



# EAN EDUCATIONAL SCENARIO



## I like sports!

**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). *I like sports!* 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)



Title	I like sports!
Thematic Category	Summer
Rationale	<ul style="list-style-type: none"><li>• Adopting an active way of life is considered to be beneficial even from an early age. This scenario aims to introduce the children to a variety of sports while at the same time exploring their personal strengths (what I can do/ what I like to do)</li><li>• The vocabulary of this scenario gives the children the opportunity for enrichment in other learning areas such as the recess and in particular games in the playground, not just in English but also in other languages.</li><li>• This particular scenario could follow on from scenarios such as to “Eat right, feel right!” in the broader area of a healthy lifestyle and also as a trigger for beginning a thematic approach to the Olympic Games and the Paralympics.</li></ul>





## Children

- ✓ know some sports in Greek
- ✓ know some animals in English
- ✓ know some phrases of encouragement in English
- ✓ can collaborate and follow instructions

## Teachers

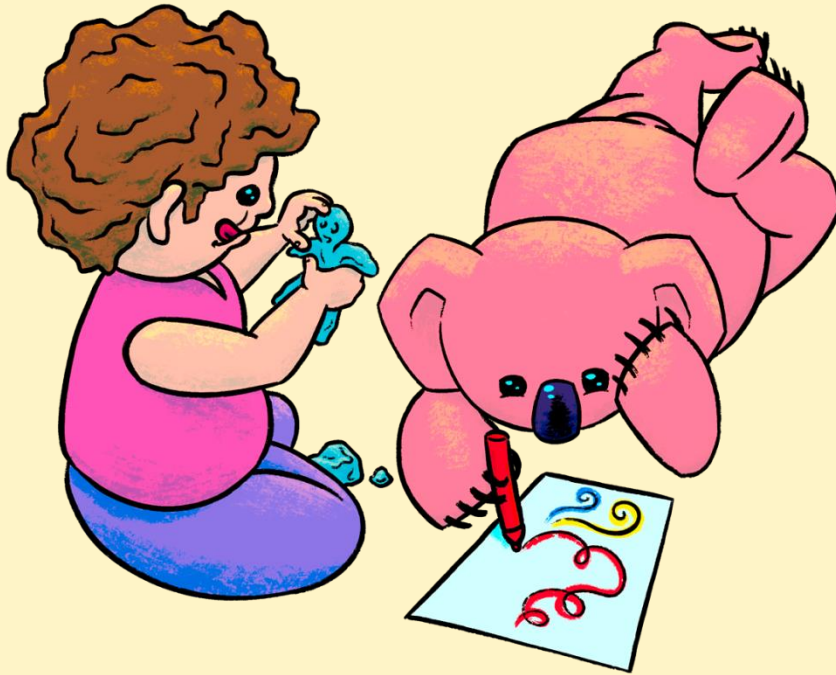
- ✓ The preschool teacher **(PT)** has begun a thematic approach to sports.
- ✓ The English language teacher **(LT)** often uses phrases of encouragement when the children try to complete the activity.





