



# EAN EDUCATIONAL SCENARIO



## Let's clean up the beach!

**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 clean up the beach!* 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 clean up the beach!</b>
<b>Thematic category</b>	<b>Summer</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• The scenario aims to promote the function of a citizen through the active participation of children in a voluntary activity at a local level (cleaning up beaches), establishing the necessary conditions for their survival in a democratic and sustainable world. Depending on the natural environment of the participants, the needs and the issues that come up, the voluntary action can take place in a forest or park in the neighbourhood.</li><li>• At the same time, the activities in the scenario aim to raise awareness and prompt action both at an individual and collaborative level. On an individual level, the children become aware and form personal opinions, develop a critical stance and active participation in the social issue of environmental pollution. At a collaborative level, they enjoy collective action (arranging a day for cleaning up the beach), so as to satisfy the demand and need to protect the environment, which has an impact on the local, national and global community.</li><li>• This scenario develops as a project, since it concerns taking action on an environmental subject.</li><li>• The activities that develop in this specific scenario can be a category for broader investigation on the subject of recycling and waste management using a thematic approach.</li></ul>





## Children

- ✓ can ask questions to a satisfactory extent
- ✓ have become familiar with practices related to 'projects' which take place in collaborative team activities

## Teachers

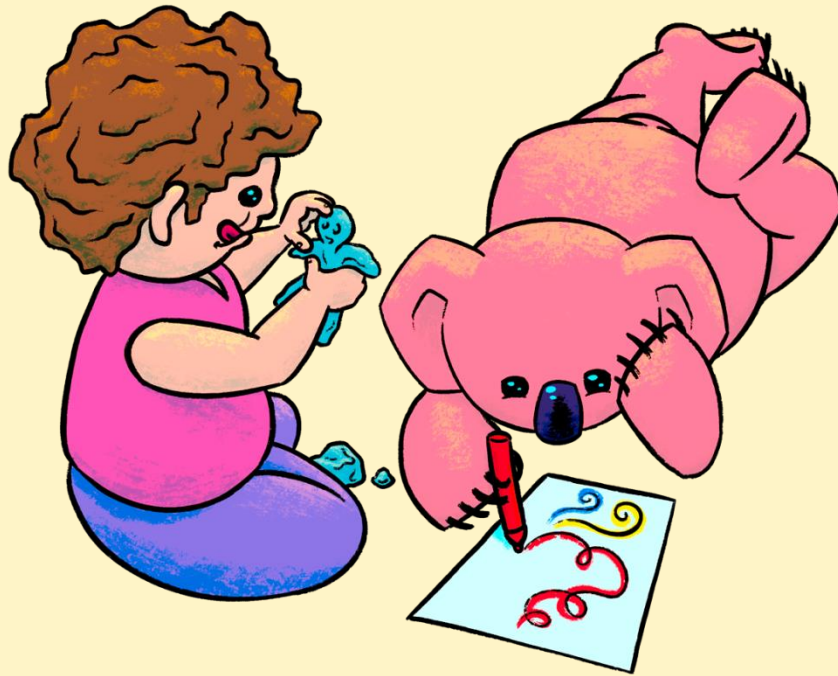
- ✓ The preschool teacher **(PT)** has worked with the children on 'thinking routines' (See Teaching Guide 2021:67-70).
- ✓ The preschool teacher **(PT)** has discussed the idea of voluntarism with the children.
- ✓ The English language teacher **(LT)**, in previous activities and other thematic categories, has introduced the vocabulary to the children (mask, gloves, scissors, papers, crayons, glue)
- ✓ The two teachers **(LT-PT)** divide the children up into groups according to their interests to undertake specific activities.





