



EAN Educational Scenario



It's winter. Animals hibernate!

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)

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Title	It's winter. Animals hibernate!
Thematic Category	Winter
Rationale	<ul style="list-style-type: none">• The vocabulary of this scenario familiarises children with high frequency words relating to the topic of winter and other thematic categories that children work on in preschool.• Through a song with a well-known rhythm, the children are involved in a series of cooperative and creative activities (e.g., puppet show, crafts, role play) that aim to motivate them and actively engage them in forming links with their previous knowledge and experiences.• Opportunities are created for children to use their knowledge relating to animals, such as farm animals, in order to process new situations, e.g., jungle animals, transferring and expanding their knowledge and skills.• In this way, children are introduced to the idea of presenting knowledge for expansion and investigation through the project method (see “The puppet show of the animals that hibernate”).





Children

- ✓ know what hibernation is
- ✓ follow orders
- ✓ make simple movements
- ✓ group objects

Teachers

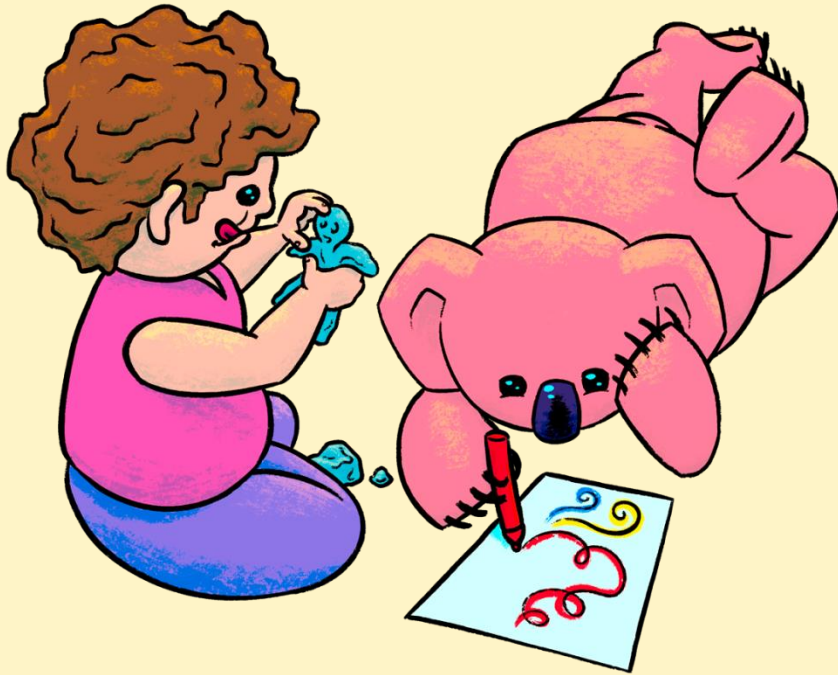
- ✓ The preschool teacher **(PT)** has already discussed the fact that some animals hibernate during winter.
- ✓ The English language teacher **(LT)** has implicitly exposed the children to the verb 'to be' during previous activities (Getting to know each other).
- ✓ The teachers **(LT-PT)** have previously involved children in games that require them to follow orders and guidelines.
- ✓ In order to split children into groups, the two teachers use a short game that they have pre-decided upon, ensuring groups are created randomly.
- ✓ The activities developed in this particular scenario can later on be used and adapted for other thematic categories (e.g., pets, jungle animals, etc.)





