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# Trabajo Fin de Grado

Explorando las emociones a través de *Frozen II*:  
Implicaciones para la educación primaria

*Exploring emotions through Frozen II: Implications  
for primary education*

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Explorando las emociones a través de Frozen II: Implicaciones para la educación primaria.

## **RESUMEN**

En este Trabajo de Final de Grado, se analiza desde una perspectiva emocional la película de Walt Disney Animation Studios, *Frozen II*, en concreto sus canciones. Esto se ha llevado a cabo con el objetivo de poder ayudar a los alumnos y alumnas de educación primaria a reconocer y gestionar tanto sus propias emociones, como las de los demás, para así contribuir en su desarrollo tanto social como emocional. Para ello se han tenido en cuenta las distintas situaciones y emociones que viven los distintos personaje en cada momento. Además, se proponen actividades diseñadas específicamente para cada canción de la película, y de forma en que se pueden adaptar fácilmente a cualquier curso de primaria.

## **PALABRAS CLAVE**

*Frozen II*, emociones, película, canciones, actividades.

*Exploring emotions through Frozen II: Implications for primary education.*

## **ABSTRACT**

In this Final Degree Project, the Walt Disney Animation Studios film *Frozen II*, specifically its songs, are analysed from an emotional perspective. This has been carried out with the objective of helping primary school students to recognise and manage their own emotions, as well as those of others, in order to contribute to their social and emotional development. To this end, the different situations and emotions experienced by the different characters at any given moment have been taken into account. In addition, different activities are proposed, designed specifically for each song in the film, and in such a way that they can be easily adapted to any primary school grade.

## **KEY WORDS**

*Frozen II*, emotions, film. songs, activities.

## TABLE OF CONTENT

<b>1. INTRODUCTION</b>	<b>4</b>
<b>2. THEORETICAL FRAMEWORK</b>	<b>5</b>
2.1. Frozen II	5
2.2. Curricular Framework	8
<b>3. ANALYSIS</b>	<b>9</b>
3.1. All Is Found	9
3.2. Some Things Never Change	11
3.3. Into The Unknown	13
3.4. When I Am Older	15
3.5. Lost In The Woods	16
3.6. Show Yourself	18
3.7. The Next Right Thing	19
<b>4. CONCLUSION</b>	<b>22</b>
5. REFERENCES	
6. APPENDIX	

## 1. INTRODUCTION

I loved *Frozen I*, I identified with Anna, which helped me gain confidence in myself and made me realise that I was stronger and braver than I thought. The song *Let It Go* helped me to be true to myself and move on with a bullying situation I was living in high school. Because I did not want to go to parties and do normal teenage stuff, but go to musical theatre classes and watch Disney movies. So, it became one of my favourite movies. Then, the sequel to *Frozen* came out, with a more mature story and background and more songs which talk about different emotions, songs for hope, uncertainty or loss, emotions I was feeling at that moment. Because of the variety of songs and emotions *Frozen II* talks about, I considered this film was the right one, especially as it deals with self-growing. It is really important for self-growing to be aware of your emotions, so it is easier to manage them. So, as most things, it is easier to learn something if you do it during childhood, as you are growing, learning and developing. Working on the emotions with primary education students will help them identify and manage different problem and emotions, whether they are good, such as happiness or euphoria, or negative emotions, such as frustration or anger. So, it could be easier for them in a future to overcome setbacks, and also will help them to identify others' emotions, thus strengthening their empathy, and this will make it easier for them to help others.

This dissertation aims to give an analysis of the 2019 Disney film *Frozen II*, and how to use movies and songs as a resource to acquire the target language, in this case, English. It also aims to help students recognize and reflect on their emotions and the others, accepting them, providing self-knowledge and personal growing. This final degree project is divided in two main blocks: the theoretical framework and the analysis of the Walt Disney Animation film *Frozen II*. Within the theoretical framework we can find information about the film such as: the directors, the actors and other artist who have worked in the creation of *Frozen II*, like musicians or animators. In addition, it explains in detail how are the characters like, not only the main character but also the supporting characters, focusing on their emotional characteristics and personalities. Also on the theoretical framework, the Spanish educational law (LOMLOE, 2020) is mentioned, which is used as a reference when designing the different didactic proposals to be able to work on both, the film and emotions in primary education. As regards the analysis of the film, it is divided into seven parts, each of which is dedicated to one of the songs in the film. In each section, the emotional

dimension of the song is analysed, taking into account the character's moment in life, what do they want and how are they facing this challenge. In addition, we can also find a didactic proposal devoted to each song to work on the film, the emotions, and the English language in the primary school classroom.

## 2. THEORETICAL FRAMEWORK

### 2.1. *Frozen II*

*Frozen II* is a Walt Disney animated film, premiered at the Dolby Theatre in Los Angeles in 2019. This film continues the story of Elsa and Anna, Queen and princess of Arendelle, where they embark a new adventure next to Kristoff, Sven and Olaf, to discover the truth about the Kingdom of Arendelle and Elsa's magic powers. As well as learning about themselves, self-acceptance and how to face their fears and emotional changes. *Frozen II* is produced by Walt Disney Animation Studios and Peter Del Vecho, who is the vice-president of production and supervises all the Walt Disney Animation films. This feature is directed by the original directors in *Frozen I*, Chris Buck and Jennifer Lee. Lee is best known for being the first female director on a Walt Disney Animation Studios feature film. The music in this film was performed by a 100 musician orchestra directed by Stephen Oremusand, who played the original score composed by the Grammy nominee Christophe Beck. The songs in *Frozen II* were written by the Oscar and Grammy Award-winners married team Kristen Anderson-Lopez and Robert Lopez, who also worked in the original film (Harding, 2020).

