



EAN EDUCATIONAL SCENARIO



Kiki goes camping!

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). *Kiki goes camping!* 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	Let's go camping!
Thematic Category	Summer
Rationale	<ul style="list-style-type: none">• The aim of this particular scenario is for the children to discover an alternative way of going on holiday that puts them in direct contact with the natural environment and suggests different ways of spending their free time.• This particular scenario gives the children the opportunity to recycle vocabulary and phrases of previous scenarios (e.g., “My family tree”, “Day or night”, “Let’s travel”), but also to enrich their functional vocabulary with new words and phrases.• The activities of this scenario may be the starting point for the discovery of human behaviour that puts the natural environment at risk (e.g. fires in the forest, rubbish) and from these discoveries positive behaviour towards the protection of the environment may arise.





Children

- ✓ know basic vocabulary related to day and night in English
- ✓ can describe pictures using words and phrases in English
- ✓ can collaborate and work towards the achievement of a common goal

Teachers

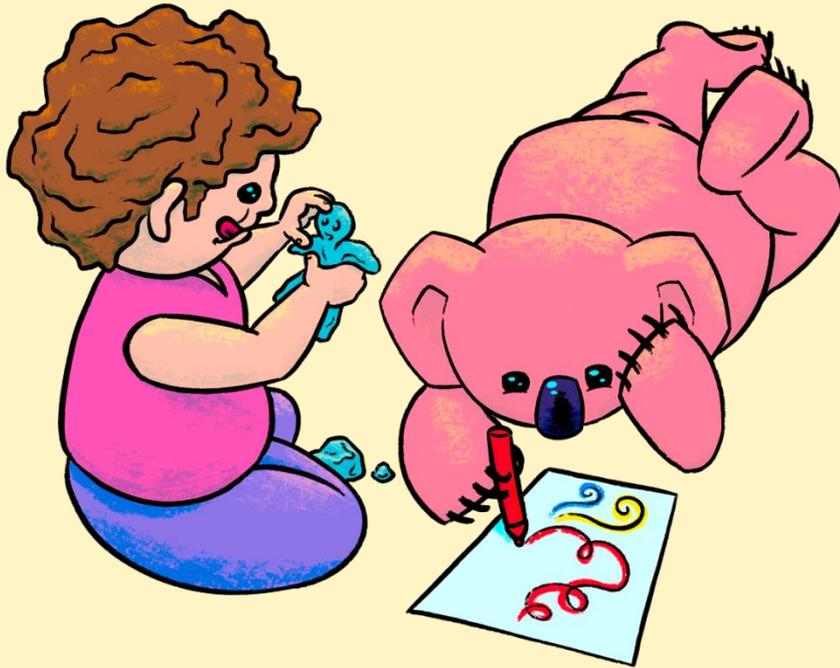
- ✓ The preschool teacher (**PT**) has talked with the children about travelling and other ways of going on holiday
- ✓ The English language teacher (**LT**) has mentioned that the inhabitants of Australia, Kiki's homeland, often choose to go camping for their holidays.
- ✓ The teachers inform the parents/guardians about this theme and ask for their collaboration.
- ✓ The preschool teacher (**PT**) organises and makes good use of the preschool area, promoting the principle of flexibility. In this way the children have the opportunity to use the area and the materials in a variety of ways, while at the same time, the area 'predicts' the syllabus, the journey and the progress of all the children.





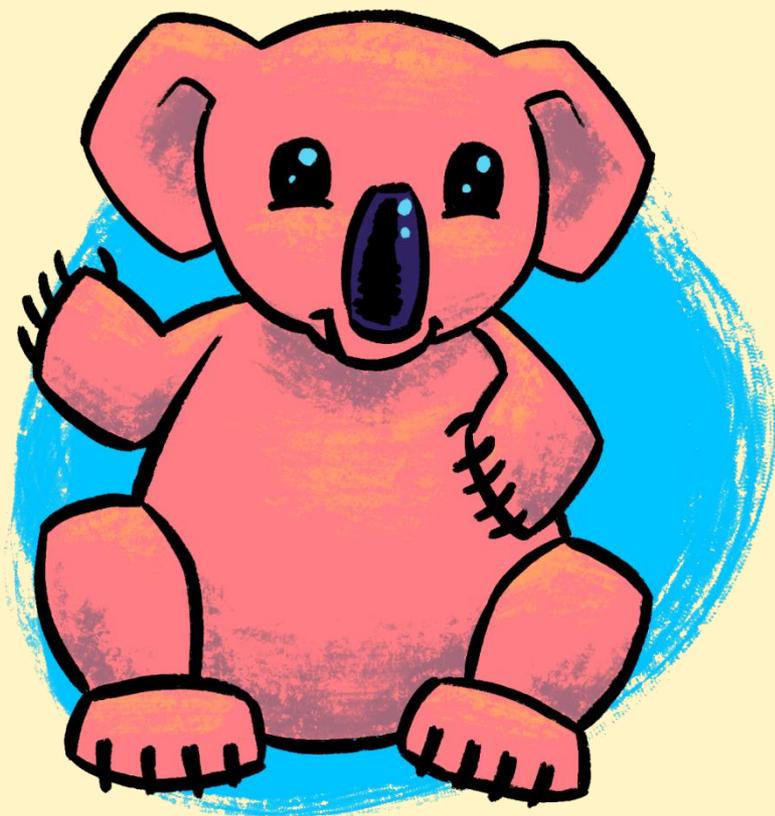
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic English vocabulary related to camping• To make descriptions in a logical sequence in English <p>Suggested vocabulary tent, flashlight, campfire, sleeping bag, backpack, book, toast, water</p> <p>Suggested phrases Let's go camping! Set up a tent, collect sticks, make/light a campfire, cook dinner, play the guitar, sing a song, let's pack our backpack</p>
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To create simple crafts (fire, tent) with tools and materials from the classroom and everyday life• To specify the different parts of the craft
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To support and give reasons for their opinions• To try out new activities (e.g., how to make a tent)• To share materials and objects
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To use various materials to make small crafts• To take on roles and act out a story
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To realise the changes that the simple everyday tools and appliances have made to everyday life• To acquire authentic motives for creative discovery and craftwork• To collaborate in order to construct simple crafts• To express themselves by taking part in theatrical events and strengthen their connection with the group





