



EAN Educational Scenario



Easter festival!

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). *Easter festival!* 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)



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| Title | Easter Festival! |
| Thematic Category | Spring (Easter) |
| Rationale | <ul style="list-style-type: none">• The aim of this particular scenario is to familiarise the children with the vocabulary related to organising a celebration/festival that has to do with traditional religious celebrations and create connections with the Happy Easter scenario.• Organising an event with the children is an excellent way to learn, practise skills, develop attitudes while at the same time developing responsibility, the ability to take on roles and also the commitment toward a common project.• Through this scenario, the children are given the opportunity to communicate and collaborate with children and parents from another school in order to organise activities. |





Children

- ✓ know vocabulary related to Easter
- ✓ can understand and carry out basic instructions in English
- ✓ are familiar with the production and performance of music
- ✓ have been involved in the procedure for organising a project

Teachers

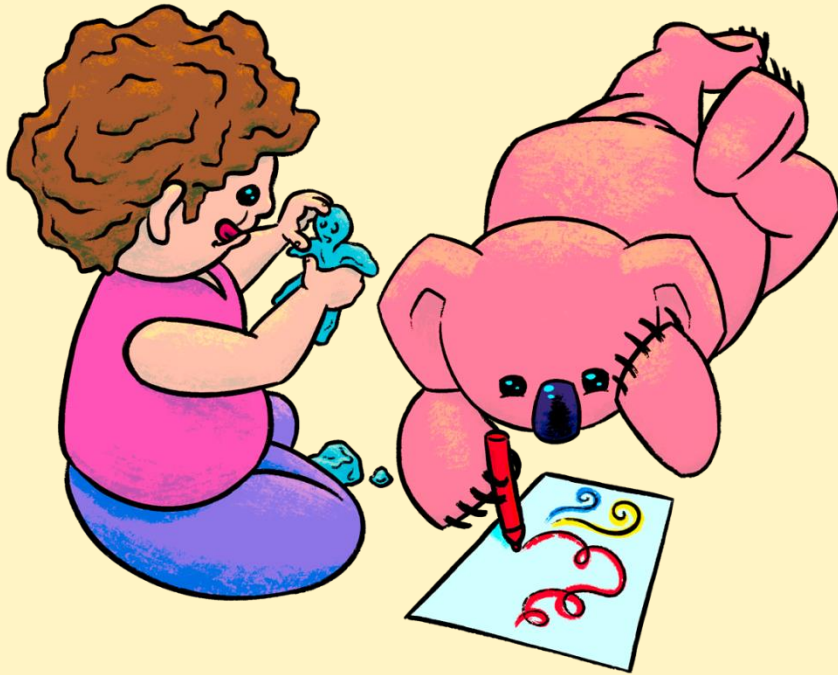
- ✓ The preschool teacher **(PT)** has worked on the theme of Easter with the children
- ✓ The preschool teacher **(PT)** has introduced the children to musical expression and performance through a variety of activities.
- ✓ The English language teacher **(LT)** has familiarised the children with the English phrases regarding carrying out instructions through movement and other types of games.
- ✓ The teachers **(LT-PT)** come into contact with other schools, the parents/guardians and the city council in order to organise an Easter celebration.