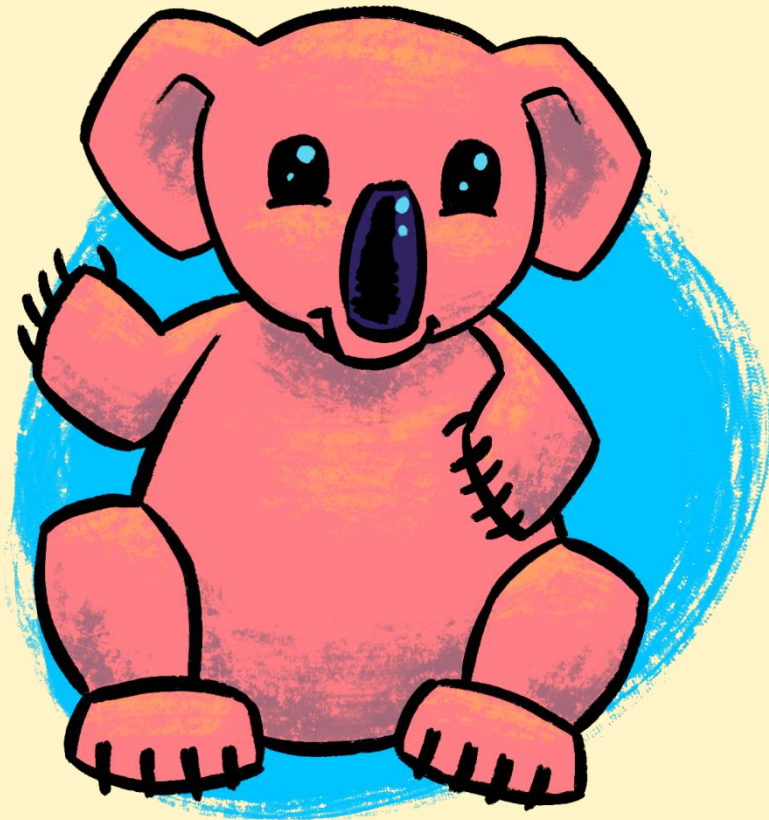
<b>Main Thematic areas</b>	<ul style="list-style-type: none"><li>• To use basic English vocabulary related to sport</li><li>• To use phrases in English which show ability</li></ul>
<b>Child and Communication (Language)</b>	<p><b>Suggested vocabulary</b> swim, run, ride bicycle, play tennis/basketball/volleyball/football</p> <p><b>Suggested phrases</b> I love sports, I can swim/run/ride bicycle, I can play tennis/basketball/volleyball/football, Let's keep fit!</p>
<b>Child, Body, Creation and Expression</b>	<ul style="list-style-type: none"><li>• To recognise basic sports</li><li>• To discover how to express themselves using their body</li><li>• To recognise the physical limitations of their body in relation to the area and team, and to also adapt their movements (e.g., to create pictures of moments frozen in time)</li></ul>
<b>Thematic areas involved</b>	<ul style="list-style-type: none"><li>• To find the positive elements (what am I good at)</li><li>• To recognise the 'different' around them as a positive parameter</li><li>• To give positive feedback to others</li></ul>
<b>Child, Self and Society</b>	
<b>Developing attitudes</b>	<ul style="list-style-type: none"><li>• To respect the need for lifelong exercise</li><li>• To adopt the natural way of life taking part in activities with movements (e.g., playing games with movement during recess)</li><li>• To accept the different and regard it as an advantage for their personal and social development</li><li>• To develop basic human values such as respect and solidarity</li><li>• To respect what makes them unique and the uniqueness of others</li></ul>





- ✓ Kiki the Koala
- ✓ Flashcards that show various sports
- ✓ Flashcards that show various animals
- ✓ Photos of athletes doing sports
- ✓ A box
- ✓ Markers and other materials for crafts



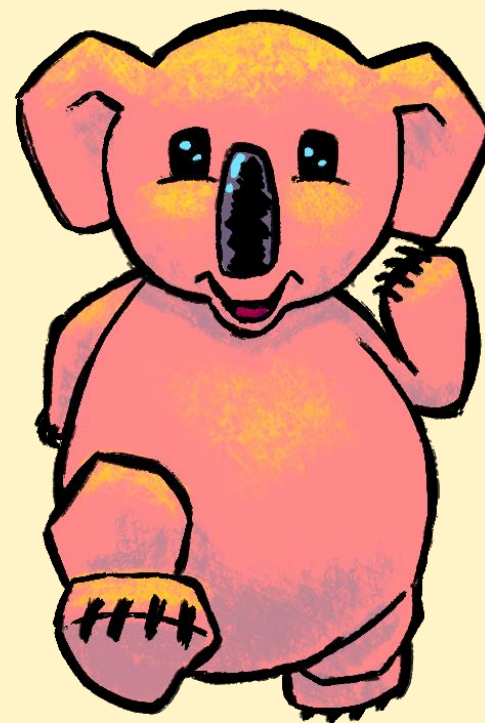


**Description of the procedure and  
suggested activities**








Kiki comes to class excited. She brings a photograph with her and tells the children that she has started her favourite sport/out of school activity again. **“Look! I can swim! I can swim in the pool! I love sports!”** she says to the children.






