

TITLE

WE ARE ALL DIFFERENT, WE ARE ALL GREAT!

AUDIOVISUAL 

TOPIC

Assertiveness.

CURRICULAR AREA

Foreign Language – English.

Vocabulary: animals.

Verbs: to fly, to dive, to climb, to play an instrument.

Syntactic-discursive content: Are you...? Can I...? I can, I can't.

SCHOOL CONTEXT

Bilingualism.

RECOMMENDED AGE

6 to 8 years old.

SUMMARY

The poem assigns various traits and abilities to different animals:

Monkeys can jump and climb trees
Giraffes are tall and they eat leaves
Parrots are colourful and they can fly
Elephants can't but would love to try.
Turtles are green and they can swim
Cheetahs can run and they always win
Zebras look like horses but they are black and white
Hippos are big and snore at night.

Jungle Rhyme

THEORETICAL BASIS: Self-assertion in society is the ability to express one's desires in a manner appropriate to the situation, respecting both one's own rights and those of others. A first step in developing adequate self-assertion skills is to consider oneself realistically, recognising both strengths and weaknesses. In school, pupils may often feel reluctant or embarrassed to share their preferences with peers, especially if these deviate from the norm. Therefore, it is necessary for the teacher to emphasise the importance of being honest with oneself while remaining tolerant of others' realities.

PURPOSE: Using the poem and work on vocabulary about animals and their various qualities, abilities, and preferences, the aim is for pupils to internalise the idea that we all have different qualities, abilities, and preferences—each of them equally valid and respectable. Thus, we should feel free to communicate them without shame.

LESSON PLAN

Stage 1

We begin by asking the pupils to name all the animals they know in English. Since this vocabulary is often taught in Early Years Education, it ensures pupils start the session feeling confident and engaged.

Then, we place a table in a visible location. Along the vertical axis, we list different animals; along the horizontal axis, we list actions that the animals can or cannot do. Additionally, this table should include one extra row and column for each pupil in the class. (An example of the table can be found below).

We will then use the table for a Q&A activity where we ask about the animals' abilities: *"What can the dolphin do? Can it climb up a tree? Yes or no? Can it dive? Can it fly? Can it play an instrument?"* To help comprehension, we will point to the relevant animal and action on the table and draw a tick or a cross depending on whether it is something the animal can do or not. We will repeat this with different animals.

Stage 2

We recite the rhyme while pointing to the animals and using gestures to interpret the lyrics. Once pupils are familiar with the poem, we sit in a circle and take turns asking each other about actions the animals can do or characteristics they have: "J., Can you jump? A., Can you climb? S., Are you tall?" etc.

After every pupil has answered and asked a question, the teacher will ask: "C., What can you do?" and then continue a round where each pupil says something they can do.

Stage 3

Pupils should think of one personal characteristic or skill and mime it. The rest of the group will guess what it is. Meanwhile, the teacher writes down the skills and the pupil's name in the corresponding cell for a later activity.

Once everyone has finished, we hold a class assembly and ask each pupil, one by one, to come to the board and tick the boxes for the skills they possess. Then, they must tell the class what they can do using the structure: "I can ...".

The aim is to end the session with a clear message: we all have different traits and experiences, and all of them are valuable and respectable. The teacher will explain that, as shown in the table, everyone has different preferences and skills. But knowing how to dive is neither better nor worse than knowing how to play an instrument—they are simply different skills, based on interests or desires to learn. We may conclude with the title of the activity: "We are all different, we are all great!"

RELATED ACTIVITY

- Restoring bonds, celebrating differences (Assertiveness) – Activity in Spanish.