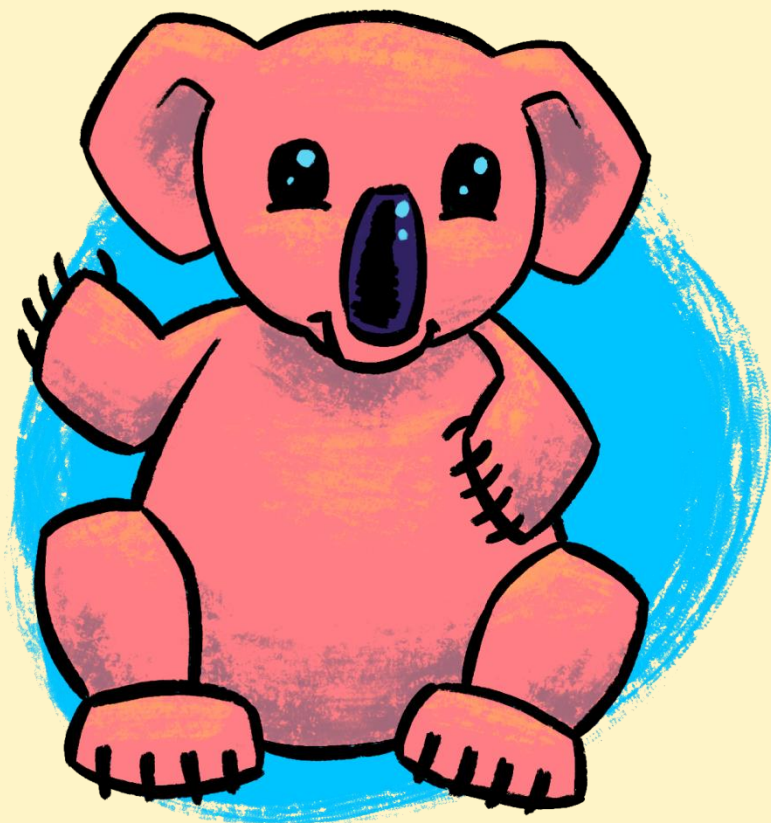
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary related to animals that hibernate (bear, snake, lizard, etc.).• To learn a song in English related to animals that hibernate <p>Suggested vocabulary animals, bears, snakes, bats, lizards</p> <p>Suggested phrases animals, bears, snakes, bats, lizards hibernate, when it's cold, in the winter</p>
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To broaden their knowledge regarding animals, and more specifically animals that hibernate• To understand the reason why animals hibernate
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To assume particular roles in drama• To imitate different animals with body movement• To express their thoughts through drawing• To create unique crafts combining materials creatively• To reuse everyday materials creatively• To dance along to musical rhythm <ul style="list-style-type: none">• To develop their ability to use a personal computer• To be informed via hypermedia (websites, search engines)
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To respect the environment and the other living things, such as the animals that hibernate• To develop their social skills by roleplaying with animals that hibernate• To express themselves by playing in a puppet show and bonding with their team





- ✓ Kiki the koala
- ✓ Song “Animals hibernate”
- ✓ Flashcards of animals or teddy bears
- ✓ Cardboard box (craft to create a nest) or a flashcard that depicts a nest



