



EAN EDUCATIONAL SCENARIOS

Action

“TEACHER TRAINING FOR THE INTRODUCTION OF ENGLISH IN
PRESCHOOLS (EAN)”

Thomai Alexiou & Efthymia Penderi

MIS CODE 5093563

Sub-project 1

“DESIGN – IMPLEMENTATION SUPERVISION OF THE PROGRAMME
& DESIGN OF TRAINING AND EDUCATIONAL MATERIAL”

Thessaloniki, Greece, 2022

10.26262/heal.auth.ir.341662



*The project is co-financed by Greece and the European Union (European Social Fund) through the Operational Programme
“Human Resources Development, Education and Lifelong Learning”*



Academic Leader for the Project and Coordinator of Educational Material

Thomai Alexiou

Associate Professor,
Department of Theoretical and Applied Linguistics,
School of English,
Aristotle University of Thessaloniki

Editors

Thomai Alexiou

Associate Professor,
Department of Theoretical and Applied Linguistics,
School of English,
Aristotle University of Thessaloniki

Efthymia Penderi

Assistant Professor,
Department of Education Sciences in Early Childhood,
Democritus University of Thrace

Authors

Thomai Alexiou
Efthymia Penderi
Marianthi Serafeim
Katerina Gioftsali
Ioulia Ntousi
Nikos Tsiadimos

Artwork-Graphic design

Alexandros Tagaridis

Web developer, digital games creator

Manolis Dimitras

Music and composition

Vasiliki Konstantinou

Musician

Evi Kazantzi – Cello, ukulele, maracas and MIDI instruments





English language editors

Chryssa Laskaridou
Nina Rutherford Christou
David Anderson

Sound mixing/studio

Polytropon (Athanasios Kazantzis)

Native speakers of the listening texts

David Anderson
Nina Rutherford Christou
Chryssa Laskaridou
Electra Harnett
Zoe Asteriou
Aimiliani Vouzaxaki
Nikolaos Klontsas-Diamantonis

Singing

Vasiliki Konstantinou
Electra Harnett
Zoe Asteriou
Aimiliani Vouzaxaki

Suggested reference of the scenarios

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)





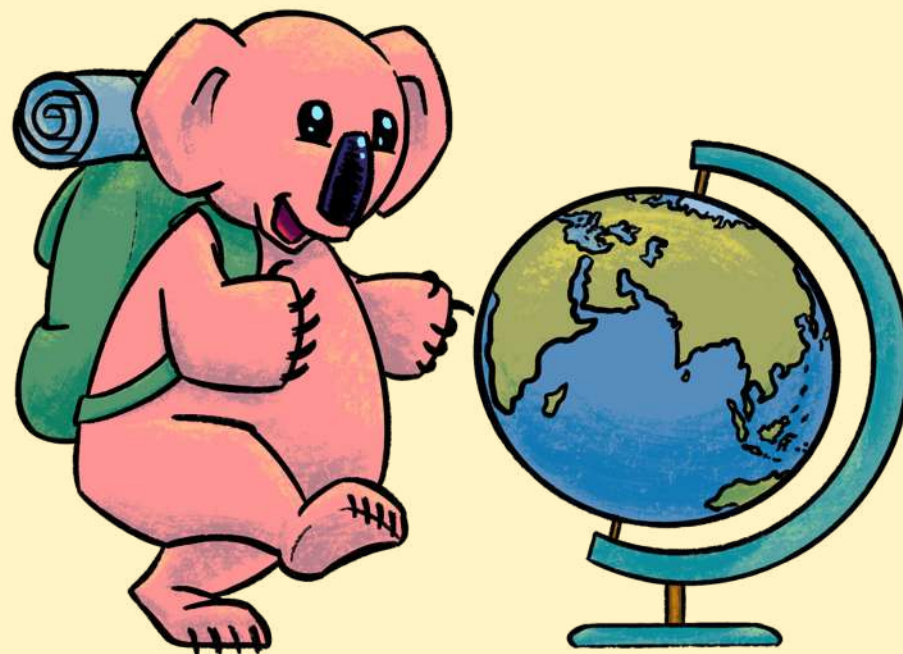
Guidelines for the Educational Scenarios and activities for the introduction of English in Preschool Education





The guidelines aim to:

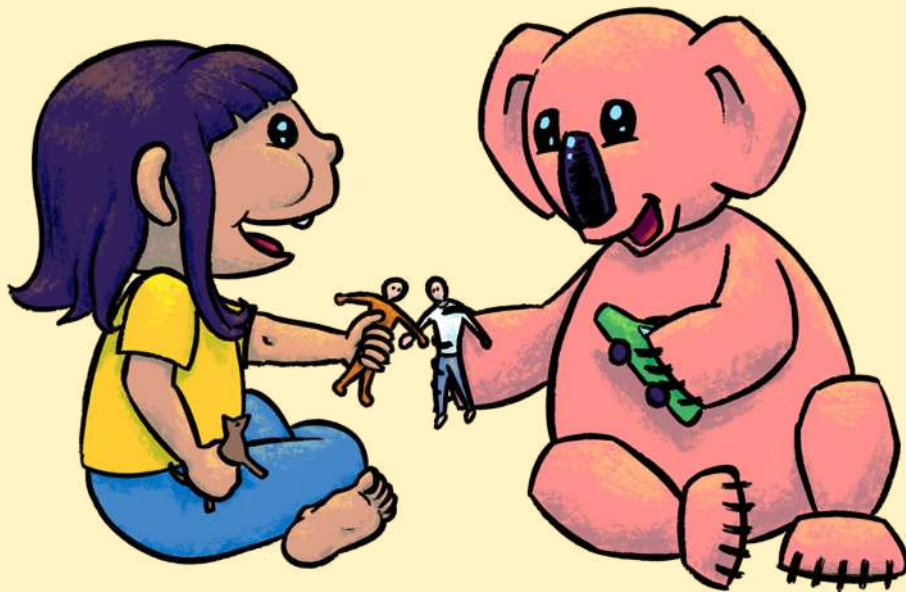
- introduce and analyse the structure of the educational scenarios
- answer questions that may arise while studying the scenarios
- provide a brief description of the broader philosophy that pervades their design
- help teachers critically and creatively utilise the scenarios, enhancing the innovation and the quality of the educational programme.





