



# EAN Educational Scenario



## It's freezing!

**Main source reference:** Alexiou, T. & Penderi, E. (Eds.). (2022). *EAN Educational Scenarios*. Aristotle University of Thessaloniki. In the framework of Action “Teacher Training for the Introduction of English in Preschools (EAN)”, ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)

**Specific scenario reference:** Alexiou, T., Penderi, E., Serafeim, M., Gioftsali, K., Ntousi, I., & Tsiadimos, N. (2022). *It's freezing!* In T. Alexiou & E. Penderi (Eds.). (2022). *EAN Educational scenarios*. Aristotle University of Thessaloniki. In the framework of Action “Teacher Training for the Introduction of English in Preschools (EAN)”, ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)



<b>Title</b>	<b>It's freezing!</b>
<b>Thematic Category</b>	<b>Winter (Winter clothes)</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• The vocabulary of this scenario is related to the children's experiences (the clothes they wear to keep warm).</li><li>• In the context of this scenario, the children are exposed to selected vocabulary related to winter clothes as they need to solve Kiki's problem.</li><li>• Through organized activities, the children develop their ability to play while also feeling a sense of satisfaction and accomplishment.</li><li>• It is possible to connect the specific vocabulary of this scenario to the children's other daily school activities (e.g., putting on/taking off a jacket/shoes/ gloves, etc. on their arrival/departure and/or during the break). The children build on their skills for self-regulation and contemplate activities related to their transition from the family environment to the school environment.</li></ul>





## Children

- ✓ are familiar with types of clothes and accessories in L1 (Greek)
- ✓ can choose the appropriate clothing according to the weather
- ✓ are familiar with some body parts in English

## Teachers

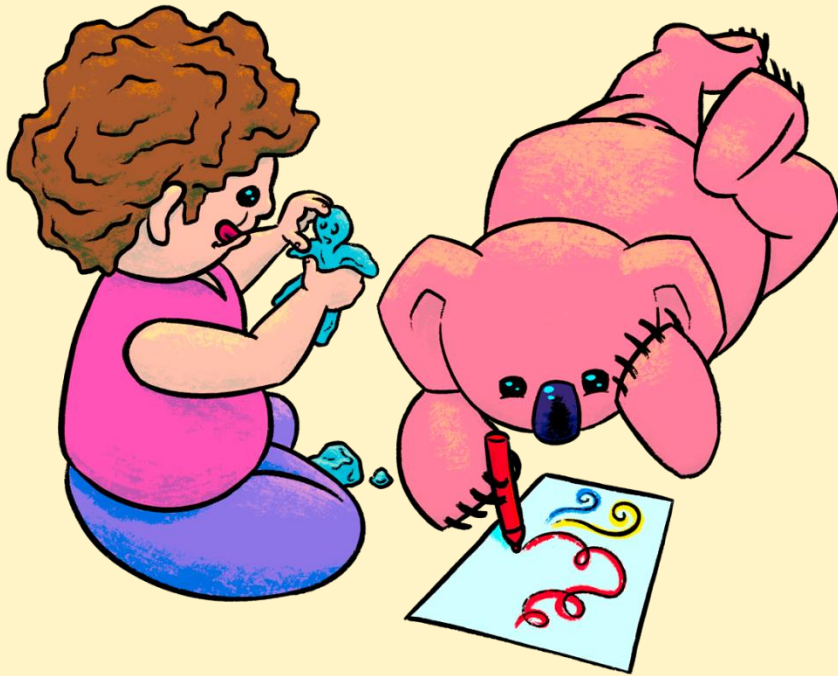
- ✓ The preschool teacher **(PT)** works on the topic of winter and has discussed typical weather phenomena and appropriate clothing with the children
- ✓ During previous activities, the English language teacher **(LT)** has worked on vocabulary related to body parts.
- ✓ The preschool teacher **(PT)** has conducted activities related to the cultivation of musical skills (characteristics of volume).