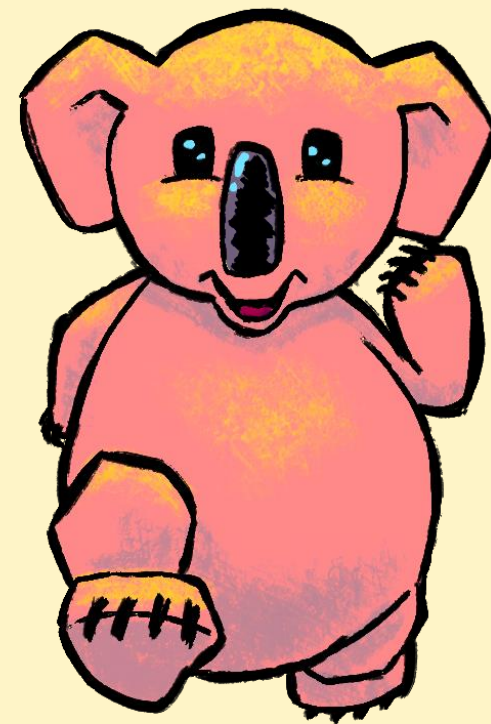


**Description of the procedure and
suggested activities**









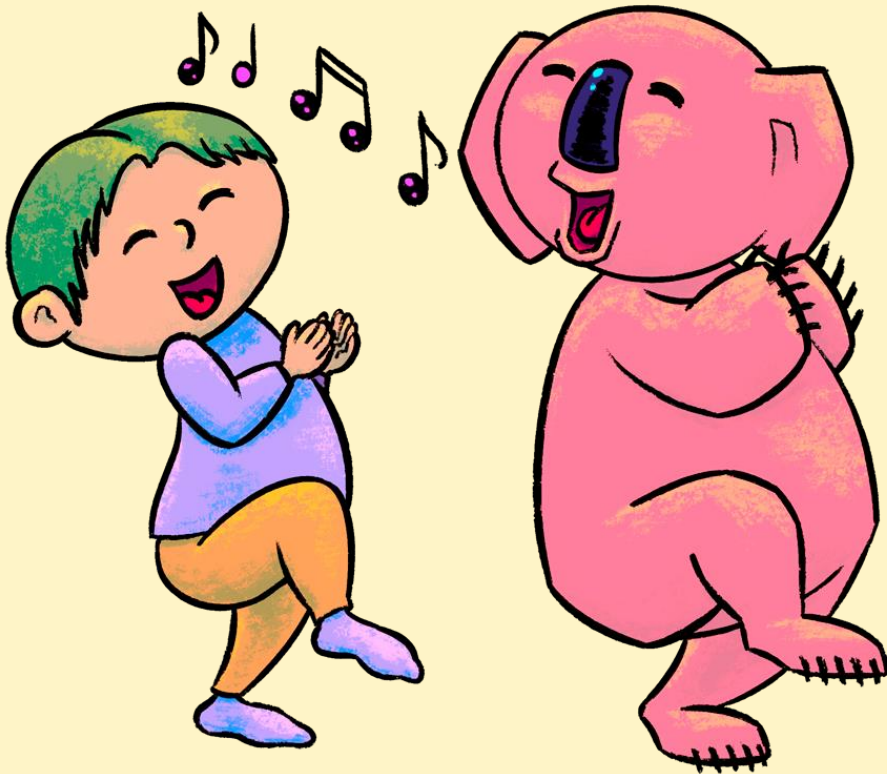
Kiki enters the classroom and greets the children. She's very excited because she has found a lizard, hiding under some leaves in her yard. She's curious, though, as the lizard is always "sleeping". Kiki cannot understand why the lizard cannot wake up!





-  **(PT-LT)** We remind the children of the term “hibernation” and encourage them to recall what it means and why some animals hibernate.
-  The children recall the particular animals that hibernate. Each time the children refer to an animal **(LT-PT)** we show them the corresponding picture and say the word in English (e.g., “**bears, snakes, bats, lizards**”).
-  **(LT-PT)** Kiki tells the children that she will sing a song about the animals that hibernate during winter (see next slide) while showing them the corresponding flashcards.
-  **(LT-PT)** We encourage the children to sing along, pointing to the corresponding animal (flashcards).








Animals hibernate, animals hibernate
in the winter, in the winter.
Animals hibernate, animals hibernate
When it's cold, when it's cold.

Bears hibernate, bears hibernate
in the winter, in the winter
Bears hibernate, bears hibernate
When it's cold, when it's cold.

Snakes hibernate, snakes hibernate
in the winter, in the winter.
Snakes hibernate, snakes hibernate
When it's cold, when it's cold.








-  The children are split into three groups (bears, snakes and bats). They listen to the song again (see previous slide) and, according to their team, fall into hibernation one by one.
-  Each group decides where its nest will be inside the classroom and the children pretend that the hibernation period is about to start and that they should hibernate, just like Kiki's friends do.
-  **(LT-PT)** We call the teams one by one (e.g., **"Bears hibernate"**) and the bears start marching towards their nest. The children try to imitate the sound and the movement the animals make as they move to their nests.







 **(LT-PT)** We tell the children that Kiki does not remember which animals hibernate and we give various flashcards to the children or soft animal toys (not only the ones that hibernate).


 **(LT-PT)** We encourage the children to recall the names of the animals in English.

 The children are split into groups, and each one makes a nest for the animal to sleep in (tree, hole in the ground, cave, leaves, etc.) either by drawing it on cardboard or coloured card, or creating it with spare/leftover materials (e.g., cardboard box) and the children cut out and stick the animals in the nests.

 The children, in their groups, have to decide which of the animals they were

given hibernate, and place them inside their nest.

 **(PT-LT)** We support and assist children when necessary.

 Each group presents the nest they have created, revising the relevant vocabulary in English (e.g., “**tree, earth, leaves**”, etc.), naming the animal that hibernates (e.g., “**bears**”). **(LT-PT)** We repeat the phrases (e.g., “**bears/snakes/bats/lizards hibernate**”).





