

A CLIL Project on Diversity based on the EAN project



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Kindergarten teachers: Christina Kioulbalidou, Nicole Tzora

Context:

- **Location** : 1st Kindergarten of Penteli
- **Time period** : Mid-March to Mid-April
- **Duration** : 4 weeks (8 lessons)
- **Number of students** : 18 students (ages 4-6)

Objectives:

- **Content:**
 - Encourage children to appreciate what makes them unique, self-respect.
 - Raise awareness about diversity, encourage respect for others.
- **Language:**
 - To recycle vocabulary and introduce new vocabulary.
 - Reinforce children's understanding & use of the language (words, lexical chunks, phrases) using authentic material and natural speech.
- To help the children develop their **cognitive/physical/social skills**.
- To carry out a variety of activities to address the needs of students with **different learning styles**.
- To create a **fun, engaging** and **positive** learning environment.

Part 1: The “Mixed-up Chameleon” by Eric Carle

- Plot & Moral
- Vocabulary: colours, feelings, animals, action verbs.
- Introduction using an idea from the EAN scenario in order to trigger the children’s curiosity & create a meaningful context for the story.



Ollie the Owl, our classroom puppet



Warm-up Activity: The Hidden Chameleons

- Children had to work in pairs to find the hidden chameleons and then return to our circle area and answer simple questions.
- Opportunity for the children to move around & sharpen their observation skills.

Children finding the yellow chameleon



Blue chameleon in the pencil box



Red and green chameleon



Reading the book & Follow-up Activities

- The book was read **interactively** (simple questions, the children were physically involved).
- **Charades:** The children took turns acting out one of the animals in the story.
- **Touch & Guess Game** using realia of the animals and a box with two holes on each side.

Realia of the animals the chameleon meets at the zoo



Playing Touch & Guess Game



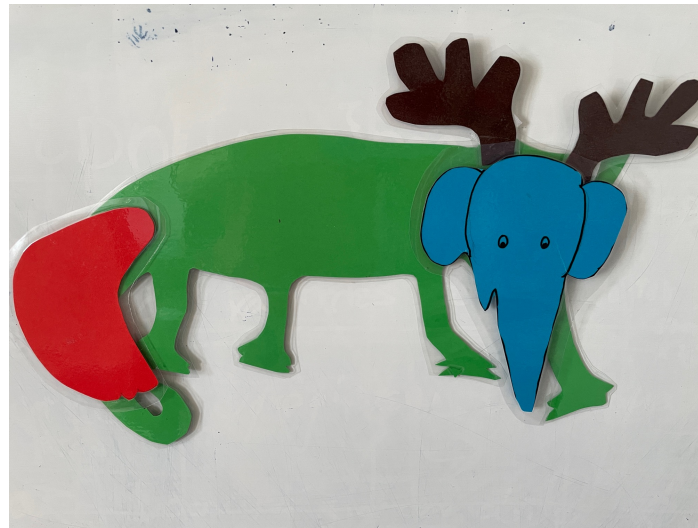
Wrap-up: Treasure Hunt

- The children had to follow hints in order to find the hidden animals in the classroom.
(ex: I'm pink and I can fly. I'm hungry!)
- Each time they found two matching animals they removed the corresponding part from the chameleon and the chameleon gradually became himself again.
- Revised all the language used in the book and in the activities that followed & repeated the moral.

