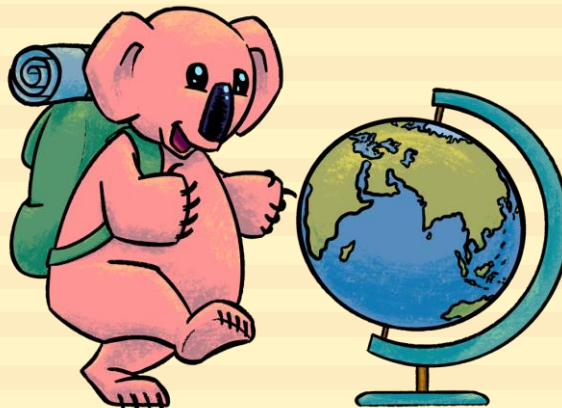




# EAN Educational Scenario



## Let's travel!

**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). *Let's travel!* 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>Let's travel!</b>
<b>Thematic category</b>	<b>Spring</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• This particular scenario gives the children the opportunity to learn about the means of transport.</li><li>• The vocabulary and the phrases of this particular scenario can be considered the basis for the enrichment of their language development in other scenarios too (e.g., a walk around the neighbourhood, the bicycle and traffic education).</li><li>• A further aim is to give the children the chance to talk about their country of origin and the means of transport there.</li></ul>





## Children

- ✓ are familiar with the vocabulary related to the means of transport in Greek
- ✓ have worked on directional language, programming sequences of forwards, backwards, left and right 90 degree turns through games
- ✓ have designed simple algorithms using games (beebot)
- ✓ are able to work in groups

## Teachers

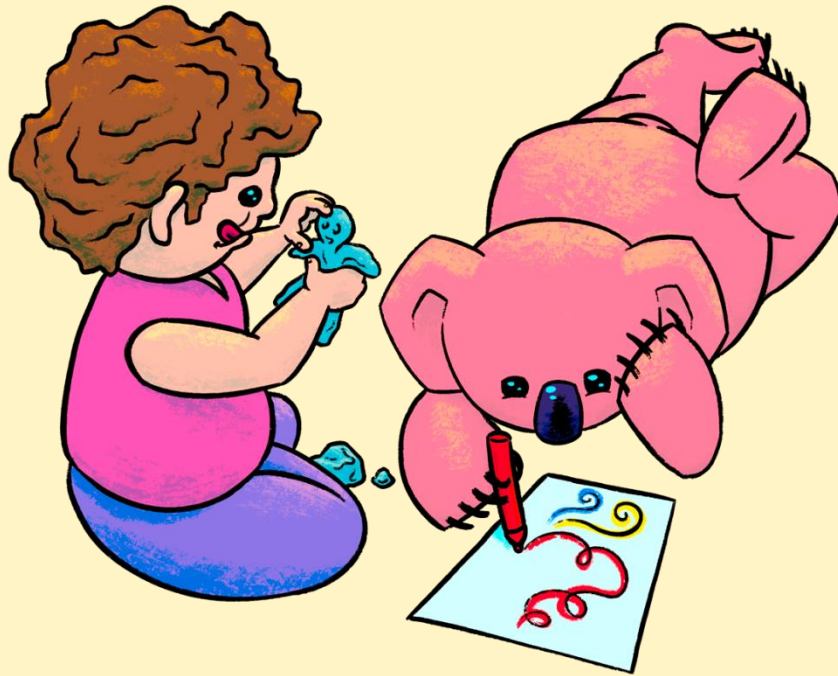
- ✓ In previous scenarios, the English language teacher (**LT**) has referred to the fact that Kiki is from Australia.
- ✓ The preschool teacher (**PT**) has already taught the children about the means of transport.
- ✓ The preschool teacher (**PT**) has also done some activities with such games.
- ✓ The teachers have shown the world map to the children and they have found Greece and other countries, either of origin or of interest.
- ✓ The children have asked the parents/guardians to give them family photos from a family trip.





