TITLE:

THE LITTLE WALKING DUCKLINGS

AUDIOVISUAL

TOPIC:
Emotional identification, expression and regulation; Empathy; Decision-making; Critical thinking.

SCHOOL CONTEXT:
Maths plan; Bilingualism; Personal identity.

RECOMMENDED AGE:
From 3 to 6 years old.

SUMMARY:
A mother duck goes for a walk with her five ducklings. She lets them explore the other side of the hill while she waits. Each time, one fewer duckling returns, until none come back. Worried, she goes off to look for them.

SONG: Five Little Ducks

Five little ducks went out one day,
Over the hills and far away.
Mother duck said
"Quack, quack, quack, quack"
But only four little ducks came back.
Four little ducks went out one day,
Over the hills and far away.
Mother duck said
"Quack, quack, quack, quack"
But only three little ducks came back.
Three little ducks went out one day,
Over the hills and far away.
Mother duck said
"Quack, quack, quack, quack"
But only two little ducks came back.
Two little ducks went out one day,
Over the hills and far away.
Mother duck said
"Quack, quack, quack, quack"
But only one little duck came back.
One little duck went out one day,
Over the hills and far away.
Mother duck said
"Quack, quack, quack, quack"
But none of the five little ducks came back.
Sad mother duck went out one day,
Over the hills and far away.
Mother duck said
"Quack, quack, quack, quack"
And all of the five little ducks came back.

THEORETICAL BASIS: Developing control over the cognitive and behavioural components of emotions is essential. A child who can regulate actions driven by emotion feels happier with themselves. It's natural for children to be impulsive and explore new places, like the ducklings, but they must learn to heed advice from parents, especially when safety is a concern, as with the ducklings who decide not to return.

PURPOSE: Children must learn to empathise with the feelings of worried parents when they don't respond to a call. Causing concern to a loved one is not justified, even by personal gratification. What may feel like independence could actually be a lack of empathy and responsibility. Activities will help them experience the emotional consequences of their actions while integrating the maths plan to encourage logical reasoning, problem-solving and critical thinking.

LESSON PLAN

Stage 1

The teacher introduces the activity with warm-up questions and viewing instructions:

- *"Do we remember the numbers in English? Can someone help? Let's try together—one, two, three, four, five." Show numbers on fingers.*

- *"How do we say duck in English? Duck. And mummy duck? Mother duck. Let's see what happens when mummy duck and her ducklings go for a walk. We'll say the English numbers each time we hear them in the song."*

Stage 2

Watch the video and sing the song to reinforce counting from one to five in English. Ask:

- *How many ducklings were there at the start?*
- *How many go missing each time?*

Use the "video stop" technique—pause the video after each scene where a duckling returns to count how many are back with their mother. This repetition helps fix vocabulary and number sense.

Ask:

- *What happens when none return?*
- *How do you think mummy duck feels? Sad or happy?*
- *Could she be angry? Why?*

Stage 3

Foster reflection through group debate:

"When you go to the park, is it fair to worry your parents by not coming back like the ducklings? How would your parents feel—alone, sad, anxious, wondering if their children are okay?"

"How would you feel if your parents didn't return and didn't tell you?"

Being independent means being responsible.

Stage 4

Review the learning. The teacher raises fingers on one hand (1–5), and pupils say the number in English (right hand) or Spanish (left hand). Start with counting up, then down, then random to reinforce recognition.

Stage 5

Form groups of 4 or 5. Give each group 15 cards:

- Some with digits (1–5).
- Some with numbers written in English (one, two, three, four, five).
- Some in Spanish (uno, dos, tres, cuatro, cinco).

Children must match equivalents to learn the written forms and digits of numbers 1–5.

CONTINUATION PROPOSAL

Create a "Chorus of Emotions" and choreograph the song together.

Ask pupils how ducks and mummy duck move. Do they move the same? Have them act it out. Choose and agree on simple movements.

Use the number cards from the previous stage in the choreography. Practise coordinating movements and lyrics. When ready, perform for primary classes, in the lunchroom or playground. As a variation, alternate verses in English and Spanish.

The teacher could even play mummy duck while directing the chorus!

RELATED ACTIVITIES:

- *The Naughty Bunny* (Decision-making).