Harry the Chameleon is mixed-up



The Chameleon gradually changes

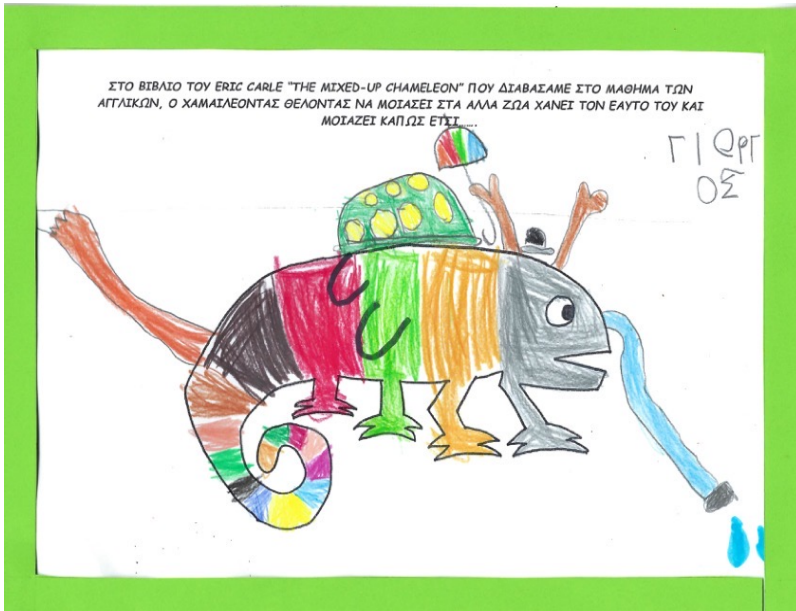


The Chameleon becomes himself again

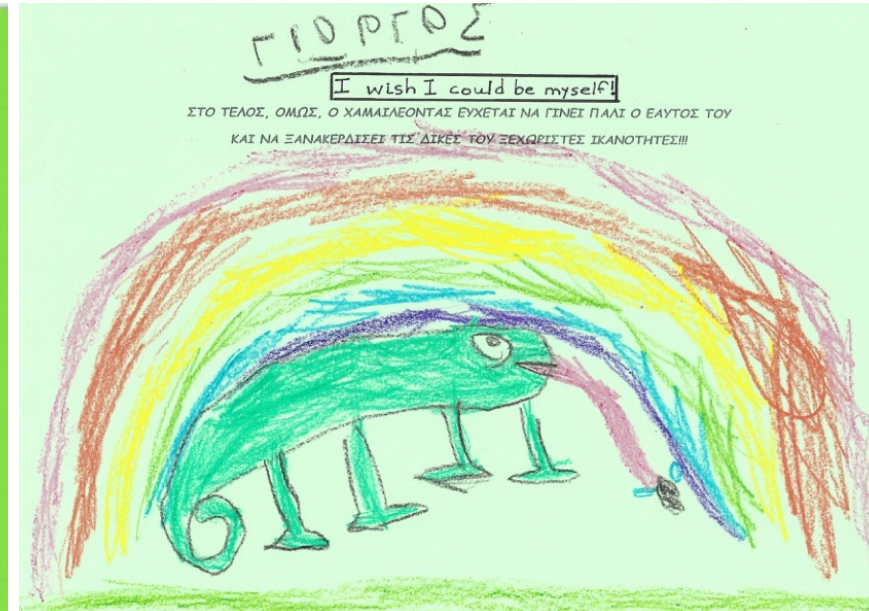


