



EAN Educational Scenario



The World around me: My town/village/island/city!

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	The World around me: My town/village/island/city!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• This scenario gives the children the chance to ‘explore’ the local community, planning a stroll.• The vocabulary and phrases in this scenario can form the basis for enriching the children’s language development also in other scenarios (e.g. bicycle and the highway code, the environment).• This scenario can also be used as a springboard for involving the children with the differences and similarities in their places of origin or the places where their parents live.





The children

- ✓ have been exposed to the vocabulary on means of transport in Greek and in English
- ✓ can use the local map
- ✓ can work in groups

The teachers

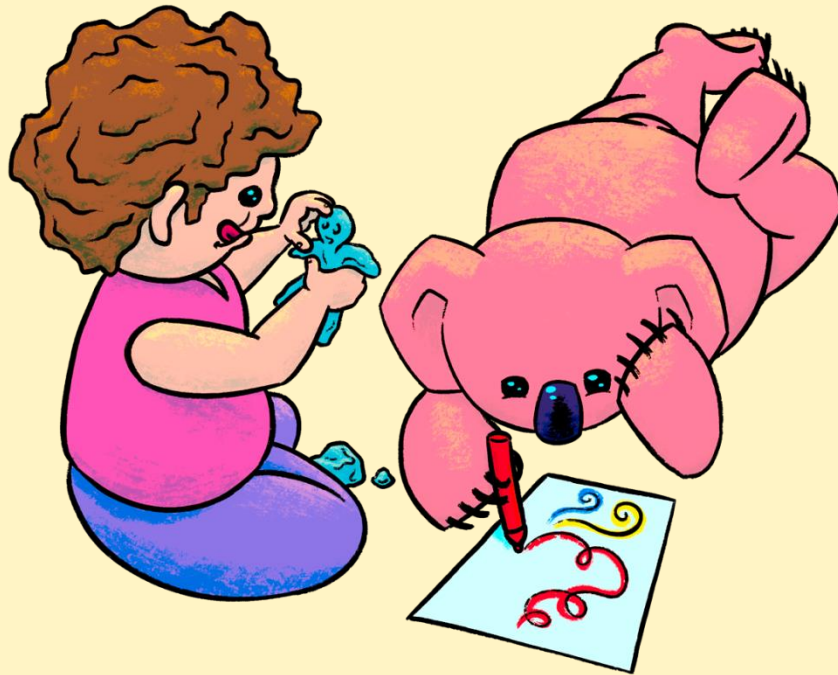
- ✓ In previous activities, the English language teacher (**LT**), has worked on some means of transport with the children.
- ✓ The preschool teacher (**PT**) has worked with the children on the thematic area of means of transport and the neighbourhood with the children.
- ✓ The teachers have discussed the local map with the children and have located various important places which are related to their everyday lives.





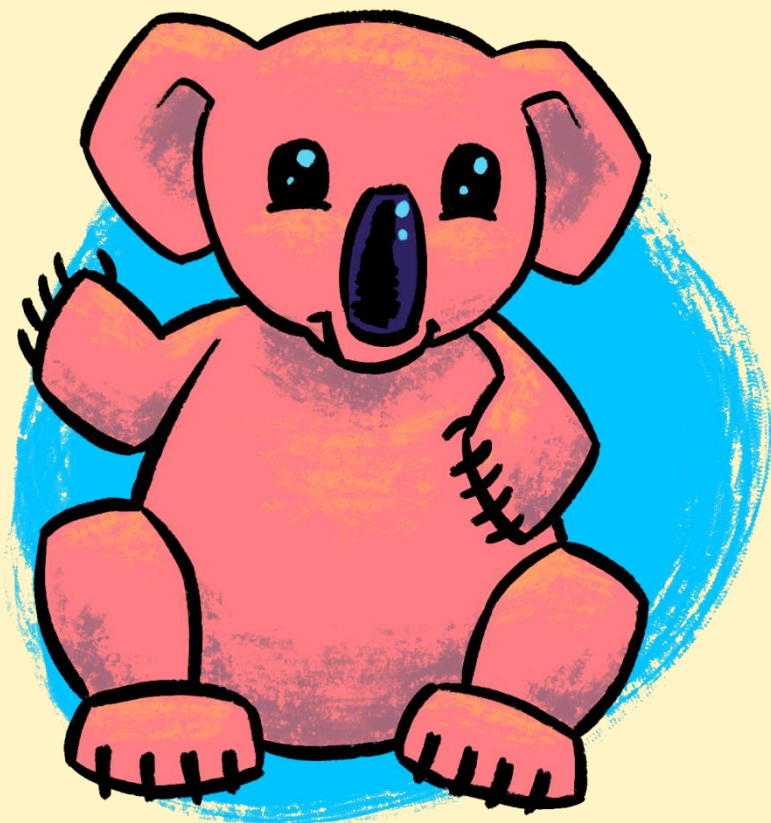
<p>Main thematic areas</p> <p>Child and communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary in English related to means of transport• To use basic phrases in order to express transportation <p>Suggested vocabulary bicycle, van, hot air balloon, on foot, scooter, park, cinema, playground, swimming pool, school</p> <p>Suggested phrases I'm late!, I'll take the... bus!, This is our town/village/city/island!, This is our school! Let's go to the park!, How can we go to the park? By Bus? On foot?</p>
<p>Child, self and society</p>	<ul style="list-style-type: none">• To determine the various ways of transporting people
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To sing in harmony in an informal choir• To link the use of music and song with specific conditions and situations governing their everyday lives
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To set out and describe routes on simple or familiar maps• To describe routes from different positions, using visualised images
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To realise the meaning of using maps for their movements• To realise the usefulness of mass means of transport• To appreciate the environment they live in, their area and various places• To get to know other places, either of origin or of interest and appreciate their differences