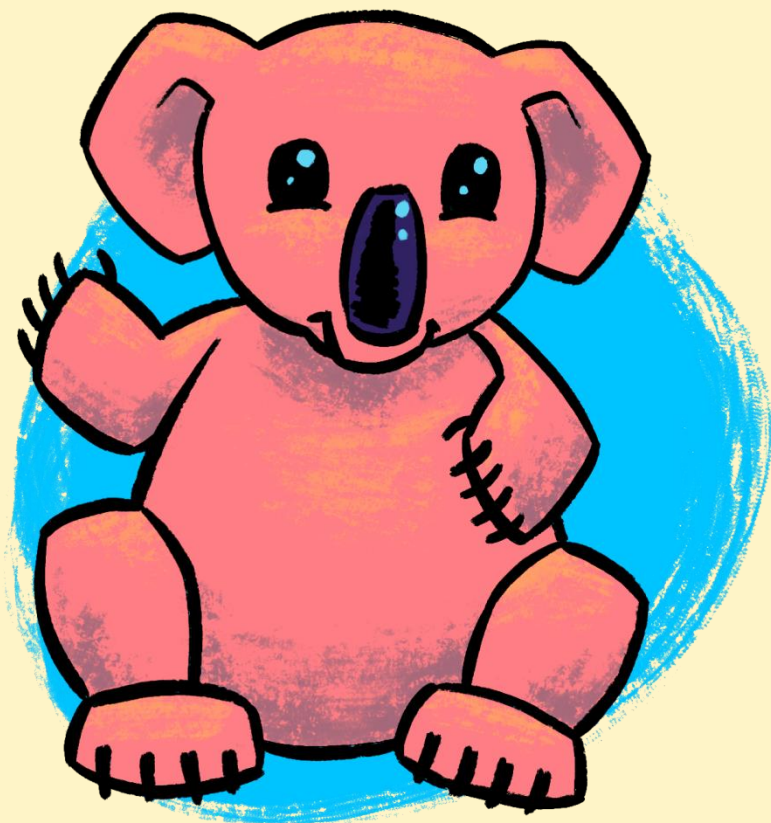
<p><b>Main Thematic areas</b></p> <p><b>Child and Communication (Language)</b></p> <p><b>Child and Natural Sciences</b></p>	<ul style="list-style-type: none"><li>• To enrich their oral speech and to understand vocabulary related to winter clothes</li><li>• To orally reproduce the lyrics of a song through active listening</li></ul> <p><b>Suggested vocabulary</b> hat, scarf, gloves, coat, boots, hands, head, neck, body, feet</p> <p><b>Suggested phrases</b> <b>It's freezing! Put on your..., take off your..., Let's help Kiki!, Look!, She is freezing!, It's cold outside!</b></p>
<p><b>Thematic areas involved</b></p> <p><b>Child, Body, Creation and Expression</b></p>	<ul style="list-style-type: none"><li>• To understand the impact of weather conditions on their body</li><li>• To understand the characteristics of sound (volume)</li><li>• To sing in unison in an informal choir following the instructions of the conductor</li><li>• To respond to instructions</li><li>• To use different materials to make small crafts</li></ul>
<p><b>Child, Self and Society</b></p>	<ul style="list-style-type: none"><li>• To collect material from various sources</li></ul>
<p><b>Developing attitudes</b></p>	<ul style="list-style-type: none"><li>• To look for possible ways to help others</li><li>• To become aware of issues related to protecting themselves against harsh weather conditions</li><li>• To work in small groups and present their work</li></ul>





- ✓ Kiki the koala
- ✓ Glue, scissors, markers, various arts and crafts materials
- ✓ Fashion magazines
- ✓ Song “The gloves on my hands”
- ✓ Flashcards of clothes
- ✓ Flashcards of parts of the body (Kiki’s)
- ✓ Book “Froggy gets dressed” by Jonathan London