The voice actors who took part on the original *Frozen* film, are back in the sequel. As Anna, we can find the actress Kristen Bell, known for her work in the TV series *Veronica Mars* and NBC's *The Good Place*. Broadway actress Idina Menzel known for her work in *Rent*, and her role as Elphaba in *Wicked*, for which she won the Tony Award as best Actress, is Queen Elsa. Jonathan Groff, known for *Spring Awakening* and *Hamilton*, voices both Kristoff and Sven. Finally, Josh Gad, as well known as Le Fou in Disney's live-action *Beauty and the Beast* and Broadway musical *The Book of Mormon* as Olaf the snowman.

Because of the huge success of the first *Frozen* film, there was so much pressure in the making of the sequel. It took over 3 years of production between the Walt Disney Animation Studios located in Burbank, California for the animation process and New York

for the music. Around 800 people worked in the making, of whom around 80 were main animators. In the *Frozen II* team we find different departments that made this film possible, like; the story and editorial department, the visual development team, the characters and look development team, the crowd and technical animation team. Effects, lightning, production, music, cast, production and more. The process of making a successful musical-animated film is long and complicated, as several things are being worked and changes are being made at the same time as the script, music, and animation. In what follows, there is a brief description of some relevant characters that appear in *Frozen II* and that will be tackled in the analysis carried out in Section 3.

In this film we can find a lot of different characters, all of them with an important paper for the course of the film.

Anna is the princess of Arendelle and Elsa's younger sister. She is an optimist person who loves and cares deeply about the well-being of her family and her kingdom, and will do anything to help and protect them. In this second film, Anna has grown, she is determined and brave. It is shown during the course of the picture as she has to face different challenges and make difficult decisions, which helped her to become stronger emotionally and discovering her inner power. Anna is also honest, compassionate and with a lot of empathy as she is not afraid to express her opinions or emotions. "I don't wanna stop you from being whatever you need to be. I just don't want you dying trying to be everything for everyone else. Don't do this alone. Let me help you, please." — Anna (Buck & Lee, 2019, 0:56:56.).

Elsa is the Queen of Arendelle and Anna's older sister. She has magical ice powers which are discovered in the first film and which struggles to control. In the second film, Elsa is more confident, determined and has embraced her powers, even though she continues to struggle to accept help from others, mostly from her sister Anna. She has a strong and independent personality, she does not want her family to worry about her, so she tries to protect them by keeping them, especially Anna, away of the adventures and her personal struggles. Throughout the film, Elsa learns to accept herself, to trust her instincts. "Fear is what can't be trusted"- Elsa (Buck & Lee, 2019, 1:08:20).

Kristoff and Sven are a funny, lovely and dynamic duo, who are always together. In the first film we learn that Kristoff's family are the Trolls, who adopted him when he was young, and worked as an iceman. Sven is a reindeer, who, obviously, can not talk, but acts as Kristoff's conscience, just like Jiminy Cricket to Pinocchio. "You feel what you feel, and those feelings are real" – Sven (Buck & Lee, 2019, 0:49:00). Kristoff is Anna's boyfriend and hopefully her future husband. He is a really nice, brave, dedicated, lovely and sincere

man, who will do anything to protect his loved ones. During the course of the film Kristoff, with the help of Sven, will find his own path accompanying Anna in her own, and will confront his insecurities and difficulties to express his feelings to Anna. “I’m here. What do you need?”- Kristoff (Buck & Lee, 2019, 1:18:58).

Olaf is a magic snowman who was created by Anna and Elsa in the first film. He is a funny, optimistic, innocent, childish snowman, and as any child, he is curious and is full of questions, and like the other character he had matured as well. As the story director Marc Smith said: “He’s like a 3 years old, and he can read now” (Disney Enterprises, Inc., 2019, p.19). Throughout the film he begins a journey of discovering who is he, learning and asking Anna about the meaning of life, changes and growing up, facing and recognising new emotions he never felt before like, fear, betrayal, anger, and confusion. Olaf is also brave and very loyal, especially with Anna and Elsa. “Controlling what you can, when things feel out of control”- Olaf (Buck & Lee, 2019, 0:21:19).

Like Grand Pabbie the leader of the Trolls who in the first film helped and guided the princesses to find the truth about Elsa’s power. “When we see no future, all one can do, is the next right thing”- Grand Pabbie (Buck & Lee, 2019, 0:23:04). Queen Iduna, who was a member of the Northuldra people who live in the enchanted forest, and Anna and Elsa’s mom. She guides Elsa to the Ahtohallan, a river which, according to the *All Is Found* song, is full of memories, where she will find the answers she needs to find her self and the truth about Arendelle. Also, Lieutenant Mattias, is a loyal soldier of the Arendelle army, who was trapped in the enchanted forest with the Northuldra’s for 30 years. As he does not know what is happening in the outside world, he believes they are still in a war with the Northuldran people. But as the film goes on, he starts to question his beliefs and overcomes the prejudice he had over the Northuldra’s and unites with them to protect both Arendelle and the enchanted forest. “Be prepared. Just when you think you’ve found your way, life will throw you onto a new path”- Lieutenant Mattias (Buck & Lee, 2019, 0:44:16).

As well as the main characters Anna, Elsa, Olaf the snowman, Kristoff and Sven. We can also find Gale, a playful wind with a lot of personality, which represents wind. The Earth element is represented by the Earth Giants, massive rock creatures. Nokk brings to life the element of water, in the form of a mystic horse, fire is represented by a fast and tiny flame, all of them being part of the four elements.

## 2.2. *Curricular Framework*

This film can be used in the Primary School English classroom in several ways, for example, focusing on grammar, vocabulary, or on the development of emotion-related contents and competences. In this case, I am going to focus on the emotional dimension of *Frozen II* and for that I am going to use the current Education Spanish law, LOMLOE (*Ley Orgánica por la que Modifica la Ley Orgánica de Educación*).