Activities with the kindergarten teachers

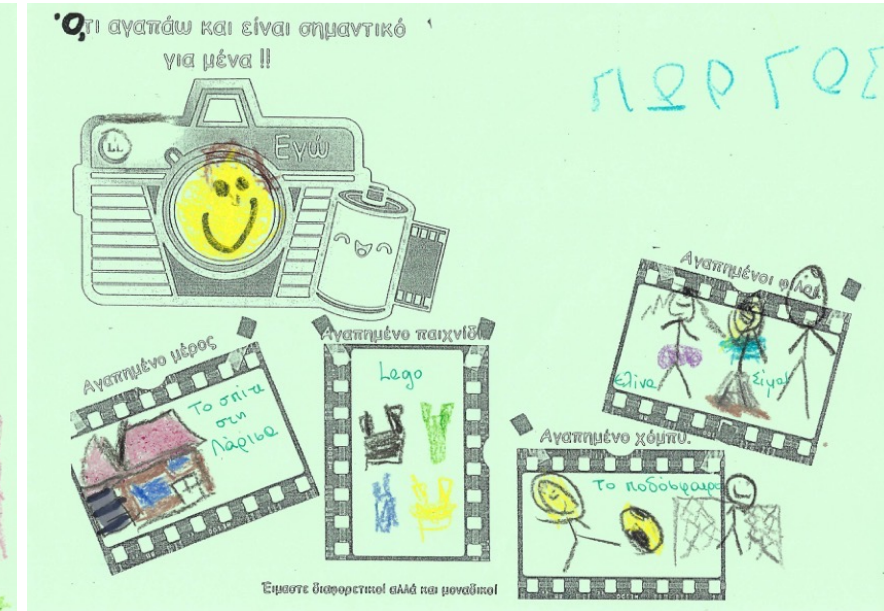
The Mixed-Up Chameleon



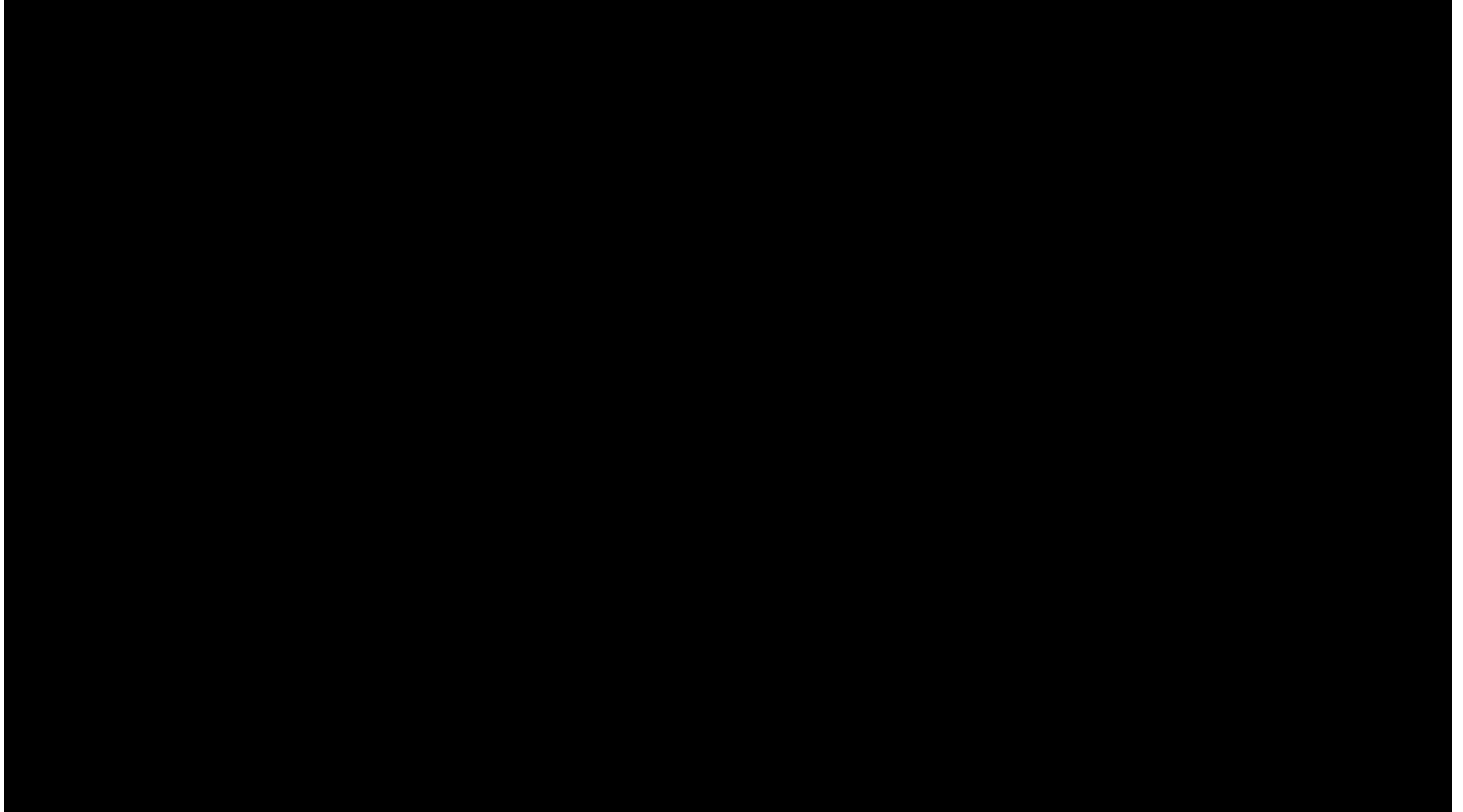
The Chameleon wishes he could be himself again



