



EAN Educational Scenario



Happy Easter!

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:

Specific scenario reference: Alexiou, T., Penderi, E., Serafeim, M., Gioftsali, K., Ntousi, I., & Tsiadimos, N. (2022). *Happy Easter!* 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:



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



European Union
European Social Fund

Operational Programme
Human Resources Development,
Education and Lifelong Learning

Co-financed by Greece and the European Union





Title	Happy Easter!
Thematic Category	Spring (Easter)
Rationale	<ul style="list-style-type: none">• The aim of this particular scenario is to familiarise the children with the customs and traditions of Easter and also other celebrations.• As the religious celebrations such as Easter are part of the preschool curriculum, this scenario gives the children the opportunity to make the connection between their experiences depending on their cultural background.• The vocabulary and phrases of this scenario provide the opportunity for revision and consolidation of vocabulary from other scenarios too (e.g., “I love the colour of my shoes”, “Let’s take a tour”, “It’s almost Christmas”, etc.)





Children

- ✓ have been exposed to vocabulary related to colours and numbers
- ✓ can understand and execute basic instruction in English
- ✓ have practised working in groups

Teachers

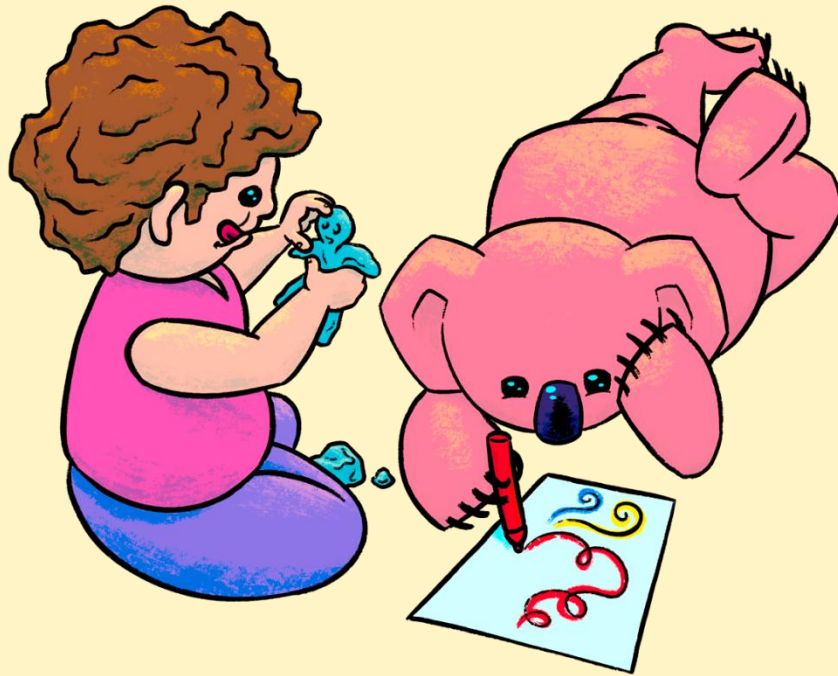
- ✓ The preschool teacher **(PT)** has worked on the theme of Easter and other religious celebrations (customs and traditions) with the children according to their cultural background and also according to the interests of the children.
- ✓ The English language teacher **(LT)** has familiarised the children with phrases in English which refer to following instructions through movement and other types of games.
- ✓ The teachers **(LT-PT)** prepare the materials and organise the area (indoors or outdoors) for the Easter Egg Hunt.