- ✓ are in accordance with the philosophy of the EAN programme
- ✓ agree with the characteristics, the goal and the socio-pedagogical role of preschool
- ✓ **are in accordance with the New Preschool Curriculum**
- ✓ take preschool children's special developmental characteristics into account
- ✓ incorporate the most modern language learning educational approaches and methods for language learning
- ✓ utilise preschool pedagogical practices, as well as contemporary digital tools
- ✓ **offer a meaningful and purposeful learning context** so that the activities do not function in isolation or decontextualized in the learning process but provide continuity to the educational programme, utilising children's cognitive and family background





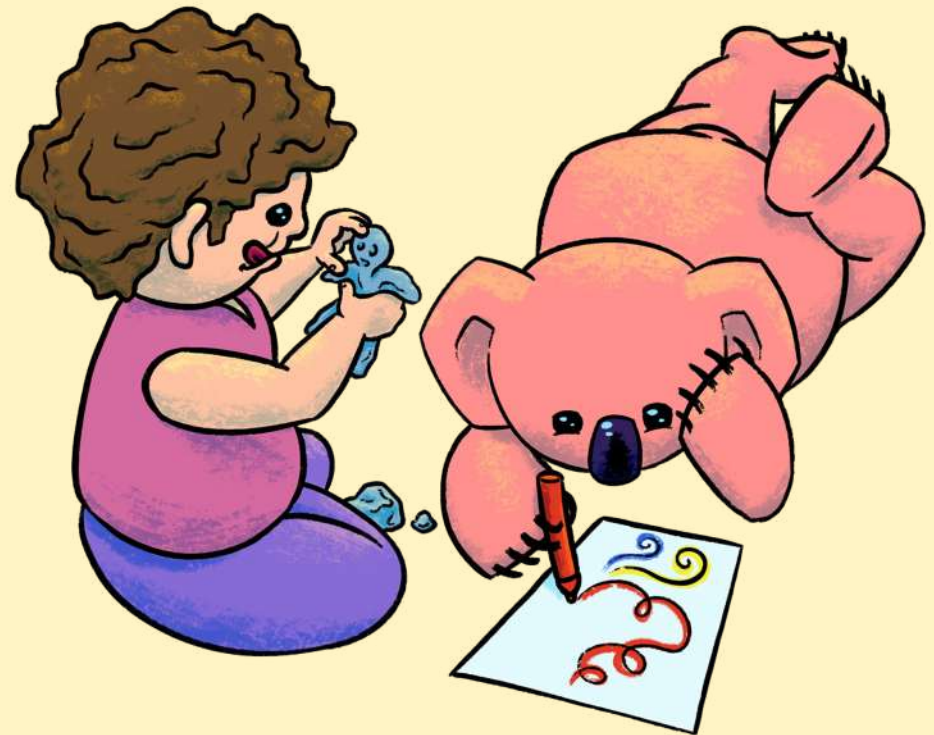
- songs
- rhymes
- poems
- short stories
- games
- constructions
- and anything that promotes playful learning and contributes substantially to the holistic development of preschool children

Emphasis is placed on oral skills only through multi-sensory experiential approaches, Total Physical Response, frequent but meaningful repetition, and knowledge retrieval





- digital tools
- open educational resources
- pictures (flashcards)
- real objects (realia)
- educational games available in preschools such as puzzles and board games
- various materials and tools, both natural and artificial





Content and Language Integrated Learning -

CLIL has been adopted, meaning that

- emphasis is placed on both language and other thematic areas/fields while following the interdisciplinary approach applied in preschool

Therefore, **all the suggested scenarios are CLIL educational scenarios.**





Each scenario follows a specific thematic development to facilitate understanding of the information provided but also to support the development of your own scenarios.

1. Educational Scenario Title
2. Thematic category
3. Rationale
4. Children and teachers' preparation
5. Learning goals
6. Resources and material
7. Description of the procedure and suggested activities
8. Suggestions for formative assessment





The Thematic Areas defined in the New Preschool Curriculum are utilised (2021).

The Thematic Areas and Units incorporated according to the New Preschool Curriculum are:

1. **Child and Communication** (Language and IT)
2. **Child, Self and Society** (Personal and Socio-emotional development & Social Sciences)
3. **Child and Sciences** (Maths, Natural Sciences and Construction Technology)
4. **Child, Body, Creation and Expression** (Physical Education and Arts)





Educational Scenarios' Units	Description
Thematic category	The thematic category/categories are listed here, e.g., colours, numbers, seasons, etc.
Rationale	The rationale behind each educational scenario is mentioned here (where it aims, what is covered and why).
Children and Teachers' preparation	Highlights the needs and conditions required to create the framework for the integration of the educational scenario.
Learning goals <ul style="list-style-type: none">• Main thematic areas• Thematic areas involved• Developing attitudes	<p>Based on the CLIL approach, we start by describing the expected learning outcomes, we state the knowledge and the skills mentioned in the 2 main thematic areas we choose to work on in the specific scenario (Child and Communication (always) + some main points in relation to other Thematic Areas).</p> <p>Then, the objectives of the Thematic Areas involved are presented, which are not the central ones, but are involved in and embellish the activities.</p> <p>In addition, as we deal with a very important age for the adoption of attitudes, the goals related to the development of attitudes are presented (such as intercultural awareness, participation, cooperation, respect, elements of emotional intelligence, life skills, etc.). The special emphasis we give to the development of attitudes led to the choice of presenting them as a separate category.</p>
Resources and material	The materials and resources required for the realization of the respective scenarios are presented.
Description of the procedure and suggested activities	At this point a detailed description of the process and activities is made. The triptych engage-involve-extend is followed in this process and you can find the steps of each activity in each scenario.
Suggestions for formative assessment	Here are some suggestions for formative assessment, such as specific games, observation methods and recording techniques, Portfolio or E-portfolio (with drawings, children's recordings, etc.), interviews with children, plenary discussions, etc.





- The educational scenarios are **indicative** and teachers are not expected/required to follow them step-by-step
- The scenarios are part of the EAN educational material indicative and they serve as a **guide to good practice and a means of inspiring ideas** but in no way limit the teachers. It is offered for facilitation/guiding purposes and not as ready-made recipes.
- The teachers in cooperation, take into account the children's interests and the conditions of each school, in order to decide what kind of activities can be done, how much time will be required, etc.
- There is flexibility as to what and how many activities you will implement (for example, in a scenario you can use 3 of the 5 activities or one scenario in a class can take place in one or 2 weeks or more).
- There are various thematic orientations that the preschool programme usually focuses on during the school year. (Myself and others, Autumn, Winter, Spring, Summer).
- Additional suggested material (songs, stories, games, etc.) is available for various thematic categories which can be used with or without adjustments, depending on the children's needs and interests.
- The materials have been finalised after the feedback received by the teachers and have been enhanced with digital games and various multimodal material.
- We recommend whatever is used from this material always to be included in a scenario/context and should not be used as a separate, decontextualised activity.





A mascot/doll, Kiki the koala, a cute koala from Australia has been used.

Choosing a koala **was not random**.

- The particular exotic animal points to Australia, an English-speaking country with approximately a million Greek expatriates.
- This circumstance creates links with the expatriate Greeks and helps both children who have relatives abroad as well as those who do not, process the particular issue in a creative way.
- Using the particular mascot, which refers to a different culture, a need to communicate is created, and in turn, the communication between the children and the mascot becomes meaningful.

The children participated in the decision making, as they themselves chose, among a series of pictures they were given, and the most popular was the first picture.



Here again, there is flexibility regarding the use of the doll/mascot, for whichever time span is necessary, based on the children's response.