The Key Competences that can be worked on with the film, *Frozen II*, are:

- Plurilingual Competence (CP), promoting the respect and use of a foreign language, which in this case is English, by watching the film and listening to the songs. So later we can talk about different topics like, emotions, improving students speaking, communication and comprehension skills.
- Social and Personal Competence, and Learning to Learn (CPSAA), as this competence impulse the capacity of self-awareness and promotes personal growth, developing mental and physical well-being as accepting both their own emotions and the others. All this learning and personal growth is reflected in the *Frozen II* film, which will motivate and help students to recognize this process of change and personal improvement.
- Cultural Awareness and Expression (CCEC), understand and respect others' ideas, opinions feelings and emotions expressed through different artistic ways as stories, films and songs, as well as communicating their own, creating their own identity.

The Basic Contents that can be addressed are, firstly, communication. Students will start to gain confidence in the use of English as a foreign language, and will initiate basic comprehension strategies using films and songs to acquire both comprehension and production skills. For plurilingualism, students will learn about the functioning of the language, establishing relationships between the words and the sounds that compose them. Finally, for interculturality, students will approach the English as a new way of communication, acknowledging the different ways of expression, appreciating the social, cultural and artistic differences. The acquisition of both key competences and Basic contents, will be adapted towards the group and course when working the emotions thought the *Frozen II* film.



### 3. ANALYSIS

In this dissertation, seven songs from the Disney Animation film *Frozen II* are going to be analysed paying attention to the different emotions and feelings they transmit, as, joy, fear, uncertainty, sadness, confusion among others. And what grammatical aspects do they have, in order, to work them with the primary education students. Those songs are going to be the following ones; *All Is Found*, performed by Anna and Elsa's mom Queen Iduna, *Some Things Never Change* sung by the whole cast from *Frozen II*. *Into The Unknown*, the song which leads us to the beginning of a new adventure sang by Elsa, followed up by Olaf's song *When I Am Older* where we are going to be able to see his maturative growth. *Lost In The Woods* a 80s love song performed by Kristoff, *Show Yourself* also performed by Elsa, this time with the company of her mother, and finally, *The Next Right Thing* a deep and sentimental song by Anna.

#### 3.1. *All Is Found*

*All Is Found* ([see appendix](#)) is the first song to appear in the film, and is performed by Evan Rachel Wood. It is a lullaby sang by Anna and Elsa's mother, Queen Iduna. This song evokes mystery as it describes a magic river which hides the secrets of the Arendelle kingdom. It also reflects the necessity of knowing the truth and the history of your heritage, to finally understand who you are, and where you come from, to create and strengthen your personal identity:

But can you brave what you most fear?

Can you face what the river knows? (Buck & Lee, 2019, 0:07:09)

The scene ends with Queen Elsa, at present, hearing for the first time a mysterious voice who is calling her. Anna sings this lullaby to Elsa to comfort her when she is overwhelmed by the changes Arendelle is facing and by the agitation produced by the mysterious voice.

This song can be useful to foster the different emotions students have, like their fears, and the way I would do it would be the following: I propose an activity named "Facing what the river knows", and it will last two or three lessons, depending on the class level, group and course. First, each student will be given the lyrics to the song *All Is Found*

*(see appendix)*, so it is easier for them to understand the meaning of the song, while listening to the song a couple of times. After that pupils will be asked to say what they felt during the song (happiness, sadness, excitement, fear, or mystery, among others) and all together talk about the different emotions that one can feel. Next, each student will be given a sheet where they must write one of their fears or what they fear the most, so later the teacher can create different envelopes with the different fears written down. In this envelopes, students will deposit a letter, which they have written anonymously to their fear as if such a fear were a flesh-and-bone person, telling them why they fear them and how they felt about it.

Then, in the next lesson, for the smallest students or those groups with a lower level of English, the teacher will explain the different parts of a letter and give examples, teaching them how to write one to their fears. During this teaching-learning process, the teacher will give explanations and solve any doubts that arise. Once the pupils finish their letters, they can deposit them in the correct envelope. Finally, in the last lesson, each student will grab a random letter from the envelope they want, it can be their personal fear or not, and read it out loud to the rest of the class. Emotions and mostly fears are a delicate thing to talk about, especially between the ages of 8 to 12 years old, as they start to tent to criticise what others think or do, as well as having prejudices. That is why the letters will be “sent anonymously, in this way no one can feel bad or embarrassed about what they fear.

The objectives of this activity are; identify what they feel, through listening to the *All Is Found* song; identify their fears and reflect on why they feel that way about them; write a letter with all the correct parts. With this activity, the Plurilingual, Cultural Awareness and Expression, Social and Personal and Learning to Learn Key competences are worked on. Since they promote the use of English as a foreign language, bring to the fore the emotions, self-awareness, and expressing their feelings. With regard to the Basic Contents, communication, plurilingualism and interculturality are also worked. Through the writing of the letter, initiating students in the acquisition of English, establishing relationships between sounds through the listening of the song and expressing themselves towards their fears (LOMLOE, 2020).

### 3.2. *Some Things Never Change*

Olaf is growing up and maturing, enjoying learning about new things, but, as anyone does at some point in their life, he has an existential crisis about all the changes that are happening in his life, and as he says: “Do you ever worry about the notion that nothing is permanent?” (Buck & Lee, 2019, 00:08:49). In the song, *Some Things Never Change* ([see appendix](#)) is performed by the whole cast – Kristen Bell as Anna, Josh Gad as Olaf, Jonathan Groff as Kristoff and Idina Menzel as Elsa. Anna tries to explain to Olaf that some changes may happen in life while others do not, like the love they have for each other. During the course of the song, each character sings about their worries about the changes, and how some of them do not change. Kristoff wants to marry Anna, but does not know how to propose, and he is also worried about the future, but he knows the love he feels for Anna is true and will never change:

Yeah, some things never change

Like the love that I feel for her

Some things stay the same (Buck & Lee, 2019, 0:10:27).