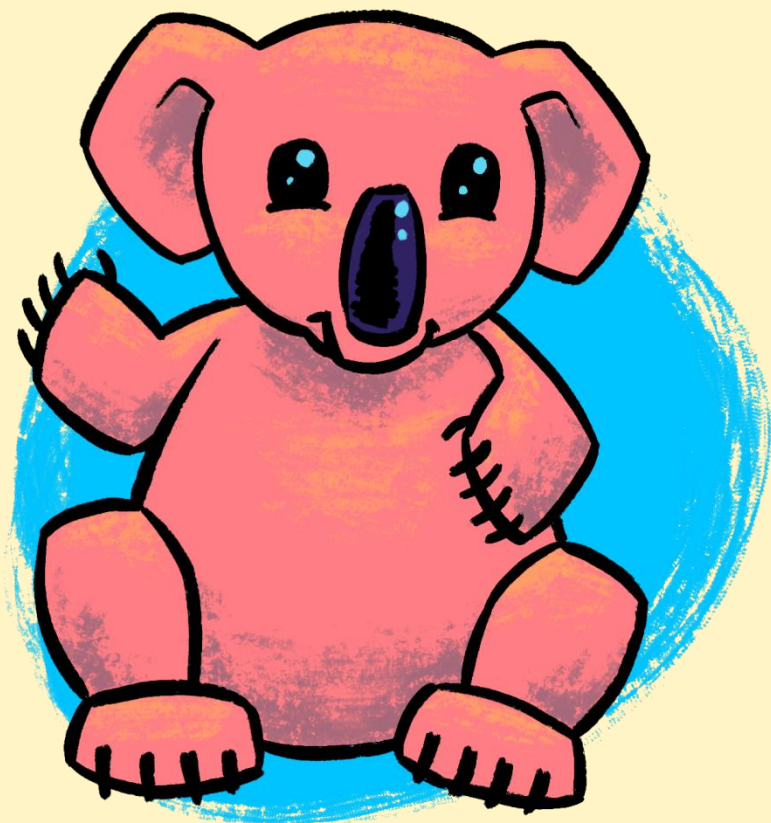
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary in English related to Easter traditions• To use basic phrases to express characteristic ways of celebrating Easter. <p>Suggested vocabulary Easter, Easter bunny, basket, big, small, hungry</p> <p>Suggested phrases Easter is coming!, Happy Easter!, This is the Easter bunny, That's an Easter candle, go to church, dye eggs, go to the festival, Let's find the Easter eggs!, Can you help me, please?, Are they...?, Here you are!, How many eggs have you got in your basket?</p>
<p>Child, themselves and society</p>	<ul style="list-style-type: none">• To describe customs and traditions at Easter• To distinguish common features in the customs and traditions of the people who come from different cultural backgrounds.
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To coordinate the activities for a sing-a-long
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To become familiar with the customs and traditions of Easter in other countries• To respect the customs and traditions of other cultures• To appreciate the importance of numbers and counting in our everyday life.





- ✓ Kiki the Koala
- ✓ Basket or paper bag
- ✓ Flashcards of pictures related to the scenario (Easter Bunny, basket with red/chocolate eggs, Easter candle)
- ✓ Crown or headband with rabbit ears
- ✓ Story “Easter Egg Hunt”
- ✓ Song “Easter bunny!”



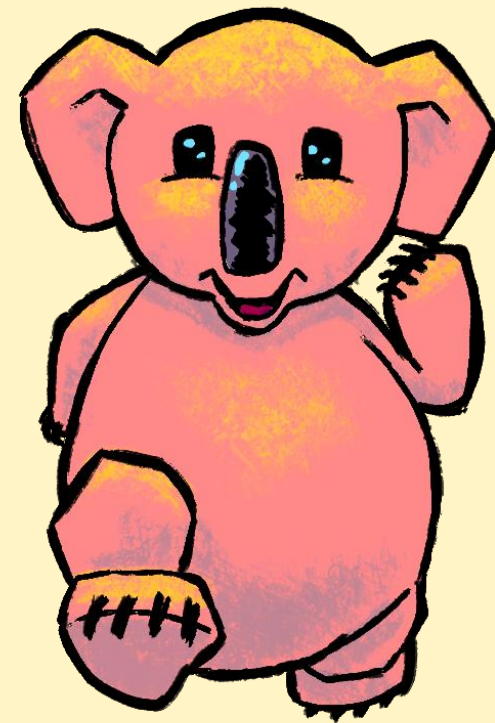


Description of the procedure and suggested activities








Kiki tells the children that Easter is coming and she can't wait to return to Australia and visit the festival that takes place there at this time every year. She wants to prepare for the four-day camping trip with her family and can't wait for the Easter Egg Hunt! Do all her classmates celebrate Easter? Maybe there are other religious holidays at this time of year?