Kiki is a cute little koala from Australia. Although she loves her country, she has decided to travel the world to meet other children. Her mum is Kate, and her dad is Ken. She has a younger brother, Kevin and an older sister, Kelly. Her favorite colour is purple, as are the walls in her room. Her favourite food is fruit; she loves, in fact, all fruit! She likes to play various games and do experiments. Her favourite holidays are Christmas and Halloween. Her best friend is Kyle, a kangaroo that lives in Australia. She looks forward to meeting all of us, learning about what we like, our favourite food and about the holidays and traditions of our country. But she does not speak Greek! We can communicate with her only in English and we have Miss/Mrs/Mr..... here to help us! So, what do you say?

Extra tip: Add at least one funny/comic quality and a quirk!





What we do

- X We do not teach; we facilitate the exposure to the language
- X We don't teach grammar!
- X We don't expect and require children to learn to write or read in English
- X We don't translate everything
- X We don't teach the alphabet [If children ask to learn the letters in English, we go about it orally, based on a set communicational need (e.g., children's name) and only through songs]
- X We don't think of the educational activities as 'lessons' or teaching subjects but as scenarios that offer a context
- X We don't use books, but we utilize and bring children's literature and authentic stories for children
- X We don't strictly follow the scenario; we need to be flexible and improvise
- X We don't teach explicitly or frontally and we involve all children in the learning process
- X We do not put pressure on the children, and we give them time and space to express themselves through various ways, using their linguistic resources and other practices which are familiar to them
- X We don't compare children to other children

What we don't do

- ✓ We cooperate (teachers of two specialties)!
- ✓ We follow the CLIL approach
- ✓ We choose, adapt/change, create activities
- ✓ We follow the preschool curriculum; we work on parallel on the thematic categories or we create links and build on the thematic categories that the children are already working on
- ✓ We place emphasis on oral speech and follow the Lexical Approach, learning not only words but also phrases and lexical chunks in English
- ✓ We give clear and simple instructions for the activities
- ✓ We talk as much as possible in English, and when necessary, the preschool teacher assists in Greek
- ✓ You set time limit for each activity, in the sense that each activity can take place in more than one teaching hour
- ✓ We provide ample time and space for language learning
- ✓ We promote the active participation of children and we "listen" to their ideas and their interests
- ✓ We utilize the children's experiences, their cultural heritage and their linguistic background
- ✓ We organize teamwork and promote cooperation between children
- ✓ We play along with the children!















Alexiou, T. (2022). *Designing educational scenarios and activities for the introduction of English in preschool*. Material for the asynchronous distant training in the framework of Sub-project 1 “Design – Implementation Supervision of the Programme & Design of Training and Educational Material” AUTH for the Action “Teacher Training for the Introduction of English in Preschool (EAN)”. Institution of Educational Policy: MIS 5093563. [In Greek]

Penderi, E. Chlapana, E., Melliou, K. Philippidi, A., & Marinatou, D. (2021). *The New Preschool Education Curriculum*. Institution of Educational Policy: MIS 5035542. [In Greek]







 Nice to meet you!	20
 Let's take a tour!	37
 I love the colour of my shoes!	52
 My family tree!	68
 Time for breakfast!	83
 Eat right, feel right!	100
 My body!	115
 I'm always so hungry!	132
 How are you feeling today?	148
 What's wrong with Colin?	165





EAN Educational Scenario



Nice to meet you!

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). *Nice to meet you!* 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	Nice to meet you!
Thematic category	Myself and others
Rationale	<ul style="list-style-type: none">• The children have already met each other during the first days at preschool.• A need to communicate is created to meet a new classmate that does not speak the children's first language (in this case, Kiki the koala). The language they can communicate in is English and the English language teacher in the preschool is the mediator.• The new member of the class will be visiting twice a week, due to her family's employment. The family story can be built up gradually and progressively, according to the needs and activities developed in class.• The story reflects the multicultural elements of the language adopted.





Children

know their classmates' names
know their classmates' basic characteristics and routines
know how to use the globe and the world map

Teachers

Getting-to-know-each-other games have already taken place in the preschool classroom. The children have already brought pictures and have placed them on the reporting tables on the walls (The register, Birthdays, Duty groups, etc.)

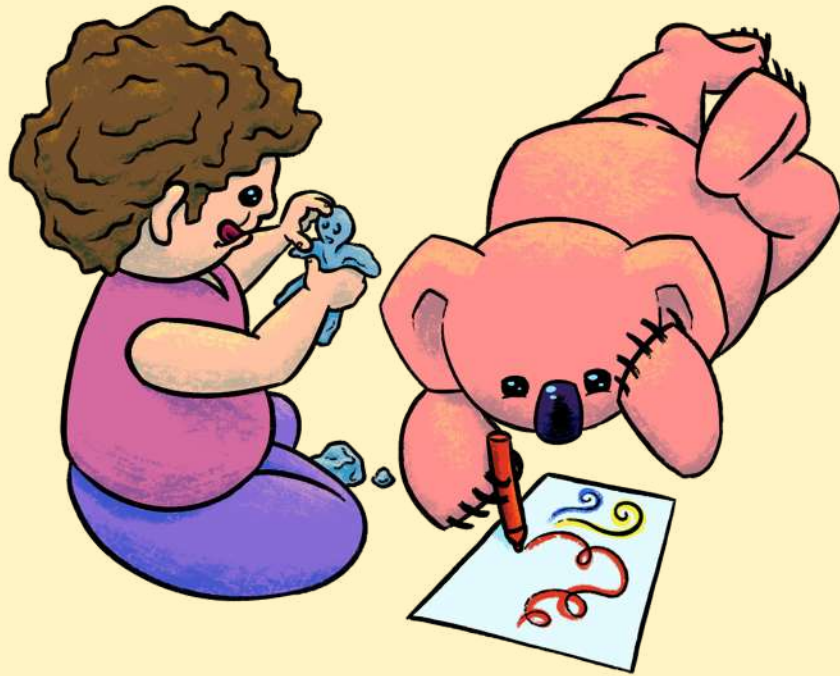
During previous activities, the preschool teacher **(PT)** has introduced the English language teacher **(LT)** to the children, informing them that s/he will be visiting the school to help them communicate in English, play games and learn songs in English.





<p>Main thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary related to acquaintances• To say their name in English• To reproduce the 'getting-to-know-you' dialogue• To use two or more languages to get to know each other <p>Suggested vocabulary new classmate, sad, happy, welcome, crayons, scissors, glue, stick</p> <p>Suggested phrases Nice to meet you!, Hello!, Hi!, What's your name?, I'm..., How are you?, I'm fine, thank you</p>
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To recognise positive and negative emotions/feelings• To recognise situations which can trigger positive and negative emotions/feelings
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To assume roles and role play dialogues related to making acquaintances• To express their thoughts through drawing• To adapt their movement in order to respond to mobility and rhythmic patterns
<p>Child and Sciences</p>	<ul style="list-style-type: none">• To recognise parts of the Earth on maps and on the globe
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop empathy• To express feelings/emotions• To contribute to teamwork activities• To not be afraid of something new and to adapt to changes• To express their interest and search for positive ways to change the negative emotional state of others





Kiki the Koala

Globe, map

Personal computer, digital tools

Material to make a paper doll

Getting-to-know-each-other songs

Cardboard/coloured card and oil pastel
crayons





Description of the procedure
and suggested activities








(PT-LT) We bring a letter from Kiki, a cute koala, (Kiki presents herself through flashcards). Alternatively, we open an email from Kiki (same self-presentation but in digital form).