What makes me special: favourite place, toy, hobby, friend

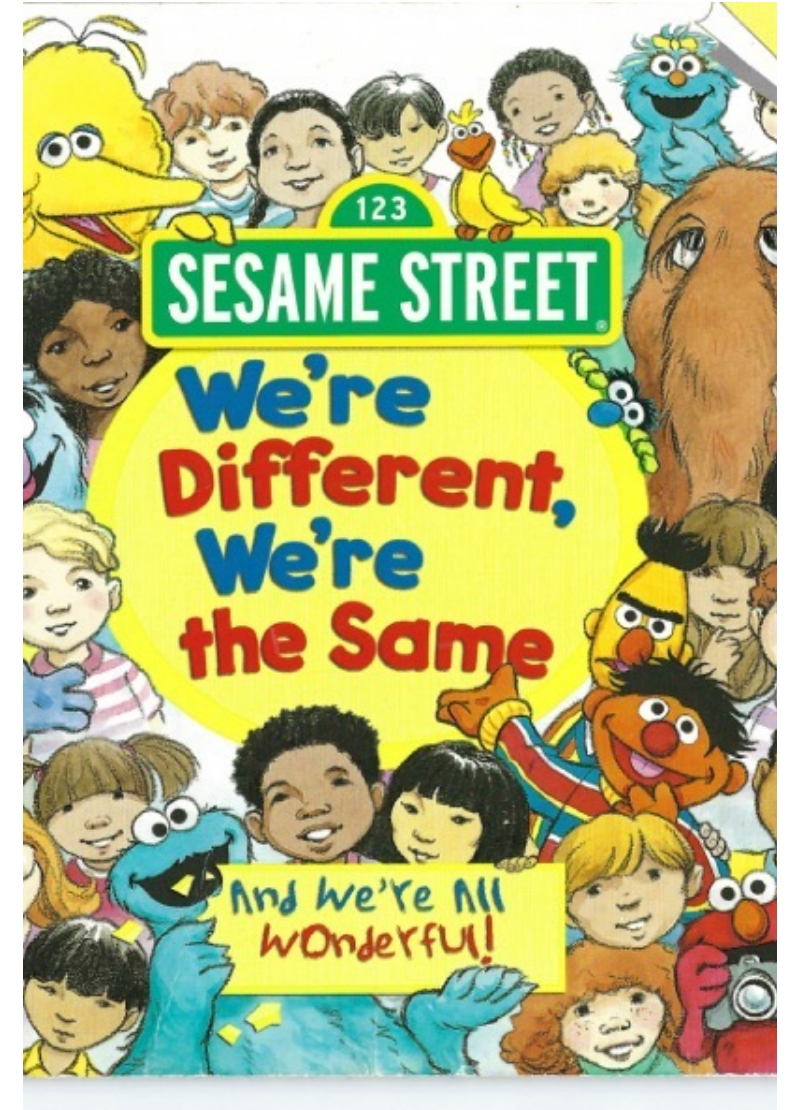
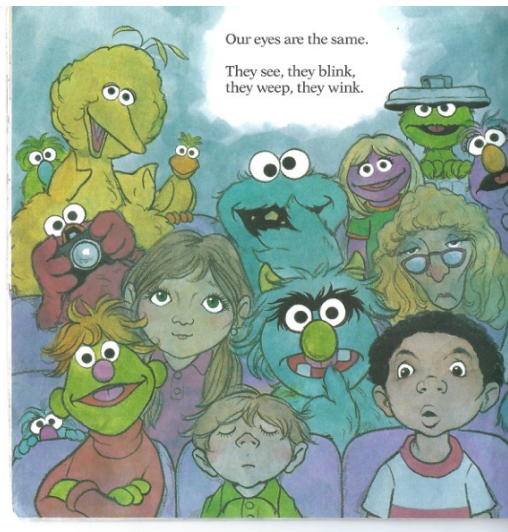
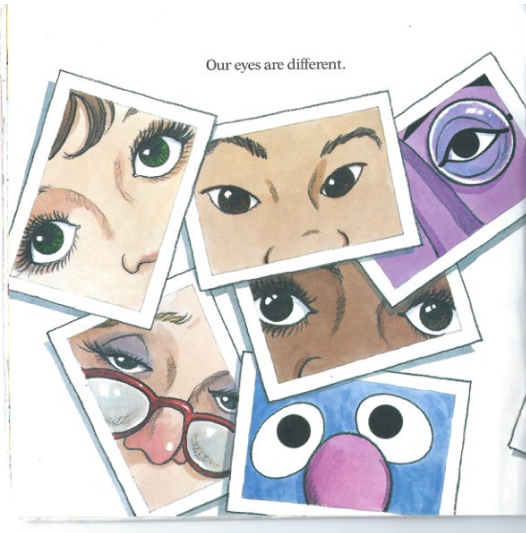


Extracts from video recordings – 1



Part 2: We're different, we're the same

- **Warm-up Activity:** Using socks, we played a game to familiarise children with the words *different* and *same*.
- **Content:** How people are different but also the same in so many ways.
- **Vocabulary:** Parts of the body, action verbs.



