TITLE

WALKING IN THE JUNGLE

AUDIOVISUAL

Identification, expression, and regulation of emotions.

TOPIC

Identification, expression, and regulation of emotions.

CURRICULAR AREA

Foreign Language – English.

Instruction comprehension: Stop, listen, think, "one step, two steps, three steps forward/back".

Vocabulary: Movement verbs – walk, skip, jump, stamp.

SCHOOL CONTEXT

Bilingualism.

RECOMMENDED AGE

6 to 8 years old.

SUMMARY

The video is a song telling the story of a group of children walking through the jungle. Suddenly, they hear noises and before doing anything, they stop to listen and think about what it might be.

Various animals appear: a frog, a monkey, a toucan, and finally a tiger. When the animals are not dangerous, the group welcomes them and continues walking, but when the tiger appears, they move away because it is potentially dangerous.

Let's take a walk in the jungle.

Walking in the jungle. Walking in the jungle.
We're not afraid. We're not afraid.
Walking in the jungle. Walking in the jungle.
We're not afraid. We're not afraid.
One step. Two steps. Three steps forward.
One step. Two steps. Three steps back.
Stop. Listen. What's that?
It's a frog!
We're not afraid!
Let's stomp.
(Stomping, jumping, skipping... tiger – RUN!)

THEORETICAL BASIS: Self-control is the ability to appropriately manage conflict and emotions. In childhood, self-control often has a physical component, so it is important to work on impulse regulation to help develop future reflective control. From the age of six, reflection and anticipation of consequences become effective tools for helping pupils understand the implications of their actions.

PURPOSE: Curiosity is one of the strongest motivations for acquiring knowledge in children. Starting from the audiovisual, pupils will reflect on how the characters react to unfamiliar stimuli, namely the animal sounds. A set of questions will guide this reflection. Pupils will then work on distinguishing between safe and potentially dangerous situations using illustrated flashcards. Finally, they will learn the song and participate in a simulation game.

LESSON PLAN

Stage 1

Watch the video up to minute 3:02. Ask pupils what they think will happen and what the characters should do. Then watch the full video and ask comprehension questions:

- *What are the children doing?*
- *Where are they?*
- *What do they do when they hear strange noises?*

(Highlight key verbs for self-control: *Stop, listen, think*— in contrast to impulsive reactions.)

- *Should we act before stopping, listening and thinking?*

The takeaway message: when facing an unfamiliar situation, we must stop, activate our senses, listen, observe, and most importantly, think about how to respond and what the consequences might be.

Stage 2

Using flashcards, pupils will observe various scenarios: some dangerous (e.g., riding a bike with no hands, playing near a road, handling electrical outlets, swimming alone in the sea), and others safe. Pupils sort the flashcards into two columns:

"You are safe!" and "Stop, listen and think!" for risky situations.

Stage 3

End the session by learning the song. Then organise pupils into two rows and simulate the video's events. This time, they will walk, jump, skip, and stamp around the classroom.

During the game, pupils walk slowly while singing. The teacher stops the music and shows the first pupil in each row a flashcard depicting a safe or dangerous situation. Based on their assessment, the pupil takes three steps forward or back, repeating:

"One step, two steps, three steps forward/ back".

After deciding, the pupil moves to the back of the row and the game continues.