See suggestions for Kiki's biography in the document "Guidelines for Teachers", section "Educational Material" (EAN site).













-  The letter-message (see next slide), which is in English, is from our new classmate, Kiki who will be coming to our school twice a week.
-  **(LT-PT)** We read the letter in English and help the children with pantomime and with the use of story-board (digital or paper flashcards) to get to know Kiki.
-  **(PT-LT)** We suggest that the children look for countries mentioned on the globe and the map (Australia, Greece or other countries).










-  Hello everyone! *(Kiki waves happily)*
-  I'm Kiki.
-  I'm Kiki the Koala. *(Kiki points at herself)*
-  I'm from Australia. *(Kiki holding the flag and the map of the country)*
-  I love Australia... *(Kiki sends kisses to Australia)*
-  ...but I'm here in Greece now! *(Kiki holding the flag and the map of the country)*
-  Greece is beautiful! I love Greece! *(Kiki sends kisses to Greece-or any other country of the children's origin)*
-  I can't wait to meet you! *(Kiki shows her anticipation happily)*








-  **(PT-LT)** We ask: “How might Kiki be feeling, coming from far away, not knowing either the language or her classmates?”
-  **(LT-PT)** We point to a piece of cardboard divided in 2 with two faces on each side: **happy/ sad**. Then we repeat the words “**happy/sad**” and ask “**What makes Kiki happy/ What makes Kiki sad at the new school?**”. We help the children understand by miming and pointing to the classroom and the pictures.
-  **(PT-LT)** We encourage the children to think about how Kiki is feeling and draw on a piece of cardboard/coloured card what makes her **happy** or **sad** to be in a new school. The children discuss this in groups and draw on the cardboard/coloured card that was given to each group.
-  Each group presents their work and explains their drawings.
-  **(LT-PT)** We encourage the children to think about how they feel about Kiki coming to their school. They can make a chart with three columns: Their names in the first column, a face with their feelings in the second, and in the third column each student can glue their drawing on to it and explain why they are feeling this particular emotion. Particularly for the children coming from different linguistic backgrounds, this process can be beneficial for their own experience, as they can see themselves in Kiki.





 **(LT-PT)** Looking at the children's drawing of Kiki being sad, we show that we're sad **"Oh no! Kiki is sad. Let's make Kiki happy!"**. Then we ask the children, in groups, to think and come up with ways to cheer Kiki up and make her love our school.

 Each group, based on the drawing they have created, makes suggestions for Kiki to think positively. They choose one suggestion to draw and do.

 **(PT-LT)** We encourage the children to think about and get ideas from their own experiences.



The groups present their suggestions and, with the help of the teachers, they make a plan to realise these suggestions:


Learn to introduce themselves in English


Send Kiki drawings to welcome her

Learn an English song to welcome her





 **(PT-LT)** We suggest that the children make three paper dolls in pairs, one for each child and one for Kiki. They can glue the dolls to a tongue depressor or a small stick.

 **(LT-PT)** We “play” the dialogue with our own dolls:


-Hello, I'm John. What's your name?

-Hi, I'm Kiki. What's your name?

-Hi, I'm Anna.

-Nice to meet you, John and Anna!

-Nice to meet you, too, Kiki! Welcome to our school!

 **(LT-PT)** We use the register with the children's photos and greet each child by pointing to the photo: **“Hello, John/Hello, Zoe....”**





(LT-PT) We encourage some pairs to act out the dialogue with the dolls to the rest of the class. The pairs then choose an area in the classroom and practice the dialogue. We go round the class and help.



The pairs form groups of four and one “plays” the dialogue while the others are watching and helping. Then they switch roles.





-  It's time to learn a song to welcome Kiki to our classroom! (see next slide)
-  **(LT-PT)** We help the children learn the lyrics. At the same time, we do the corresponding actions. The children can be standing or sitting in two or three circles and take turns greeting and welcoming each other as they sing the songs.





Hello, Hello! How are you? (x4)

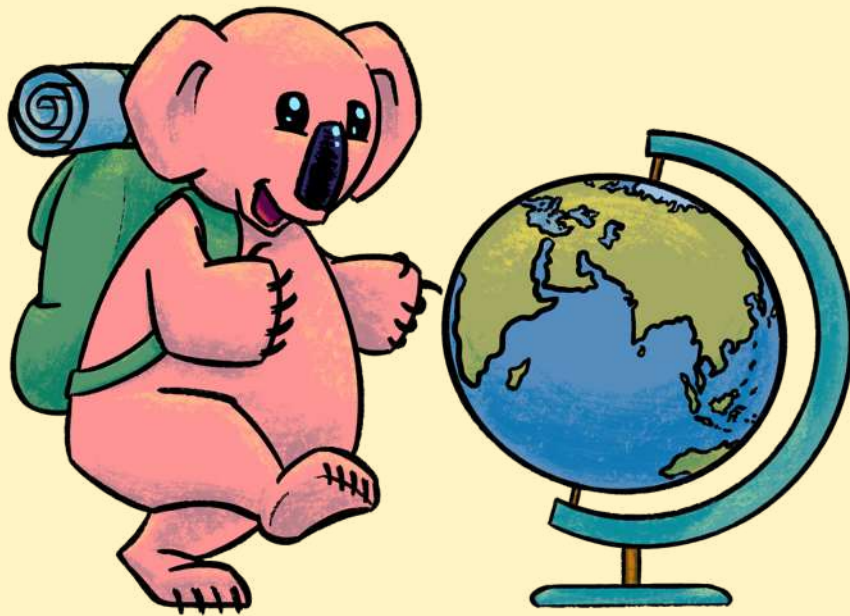
I'm fine thank you! How are you? (x2)

Hello, Hello! How are you? (x4)

Hello, Hello, welcome to our school

Oh! Hello, Hello to you







With our help, the children can collectively create a drawing for Kiki and send it to her using digital tools. They can form questions and also send them to Kiki. These questions could be the basis for the creation of Kiki's story and also be used for the next activities related to getting to know each other.





-  We can record the children's dialogues and include them in each child's e-portfolio.
-  After some time, in another similar activity the recording can be repeated.





ean.auth.gr

Song: "Hello"

Music: Konstantinou Vasiliki





EAN Educational Scenario



Let's take a tour!