- ✓ Kiki the Koala
- ✓ Flashcards with pictures of means of transport
- ✓ Song “The Wheels On The Bus Go Round and Round”
- ✓ Local map
- ✓ Flashcards with important places related to the children’s everyday lives (e.g. school, park, cinema, swimming pool, playground)
- ✓ Travel-table



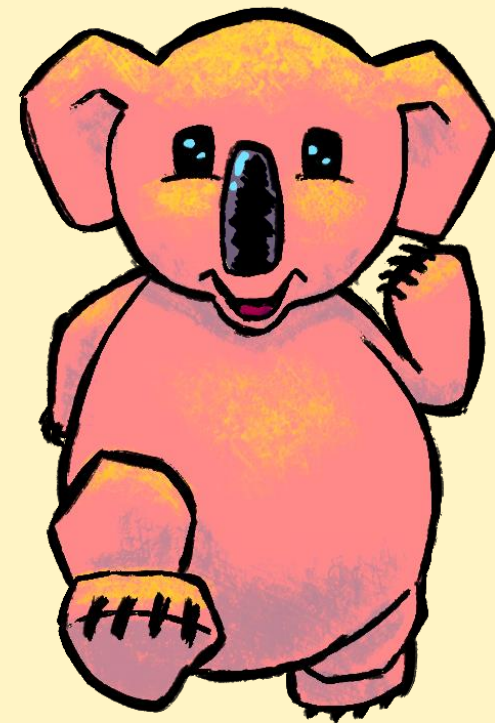


Description of the procedure and
suggested activities








Kiki comes into the class out of breath and greets the children. She says that today she woke up late and only just managed to catch the bus for the school. How she loves the bus!






 **(PT-LT)** We ask the children what means of transport they use to get to school (“**By bus? By car? On foot?**”) and if they have ever been on a bus. The children share their experiences under the guidance of the preschool teacher. We can use the travel-table so that every child can stick their photo or place a star on the means they use to get to school.

 **(LT-PT)** Kiki says: “**I’m late!**”. She says that when she gets anxious that she might miss the bus and arrive late at school, she calms herself down by singing a song, which she will share with the children, as it might be useful to them if they find themselves in the same situation as her: “**Let’s sing!**”.

 **(LT-PT)** The children listen to the song “The

Wheels On The Bus Go Round and Round” (see next slide) and we accompany it with the matching movements. The teachers encourage the children to make the same movements.

 After this, the children listen to the song again and they re-enact it (they sit forming the shape of a bus and pretend they are the passengers). They can choose different roles, i.e. A child standing up/sitting, etc.