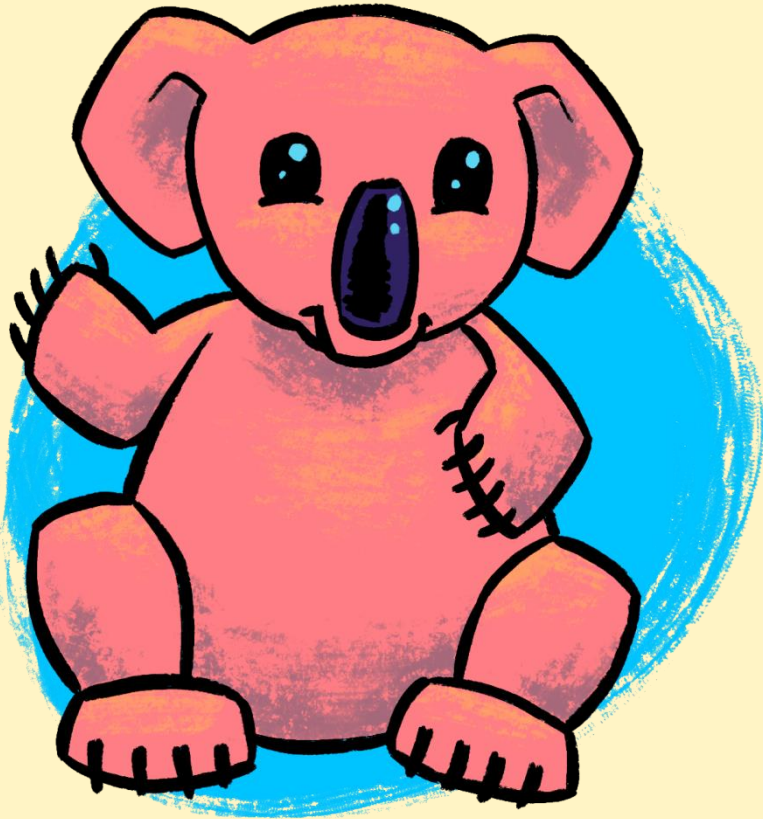
<p><b>Main Thematic areas</b></p> <p>Child and Communication (Language)</p> <p>Child, themselves and society</p>	<ul style="list-style-type: none"><li>• To use the basic English vocabulary related to the means of transport.</li><li>• To use basic expressions in order to talk about transportation</li></ul> <p><b>Suggested vocabulary</b> Bus, train, car, ship, boat, helicopter, airplane, left, right, back, forward, go, stop, land, air, water, kangaroo, dingo, dolphin, crocodile</p> <p><b>Suggested phrases</b> Can Kiki take the car/the bus?, No she can't, Yes, she can, How can Kiki go to the crocodile?</p> <ul style="list-style-type: none"><li>• To define various means of transport people can use</li></ul>
<p><b>Thematic areas involved</b></p> <p>Child and Communication</p>	<ul style="list-style-type: none"><li>• To improve their skills in directional language, programming sequences of forwards, backwards, left and right 90 degree turns through games</li><li>• To design simple algorithms (observation and repetition) in order to solve problems (using games such as beebot)</li></ul>
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none"><li>• To adapt their movements so as to respond to movement and rhythmic patterns</li></ul>
<p><b>Developing attitudes</b></p>	<ul style="list-style-type: none"><li>• To contribute to group activities</li><li>• To enjoy learning about means of transport</li><li>• To recognise the different methods of transportation</li><li>• To nurture a love for travelling and change</li><li>• To share their experiences related to their country of origin and interest</li></ul>





- ✓ Kiki the Koala
- ✓ Flashcards of pictures with the means of transport
- ✓ Flashcards of animals (kangaroo, dingo, dolphin, crocodile)
- ✓ Song “Kiki, Kiki, Take the Train!”
- ✓ Crowns for the action game
- ✓ World map
- ✓ Beebot and cards with darts
- ✓ Square board (7X7) A4 size, also to be used on the floor
- ✓ A4 paper, markers, coloured pencils
- ✓ Family photos of trips