- ✓ Kiki the Koala
- ✓ Flashcards of scenes from the story “Kiki goes camping”
- ✓ Backpack containing real objects or pictures (e.g., torch, water, toasted sandwich, book, etc.).



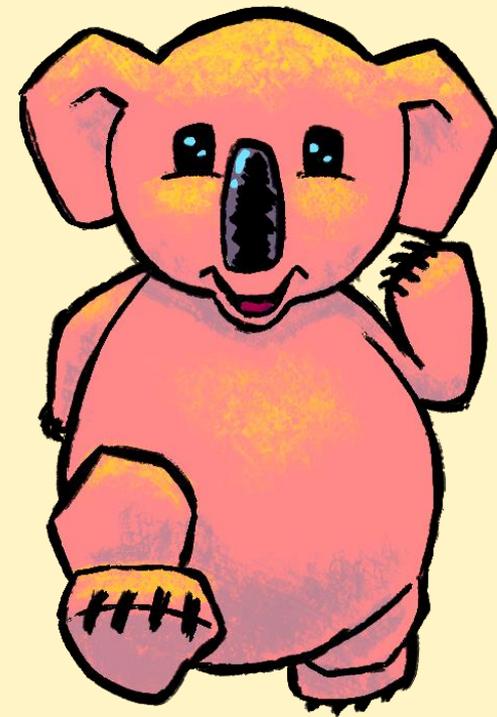


Description of the procedure and
suggested activities





Kiki comes to class excited. She greets the children and can't wait to tell them how she spent her holidays (Easter or summer). She travelled with her parents to Australia and the best of all... went camping!





-  **(LT-PT)** Kiki enthusiastically tells the story of how she spent her family holidays and at the same time shows the corresponding flashcards. With each flashcard, we ask the children questions to see if they understand and also to recycle vocabulary from other scenarios (e.g., “My family tree”, “Day or night”, “Let’s travel”).
-  **(PT-LT)** We then encourage the children to draw the scene from the story that made an impression on them or that they really liked.
-  **(LT-PT)** The children present their drawings using vocabulary in English and also explaining the reason for their choice of scene from the story.





It's a sunny day. Kiki and her family are ready to go camping! Kiki is excited! The campsite is in the forest, so they go by car.

Kiki: Let's set up a tent!

Kevin: Let's collect sticks!

Kiki's mum: Let's light a fire

Kiki's dad: I'll cook dinner. I am very hungry!

Kelly: Kevin, play the guitar for us! I'll sing a song!



The sun goes down. Time to sleep! We all love camping! What about you?





(LT-PT) The pictures from the story (see previous slide) have been mixed up and Kiki asks for the children's help to put them into the correct order **“Can you help me, please?”**.



(PT-LT) The children are put into groups and they each take an envelope which contains the pictures of the story. The members of the group study them and put them into the correct order.



(LT-PT) We tell the story one more time. The groups listen to the story, check the order of the pictures and make any necessary corrections.





 **(LT-PT)** We tell the story showing the flashcards. When we reach flashcard 3, we show Kiki's real backpack and ask the children **“What's this? This is Kiki's backpack! What's inside? Let's guess!”**.

 **(PT-LT)** The children are separated into groups, and they make a list in any way they can (e.g., drawing, printing/cutting and gluing pictures) of the objects they assume are in the backpack. Otherwise, they can choose what they would need to go camping with (e.g., **“flashlight, sleeping bag, book, toast, water”**, etc.).

 **(LT-PT)** The groups present their lists, and we all find the similarities and differences in the choices. We then open Kiki's backpack and take out the objects one by one (or pictures of objects e.g., from the internet). Are these objects on the children's lists?