Meanwhile, Elsa feels change is coming as she begins to hear a mysterious voice who is calling her. Even though she does not want change to happen, she understands that she cannot stop time, so she has to try to enjoy every moment:

These days are precious

Can't let them slip away

I can't freeze this moment

But I can still go out and seize this day (Buck & Lee, 2019, 0:11:03).

Olaf breaks the fourth wall when he looks at the camera and sings “And you all look a little bit older” (Buck & Lee, 2019, 0:11:33), as he is referring to the grown audience who loved the first *Frozen* film. At the end of the song, everyone sings about the passing of time, evolving, and the changes that occur in our life with us not realizing it. But even though those changes maybe hard, with the love and support of your loved ones, the process of change is easier to face:

Some things never change

Turn around and the time has flown

Some things stay the same  
Though the future remains unknown  
(...)  
Time's moving fast, it's true  
Some things never change  
And I'm holding on tight to you (Buck & Lee, 2019, 0:11:58).

This song enables us to work on the different emotions and feelings as well as different stages that we can feel, when we go through a process of changes. The name of the activity I am proposing to work this song with the primary education students is: “Some things are changing”, and it will be carried out in one lesson, adapting it to the level of each group and course. Firstly, student will listen to the *Some Things Never Change* ([see appendix](#)) song. After that, the group will discuss what they have understood about what the song is about and what they felt while listening to it. If they have difficulties understanding its meaning, especially the younger kids, it will be explained to them so that they can understand it.

To continue with the activity, students will have to think and write a brief text about something that has changed in their lives recently, and how they felt about it. For example, if they have a new pet that made them feel happy, a new member in the family the loss of a pet or a grandparent, which made them feel sad, or if they have recently moved house. Then, students will also have to think about something that, despite the changes, is still the same. For example, they moved houses, but they still live with all their family, or they have a new sibling, but their parents still play with them, which makes them feel happy, and write it down. During the writing process, the teacher will provide help to those students who ask for it, either with grammar, vocabulary or with written language. To finish this lesson, they will hand their work to the teacher, and those students who want to share their experience with their classmates can do it. The sharing part of the activity requires volunteering, as maybe some students are not ready to talk and share their changes, or they are experiencing grief. The objectives of this activity are; identify what they feel while listening to *Some Things Never Change* song; identify what they have felt when changes happened in their lives; write about different life situations using the correct verbal tense.

In this activity, students will work on the following Key competences. For the Plurilingual competence, pupils will increase their knowledge of the English language through listening to the song, *Some Things Never Change* ([see appendix](#)), which will

provide them new elements, so later they can develop their communication skills. For the Cultural Awareness and Expression, Social and Personal and Learning to Learn competences, students will boost their capacity of self-awareness accepting both, their own and the others' emotions. As regards the Basic Contents tackled in this activity, students will work on communication and plurilingualism, gaining confidence in the use of English. Intercultural competence skills are also worked on, as through the song students can acquire new ways of communication and expressions appreciating social differences (LOMLOE, 2020).

### 3.3. *Into The Unknown*

In the first *Frozen* film, Elsa lived an unwanted adventure when everyone discovers she has magical powers, and because people began to fear her and call her monster, she was forced to flee to the mountains. Now she is happy with everything she has accomplished with both her kingdom, Arendelle, and her loved ones. But suddenly, she begins to hear a mysterious voice, which starts to wake her up in the middle of the night, whereby she commences to feel bothered and, at the same time, intrigued by it. At first, she tries to ignore that voice, as she feels vulnerable and insecure about following it into the unknown. Yet, she feels that maybe that mysterious voice is a call to a new adventure, which seems exciting. She knows deep down she does not belong to Arendelle, that there is something more in life, that she is worth it and is capable of doing more, so she wants to go and explore it. *Into The Unknown* (see [appendix](#)) is performed by Idina Menzel, who perfectly embraces Elsa's essence and amazing vocal range.

I've had my adventure,  
I don't need something new,  
I'm afraid of what I'm risking if I follow you  
Into the unknown. (Buck & Lee, 2019, 0:17:53)

Taking this song as an organizing principle, I propose two different activities, one that can be implemented and adapted to the different levels of primary, and another one more focused on 6th grade and for first year of high school students. In the *Into The Unknown* song, Elsa is facing the nerves, fears, the uncertainty, and excitement that are provoked when we face a new adventure, so this first activity is going to be called "Let's

explore the unknown”. This activity is going to be an escape room, students will have to work in groups in order to solve the mystery and get out of the room. This will last for four lessons, and it would be convenient for the proper functioning of the activity, that the last two lessons are in a row.

Firstly, the *Frozen II* film will be shown on class, as the escape room will revolve around this theme. During the escape room game, students will have to find different clues in order to help Elsa find the Ahtohallan and save the kingdom of Arendelle. Also, they will have to decide which role plays each member of the group, what tools to use each time, have communication with their teammates and figure out how to solve problems in order to escape. Once they finish the escape game, all together will sit and have a small talk about the following questions: how did they felt during the game? Were they scared or anxious because of the pressure? Did they feel heard by their teammates? How did they manage the different situations? This activity not only encourages the use of English when reading the different clues or the speaking when communicating with their classmates. At the same time, it encourages communication between peers, active listening, empathy, and the control and management of emotions in different situations.

