My clothes	p61 Story	Embarrassment	Social awareness > Show respect to others. Self-motivation > Have a positive image of yourself.
9 Fun time!	p71 Trevor's values	Enthusiasm	Social awareness > Be capable of cooperating with others. Self-motivation > Have the capacity for self-motivation.
10 At the funfair	p77 Story	Gratefulness	Social awareness > Control basic social abilities: showing thanks. Life and well-being awareness > Be an active, civic and responsible friend.
11 Our house	p83 Story	Anger	Self-management > Be conscious of how emotions influence behaviour. > Control your impulses.
12 Party time!	p91 Story	Delight	Self-motivation > Get emotionally involved in the different aspects of your life. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.



Emotional syllabus

Kid's Box 2 (Pupil's Book)

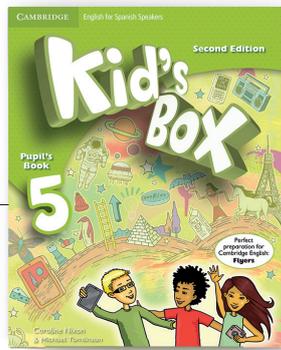


Unit	PB section	Emotion	Emotional competences
1 Hello again!	p9 Trevor's values	Remorse	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Be capable of communicating effectively.
2 Back to school	p17 Story	Guilt	Self-awareness > Make decisions based on your own emotions. Social awareness > Be capable of cooperating with others.
3 Play time!	p23 Story	Envy	Self-management > Control your impulses. Self-motivation > Have a positive image of yourself.
4 At home	p31 Story	Astonishment	Self-management > Be able to express your emotions appropriately. Social awareness > Be capable of cooperating with others (follow the rules).
5 Meet my family	p39 Story	Confusion	Self-motivation > Accept your own emotions even if they're not socially and culturally accepted. > Feel optimistic and capable, intend to make the world a better place.
6 Dinner time	p47 Story	Delight	Social awareness > Be capable of sharing with others. > Understand that in human relationships sincerity and reciprocity are fundamental.
7 At the farm	p53 Trevor's values	Irritation	Self-management > Control your impulses Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
8 My town	p61 Story	Fear	Self-management > Be conscious of how emotions influence behaviour. Self-awareness > Show respect to others.
9 Our clothes	p69 Trevor's values	Euphoria	Self-motivation > Have a positive image of yourself. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
10 Our hobbies	p77 Story	Excitement	Life and well-being awareness > Have the capacity to enjoy positive experiences in social life. Social awareness > Be assertive.
11 My birthday	p83 Story	Enthusiasm	Life and well-being awareness > Contribute to others' well-being. Self-motivation > Get emotionally involved in the different aspects of your life.
12 On holiday!	p91 Story	Disappointment	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. Self-management > Defer rewards.



Emotional syllabus

Kid's Box 5 (Pupil's Book)

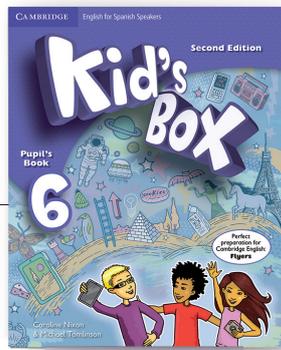


Unit	PB section	Emotion	Emotional competences
Welcome to our ezine	p9 Story	Delight	Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Social awareness > Understand the importance of sharing knowledge.
1 Time for television	p15 Story	Stress	Self-management > Be conscious of how emotions influence behaviour. > Control your impulses.
2 People at work	p23 Story	Anger	Self-management > Manage frustration. > Be perseverant.
3 City life	p35 Story	Enthusiasm	Life and well-being awareness > Look for help and resources. Self-management > Reduce the length and intensity of negative emotions.
4 Disaster!	p43 Story	Helplessness	Self-motivation > Be resilient. Self-awareness > Name your emotions.
5 Material things	p55 Story	Irritation	Self-motivation > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in ethical manner.
6 Senses	p63 Story	Compassion	Self-awareness > Understand how others feel. Social awareness > Be capable of cooperating with others.
7 Natural world	p75 Story	Admiration	Self-management > Reduce the length and intensity of negative emotions. Life and well-being awareness > Look for help and resources.
8 World of sport	p83 Story	Relief	Social awareness > Understand that in human relationships sincerity and reciprocity are fundamental. > Take responsibility for making decisions using ethical criteria.



Emotional syllabus

Kid's Box 6 (Pupil's Book)



Unit	PB section	Emotion	Emotional competences
High technology	p9 Story	Astonishment	Self-motivation > Get emotionally involved in the different aspects of your life. Social awareness > Be capable of communicating effectively.
1 Beastly tales	p15 Story	Anger	Self-management > Control your anger. Self-motivation > Feel optimistic and capable, intend to make the world a better place.
2 Tomorrow's world	p23 Story	Enthusiasm	Self-management > Have the capacity for self-motivation. Life and well-being awareness > Have the capacity to set ourselves positive and realistic goals.
3 The great outdoors	p35 Story	Serenity	Social awareness > Control basic social abilities: being polite. Social awareness > Have the capacity to prevent and resolve interpersonal conflicts.
4 Food, glorious food!	p43 Story	Hostility	Self-management > Control your impulses. Self-motivation > Be responsible for behaving in a safe manner.
5 Under the sea	p55 Story	Compassion	Self-motivation > Make sure there is harmony between your emotions and moral values. Self-management > Reduce the length and intensity of negative emotions.
6 Free time	p63 Story	Boredom	Self-management > Be conscious of how emotions influence behaviour. Social awareness > Show respect to others.
7 Dress sense	p75 Story	Irritation	Self-management > Be able to express your emotions appropriately. > Control your impulses.
8 Around the world	p83 Story	Frustration	Social awareness > Be capable of cooperating with others. Life and well-being awareness > Look for help and resources.