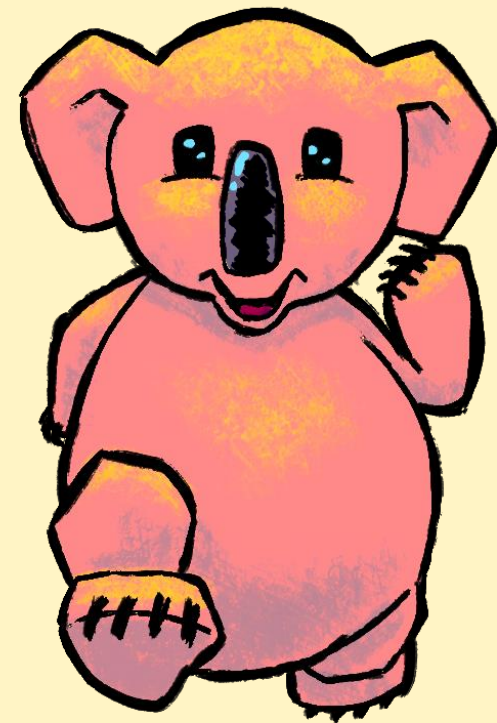


Description of the procedure and suggested activities








Kiki has travelled to Australia to visit her grandparents and now that she has come back from the trip, she can't wait to share her impressions of the big trip she had, including all the different means of transport. **(LT-PT)** We encourage the children to guess which means of transport Kiki used.






 **(PT-LT)** With our help, the children look at the world map and find Greece and Australia

 We then place Kiki on the map and tell the children that Kiki wants to travel to Greece and ask them to think about how she can do this. We can also do the same for the countries of origin of other children in the class. How do they travel to and from these countries and how often?

 **(LT-PT)** We place flashcards of the means of transport near the map. We take one of these, e.g., the car, and ask : **“Can Kiki take the car? Yes? (nodding) No? (Shaking**


head)”. The children answer accordingly : **“No!”** and we help: **“No, she can’t”**. We continue accordingly: **“Can Kiki take the ship? Yes? No? - Yes, she can!”** The activity continues until all the means of transport have finished.


 **(LT-PT)** We encourage the children to continue the activity on their own.










 **(LT-PT)** Kiki is placed on Australia. Using the song “Kiki, Kiki, Take the Train” (see next slide) Kiki, with the help of the children, must choose how to travel back to Greece.

 **(LT-PT)** We sing the song with the appropriate actions (e.g., the plane that flies, the ship that sails, etc.), while at the same time showing the appropriate flashcards. The song is a dialogue between the children and Kiki who answers every time.

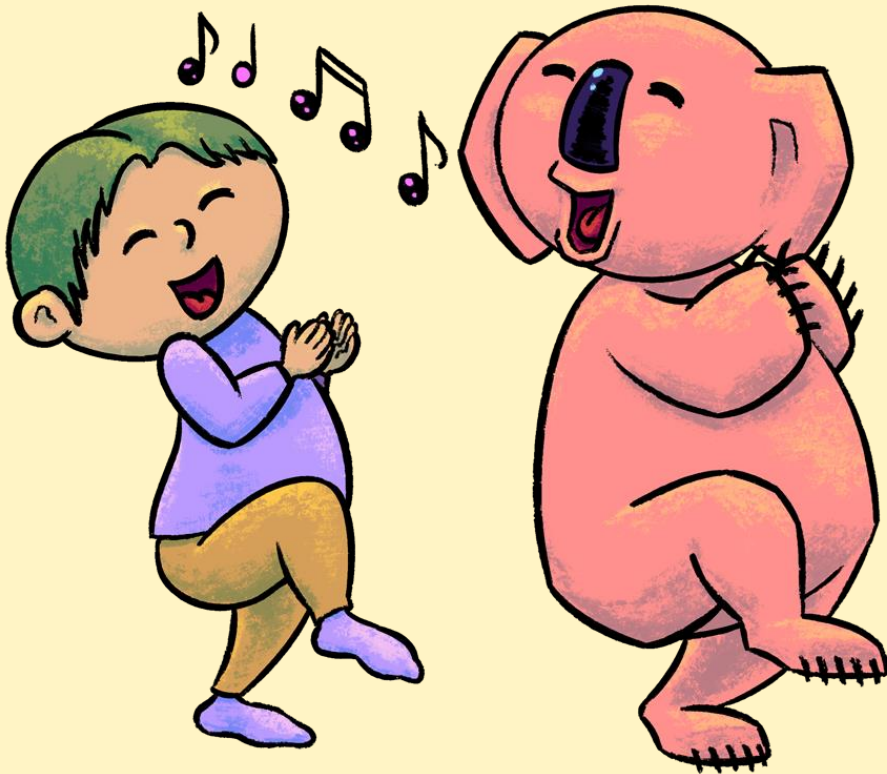
 **(LT-PT)** We then encourage the children to sing the song with the corresponding actions.

 **(LT-PT)** When repeating the song we can show the relevant flashcards, asking the

children to do more actions (e.g., for the phrase “**drive a car**” they can pretend to drive, moving their hands right-left, as if they were holding the steering wheel).

