



EAN Educational Scenario



It's Carnival time!

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 Carnival time! |
| Thematic category | Spring |
| Rationale | <ul style="list-style-type: none">• The aim of this scenario is to introduce the children to words that interest them in relation to the particular favourite, seasonal theme of the Carnival.• This scenario gives the children the chance to learn about the various ways of celebrating the Carnival season in different cultural environments.• Children get the opportunity to recycle vocabulary from previous thematic categories they have been exposed to, e.g. Halloween (“Trick or treat”), colours (“I like the colour of my shoes”), animals (“What’s wrong with Colin?”). |





Children

- ✓ know the Greek vocabulary related to the Carnival
- ✓ have been exposed to vocabulary related to animals and colours in English
- ✓ have practised observing, describing and hypothesizing

Teachers

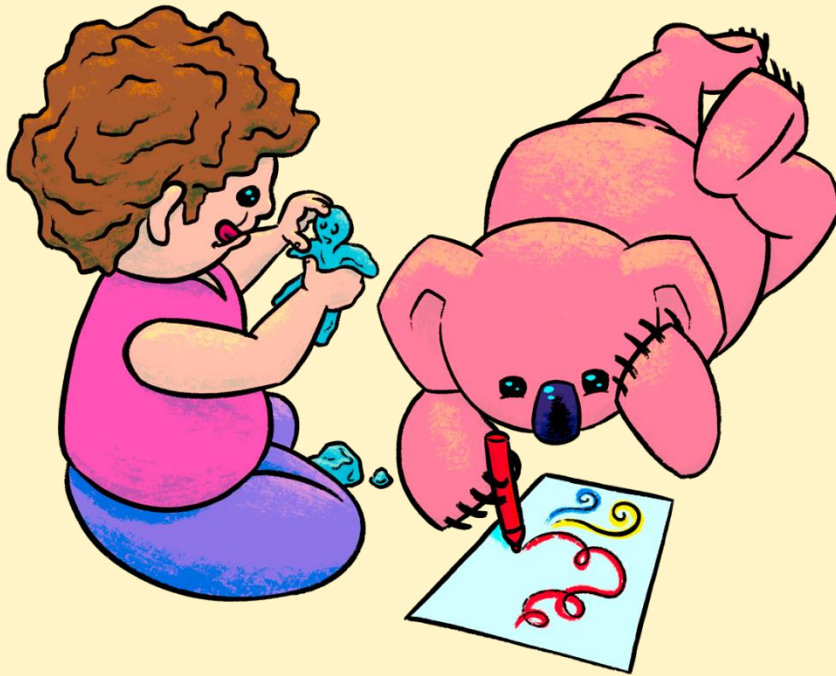
- ✓ The preschool teacher **(PT)** has worked with the children on the thematic category of the Carnival and together with the children has looked at pictures of famous carnivals in Greece and around the world.
- ✓ The English language teacher **(LT)** has created Kiki's carnival album with photographic material from carnival parades around the world (Italy, Brazil, New Orleans, England, Australia) and Kiki's friends/animals in disguise.
- ✓ The teachers **(LT-PT)** have been in touch with parents and/or teachers of some classes in the primary school in order to jointly arrange a carnival party.





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| <p>Main Thematic areas</p> <p>Child and Communication (Language)</p> | <ul style="list-style-type: none">To use basic English vocabulary and phrases related to Carnivals <p>Suggested vocabulary Carnival, parade, costumes, masks, King/Queen, pirate, clown, monkey, stomp, hop, dance, freeze</p> <p>Suggested phrases Let's see Kiki's album, Where is this carnival? What are they celebrating?, It's the carnival, I love carnivals, it's a carnival parade, Who's this?, This is the..., Nice costumes!, Let's make...!</p> |
| <p>Child and Natural Sciences</p> | <ul style="list-style-type: none">To recognise the parts in the visual material (e.g., photographs) that make up the whole picture (zoom in) |
| <p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> | <ul style="list-style-type: none">To process information through photographs so that they get to know the ways carnivals are celebrated in different culturesTo recognise what they know and how they want to learn |
| <p>Child, Self and Society</p> | <ul style="list-style-type: none">To sing together in an informal choirTo reproduce simple rhythmic forms in movement or in beatsTo compose original work combining material in a creative way (masks) |
| <p>Developing attitudes</p> | <ul style="list-style-type: none">To get to know customs from other countries/peoples/cultures in terms of the carnivalTo recognise similar elements in the cultures (disguise – carnival) in relation to other cultures |





- ✓ Kiki the Koala
- ✓ An album with photographs of carnival parades around the world (Italy, Brazil, New Orleans, England, Australia) and Kiki's friends-animals in disguise
- ✓ Flashcards with pictures (carnival parade, costumes, masks, carnival, King/Queen)
- ✓ Flashcards with pictures of kangaroo-witch, elephant-cowboy, monkey-pirate, giraffe-clown, turtle-ballerina
- ✓ Cut-out animal masks (kangaroo, elephant, monkey, giraffe, turtle)
- ✓ Photographs of carnival parades (Greece and worldwide)
- ✓ Song "Carnival freeze dance"
- ✓ Map of the world
- ✓ A4 paper, marker pens, crayons