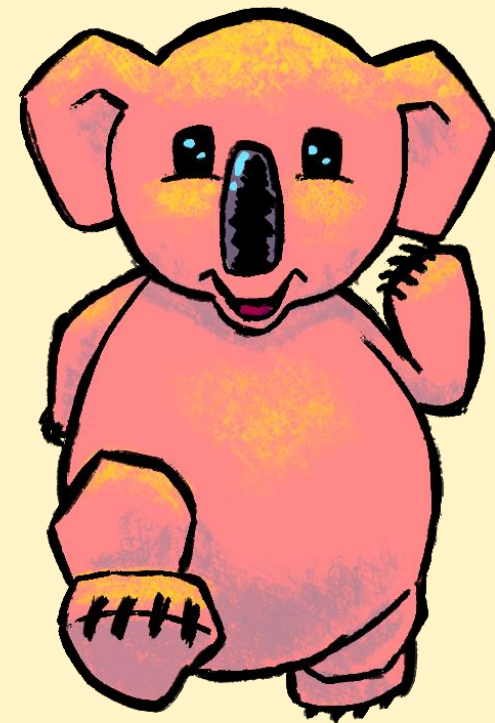


**Description of the procedure and  
suggested activities**








Kiki comes to class, greets the children and tells them that now that the temperature is dropping, she has started feeling really cold. But there is a problem. When she moved from Australia to Greece, she didn't bring appropriate outfits with her... So, she asks for the children's help and advice to cope with the weather conditions. **"It's freezing!"**







 **(LT-PT)** We encourage the children to think and suggest appropriate clothes and accessories for Kiki to wear **“Let’s help Kiki! Look! She is freezing! It’s cold outside!”**.

 The children work in groups trying to help Kiki. The members of each group work together in order to prepare a list of their own suggestions. The children can choose the sources they would like to refer to in order to enrich their original ideas (e.g., the internet, magazines/brochures, books/fairy tales). Each group can capture their suggestions in any way they wish (collage, drawing, etc.).

 While the groups are working, we

observe and support the children (e.g., ask, discuss, ponder).


 Each group presents the list with their suggestions to Kiki (e.g., gloves, scarves) and **(LT-PT)** we introduce the corresponding words **“hat, scarf, gloves, coat, boots”**.


 **(LT-PT)** We encourage the children from different cultural and linguistic backgrounds to teach Kiki and their classmates the relevant vocabulary in their first language.






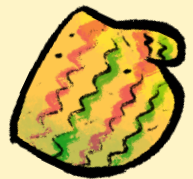


 **(LT-PT)** The children are divided into groups and Kiki assigns a task. She asks the children of each group to look in their personal belongings and find specific winter clothes and accessories (“**gloves, hat, scarf, coat, boots**”) and show them to her. Each group is given a visualized list-mission and Kiki says e.g., “**Bring your gloves/hat**”.


 Once the children have found what is listed, **(LT-PT)** we encourage them to match the items to the flashcards with parts of the body (Kiki’s). “**Nice hat/scarf/gloves/coat/boots! Put the hat on my head/neck/hands/body/feet**”.


 **(LT-PT)** We help wherever needed asking additional questions “**Nice gloves! What’s**


**the colour of your gloves?”** and reminding the children of the vocabulary they have already been exposed to (e.g., colours).





 Kiki is happy with the children's suggestions, **(LT-PT)** and she sings a song with them (see next slide) showing the corresponding pictures/drawings created by the children in groups (e.g., gloves, hat, etc.) and/or flashcards of clothes and body parts.

 The children sing the song with the help of the teachers **(LT-PT)** doing the corresponding actions.