 **(LT-PT)** Kiki shows the children her photograph of the swimming pool saying **“Look! I can swim! I can swim in the pool! I love sports!”**.

 **(PT-LT)** We suggest that the children ask Kiki if her friends also do some sport. **(LT-PT)** Kiki answers in the affirmative saying **“My friends love sports too! Let me show you what my friends can do!”**. We show a box that contains flashcards of Kiki's friends and some sports to the children (e.g., **“riding a bike, football, basketball, the volleyball, playing tennis”** etc.).

 **(LT-PT)** We spread out the flashcards on the floor so that we can play a game. We ask the children while doing the corresponding actions **“One of my friends can play basketball! Guess who?”** and they are asked to find the matching flashcard saying the animal in English (e.g.,


**“(the) elephant”**) (revision of vocabulary). Each time the children find the correct animal, we repeat the phrase **“That's right! The elephant can play basketball!”**.


 The children then take a flashcard that shows one of the above animals and a flashcard that shows a sport. **(PT-LT)** We hit the tambourine and the children move around the room. **(LT-PT)** Each time the tambourine stops we say e.g., **“Who can ride a bicycle?”** and the children who have the corresponding flashcards doing the matching action. The game is repeated until all the children have “played” all the sports.










 **(PT-LT)** We encourage the children to make a drawing of the sport they can do (or they would like to do) and present it to Kiki.


 **(LT-PT)** Each child presents the sport they have drawn and makes the corresponding movements (e.g., **“I can play basketball”**).

 **(PT-LT)** We put the children’s drawings on the floor. **(LT-PT)** Each child selects their drawing (or the flashcard of a sport), names it with our help and takes a position somewhere in the classroom.

 **(LT-PT)** Kiki moves around the room singing and doing the appropriate actions **“I can swim, I can swim”** (to the tune of Frère Jacques). She then stops in front of a child and asks while singing **“What about you, what about you?”** inviting the child to answer in a singing voice (**“I can play e.g., basketball, I can play basketball”**),




and then that child asks another (**“What about you? What about you?”**).

 After a few repetitions, the game can be played in pairs or small groups.



 Alternatively, and depending on the children’s response, it can be repeated without the drawings (or flashcards) or in other ways as long as they are singing the song and making the corresponding movements (quicker or slower).






-  **(PT-LT)** The children are separated into groups and form a circle in order to play the game “Find which sport I can do!”. Each group has four-five flashcards of sports (either of Kiki’s friends or pictures of athletes).
-  **(LT-PT)** Kiki says “**I can e.g., swim!**” while doing the corresponding action and the children are asked to select the matching flashcard and to lift it up. After a few repetitions and depending on the response of the children, we try to say the sentence without the movements.
-  **(LT-PT)** We can then increase the difficulty level by playing a game of logic “odd one out”. In particular, we say to the children while shaking our head “**I can’t play tennis. I can’t ride a bicycle. I can’t run. What can I do?**” and after turning over the flashcards, the children are asked to


“guess” which sport Kiki can do (one that hasn’t been mentioned) and to say it in English (e.g., “**You can swim!**”).


-  The children can play the game again, in groups, if they wish. Each time, a member of the group thinks of a sport and uses words they know to help the children find it.
-  The activity finishes and Kiki says to the children “**Everybody can do something. Everybody is special! We are all special!**”.






 **(LT-PT)** We encourage the children to remember that we reward them using words (e.g., **“Excellent! Good job! Well done! Hurrah! Super! Yes! Great! Fantastic! Very well! Nice! You did it! Amazing! You can do it! Nice try!”**). If the children have different cultural backgrounds, they are asked to think about and share phrases of encouragement in their L1.

 **(PT-LT)** The children are separated into groups, and they decide which phrases of encouragement they prefer, and they record them in any way they wish (drawing, photograph, collage, etc.). We support and help the groups.

