

# 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.

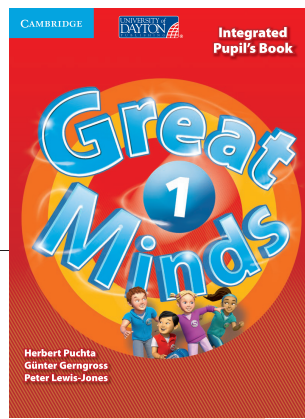
Our emotional education starts at an early age. After only a few months a baby can express emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and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

## Great Minds 1 (Pupil's Book)



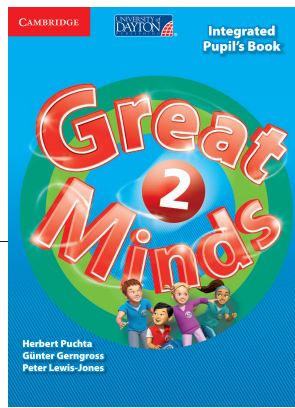
Unit		PB section		Emotion	Emotional competences
	Friends	<b>p4</b>	Story	<b>Admiration</b>	<b>Self-motivation</b> > Have a positive image of yourself. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life.
<b>1</b>	At school	<b>p8</b>	Story	<b>Stress</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. <b>Social awareness</b> > Be capable of cooperating with others.
<b>2</b>	Let's play!	<b>p16</b>	Story	<b>Frustration</b>	<b>Self-motivation</b> > Be resilient. <b>Self-management</b> > Be able to express your emotions appropriately.
<b>3</b>	Pet show	<b>p26</b>	Story	<b>Fear</b>	<b>Social awareness</b> > Have the capacity to influence or manage other people's emotions. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>4</b>	Lunchtime	<b>p34</b>	Story	<b>Desire</b>	<b>Social awareness</b> > Show respect to others. <b>Life and well-being awareness</b> > Take responsibility for making decisions using social criteria.
<b>5</b>	Family	<b>p42</b>	Story	<b>Discouragement</b>	<b>Self-motivation</b> > Be resilient. <b>Life and well-being awareness</b> > Contribute to others' well-being.
<b>6</b>	Get dressed	<b>p52</b>	Story	<b>Remorse</b>	<b>Social awareness</b> > Control basic social abilities: asking for forgiveness. > Have the capacity to prevent and resolve interpersonal conflicts.
<b>7</b>	The robot	<b>p60</b>	Story	<b>Satisfaction</b>	<b>Life and well-being awareness</b> > Look for help and resources. > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>8</b>	At the beach	<b>p68</b>	Story	<b>Compassion</b>	<b>Social awareness</b> > Show respect to others. <b>Self-awareness</b> > Understand how others feel.





# Emotional syllabus

## Great Minds 2 (Pupil's Book)

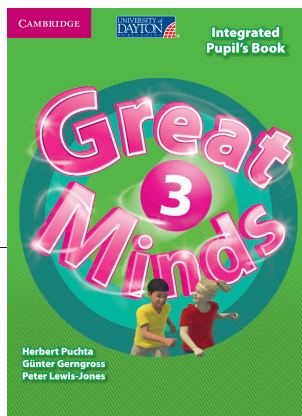


Unit	PB section	Emotion	Emotional competences
The school bag	<b>p4</b> Story	<b>Satisfaction</b>	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Self-motivation</b> > Be responsible for making decisions and behaving in a safe manner.
<b>1</b> Back to school	<b>p8</b> Story	<b>Enthusiasm</b>	<b>Self-management</b> > Be perseverant. <b>Social awareness</b> > Be capable of cooperating with others.
<b>2</b> The zoo	<b>p16</b> Story	<b>Gratefulness</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.
<b>3</b> My bedroom	<b>p26</b> Story	<b>Disappointment</b>	<b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values. > Be responsible for making decisions and behaving in an ethical manner.
<b>4</b> Come to my party!	<b>p34</b> Story	<b>Acceptance</b>	<b>Self-motivation</b> > Get emotionally involved in the positive aspects of your life. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>5</b> Off we go!	<b>p42</b> Story	<b>Gratefulness</b>	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Social awareness</b> > Be capable of cooperating with others.
<b>6</b> Sports club	<b>p52</b> Story	<b>Pride</b>	<b>Social awareness</b> > Be assertive. <b>Self-motivation</b> > Be resilient.
<b>7</b> In the countryside	<b>p60</b> Story	<b>Helplessness</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Social awareness</b> > Be capable of cooperating with others.
<b>8</b> Amusement park	<b>p68</b> Story	<b>Astonishment</b>	<b>Social awareness</b> > Understand that in human relationships sincerity and reciprocity are fundamental. <b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place.