 **(LT-PT)** The teachers discuss the activities that could be organised for their own festival with the children

 **(LT-PT)** We say: **“Easter is coming! Happy Easter!”** and ask Kiki to tell the children how Easter is celebrated in her country.

 **(PT-LT)** We encourage the children to remember everything we have discussed related to the celebration of Easter and other religious festivals during this period of time and to share this information with Kiki.


 **(PT-LT)** We suggest that the children draw pictures relating to Easter and how they celebrate it or how it is celebrated by others


according to their religious tradition which they show to Kiki


 **(LT-PT)** The children show the drawings to Kiki and she comments on what she sees (e.g., **“Oh! I see red/chocolate eggs, That’s an Easter candle, You go to church, You eat lamb!”**, etc.). She then suggests to the children that they play a game. (see next slide)







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

 **(LT-PT)** Kiki suggests that the children play their favourite game, “Easter Bunny says!” (a variation of Simon Says).

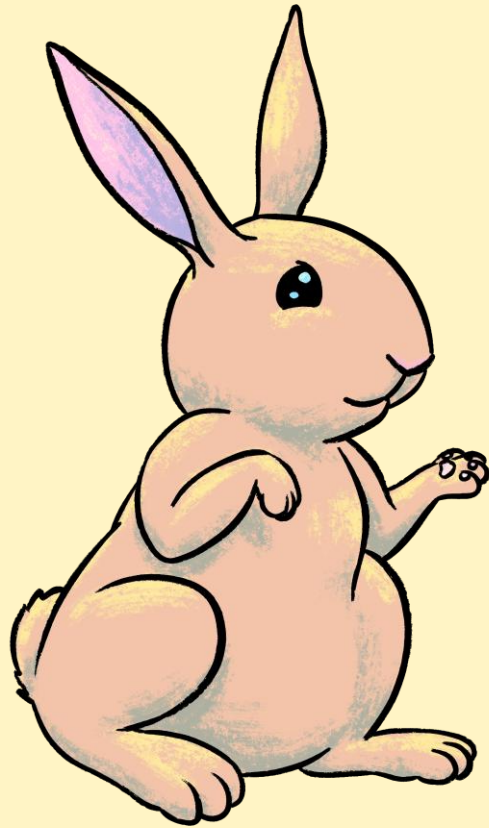
 **(LT-PT)** We put on a crown or headband with bunny ears (we could have made the crown in a previous activity). We also have a basket or a paper bag with flashcards of pictures with the vocabulary from this scenario **(basket with red/chocolate eggs, Easter candle, go to church, eat lamb, Bunny, dye**




eggs, go camping, go to festivals).

 **(LT-PT)** The children are separated into groups and each group has the corresponding flashcards. We choose a card and show it to the children, saying the phrase: “**Bunny says, show me the e.g., red eggs**”. The children point to the correct card and repeat: “**Red eggs**”. If the phrase “**Bunny says...**”, is not included the children must not follow that instruction. Depending on the response of the children, we repeat the activity without the cards.

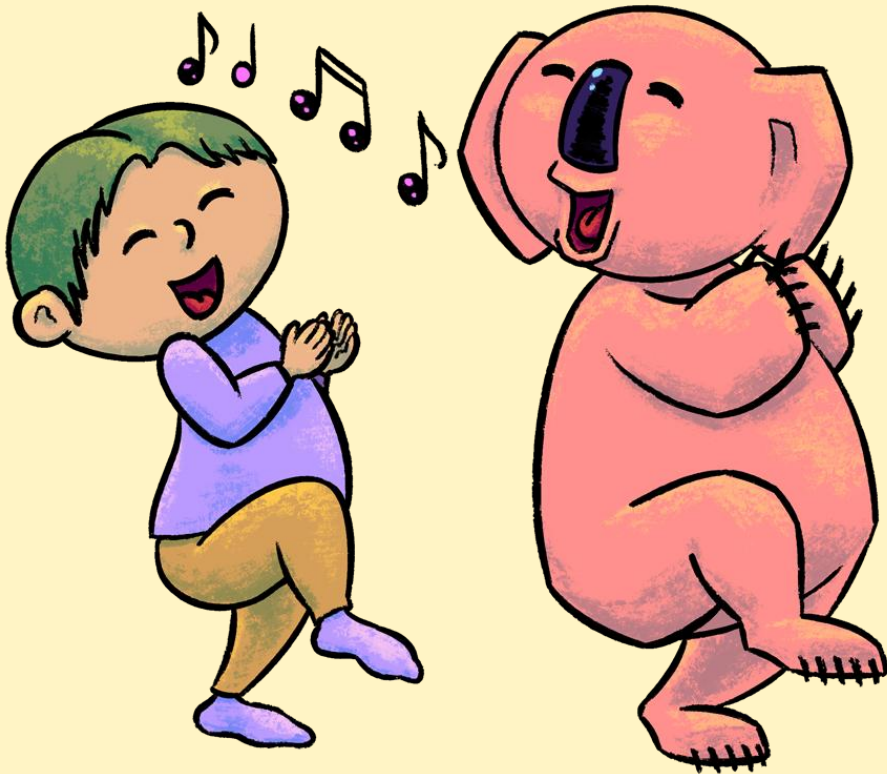
 **(LT-PT)** Gradually, our role is taken over by the children and the game is repeated as many times as they like. They can also play the game in groups.