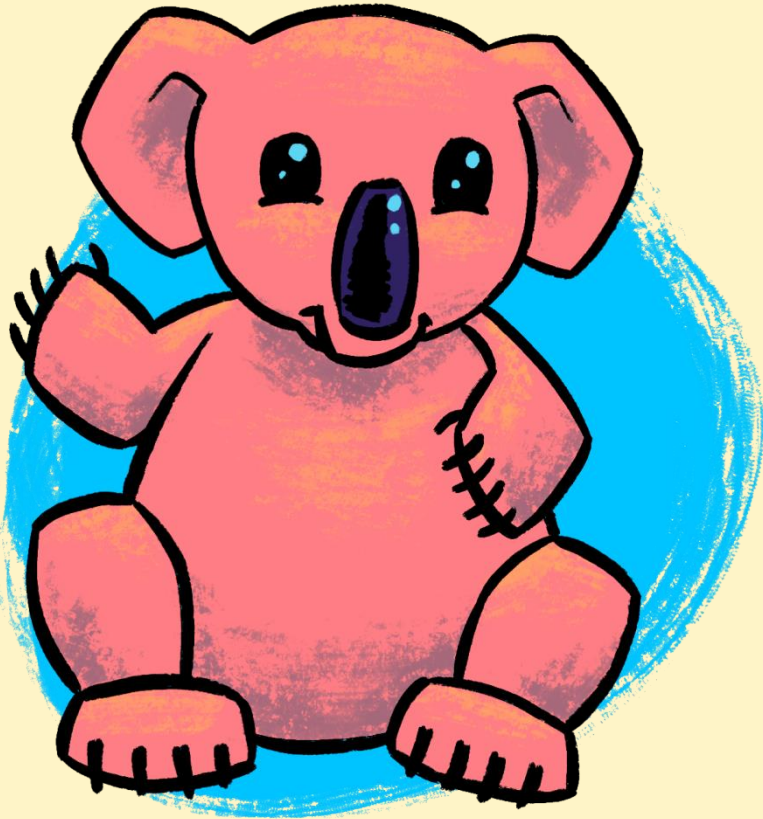
<p><b>Main thematic areas</b></p> <p><b>Child and communication</b></p>	<ul style="list-style-type: none"><li>• To use basic vocabulary for cleaning up beaches</li><li>• To use phrases related to cleaning up beaches</li></ul> <p><b>Suggested words</b> clean up, beach, rubbish bin, paper, plastic, bottles, metal, glass, rubbish bags, mask</p> <p><b>Suggested phrases</b> lots of rubbish, Let's clean up the beach, let's help...</p>
<p><b>Child, Self and society</b></p>	<ul style="list-style-type: none"><li>• To identify behaviours which endanger the natural environment and to suggest ways of managing waste and protecting the local environment (beach)</li><li>• To develop strategies for reusing waste</li></ul>
<p><b>Thematic areas involved</b></p> <p><b>Child, Body, Creation and expression</b></p>	<ul style="list-style-type: none"><li>• To use various techniques and to apply them to design and paint</li><li>• To use different materials to make small crafts</li><li>• To sing in unison in an informal choir, following the instructions of the conductor</li></ul>
<p><b>Developing attitudes</b></p>	<ul style="list-style-type: none"><li>• To appreciate the meaning of voluntarism and to realise that with their actions (cleaning up the beach) they can contribute to the social whole</li><li>• To be motivated and contribute positively to the call for protecting the environment</li><li>• To be motivated and to develop actions towards the qualitative upgrading of the local environment (local beach)</li></ul>





- ✓ Kiki the Koala
- ✓ Flashcards (beach with lots of rubbish, paper, plastic, bottles, metal, glass)
- ✓ Cardboard boxes (from the supermarket)
- ✓ Scissors
- ✓ Glue
- ✓ Cardboard
- ✓ Marker pens



