TÍTULO

ABC POSITIVE WORDS

AUDIOVISUAL

TOPIC

Self-esteem.

CURRICULAR AREA

Foreign Language – English.

Vocabulary: Adjectives – amazing, brave, clever, energetic, friendly, great, helpful.

Skills – swim, tell jokes, dance, ride a bike, play an instrument.

Syntactic-discursive content: Present Simple – I am... (adjective).

Logical relationships (cause) – because.

SCHOOL CONTEXT

Bilingualism.

RECOMMENDED AGE

6 to 8 years old.

SUMMARY

The song introduces the alphabet alongside examples of positive adjectives such as *amazing, brave, clever, energetic, friendly, great, helpful,* etc. It also includes motivational messages such as "Being positive is as easy as ABC", "Proud of being me", and "I am unique".

THEORETICAL BASIS: Self-esteem is the value each person attributes to themselves. It fluctuates depending on one's developmental stage and specific life situations. A pupil's self-perception is shaped by the messages, treatment, recognition, and appreciation received from their environment and the people around them. Working on self-awareness—both physical and personal—supports the development of self-concept. Encouraging pupils to generate positive feelings toward their identity and to appreciate themselves through positive experiences with peers helps to strengthen self-esteem and builds confidence in themselves and their abilities.

PURPOSE: Before watching the video, pupils will brainstorm positive vocabulary—especially positive adjectives. They will complete this brainstorming after listening to the song. The second phase encourages children to value their individuality by identifying with some of the adjectives. Using their creativity, they will draw and explain why they chose a particular adjective. In the final phase, every pupil will receive a positive description of themselves from their peers and the teacher, who may also join in the activity.

LESSON PLAN

Stage 1

To begin the session, ask pupils to think of adjectives with positive meanings that describe people. Encourage them to think of any they know in English. If more emerge in Spanish, translate them to build vocabulary. Write these adjectives on the board or a classroom poster to support the next phases.

Introduce the audiovisual. Explain that it's a special alphabet, where each letter comes with a "magic" word. Ask the children to watch and try to guess why these words are magic. After watching, ask them to share their thoughts. Use prompts like:

"How do you feel while listening to the song?"

"Do you feel happy or sad?"

If I say: *"L., you are very kind!"* (use a word from the song), *"How do you feel?"*

Guide them to the conclusion: these words are magic because they make others feel good, helping us build friendships and feel better about ourselves and others.

Stage 2

Each child chooses one or more adjectives they identify with and draws something that represents their choice. Keep instructions minimal to encourage unique, creative responses. When sharing, avoid value comparisons—there are no good or bad drawings, just different ones, reflecting the uniqueness of each child.

Optionally, based on the group's language level, pupils can present their work using simple structures like:

"I am... (e.g., kind) because I... (e.g., help my friends)".

Stage 3

The final activity is a game. Each child wears a blank sheet on their back. With the song playing in the background, pupils walk around the room. When the music stops, they write a positive adjective on the back of a nearby classmate—either from the learned list or a new one.

If vocabulary related to skills (e.g., swim, tell jokes, dance, ride a bike, play an instrument) has already been introduced, it can also be used.

The teacher should join in—this allows for discreet monitoring to ensure all feedback is respectful and kind, and helps strengthen the emotional bond between teacher and pupils. This contributes to a positive classroom atmosphere and better relationships.

To keep the activity flowing smoothly, display the vocabulary in the classroom so children don't have to ask for translations.

CONTINUITY PROPOSAL

Pupils can each draw one of the positive words from the video and, together, create an ABC of positive words to decorate the classroom. This can be done gradually or used as a backup activity when other tasks finish early.