Follow-up Activities

- **Songs:** *Head, shoulders, knees & toes* and *Touch your head*.
- **Simon says:** (replacing Simon with Ollie). After the teacher, the children took turns calling out the commands.
- **Posters:** Children were asked to cut pictures of people from magazines at home with their parents and bring them to school.



Posters: We're different, we're the same

Representation of diverse people and cultures



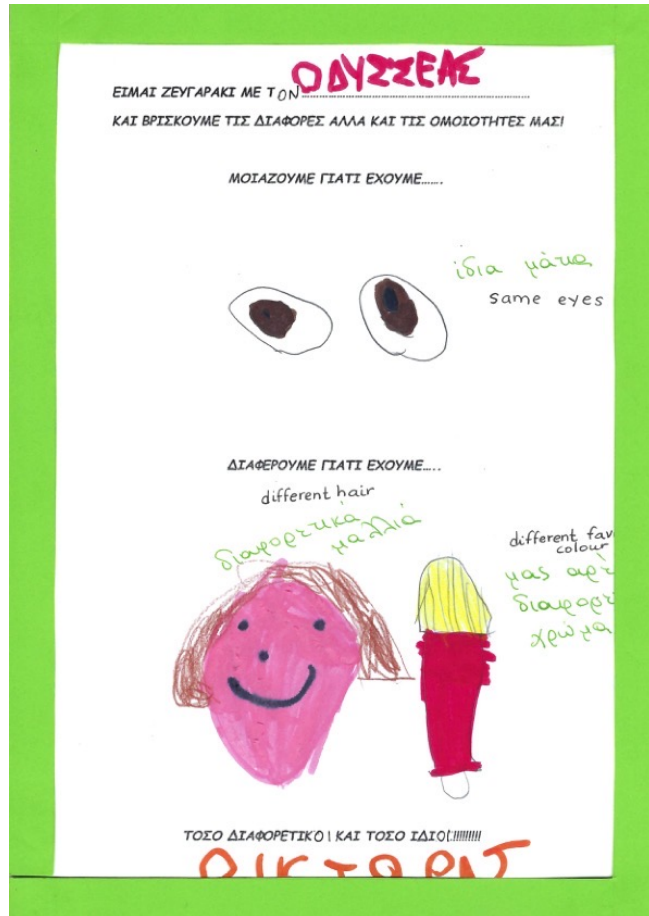
Wrap-up: Rainbow craft

- **Rainbow craft:** The children were given one popsicle stick each and they coloured it using their favourite colour.
- **Song:** The Rainbow Colors song (*Super Simple Songs*)
- **Conclusion:** “We’re different, we’re the same and we’re all wonderful!”



Activities with the kindergarten teachers

1. Working in pairs: How we're different/the same



2. Working in pairs: How're different/same



We are all different like the colours of a rainbow.




Assessment

- **Video-recordings** of the English lesson.
- **Student Portfolio** containing all the drawings and worksheets that each student completed during this project (with the kindergarten teacher & the EFL teacher).
- **The children evaluated** the project by colouring the face which showed how much they liked the project.

How much did you like this project?

Χρονική διάρκεια;







Ο μαθητής/η μαθήτρια αντιγράφει από τον πίνακα την ημερομηνία έναρξης και λήξης του θεματικού κύκλου (στο Νηπιαγωγείο σημειώνονται από την/τον εκπαιδευτικό).