The second activity is more focused on learning and the use of grammar, specifically, the use of the first conditional, and that is why it is oriented to older students. In order to start, pupils will listen to the *Into the Unknown* song between two or three times, depending on the group, and by doing so they will have to write down all the first conditional sentences they can find. After that, we will carry out a small joke competition where pupils will be grouped in pairs, and will have to re-write some sentences from the *Into the Unknown* song, in order to make them coherent but funny. For example, instead of: “If I heard you, which I don’t” could say, “If I hear a mysterious voice, I will run”. Once they write the jokes, they will have to sing the song with the changes they made, and the funniest pair will win. In this way, students will work on the listening, speaking and writing skills. They will have to listen carefully to the song, discuss with their classmates about what to include in the song, and finally grammar as they will be using the first conditional.

As has been mentioned above, the objective of the “Let’s explore the unknown” escape room are: communicate; work in teams; recognise what emotions they have felt at each moment and how they felt about them; as well as the reading, listening and speaking skills. While for the first conditional activity, the objectives are: recognise the first conditional when hearing it; communicate with their partners and come to an agreement;

make use of the first conditional.

With regard to the key competences, the plurilingual competence is going to be worked on in both activities, as they promote the use and respect of English, improving their communication skills. Cultural Awareness and Expression, Social and Personal Competence and Learning to Learn are also going to be enhanced by both activities, as students will have to talk about their emotions, listen and respect those of the others. As for the Basic Contents, communication and plurilingualism are obviously touched on during these activities, as students will learn and acquire new communicative strategies. The intercultural competence will be fostered as they will use English as a way of communication using different expressions and appreciating the language (LOMLOE, 2020).

### 3.4. *When I Am Older*

As has been mentioned before, Olaf is facing all the changes we go through while we grow up, like discovering new emotions and asking questions about the why of everything. In *Frozen I*, Olaf sings a song called *In Summer* (Anderson-Lopez & Lopez, 2013) where he shows his innocence, optimism, as well as his ignorance for things in life. He was a snowman who loved warm hugs, fascinated by heat, summer and who wanted to experiment with fire, but now he is more mature. In this song, *When I Am Older* ([see appendix](#)), performed by Josh Gad, Olaf gets lost in the enchanted forest and does not know what to do or how to react to everything that is around him. Because of his optimism and naivety, he believes he does not understand what is happening because he needs to grow up, but he cannot help feeling scared. During the song, he keeps repeating to himself that everything will make sense when he is older and that he should try to calm himself down, which shows a sign of maturity:

One day, when I'm old and wise  
I'll think back and realize  
That these were all completely normal events  
(...)  
Growing up means adapting  
Puzzling at your world and your place (Buck & Lee, 2019, 0:30:04)

Olaf shows maturity when he sings these lines, as he understands that growing up is learning about new things, adapting to changes and finding your place in order to keep growing.

“When I Am Older” is the name of the activity based on this song, and will only last for one lesson. In this activity, students will work on the future tense in order to explain future developments, as they can be: Where do they see themselves in 5 years time?, Are they about to finish primary education? Are they nervous about going to high school? What do they want to do when they grow up? How are they going to achieve that goal? Students will write a letter explaining and answering all the questions above using future tense chunks as the following: When I grow up I will be...; Someday I will live in...; When I finish school I will be.... During the writing process the teacher, as always, will help them with everything they may need while assessing them. This letter will be given back to the students inside an envelope when they finish school, so they can read it when they are older. In this way, they will have a nice memory of their childhood, and will be able to see what they thought their life was going to be like when they were younger.

By the end of the lesson, students are expected to know how to do the following: predict where they will be in the future; predict how they are going to feel in the future; write a letter using the future tense. The key competences that students will develop while doing the activity are the following: Plurilingual, Cultural Awareness and Expression, Social and Personal Competence, and Learning to Learn as they will impulse their personal growth, accepting and creating their own identity using the English language. This will help students learn about the functioning of the language, gaining confidence in their use of English as a second language, and appreciate a different way of expression, covering the tree Basic Contents: communication, plurilingualism and intercultural competence (LOMLOE, 2020).

### 3.5. *Lost In The Woods*

Kristoff did not have a song in the original Frozen, so the producers, directors, and composers talked about giving him a powerful 80s love song. That is where *Lost In The Woods* ([see appendix](#)) was born, becoming the first love ballad confessing and talking about feelings sang by a boy in the film. This is very important, so young boys can see that they can feel too, that they do not need to be brave or tough all the time, that their feelings are



also valid: “You feel what you feel, and those feelings are real. Let down your guard”- Sven (Buck & Lee, 2019, 0:49:00) Performed by Jonathan Groff, this song begins with Sven singing a reprise of the *Frozen I, Reindeers Are Better Than People*. In this song, Kristoff express his feelings about Anna, his love for her, how he feels vulnerable as he does not know what to do. Kristoff is trying to propose to Anna throughout the film, but every time he finds the courage to do it, something happens and the princess of Arendelle has to go. Because of that, he feels trapped, both physically, as they are stuck in the enchanted forest, and emotionally, as he feels lost without his partner Anna:

Who am I,  
if I'm not your guy?  
Where am I,  
if we're not together forever?  
Now I know you're my true north,  
'cause I am lost in the woods (Buck & Lee, 2019, 0:50:49).

On the other hand, Anna, Elsa and Olaf find their parents' lost boat, where they find a map. That map shows that the answers are on the Ahtohallan river. Elsa decides to cross the dark sea on her own in order to solve the mystery of Arendelle's past, as she believes it is too dangerous for the others. Finally, unbeknownst to Anna and Olaf, Elsa pushes them into the river away from her. This situation makes Olaf feel anger for the first time, as Elsa has not said goodbye to him and has pushed him away. Olaf continues to grow, learn and mature, but he cannot help but feel emotionally lost, as Kristoff feels with Anna, as everything keeps changing all the time.