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 take a tour!* 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 take a tour!
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• The vocabulary of this scenario is closely connected to the children's everyday life at preschool and in particular to the classroom. A feeling of 'belonging' to the school is reinforced which helps the children take control of their personal and collective learning.• The activities aim to involve the children in a game with Kiki while exposing them to the vocabulary related to the classroom corners/areas. This specific vocabulary includes words of high frequency (e.g., read, draw, play, etc.) that are part of the children's everyday life.• The children are given the opportunity to use this specific vocabulary in learning thematic areas such as routines (e.g., what we do during the day or which corner I choose to play in) but also for the transition between activities of the daily timetable.• The abilities the children are expected to develop may later form the basis for the development of activities related to hobbies and leisure time activities.





Children

are familiar with the corners (function, use, rules)
know the different sections and areas of the classroom (e.g., doll's house, supermarket, library, etc.) and understand their limits and their differences
follow instructions

Teachers

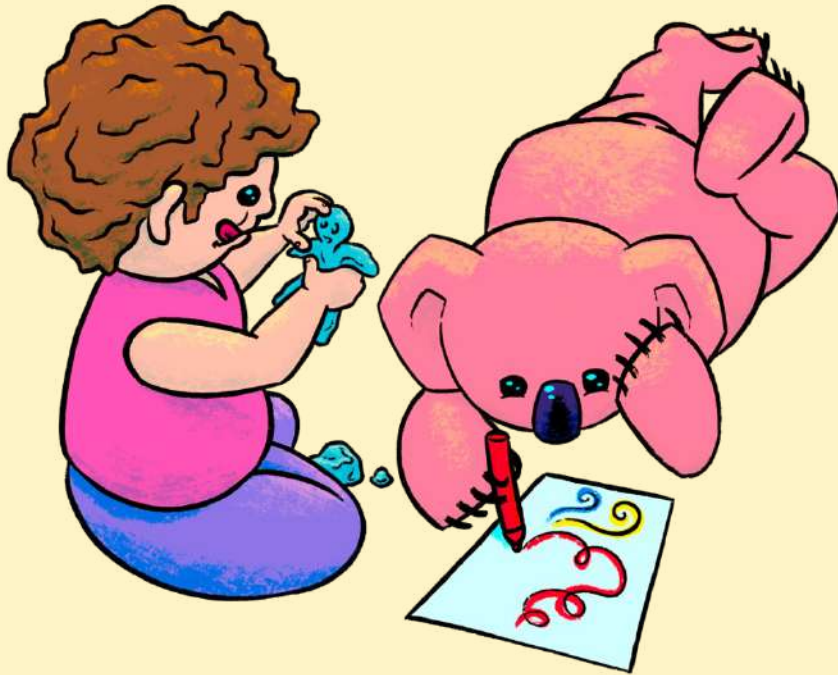
The preschool teacher **(PT)** has talked about the sections and corners of the classroom with the children and what they can do in each of these.
The English language teacher **(LT)** has talked about Kiki coming from another country with the children.
The English language teacher and the preschool teacher **(LT-PT)** have once again involved the children in a game where they are asked to carry out instructions using language they have become familiar with.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic English vocabulary to name the corners of the classroom• To learn a song in English related to their classroom <p>Suggested vocabulary doll's house, library, arts and crafts, supermarket, puppet show, stories, toys, corners</p> <p>Suggested phrases What's this?, What do we do here?, We read stories/draw with crayons/buy food,/play with dolls/puppets</p> <p><i>[Some corners are suggested. Depending on the class, the available learning centres and the playing areas, the teachers can adapt these accordingly.]</i></p>
<p>Child and Natural Sciences (Mathematics)</p>	<ul style="list-style-type: none">• To depict the classroom using simple means and to record the movements and routes• To define and describe the routes in simple or familiar maps• To describe directions, routes and different positions using visual images
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To respond to a stimulus with movement• To dance, miming the movements of others• To use different techniques for drawing
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop a positive attitude towards something different while understanding that Kiki and also other children in the class are not familiar with the classroom and that they should help them feel more comfortable• To work together towards a common goal, showing Kiki around and helping her become familiar with the area





- ✓ Kiki the Koala
- ✓ A4 paper
- ✓ Markers/ coloured pencils
- ✓ Song “I love my school”



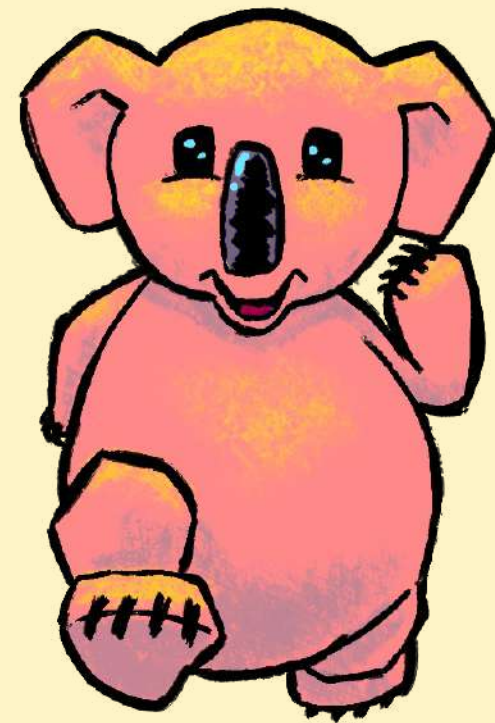


Description of the procedure and
suggested activities










Kiki comes into the classroom and greets the children. She tells them that their classroom is the most beautiful one she has ever seen! However, she is still not used to it as it is very different from her old classroom, and she doesn't know what they can do in every "corner". She asks the children for help and asks them if they could give her a tour of the classroom!








-  The children talk about which place in the classroom they should start from.
-  **(PT-LT)** We encourage the children to start showing Kiki the different “**corners**” and the children explain what they do in each of these.
-  **(LT-PT)** Each time they arrive at a ‘corner’ Kiki asks “**What’s this?**” and the children say the name of the corner in the first language and we repeat it in English “**Doll’s house, library, arts and crafts, supermarket, puppet show**”.
-  **(LT-PT)** Depending on where they are each time, Kiki asks “**What do we do here?**” and we answer “**We read stories/play with dolls/draw with crayons/buy food**”.
-  **(LT-PT)** We also use alternative forms of communication (e.g., pantomime) which clarify the function of the area (e.g., we pretend to draw in the air when we say “**We draw with crayons**”, we pretend to read a book with “**We read stories**”, etc.).







-  **(PT-LT)** We invite the children to play a game so they can help Kiki learn about the “corners” better.
-  **(LT-PT)** We tell the children to name a corner in English “**Doll’s house, library, arts and crafts, supermarket, puppet show**” and they themselves should go to that particular corner.
-  The children are then separated into two groups. One group chooses a corner and mimes the action that takes place there while the other group guesses the corner and says it in English. The game continues with groups changing roles.





-  Kiki is excited about the new classroom and sings the song below inviting the children to sing with her.
-  **(LT-PT)** We help the children learn the song “I love my school” (see next slide) accompanying it with the appropriate movements.







I love my school,
it's so cool,
I love my school,
let's take a tour!


I love my school,
it's so cool,
I love my school,
let's take a tour!