Song “The Wheels on the Bus Go Round”

The wheels on the bus go round and round
round and round (x2)

The wheels on the bus go round and round,
all through the town

The windows on the bus go up and down
up and down (x2)

The windows on the bus go up and down,
all through the town

The doors on the bus go open and shut
open and shut (x2)

The doors on the bus go open and shut,
all through the town

The horn on the bus goes beep beep beep
beep beep beep (x2)


The horn on the bus goes beep beep beep,
all through the town


The wipers on the bus go swish swish swish
swish swish swish (x2)


The wipers on the bus go swish swish swish,
all through the town






 **(PT-LT)** We ask the children to recall the means of transport that they already know.

 **(LT-PT)** We show the children various flashcards showing the means of transport, thus introducing the new means of transport (**bicycle, van, hot air balloon, on foot, scooter**) and revising those they have already seen in a previous scenario.


 **(LT-PT)** Each time we show a flashcard and name it in English, **(PT-LT)** we encourage the children to re-enact the sound it makes (e.g., train – choo-choo, car – vroom-vroom).


 The children form random groups to play a game. Each child gets a flashcard with the means of transport on, each one looking at


what they have. There are more than one means of transport that are the same. The children move around the room, listening to the song “The Wheels On The Bus Go Round and Round” (see previous slide) and, **(PT-LT)** when we press pause, the children call out the name of the means of transport they have or they repeat the sound it makes.





 **(LT-PT)** Kiki says: “**I’ve got an idea! Let’s go out! But where?**”. We accompany the phrase with the matching movement.




 The class teachers stick a local map onto a surface.

 **(LT-PT)** We say to the children: “**This is our town!**” (alternatively: Our village/city/island). With blue tack, we stick various flashcards of different places related to their everyday life, beginning with their school, onto the improvised map. While this is being done, we show the flashcards to the children, saying the word and encouraging them to repeat “**Look! This is our school! The park! The cinema!**” etc.


(The choice of places is made depending on the local reality).



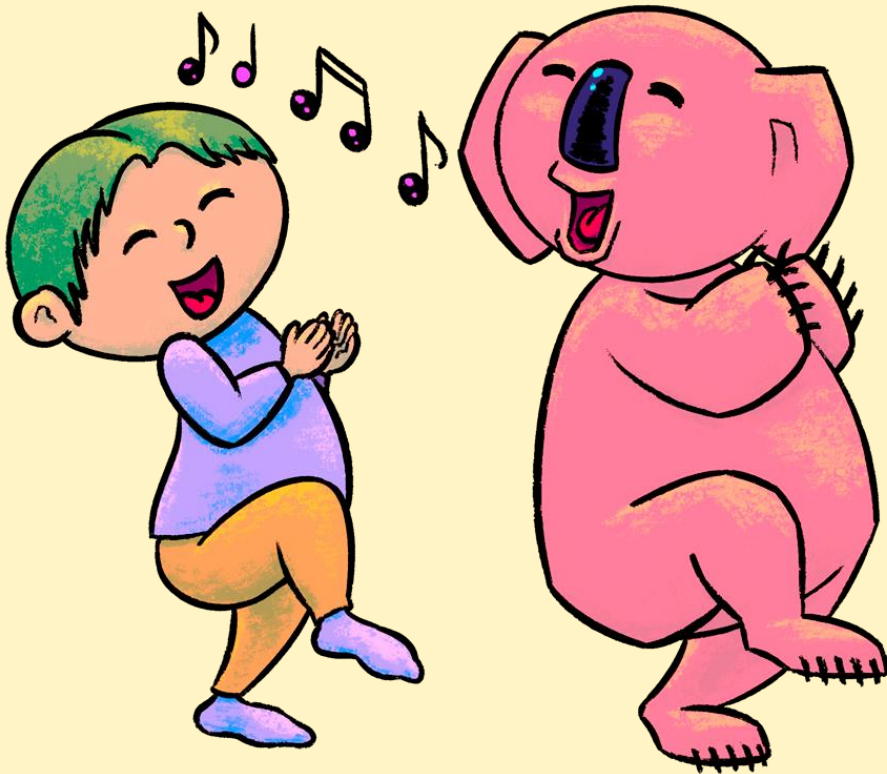


-  **(PT-LT)** We ask the children where they would like to go in their town (e.g., park, swimming pool).
-  **(LT-PT)** Kiki will sing us a song (see next slide) for the walks she takes around our town/village/island. We accompany it with the matching flashcards.
-  **(LT-PT)** We place the flashcards with the means of transport next to the map and put Kiki in the game. She asks to visit a place, showing it on the map: **“Let’s go to the park!”**. Changing voice, we answer: **“Ok, Kiki! Let’s go to the park!”** and turning to the children: **“How can we go to the park? By Taxi ? By Bus? On foot?”**. The children make suggestions and one child moves their means of transport to the place, together

with Kiki!