This song can be used to work on different aspects such as orientation in space. In this activity called “Lost in the woods”, like the song, students in pairs will have to follow the different indications given by their partners in order to get out of the maze. This activity will be carried out in one lesson, and the teacher will have to prepare the maze before the beginning of the lesson. In this activity each student will have a role, the kid that is giving the instructions, will have to guide their partner using: left, right, side, behind, on, under, up and down, indicating the number of steps they have to take each time. Meanwhile, the other student will be blindfolded, so they will have to pay attention to the indications of their partners. Once both students have solved the maze, all together will talk about how they felt about solving the maze blindfolded, and answer different questions: Were they scared? Did they trust their partner? Did they feel safe or unsafe, and why? We will also ask students if

they think they could have solved it without the support and help of their classmates.

The objectives of this activity are the following: use and recognize orientation indications (left, right, side, behind, on, under, up and down); develop trust in their partners; acknowledge their feelings during the activity and talk about them. With this activity the following Key competences are worked on; Plurilingual Competence, Cultural Awareness and Expression, Social and Personal Competence, and Learning to Learn, as students develop their mental well-being accepting their emotions and the others, respecting opinions and communicating making the use of English. The Basic contents that are addressed in this activity are communication and plurilingualism as pupils will have to communicate with each other in English in order to solve the maze (LOMLOE, 2020).

### 3.6. *Show Yourself*

After battling the dark sea and meeting Nokk, the water element, Elsa finally arrives at the Ahtohallan, where she begins to sing the song *Show Yourself* ([see appendix](#)). Slowly and nervously, because she is about to meet the mysterious voice, she begins to enter the river, which it looks like a cave, because it is frozen. As the song moves forwards and Elsa keeps looking for the mysterious voice, she starts to feel more at comfortable and like she is at home. She keeps telling the Ahtohallan to show itself, as she is not afraid any more, and she is now ready for whatever they have prepared for her to do next.

Are you the one I've been looking  
for All of my life?  
Oh! Show yourself (Buck & Lee, 2019, 01:04:06).

Finally, she arrives at the end of the cave and for her surprise, she does not find anyone in there. Suddenly all the elements begin to appear, and that is when she realizes she is the Fifth Element, and begins to sing “Show yourself” to herself. Then, the voice appears as the form of her mother and different memories of her live too, while Iduna sings to Elsa:

You are the one you've been waiting for  
All of your life (Buck & Lee, 2019, 01:06:38)

Now, Elsa is more comfortable with herself and has gained confidence, which gives her the strength to continue her journey to find the truth about the Arendelle kingdom. All of the sudden, the *All is found* lullaby resonates as Elsa advances to the depths of the Ahtohallan.

Dive down deep into her sound

But not too far or you'll be drowned (Buck & Lee, 2019, 01:08:33).

After walking through some memories, Elsa finds out that her grandfather betrayed and attacked the Northuldra chief, who was not wielding any weapon. Finally, Elsa froze, sending Anna a snow message about the truth of their kingdom.

To work on this song, students will have to prepare a lap book showing themselves, explaining who they are, where they grew up, what things they like, what they do not like. Do they have siblings? Are they sensitive or rather harsh? Do they consider themselves positive or negative? This activity will last for three or four sessions, depending on the group, as the teacher will help them write everything they want to explain in their lap books. In there they can add pictures or bring a significative toy for them, among other things. Finally, they will show themselves to the rest of the class using the lap book as a visual support.

The objectives to comply with in this activity are: make an internal exploration to know themselves better; improve their self-image and self-esteem; create a lap book explaining who are they. All the Key competences mentioned in the curricular framework are going to be worked on during this activity, being these: Plurilingual Competence, Cultural Awareness and Expression, Social and Personal Competence, and Learning to Learn, as students will make use of English while doing the lap book, improving their communicative skills. Additionally, students will personally grow, accepting themselves as well as others respecting their emotions, ideas, opinions, feelings cultures and believes. With regard to the Basic contents to be worked in this activity, students will gain confidence in the use of English, learning about the functioning of the language and improving on the speaking skills, acknowledging a different way of communication. At the same time, they will fulfil the contents of communication, plurilingualism and intercultural competence (LOMLOE, 2020).

### **3.7. *The Next Right Thing***

Anna receives Elsa's message, but before she knows it, Olaf begins to fade away. As Olaf was created by Elsa, and she has been trapped and frozen at the bottom of the Ahtohallan river, she is forced to save the situation. At this point, Anna feels really sad as she just lost two very important people to her, and to try to get through her grief she begins to sing *The Next Right Thing* ([see appendix](#)). As has been mentioned before, Anna is an optimistic person who deeply cares about her family and her kingdom. As sad and depressed she is right

now, she knows she cannot sit back, so she tries to gather strength to do the next right thing, which is getting out of the cave. Little by little, she gains strength to keep going and achieve her goal, which is to break the bridge in order to save both the enchanted forest and Arendelle.

The life I knew is over

The lights are out

(...)

This grief has a gravity

It pulls me down

But a tiny voice whispers in my mind

"You are lost, hope is gone

But you must go on

And do the next right thing"(Buck & Lee, 2019, 01:14:46)

This song is sad but, at the same time, encouraging to the optimists, as Kristen Bell, the singer and voice of Anna, has said: "The Next right thing is a mantra. When the world and its problem are too big to handle, the only thing you can do at those lowest moments is one step at a time. Do the next right thing" – Kristen Bell (Harding, 2020). Talking about loss and death is a taboo subject, especially to young kids, as they try to protect themselves from this heavy and negative feeling. I personally think this is because many adults do not know how to deal with grief, and because they do not know how to do so, they cannot help and support their children or the kids around them.