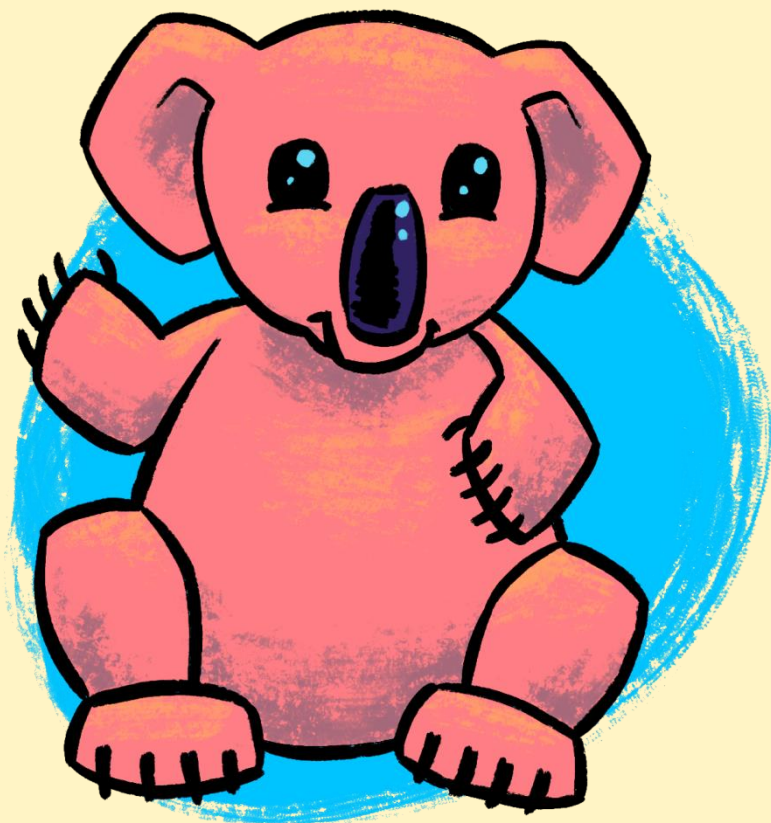
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| Main Thematic areas Child and Communication (Language) | <ul style="list-style-type: none">• To use basic vocabulary in English related to Easter• To use basic phrases to describe objects in English <p>Suggested vocabulary rice, beans, lentils, big, small, poster</p> <p>Suggested phrases Let's have an Easter festival!, Let's make our own musical instruments!, Nice maracas!, What have you got inside?, Let's group the Easter eggs!, Let's make our Easter egg!</p> |
| Child, themselves and society | <ul style="list-style-type: none">• To organise events (Easter celebration)• To communicate with children from other schools in Greece and the world• To recognise mass media and sources of information (school blog, local news |
| Thematic areas involved Child, Body, Creation and Expression | <ul style="list-style-type: none">• To make musical instruments out of simple materials• To coordinate their events into improvised orchestras and choirs• To describe materials and means used as well as the procedure for creating an object (e.g., Easter egg) |
| Child and Natural Sciences | <ul style="list-style-type: none">• To categorise according to some basic criteria (size, colour, etc.) |
| Developing attitudes | <ul style="list-style-type: none">• To collaborate and take part in class musical events• To collaborate for the organisation of activities/events related to celebrations (e.g., organising an Easter celebration) |





- ✓ Kiki the Koala
- ✓ Openable plastic eggs
- ✓ Rice, beans and lentils
- ✓ Flashcards of Easter eggs of different size, colour and design.
- ✓ Song “Easter bunny!”
- ✓ Baskets



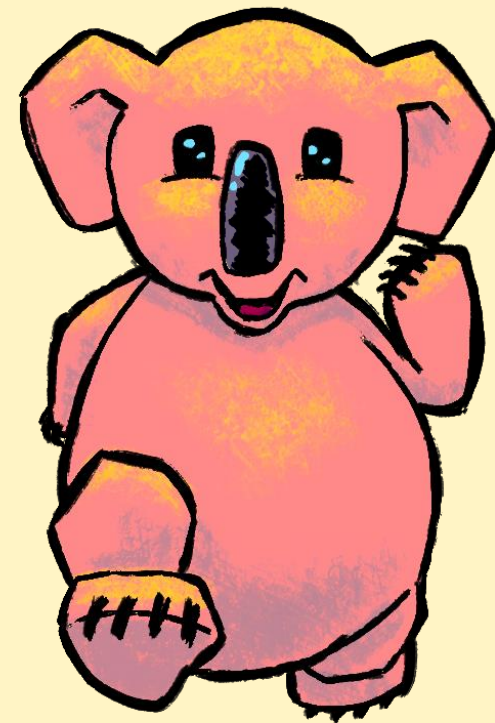


Description of the procedure and suggested activities








Kiki suggests to the children that they organise an Easter festival (e.g., in the neighbourhood park) with songs and games they have learnt and also with the Easter bunny. **(LT-PT) “Let’s have an Easter festival! Let’s play and sing!”**






 The teachers discuss the activities they can organise for their festival with the children.

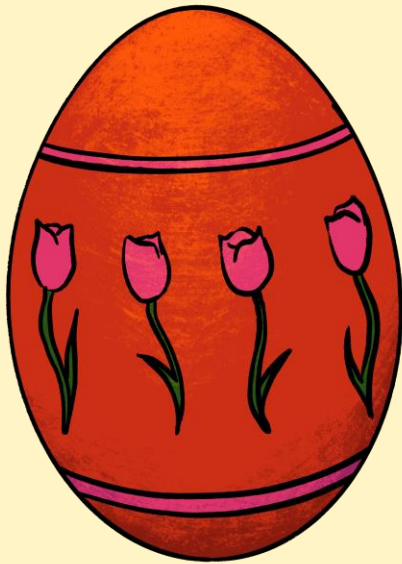
 **(LT-PT)** The Easter bunny suggests that the children create their own music and make their own musical instruments for the Easter event: **“Let’s make our own musical instruments for our Easter festival!”**. At the same time, the Easter bunny shows them the maracas that he has made using openable plastic eggs




 **(PT-LT)** We encourage the children to guess what material is inside the maraca. The children express their ideas and **(LT-PT)** we show the flashcards of indicative materials

(rice, beans, lentils).