-  **(PT-LT)** Since holidays are coming Kiki suggests that the children discuss camping with their parents/guardians and find information-pictures related to it.
-  **(LT-PT)** The children present the pictures they have brought (“**What's this? What a big tent! Camping is cool!**”). We ask the children questions to help them with their descriptions in English.
-  **(LT-PT)** The children then glue the pictures onto a big piece of cardboard and use other materials they like to make a collage with the theme “**Camping**”.





 **(PT-LT)** We show the children pictures of tents for camping (the common ones but also some special ones, e.g., tree tent, bubble tent, flying tent) and we ask them to describe and vote for the one they like most or the one they would choose if they went camping and why.

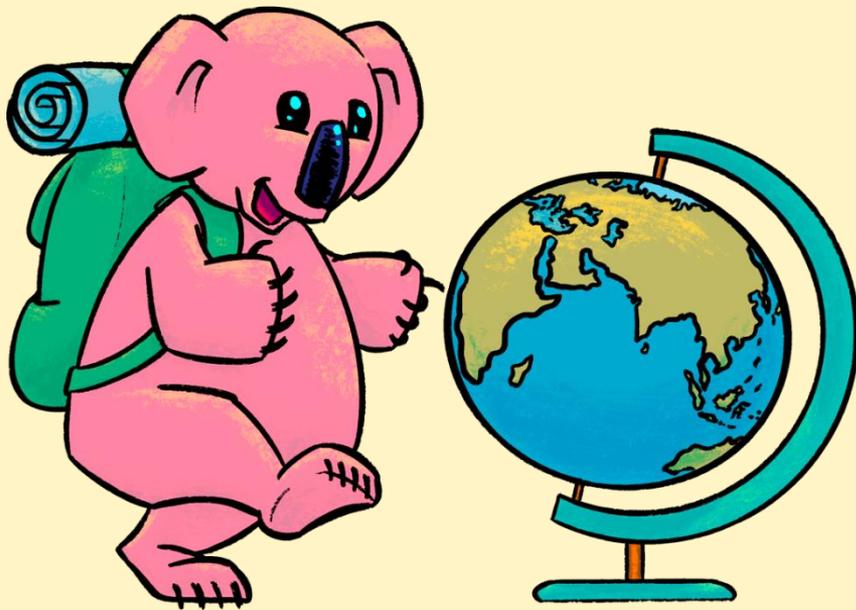
 **(LT-PT)** After Kiki's encouragement, we decide to turn our classroom (or if possible in the schoolyard) into a game area with the theme of Camping.

 The children are separated into groups. One group designs and makes the tent ("**Let's make a tent!**") using simple materials. Another group makes the campfire ("**Let's make/build/light a campfire!**") using recyclable materials (e.g., paper towel rolls).

The other children prepare the camper's backpacks ("**Let's pack our backpacks!**") (e.g., school bags).

 **(PT-LT)** In collaboration with the parents/guardians, we gradually enrich the camping area with materials and objects the children bring from home.





The children watch the episode “Peppa goes camping” or “Pete the cat goes camping” and act out their own story in the camping area. They film it and create their own episode “Let’s go camping!”. They talk about the food they will take with them and so a thematic approach to nutrition arises.



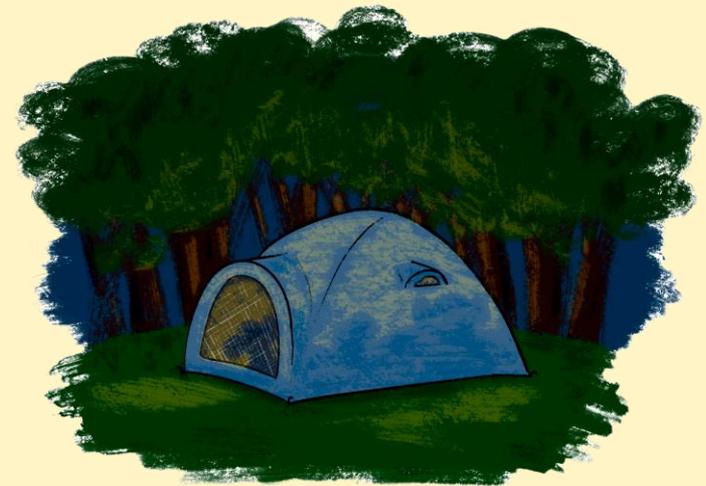


We focus on one or more children and ask them to put the pictures of the story into the correct order and to tell us the story using English vocabulary and phrases. We record the children and update their progress report file.



We observe and photograph the groups of children while they are working in the camping area. We present the photographs to the children, and we ask them to choose the most characteristic ones and to describe the way in which they worked (How did you do it? What materials did you use? - **crayons, paper, glue**- How did you think of it? What was difficult for you? What did you manage to do? Did you need any help? How did you work together?, etc.). We note the

comments next to each photograph, analyse and interpret them.





Acknowledgements/Credits

ean.auth.gr

- **Peppa Pig Series**

Episodes: “Peppa goes camping”

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

- **“Pete the cat goes camping”**

Story by Eric Litwin Art by James Dean

Edited by Stephen Lentz

Publishing House: HarperCollins Publishers