For this activity, we will try to create a safe environment where students feel comfortable to talk about loss and death. This activity will last for a lesson, and is going to be called after the song. First, students will listen to the song several times in English, then they will be asked to talk about what they felt while listening to it, and what they think it means. In addition, the teacher will explain the meaning of the song to those students or groups who have difficulties understanding it. In order to make the discussion about loss more meaningful for students, the rest of the activity will be conducted in their first language. In this way, pupils will be able to express themselves better, as it is a harsh topic. If any students would like to try to do it in English, they will be encouraged to do so. During the talk, students will be asked if they have experienced the loss of a loved one or a pet, and how they felt about it. Also, what did they do to feel better? Who helped them, their parents, their friends? How do

they feel about it now? It is important to respect each child's timing, as maybe they are not ready to talk about it yet, and show empathy and support from the teacher. It is also essential, to take into account the different traditions, religions and beliefs every student and their families may have.

The objectives in this activity are the following: recognise their own emotions when listening to the songs; talk and show their feelings about the topic; show empathy and respect for their classmates. By showing their feelings, I mean that, if a student cries, let them cry, if a pupil gets angry, help them manage it, and guide them through the process. In this activity the Key competencies that are going to be worked on are mostly, Cultural Awareness and Expression and Social and Personal Competence, and Learning to Learn, as students will learn to respect others' feelings and emotions, accepting them, developing their personal growth. As well as the Plurilingual competence, as they will improve their listening skills. Communication and plurilingualism basic contents are not going to be worked that much in this activity, as it will be half in English, half in their first language, meanwhile thanks to the intercultural competence, students will approach new vocabulary and recognising different forms of expression (LOMLOE, 2020).

#### 4. CONCLUSION

Throughout this project, the emotions have been explored through the Walt Disney Animation Studios' film *Frozen II*, as well as its implications in the primary education students. After having analysed both film and the songs, I can say that I consider that the use of films is a good teaching instrument. They are resources with so many elements, that can be used to teach language, emotions, and values among others. *Frozen II*, has proven to be a rich source of emotional content to use with students to help them recognize their emotions, helping them to develop their empathy and emotional intelligence. It also contributes to discussions about death, the not knowing what is going to happen, the uncertainty and fear of not knowing what to do, as well as anxiety. These topics are very important for students to become independent and autonomous people, with self-esteem and self-respect. The analysis that has been the most difficult for me, emotionally, because I could not help but get emotional every time I listened to it, was the song *The Next Right Thing*. For a long period of my life I have been in a low place, and both the actress Kristen Bell and Anna, had helped me to get out of the negativity and do the next right thing. Because of the deep subject, it has also been one of the most difficult activities for me to create.

Watching the *Into the Unknown: Making Frozen II* Docuseries, made me realize that making a film is all about team work, creativity, and communication with your peers. It also helped me to be more confident in my work, not only with this final degree project, but also for future projects that may come. Since it shows how vulnerable you feel when you believe that you are doing a great work, but then receive some unexpected feedback. Still, it is hard to have an open mind. Sometimes it is important to understand that all the responses and feedback people give you is to help you improve and make your work better, and not to push you down. I really enjoyed, as well as learned about emotions, doing this project. In summary, not only *Frozen II*, but a lot of films are a really great educative resources, as they offer an opportunity to explore different aspects of life that can be used to teach in primary education.

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## 6. APPENDIX

### ALL IS FOUND

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez.

Performed by Evan Rachel Wood.

Where the North wind meets the sea  
There's a river full of memory  
Sleep, my darling, safe and sound  
For in this river, all is found.

In her waters, deep and true  
Lie the answers and a path for you  
Dive down deep into her sound  
But not too far or you'll be drowned.

Yes, she will sing to those who'll hear  
And in her song, all magic flows  
But can you brave what you most fear?  
Can you face what the river knows?

Where the North wind meets the sea  
There's a mother full of memory  
Come, my darling, homeward bound  
When all is lost, then all is found.



## SOME THINGS NEVER CHANGE

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez.

Performed by Kristen Bell, Idina Menzel, Josh Gad and Jonathan Groff.

Yes, the wind blows a little bit colder  
And we're all getting older  
And the clouds are moving on with every autumn breeze  
Peter Pumpkin just became fertilizer  
And my leaf's a little sadder and wiser  
That's why I rely on certain certainties.

Yes, some things never change  
Like the feel of your hand in mine  
Some things stay the same  
Like how we get along just fine.

Like an old stone wall that'll never fall  
Some things are always true  
Some things never change  
Like how I'm holding on tight to you.

The leaves are already falling  
Sven, it feels like the future is calling  
Are you telling me tonight you're gonna get down on one knee?

Yeah bud, I'm really bad at planning these things out  
Like candlelight and pulling of rings out  
Maybe you should leave all the romantic stuff to me.

Yeah, some things never change  
Like the love that I feel for her  
Some things stay the same

Like how reindeers are easier  
But if I commit and I go for it  
I'll know what to say and do Right?  
Some things never change Sven, the pressure is all on you.

The winds are restless  
Could that be why I'm hearing this call?  
Is something coming?  
I'm not sure I want things to change at all

These days are precious  
Can't let them slip away  
I can't freeze this moment  
But I can still go out and seize this day.

The wind blows a little bit colder  
And you all look a little bit older  
It's time to count our blessings  
Beneath an autumn sky.

We're always living the kingdom aplenty  
That stands for the good of the many  
And I promise you the flag of Arendelle will always fly

Our flag will always fly  
Our flag will always fly  
Our flag will always fly

Some things never change  
Turn around and the time has flown  
Some things stay the same  
Though the future remains unknown  
May our good luck last

May our past be past  
Time's moving fast, it's true  
Some things never change  
And I'm holding on tight to you  
Holding on tight to you  
Holding on tight to you  
Holding on tight to you  
I'm holding on tight to you.

### **INTO THE UNKNOWN**

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez

Performed by Idina Menzel and AURORA.