 **(LT-PT)** We spread out the flashcards repeating the words of the song and encouraging the children to show the corresponding flashcard.





**We:** Kiki, Kiki, take the train, take the train, take the train. Kiki, Kiki take the train, take the train!

**Kiki:** No, no, no, the train won't do, the train won't do, the train won't do. No, no, no, the train won't do, the train won't do!

**We:** Kiki, Kiki, take the bus, take the bus, take the bus. Kiki, Kiki, take the bus, take the bus!

**Kiki:** No, no, no, the bus won't do, the bus won't do, the bus won't do. No, no, no, the bus won't do, the bus won't do!

**We:** Kiki, Kiki, take the ship, take the ship, take the ship. Kiki, Kiki, take the ship, take the ship!

**Kiki:** Yes, yes, yes, the ship will do, the ship will do, the ship will do. Yes, yes, yes, the ship will do, the ship will do!


**We:** Kiki, Kiki ride the bike, ride the bike, ride the bike. Kiki, Kiki ride the bike, ride the bike!


**Kiki:** Yes, yes, yes I'll ride the bike, ride the bike, ride the bike. Yes, yes, yes I'll ride the bike, ride the bike!


(Song can go on with new suggestions for Kiki “Kiki, Kiki take the plane/row the boat” etc.)






 **(PT-LT)** What does Kiki want to do before she goes back home? To say goodbye to her friends! Which means of transport do the children use in order to visit their friends? Where do they travel to?

 **(LT-PT)** We open up the map of Oceania and place flashcards of animals at various points, e.g., **kangaroo, crocodile, dolphin, dingo**. As we place them on the map, we say the names of the animals, asking the children to repeat them.




 **(LT-PT)** We place Kiki somewhere and ask :  
**“How can Kiki go to the crocodile? Can Kiki take a bus?/ Yes? No?”** (using the

appropriate actions). If the answer is **“Yes”**, we then suggest: **“Kiki, take the bus!”** and put Kiki on a bus (flashcard) and take her to the crocodile acting out the movement and sound of the bus.

 **(LT-PT)** We continue this activity encouraging the children to take part.








-  **(PT-LT)** The children can draw a means of transport they have chosen and put it on their heads like a crown. Every time we hit the tambourine the children have to move.
-  **(LT-PT)** When the music stops, we say the phrase e.g., “**drive a car**” and the children that have that particular crown on their head have to do the appropriate action. The other children stand still.
-  **(LT-PT)** The game is repeated several times. The children gradually take the place of the teachers trying to say the corresponding phrase in English, e.g., “**drive a car**”. We can help the child who has taken the place of the teacher by showing a flashcard.







 **(PT-LT)** We encourage the children to remember where the means of transport can be (land, air, sea) **(LT-PT)** and repeat them in English (**land, air, water**).


 The children, in groups, put the various means of transport into categories. The teachers encourage the children.

 Each group decides which symbol they will use for each category (**land, air, water**) and draws it. They also draw the corresponding means of transport.

 We play the game with the beebot\* on a flat surface.

 **(LT-PT)** At first, with the help of the preschool teacher, we give the appropriate instructions






for the correct movements on the board: **“Left, right, back, forward, stop”**. The second/third time we ask the child to do the movements. We need to place a symbol at the starting and finishing point of the particular route. The children can do this.

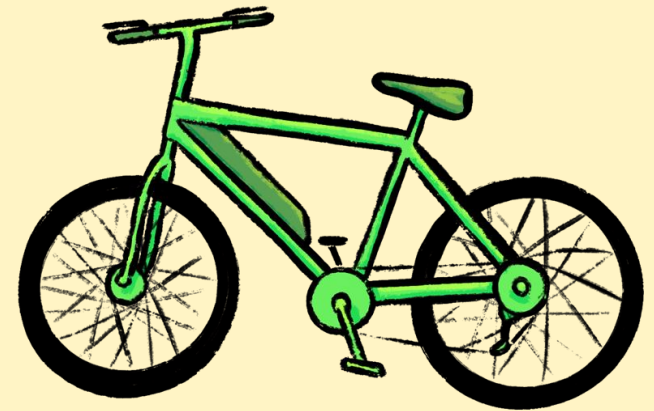
 **(LT-PT)** We then help a child give the instructions and continue until all the children feel comfortable with the new vocabulary, so as to go on to the next activity.