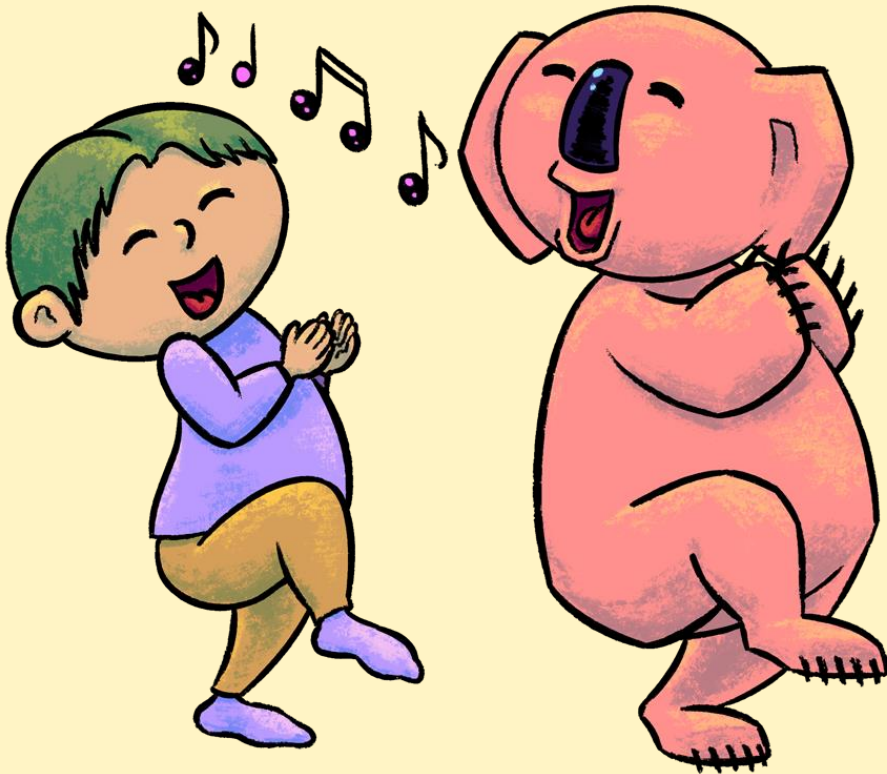
 The children separate into three groups, choosing the material they would like for their maracas **(rice, beans, lentils)**. Each time a child chooses the material it will use, they show the corresponding flashcard and **(LT-PT)** we repeat the word.





-  The teachers go around the room observing the groups and helping whenever necessary. **(LT-PT)** We say to each group: **“Nice maracas! What have you got inside? Rice, beans or lentils?”** and the children answer in English or show the corresponding material.
-  When the children fill and decorate their maracas, each group creates a musical beat and presents its creations using the vocabulary in English, regarding the material used for filling the maracas and also the colour, e.g. **“We’re the blue rice maracas!”**.
-  They then use the maracas to accompany the song they have learnt (see next slide) and present it at the festival.





Easter Bunny, hop, hop, hop!

Look for the eggs, stop, stop, stop!

Look! There are some here and there,
chocolate eggs are everywhere!





(LT-PT) The Easter bunny gives the children baskets with various Easter eggs (flashcards) of different sizes, colours and designs. Kiki and the children decide to choose eggs to decorate the classroom but also to give to their parents.



(LT-PT) The children are separated into groups and each group is given a basket with eggs. “**Let's group the Easter eggs!**”, says Kiki. In order to help Kiki, the children help solve a problem. In particular, they will need to group the eggs according to a criterion (e.g., size, colour, design).



(PT-LT) During the grouping we help the children select a criterion, while **(LT-PT)** ask



questions to help such as: “**Are all these blue? Are they big/small? Are there flowers on the eggs?**”, etc.





In the end, the children present the groups of eggs they have created (e.g., “**The group of big/small eggs**”, or “**The group of blue/red/yellow eggs**”, etc.) and with the help of the teachers, they come to the conclusion that there is more than one solution (different criteria can be used).