Ah-ah, oh-oh Ah-ah, oh-oh  
Ah-ah, oh-oh-oh-oh

I can hear you, but I won't  
Some look for trouble  
While others don't  
There's a thousand reasons I should go about my day  
And ignore your whispers  
Which I wish would go away, oh, oh-oh

Oh

(Ah-ah, oh-oh)

You're not a voice  
You're just ringing in my ear  
And if I heard you,  
which I don't  
I'm spoken for, I fear  
Everyone I've ever loved

is here within these walls  
I'm sorry, secret siren,  
but I'm blocking out your calls  
I've had my adventure,  
I don't need something new  
I'm afraid of what I'm risking if I follow you  
Into the unknown  
Into the unknown  
Into the unknown

What do you want?  
'Cause you've been keeping me awake  
Are you here to distract me  
So I make a big mistake?

Or are you someone out there  
Who's a little bit like me?  
Who knows deep down  
I'm not where I'm meant to be?

Every day's a little harder  
As I feel my power grow  
Don't you know there's part of me  
That longs to go

Into the unknown?  
Into the unknown  
Into the unknown (ah-ah, ah-ah, ah-ah, ah-ah) Oh, oh, oh

Are you out there?  
Do you know me?  
Can you feel me?

Can you show me?

Ah-ah, ah-ah (ah-ah, ah-ah) X5

Ah-ah, ah-ah-ah (ah-ah, ah-ah)

Where are you going?

Don't leave me alone

How do I follow you

Into the unknown?

### **WHEN I AM OLDER**

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez

Performed by Josh Gad.

What was that?! Samantha?

This will all make sense when I am older

Someday, I will see that this makes sense

One day, when I'm old and wise

I'll think back and realize

That these were all completely normal events (Ah!)

I'll have all the answers when I'm older

Like why we're in this dark enchanted wood

I know in a couple years

These will seem like childish fears

And so I know this isn't bad, it's good

Growing up means adapting

Puzzling at your world and your place

When I'm more mature  
I'll feel totally secure  
Being watched by something  
With a creepy, creepy face (Ahh!)

See, that will all make sense when I am older  
So there's no need to be terrified or tense  
I'll just dream about a time  
When I'm in my age of prime  
'Cause when you're older  
Absolutely everything makes sense  
This is fine.

### **LOST IN THE WOODS**

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez

Performed by Jonathan Groff.

Again, you're gone,  
off on a different path than mine  
I'm left behind,  
wondering if I should follow

You had to go,  
and of course it's always fine  
I probably could catch up with you tomorrow

But is this what it feels like to be growing apart?  
When did I become the one who's always chasing your heart?

Now I turn around and find  
I am lost in the woods  
North is south, right is left,

when you're gone

I'm the one who sees you home,  
but now I'm lost in the woods  
And I don't know what path you are on  
I'm lost in the woods

Up till now  
the next step was a question of how  
I never thought it was a question of whether

Who am I,  
if I'm not your guy?  
Where am I,  
if we're not together forever?

Now I know you're my true north,  
'cause I am lost in the woods

Up is down,  
day is night,  
when you're not there

Oh, you're my only landmark,  
so I'm lost in the woods  
Wondering if you still care  
But I'll wait for a sign  
that I'm on your path '  
Cause you are mine

Until then,  
I'm lost in the woods  
I'm lost in the woods

I'm lost in the woods  
I'm lost in the woods  
I'm lost in the woods  
I'm lost in the woods  
I'm lost in the woods

## **SHOW YOURSELF**

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez.

Performed by Idina Menzel and Evan Rachel Wood.

Every inch of me is trembling  
But not from the cold  
Something is familiar  
Like a dream I can reach  
but not quite hold

I can sense you there  
Like a friend I've always known  
I'm arriving  
And it feels like I am home

I have always been a fortress  
Cold secrets deep inside  
You have secrets, too  
But you don't have to hide

Show yourself  
I'm dying to meet you  
Show yourself  
It's your turn  
Are you the one I've been looking for  
All of my life?



Show yourself

I'm ready to learn

Ah ah ah ah

Ah ah ah ah ah

I've never felt so certain

All my life I've been torn

But I'm here for a reason

Could it be the reason I was born?

I have always been so different

Normal rules did not apply

Is this the day?

Are you the way

I finally find out why?

Show yourself

I'm no longer trembling

Here I am

I've come so far

You are the answer I've waited for

All of my life

Oh, show yourself

Let me see who you are

Come to me now

Open your door

Don't make me wait

One moment more  
Oh, come to me now  
Open your door  
Don't make me wait  
One moment more

Where the north wind meets the sea (Ah ah ah ah)  
There's a river (Ah ah ah ah)  
Full of memory

Come, my darling,  
homeward bound  
I am found  
Show yourself  
Step into your power

Throw yourself  
Into something new

You are the one you've been waiting for  
All of my life  
All of your life  
Oh, show yourself

Ah ah ah Ah ah ah Ah ah ah

## THE NEXT RIGHT THING

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez.

Performed by Kristen Bell.

I've seen dark before

But not like this

This is cold

This is empty

This is numb

The life I knew is over

The lights are out

Hello, darkness

I'm ready to succumb

I follow you around

I always have

But you've gone

to a place I cannot find

This grief has a gravity

It pulls me down

But a tiny voice whispers in my mind

"You are lost, hope is gone

But you must go on

And do the next right thing"

Can there be a day

beyond this night?

I don't know anymore what is true

I can't find my direction,

I'm all alone

The only star that guided me was you

How to rise from the floor?

When it's not you I'm rising for?

Just do the next right thing

Take a step, step again

It is all that I can to do

The next right thing

I won't look too far ahead I

t's too much for me to take

But break it down to this next breath

This next step

This next choice is one that

I can make

So I'll walk through this night

Stumbling blindly toward the light

And do the next right thing

And with the dawn,

what comes then

When it's clear that everything

will never be the same again?

Then I'll make the choice

To hear that voice

And do the next right thing.