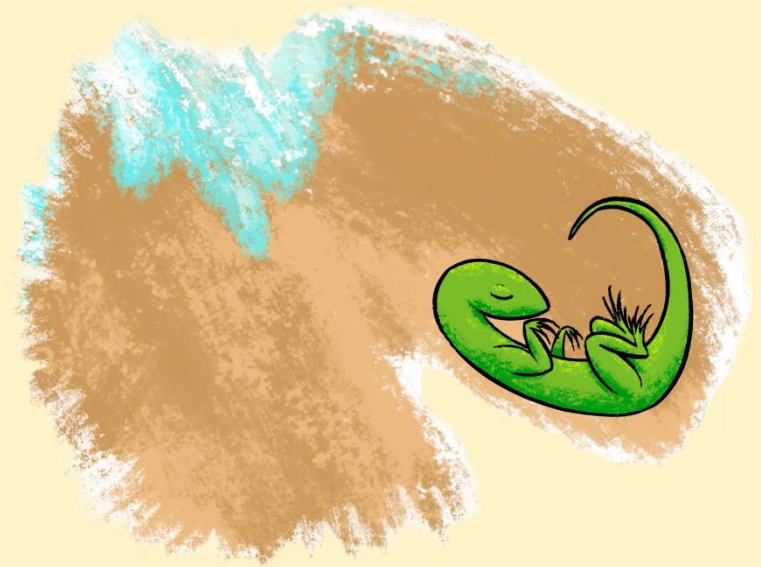
(LT-PT) Kiki suggests that the children present what they have learnt about animals that hibernate to the children in the classroom next to theirs or to the children in the first grade of primary school. The children express their ideas and decide to prepare a puppet show, using the project method and the song they have learnt.

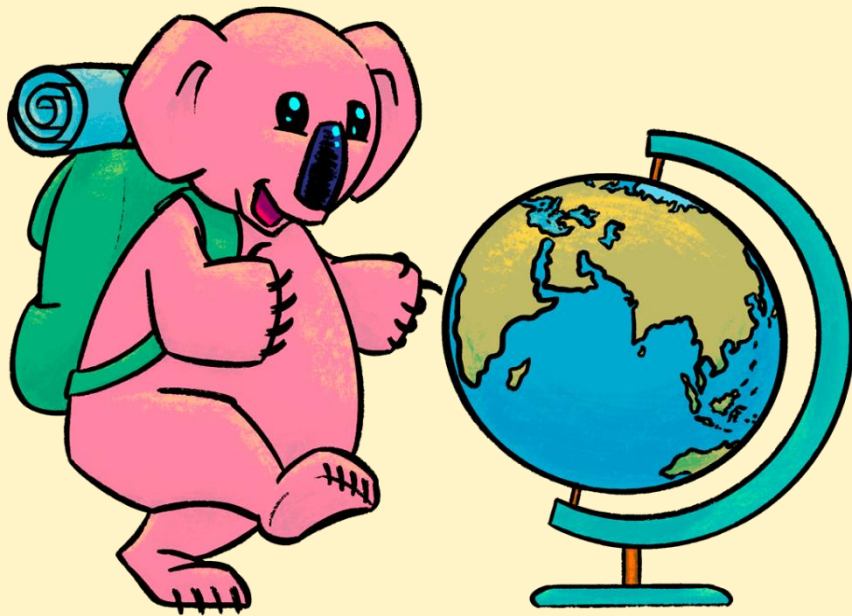


The children, in groups, make the puppet-heroes of the story ("**bears/snakes/bats/lizards**") and the stage sets, using simple materials (bottles, paper rolls, socks, etc.).



(LT-PT) We support the children with the vocabulary in English.







With the help of their parents/guardians at home, the children can look online for other animals that hibernate and create a hot spot poster for each animal with information about its nest. These posters could be sent to Kiki's old school or to other schools/classes. In this way, a connection could be made with the thematic category of Spring when animals stop hibernating.

An exceptional story, relevant to the thematic area is:
"A Little Bit of Winter" by Paul Stewart and illustrated by Chris Riddell





-  Memory game with animals that hibernate. There are two cards for each animal placed upside down on the floor. The children have to make pairs of the animal cards by repeating the name of the animal in English.
-  Board game that the children make with the help of the teachers. The children draw cards of different animals, some that hibernate and some that do not hibernate. On some squares there is the symbol of the card with the animals that the children have drawn. Each player, with the help of their group, has to recall the word in English and whether the animal hibernates or not. If the child responds correctly the group keeps the card. The goal is to finish

the game and for the group to collect as many cards as possible. If there is a robot in the class, the pawn could be replaced by it (the particular game can be used later on, by adding more complex skills).





Acknowledgements/Credits

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Song: “Animals hibernate!”

“A Little Bit of Winter”

Introduction: Twinkle, twinkle little star Roud

Folk Song, Index number 7666

Story by Paul Stewart

Music: Konstantinou Vasiliki

Illustrated by Chris Riddell

Publishing House: HarperCollins



ΑΡΙΣΤΟΤΕΛΕΙΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΟΝΙΚΗΣ



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