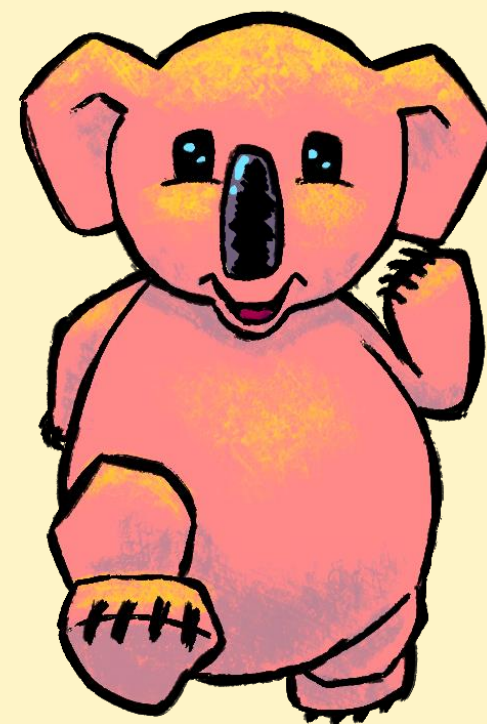


Description of the procedure and
suggested activities







The children find an album with photographs of Kiki in disguise in the learning centre library. By looking through the photos, we encourage the children to guess what the celebration is in the photos. **“What are they celebrating? Is it Christmas/Halloween?”** and the children answer **“No”**. Then Kiki tells them **“It’s carnival time, I love the carnival”**. Kiki repeats **“The carnival!”**. Does this word remind you of a Greek word? (Similarity phonologically between carnival-Karnavali).







 **(LT-PT)** Kiki, with her album as a prompt, shows the children photos of famous carnivals in various parts of the world (Italy, Brazil, England, New Orleans, Moomba Carnival-Australia) while the children, with the help of the teachers, identify the places/countries on the map of the world.

(PT-LT) We ask the children in which countries/cities they know the carnival is celebrated.

 **(LT-PT)** We ask the children “**Where is the carnival?**”. The children answer accordingly, either in English if they know certain countries or in Greek with the help of the teachers and by using the map.

 **(LT-PT)** Kiki asks the children if they have seen similar events in Greece. “**A famous**

carnival in Greece”. Showing the map, she asks: “**In Thessaloniki? In Athens?**” helping the children to remember.

 **(PT-LT)** After this, we help the children to recall famous carnivals in Greece (e.g. Patras, Xanthi, Kastoria), encouraging them to show Kiki the photos they have collected over the previous days. We, together with the children, use the map to find where and when these events take place.





(LT-PT) We return once more to the album. The children look at Kiki's photos, while being 'shown around' the world of the carnival. **"Look, this is a carnival parade!"** (*showing photos of the carnival parades*), **"Look at the costumes!"** (*showing the costumes*), **"Look at the masks!"** (*showing the masks*), **"This is the carnival King/Queen!"** (*showing the carnival king and queen*)



(LT-PT) Now it's time to remember Kiki's friends in disguise. While the album 'tour' continues, we introduce them once again using flashcards (e.g. kangaroo-witch, elephant-cowboy, monkey-pirate, giraffe-clown, turtle-ballerina) and we say **"Look! Kiki's friends! Look at their costumes! Nice costumes!"**.



(LT-PT) With the encouragement of the teachers, the children remember and name Kiki's animals-friends, answering the questions, **"Where is the giraffe? Who is the monkey?"** and getting help also from the corresponding pantomime.



The children are split into groups. They choose a flashcard at random and work together to decide which movements (pantomime) they will show the other groups representing the animal with the matching costume. **(PT-LT)** The teachers encourage the children and help them.



Each group presents its word in pantomime and the others try to guess and say the matching costume in English (e.g. **"It's a ballerina!, It's a clown!"**).





(LT-PT) We say to the children “**Kiki is so sad!**” and we explain to them that Kiki’s favourite photos of her friends’ carnival costumes have been torn up. Not only that, but the pieces have been mixed up so much that Kiki can’t manage to sort them out.



(LT-PT) We encourage the children to help Kiki put them back together again. “**Let’s help Kiki! Let’s help our friend!**”. They are divided into groups and each group undertakes to sort out some of the pieces to put the photos together again. The materials used are the friends-animals flashcards with them wearing carnival costumes (e.g. kangaroo-witch, elephant-cowboy, monkey-pirate, giraffe-clown, turtle-ballerina) cut into three horizontal

strips.







(LT-PT) The teachers go around the groups, encouraging and helping them whenever needed.



(LT-PT) Once the children in each group have put the pictures/photos together again, they glue the appropriate parts together and present them with our help (e.g., “**This is the kangaroo. It’s a witch.**”).