# Emotional syllabus

## Great Minds 3 (Pupil's Book)

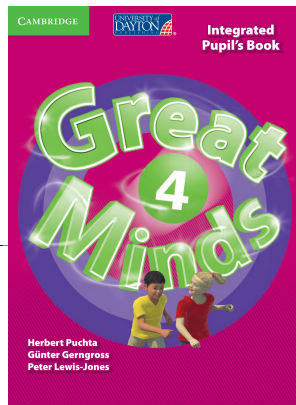


Unit	PB section	Emotion	Emotional competences
Meet The Explorers	p4 Story	Hostility	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. <b>Self-motivation</b> > Have the capacity for self-motivation.
<b>1</b> My week	p8 Story	Insecurity	<b>Self-motivation</b> > Be responsible for making decisions and behaving in an ethical manner. <b>Life and well-being awareness</b> > Look for help and resources.
<b>2</b> Birthdays	p16 Story	Boredom	<b>Life and well-being awareness</b> > Be an active, civic and responsible citizen. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>3</b> Our day	p26 Story	Compassion	<b>Self-management</b> > Be perseverant. <b>Life and well-being awareness</b> > Contribute to others' well-being.
<b>4</b> The haunted house	p34 Story	Enthusiasm	<b>Social awareness</b> > Have the capacity to influence or manage other people's emotions. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>5</b> By the sea	p42 Story	Helplessness	<b>Social awareness</b> > Control basic social abilities: showing thanks. > Be capable of cooperating with others.
<b>6</b> The market	p52 Story	Satisfaction	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-management</b> > Feel optimistic and capable.
<b>7</b> Around town	p60 Story	Admiration	<b>Social awareness</b> > Control basic social abilities: showing interest in other cultures. <b>Self-management</b> > Be perseverant.
<b>8</b> Holiday plans	p68 Story	Satisfaction	<b>Self-management</b> > Get emotionally involved in the positive aspects of your life. <b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals.



# Emotional syllabus

## Great Minds 4 (Pupil's Book)

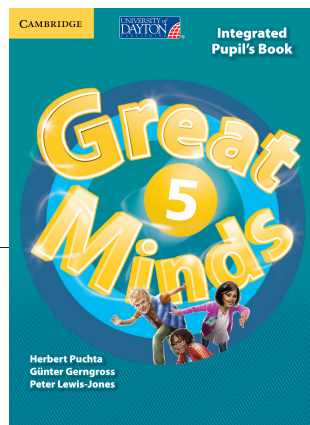


Unit	PB section	Emotion	Emotional competences
Well done, Explorers!	p4 Story	<b>Astonishment</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Life and well-being awareness</b> > Have the capacity to set ourselves positive and realistic goals.
<b>1</b> His hair is curly	p8 Story	<b>Fear</b>	<b>Self-management</b> > Be perseverant. <b>Life and well-being awareness</b> > Look for help and resources.
<b>2</b> Eating out	p16 Story	<b>Relief</b>	<b>Life and well-being awareness</b> > Take responsibility for making decisions using safety criteria. <b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts.
<b>3</b> The journey	p26 Story	<b>Irritation</b>	<b>Self-awareness</b> > Be conscious of how emotions influence behaviour. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>4</b> Our daily tasks	p34 Story	<b>Nostalgia</b>	<b>Self-management</b> > Be perseverant. > Manage frustration.
<b>5</b> Look at that baby!	p42 Story	<b>Helplessness</b>	<b>Life and well-being awareness</b> > Look for help and resources. <b>Self-motivation</b> > Have the capacity for self-motivation.
<b>6</b> Our school	p52 Story	<b>Happiness</b>	<b>Social awareness</b> > Control basic social abilities: being polite. <b>Self-management</b> > Be able to express your emotions appropriately.
<b>7</b> I'd like to be a...	p60 Story	<b>Satisfaction</b>	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>8</b> At the seaside	p68 Story	<b>Enthusiasm</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life. <b>Self-motivation</b> > Make sure there is harmony between your emotions and moral values.