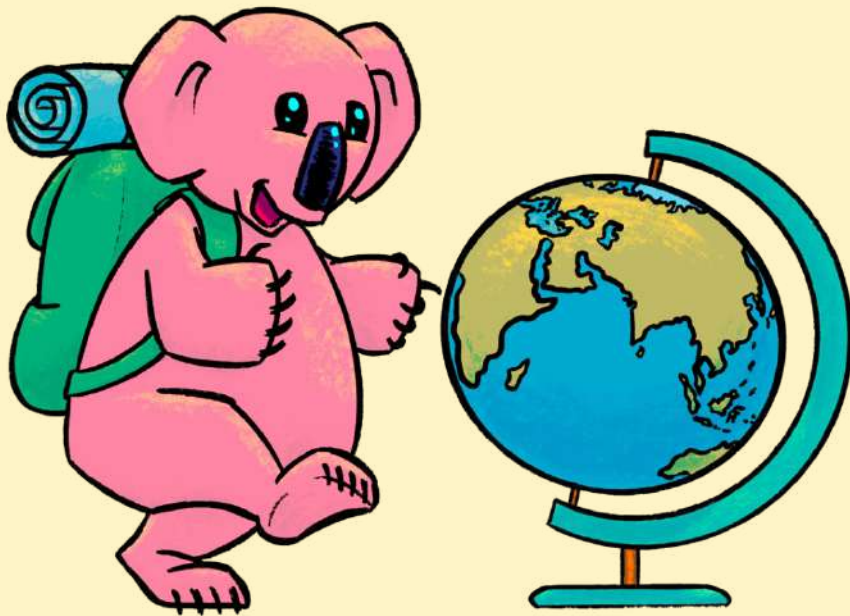
 So the children can help Kiki familiarise herself with her surroundings in the classroom, the children make a map. One group draws the perimeter of the classroom on a large piece of paper roll. The other groups have chosen a corner to draw.

 **(LT-PT)** We help them stick the corners they have drawn onto the map while naming them in English.

 **(LT-PT)** Kiki feels very happy and safe in the new classroom environment and suggests that the children play a game “**Kiki says...**”, where each time we say e.g., “**Kiki says here we read stories**”, one group either shows the relative corner on the map or

another group goes to this corner. If, however, we just say “**Here we read stories**”, without “**Kiki says...**”, then the children shouldn’t do anything (like the game “Simon says”).








We ask the children to take a photo or to draw a picture of their favourite area at home so that they can say what they do there (**play, read, draw**) when they bring it to school the next day. The photographs/drawings could be put up in the corners where they carry out the specific action (**play, read, draw**). The children together with Kiki suggest a new corner. A project may now begin.





-  As part of the evaluation we can mix up the photographs or drawings that the children have brought with them and then separate them according to what we do in each of these all together as a group. The vocabulary from this scenario can therefore be revised.
-  We can, in groups, suggest changes which could be made to the classroom and the children could present their ideas using the vocabulary from this scenario.
-  Alternatively, if they have already learnt about the corners, the children change the position of one or more corners and when Kiki comes... **surprise!** They show Kiki round with the help of the map they have made. Will she realise what the changes

are? Kiki asks “**Where are the toys?**” and the children take her to their new position, etc.

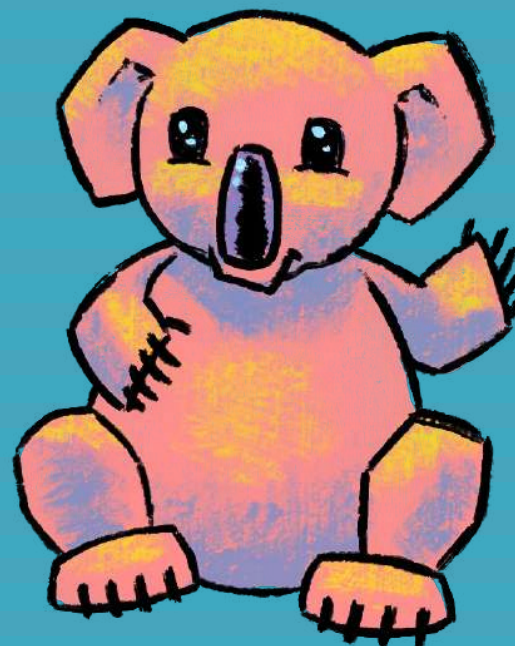




ean.auth.gr

Song: "I love my school"

Music: Konstantinou Vasiliki





EAN Educational Scenario



I love the colour of my shoes!

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 love the colour of my shoes!* 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 love the colour of my shoes!
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• In the context of the activities, it is important that the children acquire frequently used vocabulary, for example, colours.• The aim of the activities of this scenario is to connect knowledge of colours to other preschool activities through a short story and an entertaining and rhythmic song with a positive message.• Both the song and the story embrace diversity, promote adaptability, create a positive atmosphere, and promote easy learning through repetitive patterns and simple phrases.• The children are given the opportunity to use knowledge of the colours in other activities (e.g., in the routine of changing shoes). The skills developed here can later be used as a basis for developing other activities related to colours.





Children

can distinguish and name the colours in their L1
know various fruits
can express preferences
are familiar with the world map and locate the position of their country
can name/list classroom objects in English

Teachers

The preschool teacher **(PT)** has already discussed the world map and the globe with the children, and they have located the country they live in as well as countries of origin or countries of interest. The preschool teacher **(PT)** has also worked with the children on the changing of shoes in the classroom (if this is a school routine in your school).

The English language teacher **(LT)** has worked on some of the fruits in previous activities and has mentioned their colour.