-  The children make masks for the carnival party which they will organise in the classroom.
-  **(LT-PT)** The teachers and the children decide together on the masks they are going to make of Kiki's animals-friends as a surprise for her. **“Let's make carnival masks! Let's make masks of Kiki's friends!”**.
-  Each child chooses the animal they want, saying in English the matching word (e.g., **“kangaroo, elephant, monkey, giraffe, turtle”**) and using the matching cut out, they design, cut and decorate it as they wish. The teachers support and help the children.
-  When the masks are ready, the children put them on and they are presented to the


group, using the vocabulary and the colours: **“I'm a brown/orange kangaroo”**, etc.






 **(LT-PT)** Kiki says to the children “**Let’s sing**”. She suggests that they listen to her favourite song which she always dances to with her friends at carnival time, and if they want, they can sing and dance along to it at their own carnival party (see next slide).

 **(LT-PT)** They listen to the song, while we show them the matching flashcards of the animals (**kangaroo, elephant, monkey, giraffe**) and of the movements (**hop, stomp, jump, dance**).

 **(LT-PT)** Once again we listen to the song and this time we encourage the children, “**Let’s dance!**”, making the corresponding movements. **(PT-LT)** We join in and encourage the children by our example.

 The children put on the masks they have

made. They listen to the song again, but this time only the children wearing the matching mask-animal respond to the movements (e.g., elephants). The children exchange the masks amongst themselves and repeat the procedure as many times as they like.





Hop, hop, hop kangaroos hop, hop, hop at the carnival,

Hop at the carnival, but stop when I say, stop when I say... freeze!

Stomp, stomp, stomp elephants stomp, stomp, stomp at the carnival,

Stomp at the carnival, but stop when I say, stop when I say... freeze!

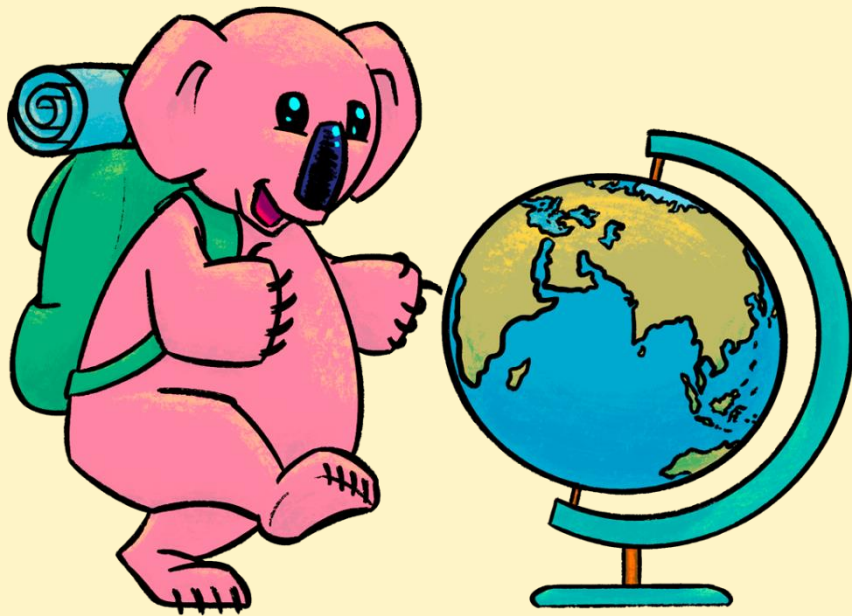
Jump, jump, jump monkeys jump, jump, jump at the carnival

Jump at the carnival but stop when I say, stop when I say... freeze!

Dance, dance, dance giraffes dance, dance, dance at the carnival

Dance at the carnival, but stop when I say, stop when I say... freeze!







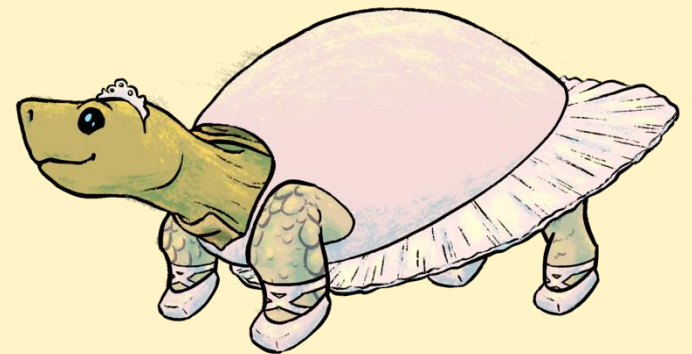
The children arrange a carnival party, inviting their parents, the children in the class next door/the neighbouring primary school.

They create their own digital carnival album with their photographs of the costumes and they send them to Kiki's friends .





-  The game “I spy”. The children look at details of a picture of masks-costumes and first guess which object they match and then they choose three pictures-sounds.
-  The game “mix and match” with carnival costumes. Each picture of a carnival costume is split into 3 parts. The children observe and join the pieces, making each costume and naming it. **(LT-PT)** We make a list of words/phrases the children remember. Alternatively, the children make their own original combinations.





εισαγωγή της
αγγλικής γλώσσας
στο νηπιαγωγείο

Acknowledgements/Credits

ean.auth.gr

Song: "Carnival Freeze Dance"

Music: Konstantinou Vasiliki



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