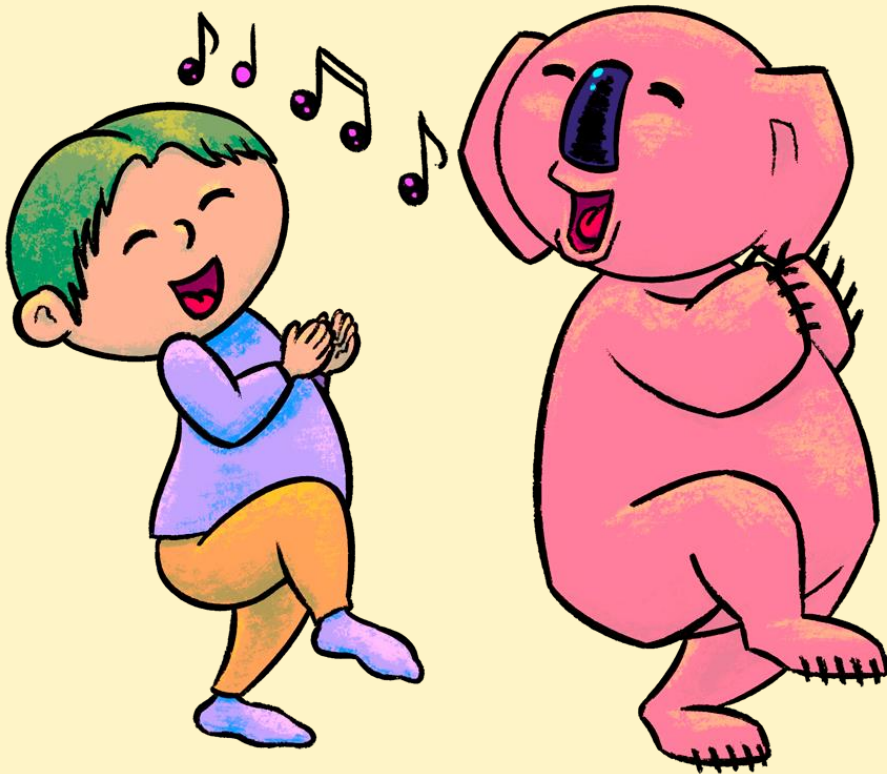
 **(PT-LT)** We suggest that the children sing the song again all together. **(LT-PT)** Assuming the role of conductor, we start singing, and the children should follow our instructions, varying the volume of their voice accordingly. When we spread our hands, the children will sing very loudly

and when we put our hands together, they will lower the volume of their voice accordingly.



The game can also be repeated by the children in groups. One child impersonates the conductor and the others become the members of his/her choir. As they sing the song, one child from each group shows the corresponding flashcards.





The gloves on my hands, keep me warm,  
keep me warm, keep me warm.

The gloves on my hands keep me warm,  
all winter long.

The hat on my head keeps me warm, keeps me warm,  
keeps me warm.

The hat on my head keeps me warm, all winter long.

The scarf on my neck keeps me warm, keeps me  
warm, keeps me warm.

The scarf on my neck keeps me warm, all winter long.

The coat on my body keeps me warm, keeps me  
warm, keeps me warm.


The coat on my body keeps me warm, all winter long.


The boots on my feet, keep me warm, keep me warm  
keep me warm.


The boots on my feet keep me warm, all winter long.






 **(LT-PT)** Kiki suggests playing another game with the clothes they have collected in the “winter clothes hunt” (see previous slides). One child from each group is asked to put on the clothes and accessories following their classmates’ instructions **“Put your/the gloves on your hands”**.

 **(LT-PT)** Kiki closes her eyes and ears and the children in each group decide which garment/accessory their representative is going to take off. We say, for instance **“Take off your coat”**. Then Kiki has to guess which garment/accessory is missing **“Is it the scarf?”**.


 The children repeat the game in groups using the vocabulary mentioned above. A different child can take Kiki’s place each


time. **(LT-PT)** We help and support whenever necessary.


 Alternatively, the aforementioned activities can be conducted using paper dolls and paper clothes made by the children.