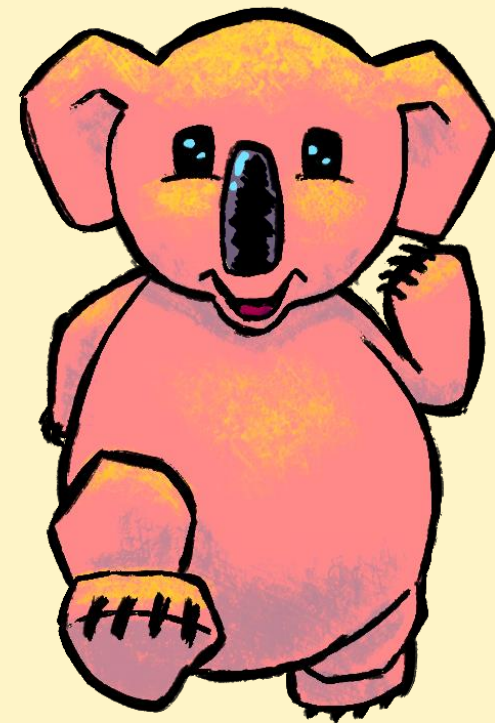


Description of the procedure and suggested activities








Kiki enters the class looking pensive and anxious, telling the children that yesterday she went on a walk along the nearby beach with her friend Kyle and saw a lot of rubbish. We must do something about that!






 **(LT-PT)** Kiki shows the children a photo she took from her stroll on the beach yesterday and asks them to take a careful look at it. We help the children to follow the thinking routines (see/think/wonder). **“Look at the photo! What do/can you see?”** (help them to understand the phrases through hand movements).

 The children show and name the objects they see in the picture and **(LT-PT)** Kiki repeats them in English **“What a mess! Lots of rubbish, paper, plastic and glass”**.

 The children think of the consequences on the environment and decide to undertake

action with the final aim of ‘cleaning up the beach by organising a day of beach cleaning’.

**(LT-PT)** Kiki agrees, **“Let’s clean up the beach!”**.

 The teachers **(PT-LT)** encourage the children to record their ideas and suggestions to undertake actions to achieve a common goal. By using the brainstorming technique, they make a web diagram. (see next slide)










The children visualise each action on the web diagram with a painting





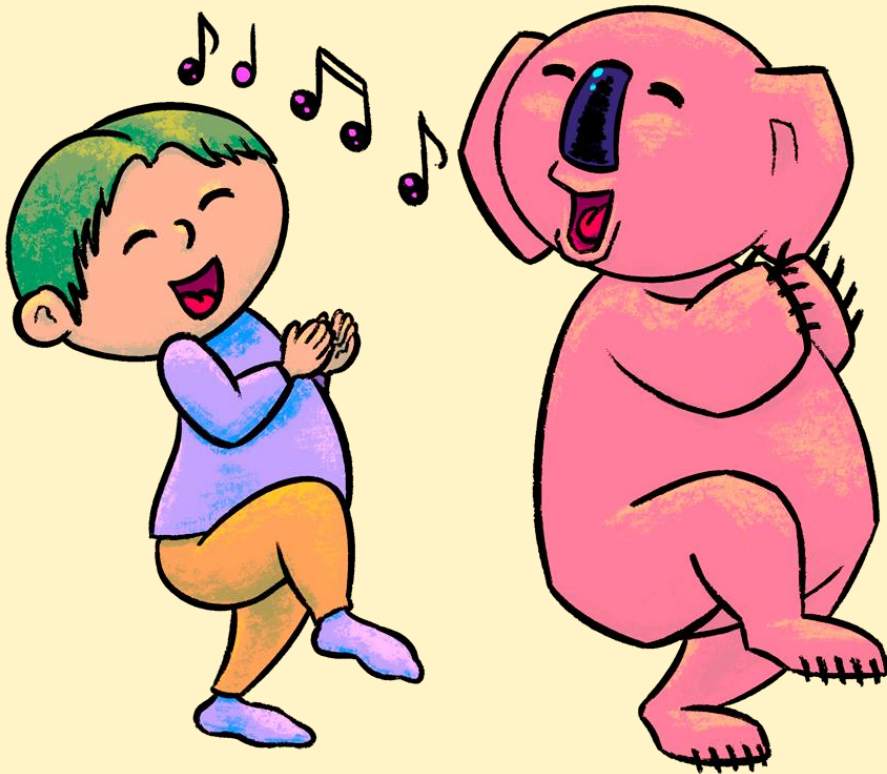
 **(LT-PT)** Kiki suggests that the children create their own song that they could sing on the day during the activity when they are cleaning up the beach. Kiki asks the children to help her.