-  **(LT-PT)** Kiki announces that they will have a special guest, the Easter Bunny, and says: **“This is the Easter Bunny! It is so hungry!”**. The Easter Bunny introduces himself with a song. (see next slide)
-  During the song, the teachers encourage the children to do the corresponding actions.
-  The children can sing the song again in various ways (with a deep voice, quickly or very slowly, whispering, etc.).





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) Kiki tells the children a story (see next slide) and she says: **“The Easter bunny has a surprise for you!”**. She explains that the Easter Bunny has hidden (chocolate) Easter eggs in the classroom and they have to find them using the clues they have been given in English. The teachers have hidden either the Easter eggs or the flashcards of eggs in the classroom and for the children, in groups, to find.



The teachers pretend that they are also looking and when they find the first egg **(LT-PT)** they say: **“Look! An Easter egg!/ Let’s look for Easter eggs”**. The children have to search and when they find an egg, it is theirs! As they find the eggs and shout happily, we repeat the

same phrase: **“Look! An Easter egg! Thank you, Easter Bunny!”** encouraging the children to do the same.



(LT-PT) We give the children the clues by miming (e.g., **“We read there”** – revising the vocabulary of the learning stations and the game area as the children have to move to the particular point in order to find the egg and put it in their basket.





Spring is here!

Easter is here!

Where’s the Easter Bunny?

Where are the Easter eggs?


Let’s look for them!


Let’s go on an Easter egg hunt!






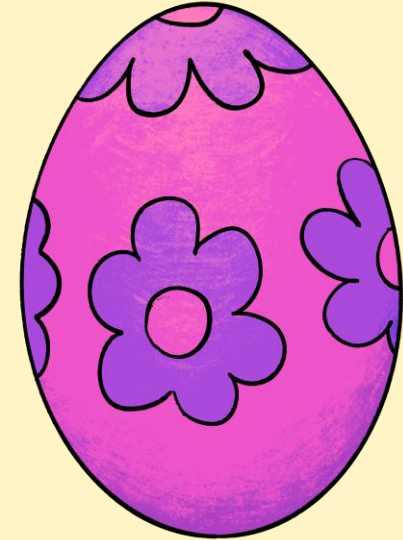
How many chocolate eggs have we collected?

 **(LT-PT)** At the end of the game the children count how many eggs they have in their basket. We ask: **“How many eggs have you got in your basket?”** and the children answer in English e.g., **“Five eggs!”**.






 When a group is looking, the other groups help by miming (e.g., they pretend to read a book) or with instructions such as “hot” and “cold”.

 After the first round, the children take on the role of the teachers. One group hides the eggs around the learning stations or the game area where they have to search. The other group, after finding the correct learning station and game area, gets the


egg, thanking the Easter Bunny: **“Thank you, Easter Bunny!”**.