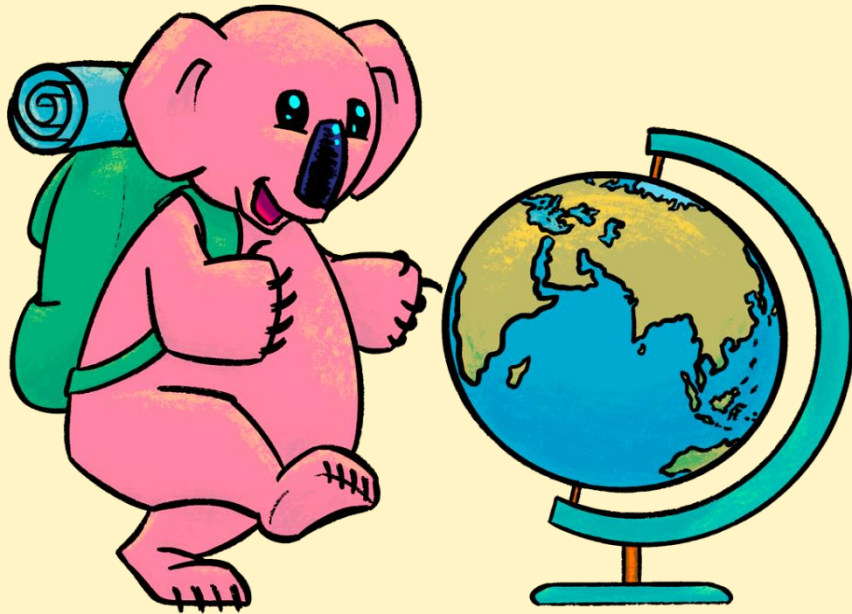
*\*If there is no robot in the class, we can use another toy. A child from each groups is responsible to make the movements according to the instructions given by the team.*





-  **(LT-PT)** Kiki suggests that the children make a collage of their family photos on the wall.
-  We give the children a square board. Each child places the drawings of the means of transport on one side and the pictures/symbols they have drawn on the other.
-  Each group “writes” the code they have used using darts and programmes the beebot to move from each means of transport until it reaches the category it belongs to using the words **“forward/back/right/left/stop/go”**.
-  **(LT-PT)** We repeat the words in English while doing the actions.
-  **(PT-LT)** We help when needed, especially with the beebot.





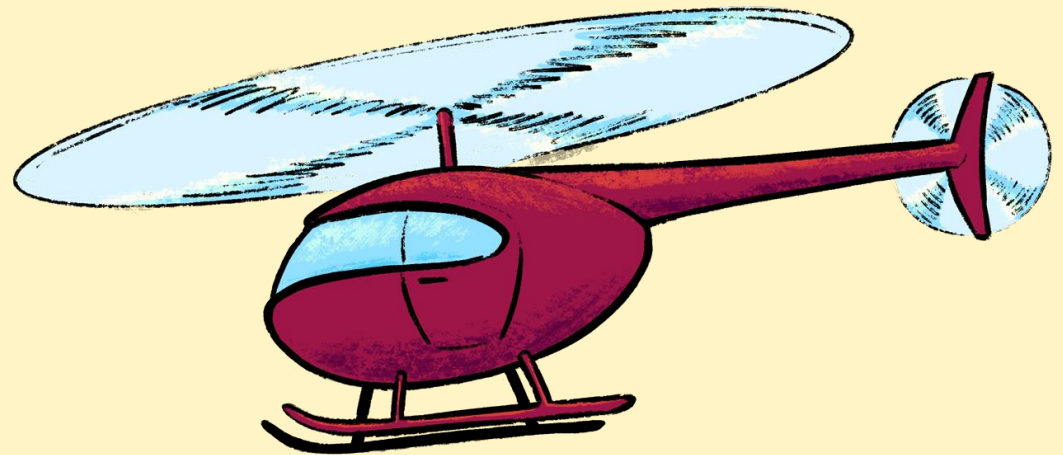


At home, the children with their parents' help, make a collage of the photos of their trips and the means of transport they have used. They bring it and present it to the class using the appropriate vocabulary and phrases. The presentation can be recorded and included in the children's e-portfolio.





-  The children observe the cards of the means of transportation, turning them upside down, and they have to remember where the two matching ones are.
-  Game “Chinese whispers” with the English vocabulary of this scenario.







# Acknowledgements/Credits

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Rhythm of the song: “The Wheels on the Bus” by Verna Hills



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