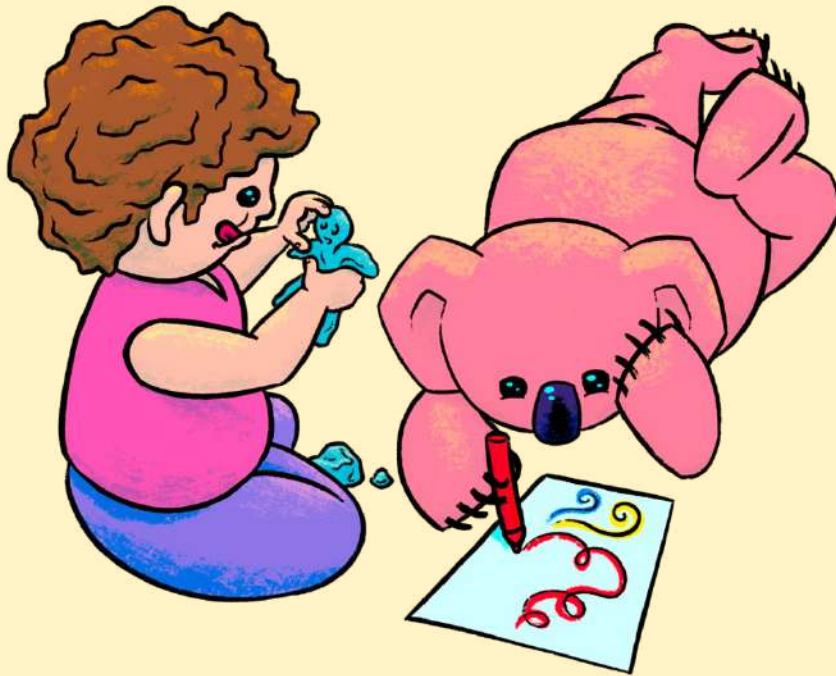
In order to divide the children into groups, the two teachers **(LT-PT)** use a short game they have decided on beforehand which would lead to the formation of random groups.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary related to colours• To learn a song in English related to colours• To learn the names of different fruits• To make logical and consistent descriptions <p>Suggested vocabulary red, blue, brown, white, green, blue, wet, strawberries, blueberries, mud, water etc.</p> <p>Suggested phrases How far is it?, Is it day or night?, I love my... shoes, large puddle of mud, bucket of water, wash away, Did Pete cry?, It's all good, He kept walking along and singing his song, large pile of, etc.</p>
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To have real-life experience of colour changes• To practise their musical ability through singing• To practise synchronised singing in an informal choir
<p>Thematic areas involved</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To identify emotionally with real or imaginary people• To predict the consequences of specific behaviour and to invent emotional discharge strategies
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To carry out measurements with non-conventional units of measurement• To “read” the world map and locate places
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To cultivate empathy but also self-regulation• To learn to adapt to new situations• To maintain a positive mood• To participate in the “changing shoes” routine





- ✓ Kiki the Koala
- ✓ Story “Pete the cat, I love my white shoes”
- ✓ Song “Pete the cat, I love my white shoes”
- ✓ A4 coloured card
- ✓ Basket with flashcards (strawberries, berries, water and mud)
- ✓ Flashcards of the colours of the song
- ✓ Cardboard/coloured card and split pin for the wheel of colours
- ✓ Guitar or guitar software





**Description of the procedure and
suggested activities**







Kiki comes to class feeling happy, greets the children and says **“Hi everybody. I’m so happy! Pete the Cat sent me an e-mail”**. The preschool teacher (PT) asks her who Pete the Cat is through the English teacher (LT) . Kiki responds **“Pete the cat is my friend. He lives in America. Far- far away”**.


(We provide support using flashcards, pictures and pantomime)






 The children locate the United States on the world map. Kiki was in Australia and now she is in our country, Pete' is in the US. Look how far away they are! The children make estimates about the distance between the two countries. They use non-conventional units of measurement (e.g., shoelaces) to measure and make comparisons.

 **(LT-PT)** We suggest finding the countries on the globe. We ask Kiki **“Is it day or night?”** and make assumptions about whether it is day or night in the US when the children are at school.

 **(PT-LT)** We ask the children what they think happened to Pete the Cat. The children share their ideas. **(LT-PT)** Then we suggest **“Let’s ask Kiki”**, and, turning to Kiki, we ask her **“What’s the story with Pete, Kiki?”**.

 Kiki suggests following the adventures of Pete the Cat and says **“Ok! Let’s look at the story!”**.



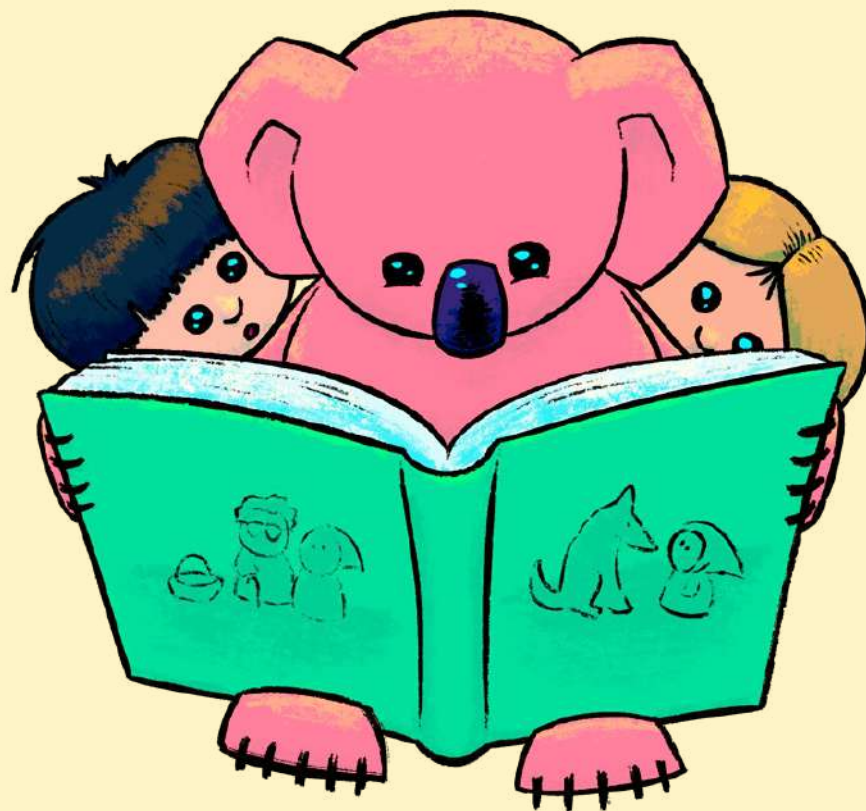


🐼 First, the children watch and listen to the story. Then they discuss it with the help of both teachers, who ask appropriate questions (What happened? What is going to happen next? How did Pete react? Was he upset? How would you feel? etc.).

🐼 **(LT-PT)** We replay the video with the story and the song and pause from time to time to repeat phrases (language chunks) from the story (see next slide for indicative phrases we could repeat). We use visual material (flashcards) and re-enact scenes with Kiki.

🐼 The children can sing together. If someone can play the guitar, they can play the song for the children to sing (alternatively, they can play the guitar through software).

Note: The EFL teacher asks simple questions in English and the preschool teacher can help further if needed with simple questions in L1).







- ...in his brand - new white shoes
- Pete loved his white/red/blue... shoes so much...
- I love my white/red/blue... shoes
- Oh no... strawberries/blueberries/puddle of mud... etc
- Did Pete cry?- Goodness no. He kept walking and singing his song
- Now the shoes were wet!


**The phrases are accompanied by relevant pantomime movements and any visual material necessary (flashcards, realia etc.)*







 The children can act out the story in small groups with colour flashcards.

 **(PT-LT)** We make a path with craft paper (A4) with the colours of the story (white, red, blue with or without the words of the colours. *Note: **We do not require the children to read or write***). We have also brought a basin with water and brown watercolour.

 The children work in groups. Each group has a transparency on which the children draw the outline of Pete's shoes with a permanent marker.


 **(LT-PT)** We play the video and the children in each group sing and dance alternately or in any way decided. Once the music stops, with the help of Kiki, they put the slide on the colour on which the song stopped to see/show what colour the shoes have turned.


