TÍTULO:

JAMMER AND POP: THE CHOICES I MAKE

AUDIOVISUAL

TOPIC
Decision-making.

CURRICULAR AREA
Foreign Language: English.

Lexicon: 'Actions' – eat a croissant, help parents, play in the yard, make dinner
Text production: Writing based on a model/structure, e.g. "I make choices every day, I choose what... and what ..."

SCHOOL CONTEXT
Bilingualism.

RECOMMENDED AGE
8 to 10 years old.

SUMMARY
The song highlights how we are constantly choosing between different options—such as what food to eat or what attitude to adopt toward our studies—and whether or not to help our parents with household chores. It also explains how good we feel when we make a decisions based on what's truly best for us.

THEORETICAL BASIS

Decision-making means selecting one option from those available. In daily life, this process often happens automatically, so we rarely reflect on why we made a particular choice or what short-, medium-, or long-term consequences it might have.

PURPOSE

This activity aims to make the concept of decision-making more accessible to students through the song and a brainstorming exercise. It introduces the idea that our choices are not only based on what we want, but also on responsibilities and how our decisions affect others. The activity emphasises effort, empathy and consideration for others.

LESSON PLAN

Stage 1

Start by reading the lyrics carefully and discussing the following questions:

- When do we make choices? Share examples with the class.
- How should we make choices?
- What is a tough choice?

This is a good moment to explain that decisions aren't always based on what we want, but on what is genuinely good for us, our responsibilities, or how our choices affect people we care about. Use examples from the song:

- Choosing a carrot instead of a croissant because it's healthier.
- Tidying up your room even if you feel lazy, because it helps your parents.
- If you choose what's best for you, how will you feel?
- What does 'mean' mean? When are you mean? Would you like to be mean? If not, what should you do?

Then, listen to and sing the song.

Stage 2

After analysing the lyrics, bring decision-making closer to the pupils by asking them to brainstorm daily decisions. Start by reviewing Jammer and Pop's examples:

- Eat a carrot or a croissant.
- Work hard to get an A or play in the yard.
- Help parents make dinner...

Choosing just one option from several isn't always easy. Introduce a "Tough Choice" card and ask students to place it next to situations from the brainstorming that they find particularly difficult. In groups or individually, have them explain their reasoning.

Stage 3

To wrap up, students learn and sing the song again and may even develop a choreography for it together.

CONTINUATION PROPOSAL

Encourage students to create similar songs in groups by replacing certain parts of the original lyrics with new examples of decisions from their brainstorming or any others they come up with. Depending on their English level, they could substitute single words, phrases or entire verses.