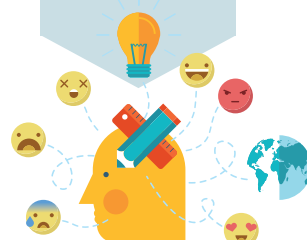


# Emotional syllabus

## Great Minds 5 (Pupil's Book)

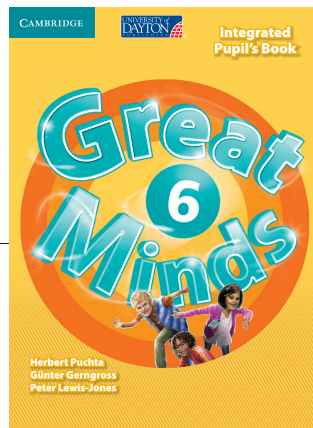


Unit	PB section	Emotion	Emotional competences
The Science lesson	p4 Story	Excitement	<b>Social awareness</b> > Be capable of cooperating with others. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>1</b> The rock 'n' roll show	p8 Story	Admiration	<b>Social awareness</b> > Have the capacity to influence or manage other people's emotions. <b>Life and well-being awareness</b> > Contribute to others' well-being.
<b>2</b> The story teller	p16 Story	Anger	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. > Have the capacity to influence or manage other people's emotions.
<b>3</b> In Istanbul	p26 Story	Remorse	<b>Self-awareness</b> > Make decisions based on your own emotions. <b>Social awareness</b> > Control basic social abilities: asking for forgiveness.
<b>4</b> Mystery at sea	p34 Story	Hostility	<b>Self-awareness</b> > Name your emotions. <b>Self-motivation</b> > Be resilient.
<b>5</b> Crazy inventions	p42 Story	Enthusiasm	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Social awareness</b> > Control basic social abilities: being polite.
<b>6</b> In the hospital	p52 Story	Admiration	<b>Self-motivation</b> > Feel optimistic and capable, intend to make the world a better place. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>7</b> Ancient Egypt	p60 Story	Fear	<b>Self-management</b> > Be perseverant. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>8</b> The treasure	p68 Story	Compassion	<b>Life and well-being awareness</b> > Contribute to others' well-being. <b>Self-motivation</b> > Be responsible for making decisions and behaving in an ethical manner.



# Emotional syllabus

## Great Minds 6 (Pupil's Book)



Unit	PB section	Emotion	Emotional competences
Back to school	<b>p4</b> Story	<b>Nostalgia</b>	<b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life. <b>Self-management</b> > Control your impulses.
<b>1</b> Jet packs for hire	<b>p8</b> Story	<b>Excitement</b>	<b>Self-management</b> > Generate positive emotions and enjoy life. <b>Life and well-being awareness</b> > Take responsibility for making decisions using safety criteria.
<b>2</b> The Jurassic Age	<b>p16</b> Story	<b>Stress</b>	<b>Self-management</b> > Be conscious of how emotions influence behaviour. > Be perseverant.
<b>3</b> This is Houston	<b>p26</b> Story	<b>Being misunderstood</b>	<b>Social awareness</b> > Control basic social abilities: asking for forgiveness. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal.
<b>4</b> Museum of the future	<b>p34</b> Story	<b>Stress</b>	<b>Social awareness</b> > Be capable of cooperating with others. <b>Self-management</b> > Reduce the length and intensity of negative emotions.
<b>5</b> Space restaurant	<b>p42</b> Story	<b>Astonishment</b>	<b>Social awareness</b> > Have the capacity to prevent and resolve interpersonal conflicts. <b>Life and well-being awareness</b> > Have the capacity to enjoy positive experiences in social life.
<b>6</b> Olympic sports	<b>p52</b> Story	<b>Frustration</b>	<b>Self-management</b> > Manage frustration. <b>Self-awareness</b> > Understand how others feel.
<b>7</b> Disaster!	<b>p60</b> Story	<b>Confusion</b>	<b>Life and well-being awareness</b> > Look for help and resources. > Take responsibility for making decisions using safety criteria.
<b>8</b> In the rainforest	<b>p68</b> Story	<b>Helplessness</b>	<b>Self-motivation</b> > Be resilient. <b>Social awareness</b> > Be capable of communicating effectively.