 **(LT-PT)** We spread out the flashcards that show the rubbish that Kiki found on her walk, repeating the words “**paper, plastic, glass**” and we learn the new words “**metal, bottles**” the phrase “**let’s clean up the beach**”.

 **(LT-PT)** Kiki tells the children that she has brought a musical piece without lyrics with

her. Together, they listen to the piece and try to compose their own song, creating lyrics with the words below (see suggested song on the next slide).





What a mess, what a mess,

Plastic bottles, what a mess!


What a mess, what a mess,


Paper and glass, what a mess!

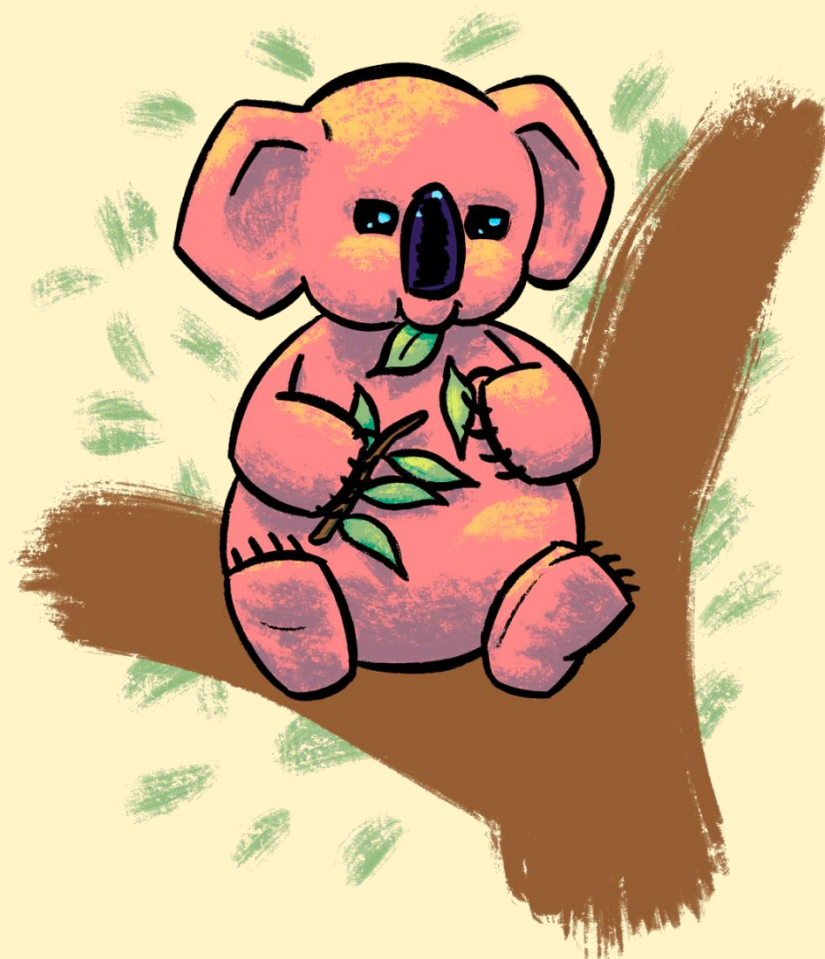
Let's clean up!







 **(LT-PT)** Together with the children, we decide to invite the community (parents/guardians, local primary school, council authorities) to our voluntary action by creating a poster. Kiki proposes **“Let's make a poster”**.


 **(LT-PT)** We encourage the children to take materials they need for the poster. We first show the flashcards with the corresponding pictures (**scissors, papers, crayons, glue**), recycling the vocabulary from previous scenarios **“Take your scissors/papers/crayons/glue”**.





 **(LT-PT)** Kiki asks the children what they will need to have with them on the day they clean up the beach. The children discuss it and make a picture-list with the things they will need.