-  As time goes by, the children are encouraged to actively participate (some may take on Kiki’s role). We repeat Kiki’s ‘walks’ as many times as required.





Now, let's go to the park, now let's go to the park!

Yeah! Yeah! Yeah! Yeah! Now let's go the park!

Now, let's go to the cinema, now, let's go to the cinema!

Yeah! Yeah! Yeah! Yeah! Now, let's go to the cinema!

Now, let's go to the pool, now, let's go to the pool!

Yeah! Yeah! Yeah! Yeah! Now, let's go to the pool!

Now, let's go back to school, now, let's go back to school!

Yeah! Yeah! Yeah! Yeah! Now, let's go back to school!





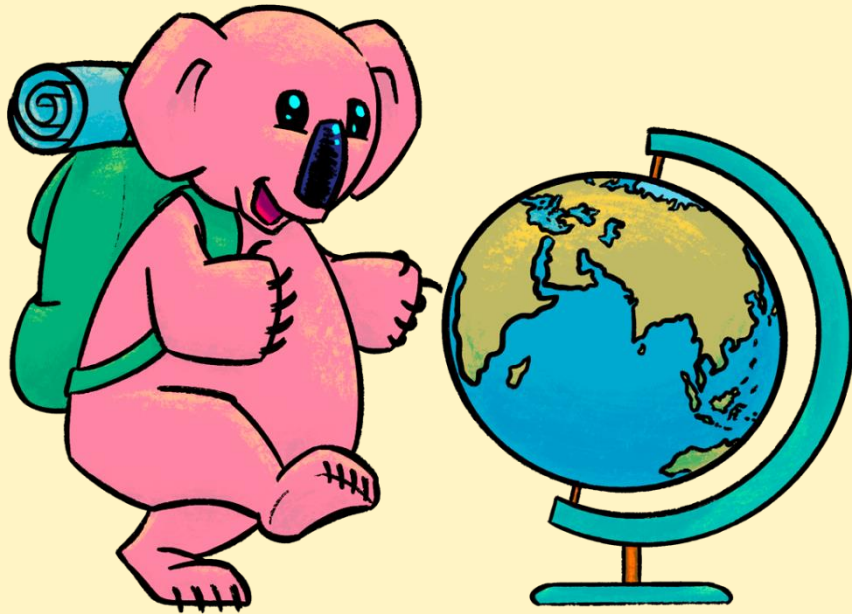
(LT-PT) Kiki says to the children: **“Let’s play a game!”** This is a pantomime. In a bag, we randomly place a flashcard with one of the locations on it that are presented in this unit. We show it only to one child, who holds it and hides it from the others. After that, we roleplay some activities which take place in this specific place. We help the children guess the correct word, e.g. **“The park?”**. The child with the flashcard now shows it to the others, saying: **“Yes, the park!”**. We encourage them: **“Ok! Let’s go to the park”**. At the same time, we do a role-play, showing also a means of transport and encouraging the children to say, e.g., **“by car, on foot etc./Let’s take the bus/car/a taxi”**.



After this, the children can be divided up into groups and continue the game in the same

way. The two teachers turn to the groups and assist with the activity.







With their parents/guardians at home, the children can search for information and take/find photos linked to similar locations in their town or in some nearby town. With the help of their teachers, the children can produce a relevant collage.





 Memory game “**Let’s take the bus...**” in small groups. A child says the phrase and a means of transport. The next child repeats the same phrase and adds another means of transport. The next child whose turn it is next has got to remember what the previous ones said, each time adding another means of transport.

 In “The odd one out!”, the English teacher asks the children to find one that does not fit in rows of similar locations. Thus, for example, between two pictures with parks, we place a picture from a cinema foyer,

which the children must spot and remove, saying: “**The cinema**”. The same activity can be done using slides on a computer: three sides in a row – two of them are identical locations, while the third is different, which the children have got to remember and repeat.





Acknowledgements/Credits

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- **Song:** “The Wheels on the Bus” by Verna Hills
- **Rhythm of the song:** “Farmer In The Dell” (Folk Song)



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