 **(LT-PT)** We suggest playing a movement game called “Let’s get dressed for a winter walk”.

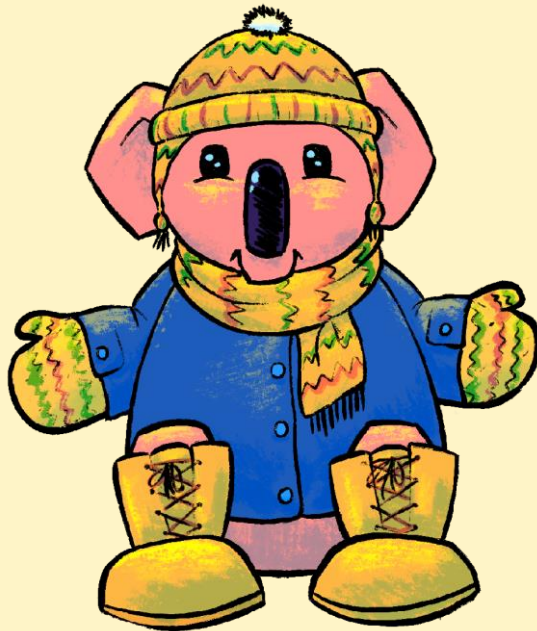
 There are several pictures of clothes and accessories, some of which are suitable for the winter, scattered on the classroom floor.



 While the auditory stimulus is heard (e.g., the sound of wind blowing or of a snowstorm), the children move freely around the room, pretending to be cold and repeating the phrase **“It’s freezing, it’s freezing, it’s cold outside”** together.

 When the sound stops, they need to step on the picture of a garment or an accessory and announce what they have chosen to the rest of the class, for example

**“The scarf (around my neck) keeps me warm”.**





-  **(LT-PT)** We narrate the story “Froggy gets dressed” by Jonathan London using simple words and vocabulary which the children have become familiar with. This book in both the original (English) and the Greek version could then be placed in the library corner.
-  The children act out the story and/or draw their favourite scene and/or play a “Roll a reindeer” type of game in which each outfit corresponds to a number on the dice. The children roll the dice, say the number (e.g., one) and place the corresponding garment (e.g., red hat) on the figure until the figure (e.g., Froggy) is completely dressed.







The children, with the help of their parents/guardians, choose a photo showing a winter family activity and send it to the school. In class, the children use known vocabulary and present their photo with the help of the English language teacher.


We can use this photo to create a snowball decoration.






 As part of the evaluation, the children can play a game of identifying things through touch. We divide the children into groups. A pouch/box is placed in front of each group which contains thumbnails of clothes and accessories. A team member closes his/her eyes, chooses an outfit randomly and needs to understand and announce which piece of clothing it is, only by touching it (e.g., **“Is it the scarf?”**).

 During the free time activities, the children can play the digital game “Dress Kiki” (see digital game) on the classroom’s PC.

 The children play the game “Let’s get dressed for a winter walk” and when Kiki says **“touch...”** (a winter outfit or accessory) the children need to find and touch the correct picture. A different child can take Kiki’s place each time.

 Alternatively, the children can create a collage with the clothes in groups. Each group draws a body on a large piece paper roll (e.g., drawing the outline of a child) or on A3 paper. **(LT-PT)** Every time we give a command (e.g., **“Put on your coat”**), each group shows the garment on the respective flashcard and then produces it in any way they wish and puts it on the body (e.g., they could paint it or use different materials such as cotton, pieces of cloth, etc.). **(LT-PT)** With our help, each group presents their work using the vocabulary of the scenario. The group collages can also be photographed, and the group presentations can be recorded and added to the e-portfolio.







## Acknowledgements/Credits

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- **Rhythm of the song:** “The Wheels on the Bus” by Verna Hills
- **“Froggy Gets Dressed”**

Written by Jonathan London

Illustrated by Frank Remkiewicz

Published by Penguin Group