 **(PT-LT)** The children form two lines making

a corridor with their bodies. One by one the children choose a flashcard of a sport and if they have said that they can do it (e.g., **“I can swim!”**), they move along the corridor doing the appropriate actions (e.g., pretending to be the athlete who is swimming).

 **(LT-PT)** The other children say the phrase of encouragement they had previously decided on, thus encouraging their classmate.





**(LT-PT)** Kiki happily comes into the class and says to the children **“Let’s play, let’s run, it’s so much fun!”**.



**(PT-LT)** The children separate into groups, **(basketball, tennis, football)** and organise an exercise area in the playground (e.g., basketball area, tennis, football). They look for the necessary equipment in the school (balls, racquets, etc.) and try different ways to create the equipment they do not have (e.g., goal area, basketball hoop) using different materials (recyclable cardboard, hoops etc.)

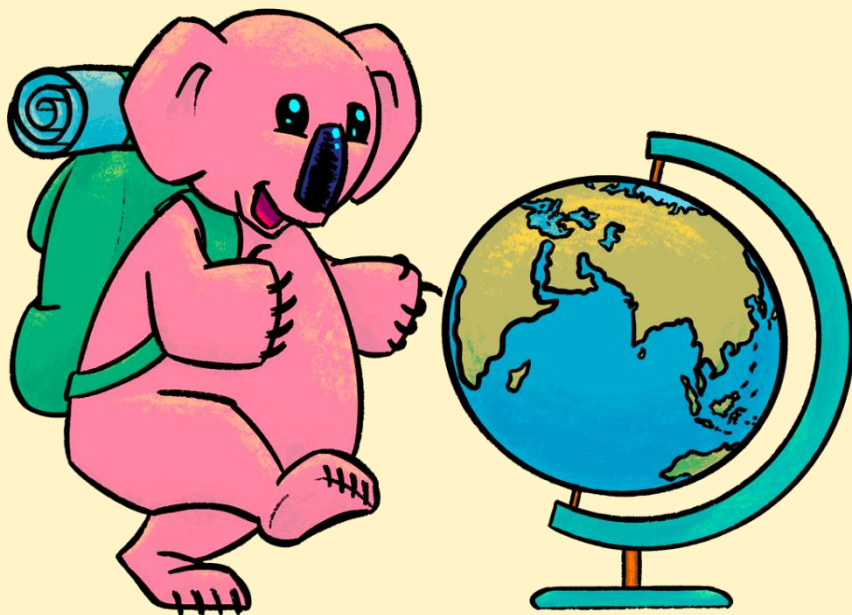


The members of each group present their area, how it works and with Kiki’s encouragement, **“Let’s play basketball/volleyball/tennis!”** they then play the sport of their choice.



**(LT-PT)** We encourage the children and support the rotating of the groups between the different areas.







The children create a dictionary (digital form) with their favourite sports. They will also be able to organise their own school sports events with other schools.


Alternately, we watch the Peppa Pig episode “Basketball” and learn everything about the rules of the game.







 Each child selects a flashcard. **(LT-PT)** We say “**I can e.g., swim!**” and the children that have this card put their hands on their heads.

 In small groups, the children play a logic game “What is missing”. They have 4-5 flashcards in front of them. One child closes their eyes, the other children remove a flashcard and ask, “**What can I do?**” and the child needs to find the sport that is missing and answer in English “**You can swim!**”.

 We stick a sports flashcard on 4-5 baskets/boxes. The children form a line.

**(LT-PT)** Each time, we give the child who is first in the line a ball and we say “**I can e.g., swim!**” and the child must throw the ball into the basket/box.

 EAN Digital Game: “I like sports!”. The children match the sound-word with the picture.

 In the playground, the children make the movements required for the sports that Kiki or another child calls out.





# Acknowledgements/Credits

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## Peppa Pig Series



Episode: "Basketball"

Creators: Neville Astley and Mark Baker

Series Directed by: Mark Baker, Neville Astley, Joris van Hukzen, Phil Hall and Sarah Roper

Illustrator: Mark Baker Stars: John Sparkes, Richard Ridings and Morwenna Banks



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