 The children decide to take the following with them: rubbish bags, masks, gloves. **(LT-PT)** We repeat the words in English, recycling the vocabulary **“rubbish bags, masks, gloves”**. In groups, the children either look for the matching pictures on paper and digital material or draw them.

 **(PT-LT)** The children think about whether all the rubbish they saw in the photo that Kiki showed them should be gathered into the black rubbish bags, making the connection

with the need to recycle, a subject they have explored in their class with the pre-school teacher. The children, together with Kiki, think of the recycling bins which separate the rubbish, and they suggest making their own bins (cardboard boxes), **“Let’s make our own rubbish bins!”**. The children look around their classroom for cardboard boxes or they visit their local shops (supermarket or minimarket) to find them.






**(PT-LT)** We encourage the children to use Google maps and find the route from the school to the beach they will be visiting.





**(LT-PT)** The children mark the route on some paper, recycling the following vocabulary with our help, “**go left, go right, go straight**”.







 **(LT-PT)** The children, together with the parents/guardians, carry out the voluntary initiative **“Let’s clean up the beach”** gathering rubbish from the beach.

 **(LT-PT)** Kiki shows the picture list and asks the children to tell their parents/guardians what they need to wear and hold in order to collect the rubbish.

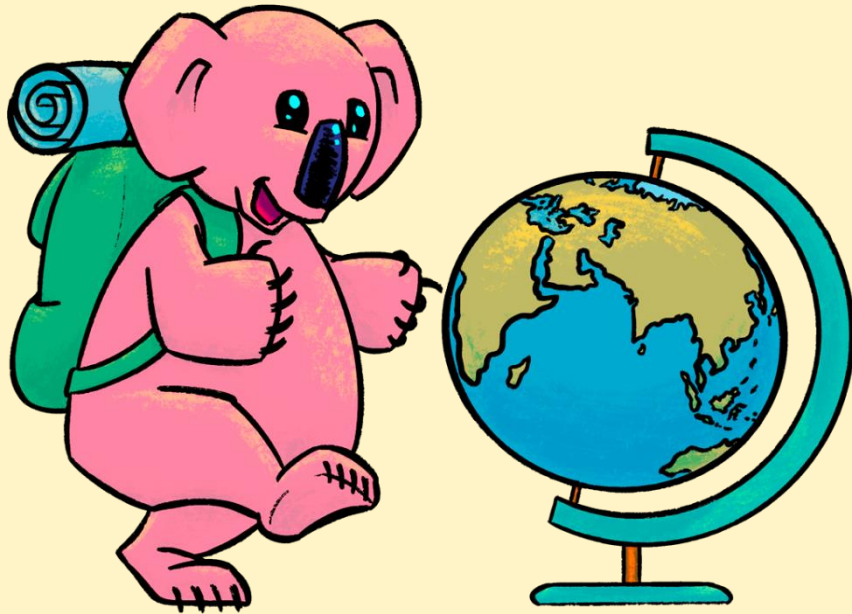
 **(LT-PT)** We help the children to remember the vocabulary **“rubbish bags, gloves, masks”**.

 The children gather up the rubbish and sort it out into the corresponding collection boxes they have made in the last few days at school, repeating the

vocabulary.

 The children and parents/guardians return to school, set up workshops and create crafts from discarded material collected from the beach.







**(LT-PT)** Kiki asks the children what they can do to let the local community know about protecting their beach. The children talk about this and decide to make a video and suggest activities to create it (e.g., to include video clips from the voluntary cleaning up of the beach event, pictures of the crafts they made, their song and a recording of their slogan in English). A new project has begun.







 EAN Digital game: “Let’s keep the beach clean!”. The children are cleaning up the beach, gathering the rubbish and placing it in bins. Every time they step on some rubbish, the matching English word will be heard.

 Memory game with flashcards with the vocabulary “**rubbish bin, paper, plastic, bottles, metal, glass, rubbish bags, mask**”.





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αγγλικής γλώσσας  
στο νηπιαγωγείο

# Acknowledgements/Credits

ean.auth.gr

**Song:** "Let's clean up!"

**Music:** Konstantinou Vasiliki