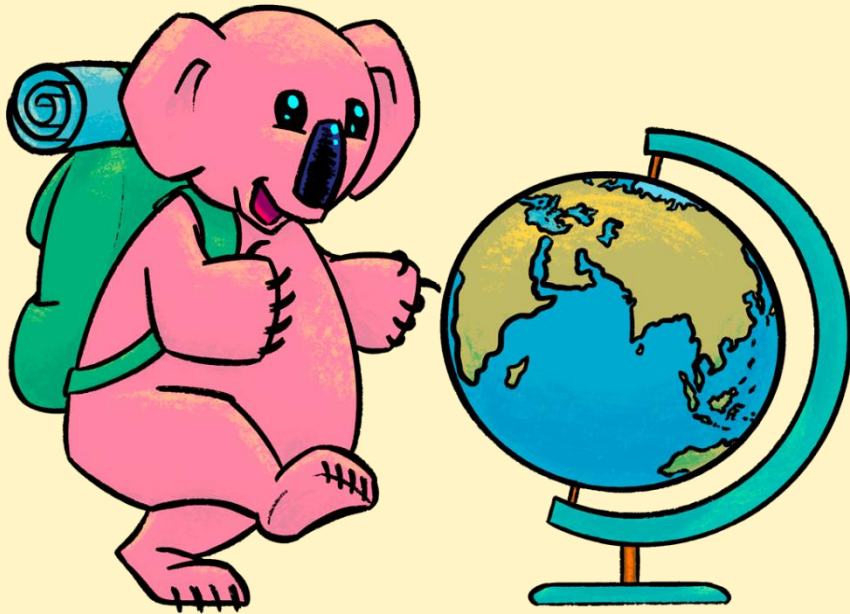


-  The teachers and the children decide to organise a treasure hunt, this time in the playground.
-  The children go out into the playground, collect materials they find there (dirt, stones, etc.) and fill the different coloured plastic eggs.
-  **(LT-PT)** Kiki tells the children the short story (see previous slide) and invites them to the Easter egg hunt.
-  They then separate into groups and each time a group hides an egg somewhere in the playground, the other teams search for it.
-  **(LT-PT)** We say: **“Let’s look for Easter eggs!”**.

One group directs (“hot” and “cold” game) and the others search.

-  Each time they find an egg, the children announce it in English e.g., **“I have a blue Easter egg!”**.








In cooperation with parents/guardians and the local community, the children organise an Easter festival (e.g., in the neighbourhood park), with songs and games that they learnt with Kiki and the Easter Bunny (connection with the particular scenario)



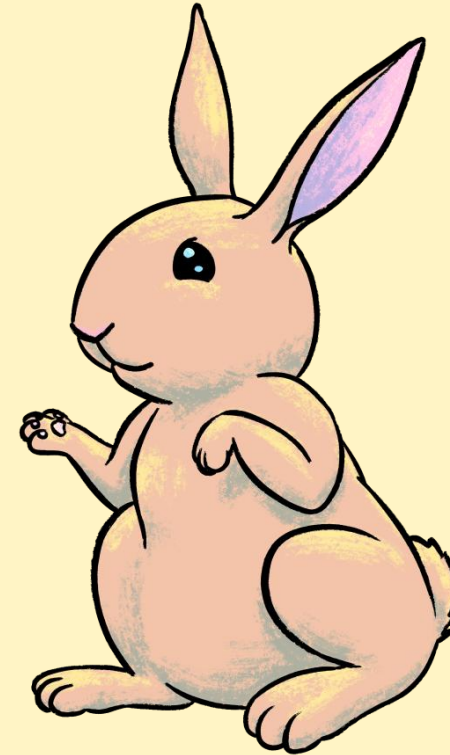


 The children are given flashcards of pictures of various celebrations (Halloween, Christmas, New Year, Easter). The children are asked to choose the flashcards with the theme of Easter, to make a collage and to present it.

 Games of logic such as “odd one out”. The children are given flashcards related to Easter and one of another celebration (e.g., Halloween, Christmas, New year). The children observe, say the corresponding words and remove the one that isn’t suitable.

 All together or in groups, they play the

game “I spy... e.g., an Easter Bunny, an Easter egg, an Easter candle”.





Acknowledgements/Credits

ean.auth.gr

Song: "Easter Bunny!"

Music: Konstantinou Vasiliki