 The teachers and the children together decide to organise an exhibition for the most  imaginative and creative Easter egg, while also searching for images on the internet (e.g., Guinness book of Records). **(LT-PT)** **“Let’s create/make our Easter egg!”**.

 The children are separated into groups, and they discuss when and how they can create the egg. They choose the materials they will use. The teachers help whenever necessary.

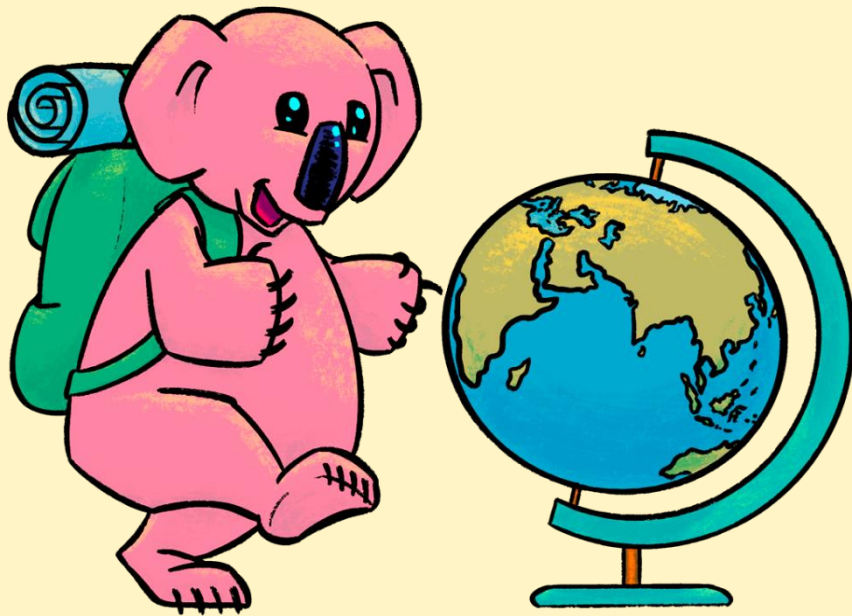
 Each group presents its egg and explains how they made it, using the English vocabulary (e.g., colours, flowers, materials etc.)

 They then photograph them for the

exhibition.

 The exhibition could include crafts from other schools (e.g., the creation of a digital or printed poster). If there is a collaboration with a school from another country or even from Greece, they could send their crafts and make a digital exhibition (e.g., a virtual museum).







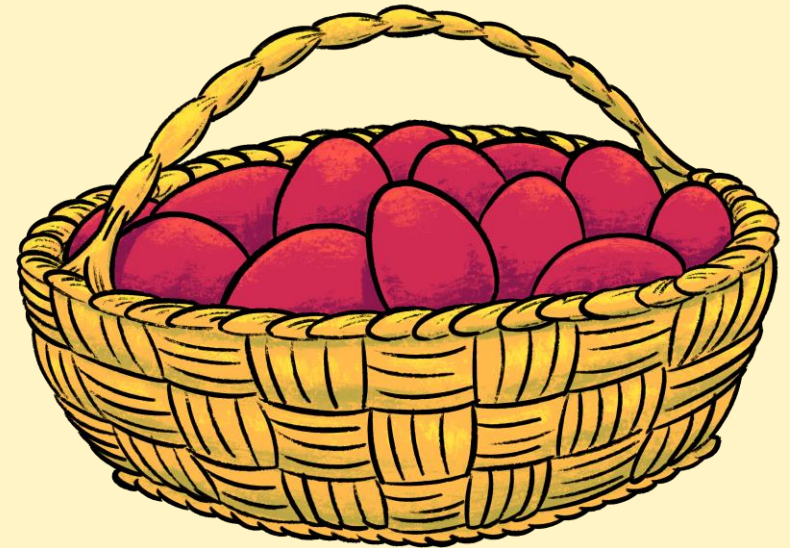
The children become reporters presenting the festival to the local community, the local TV stations or the school blog.

The Easter egg exhibition can also function as a bazaar so money can be raised for a good purpose, either with the help of the parents/guardians or in collaboration with Year 1 of the primary school (transition).





-  With each child, the teachers look for signs of progress for the portfolio or the electronic portfolio. The teachers discuss the children's progress and prepare the following scenarios accordingly.
-  Memory games for revision of the vocabulary for Easter.





Acknowledgements/Credits

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Song: "Easter Bunny!"

Music: Konstantinou Vasiliki