Έναρξη: ...Μάρτιος... '22

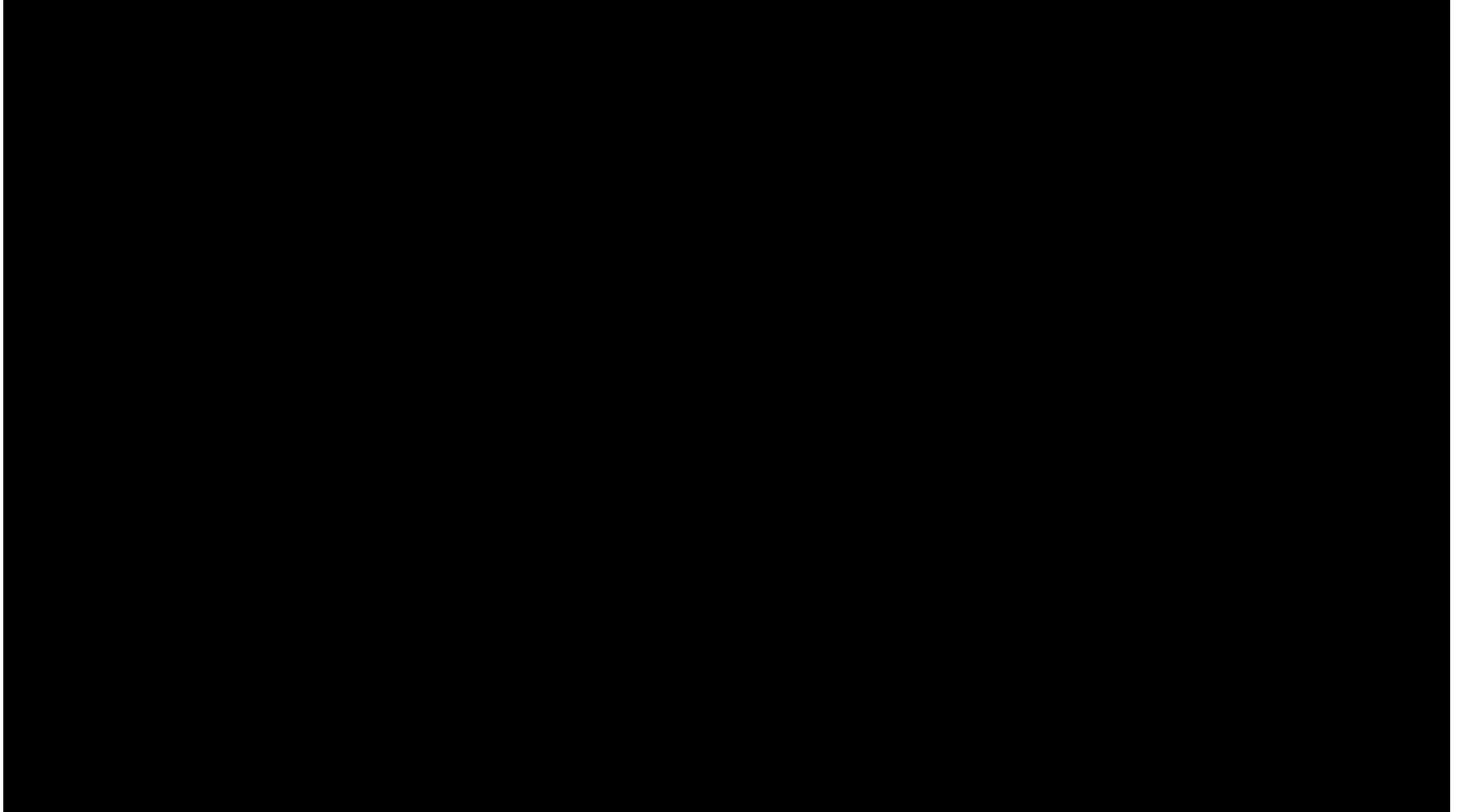
Λήξη: ...Απρίλιος... '22

Πόσο μου άρεσε ο θεματικός κύκλος;



Γιώργος

Extracts from video recordings – 2



Thank you !



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Resources

- **Website:** *ean.auth.gr*
- **Books:**
 - *The Mixed-Up Chameleon* by Eric Carle
 - *We're different, we're the same (Sesame Street)* by Bobbi Jane Kates
- **Songs:**
 - *Head, Shoulders Knees and Toes* (Super Simple Songs)
 - *Touch your Head/Action Songs for Kids* (Maple Tree Learning)
 - *Rainbow Colors Song* (Super Simple Songs)