 When they reach the colour brown, the children use the watercolour to paint the shoes brown. When Pete steps onto the water, they dip the transparency into the basin to remove the paint and make the shoes look wet.


 We help the children where needed.




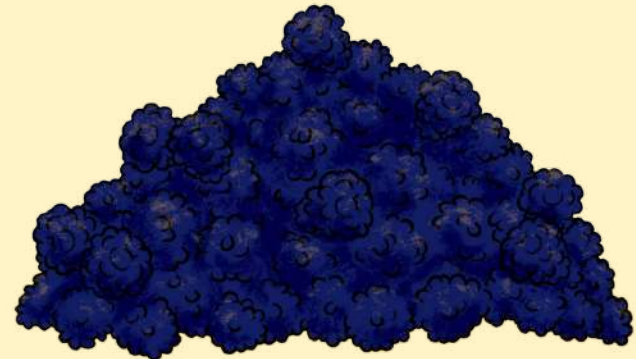


 Kiki suggests that the children play a game with colours. We have prepared flashcards with the colours of the song for each group.


 One child from each group shuffles the flashcards with the colours. We explain that they will need to put them in the order they listen to the story/song without watching the video.


 **(LT-PT)** Once they do this, we bring a basket of other flashcards (strawberries, berries, mud and water) and ask the children to remember the story and match the materials with the flashcards of the corresponding colours.


 The children watch the video and if necessary, correct the colour flashcards that they have arranged and matched with the materials.



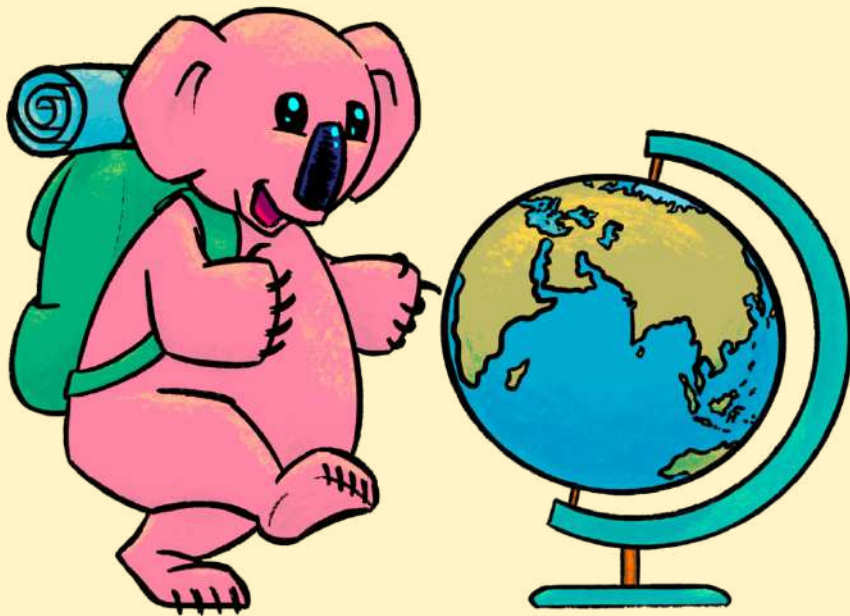


 **(LT-PT)** Kiki asks the children to say the colours in any other languages they may know. If there are children from different cultural backgrounds, she asks them what's the name of each colour in their language. They can also create colour flashcards or a rainbow with the colours in different languages with the help of parents/guardians.

 Kiki organises a game with colours in different languages (languages related to the children's background or to their interests). The children make a wheel of colours in groups. Each child spins the wheel and on whichever colour the wheel stops, the children have to say its name in different languages.

 Kiki suggests that each child choose a colour they want. There are children's magazines available so the children can cut and glue the relevant object onto the colour of the wheel (e.g., their favourite fruit/object/school object) in any language they wish. The activity continues with the preschool teacher.







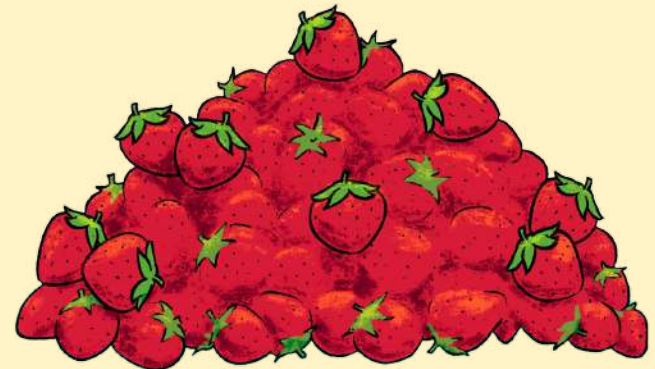
We could use the song the children have learned in the “changing shoes” routine. Each child takes off their shoes and puts on their slippers singing the song about the colour of their own shoes “**I love my... shoes!**”. Alternatively, they can continue with a simplified version of the story “Elmer the Elephant” (Kiki’s friend who lives in India) that embraces diversity and promotes the learning of more colours.





 For the evaluation, they can play the game “**I spy with my little eye something red/blue/brown, etc.**” in groups. They listen to the song and when the shoes become, e.g., red, they show the flashcard and look around the classroom for all the red objects, the other group looks for the blue ones, etc. Thus, other words are recycled (mainly school items such as red ruler, blue bag, white board, etc).

 The children can draw the stages of the story on A4 paper. In a following stage, when the children have become more familiarised with using the computer, they can create a similar story using digital tools.





Acknowledgements/Credits

ean.auth.gr

“I love my White Shoes”

Story by Eric Litwin

Art by James Dean

Edited by Stephen Lentz

Music & Narration from HarperCollins Children's Book

Publishing House: HarperCollins Publishers



EAN Educational Scenario



My family tree!

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). *My family tree!* 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	My family tree!
Thematic category	Myself and others
Rationale	<ul style="list-style-type: none">• This particular scenario aims to familiarise the children with vocabulary related to the immediate family so that they can share this information with the class, feel closer to each other, recognise and exchange facts/information about their sociocultural backgrounds thus developing intercultural skills.• The theme of this scenario concerns a significant part of Kiki's story and provides an opportunity to connect school to the family.• The creation of a collage of family photos in class and referring to it whenever the opportunity arises in the preschool timetable will reinforce the smooth transition of the children who are attending school for the first time.• This scenario also creates the framework for revision and reinforcement of vocabulary related to the days of the week and/or numbers.





Children

know the names of their classmates
know the days of the week in Greek and a few of them in English
have learned about the origins of their grand

Teachers

The preschool teacher **(PT)** and the English language teacher **(LT)** have talked to the parents/guardians about the topic of 'family' and that the parents/guardians will need to talk to their children about their family history.

The teachers **(PT-LT)** have explained that they will need to photocopy some photographs from the family album, or they can save them digitally, so that the children can create their family tree at school.

The teachers **(PT-LT)** further explain that the children will need to do a task at home related to the family tree.

They have also discussed the individual preschool progress reports and digital/electronic preschool progress reports, and the role of the parents/guardians.

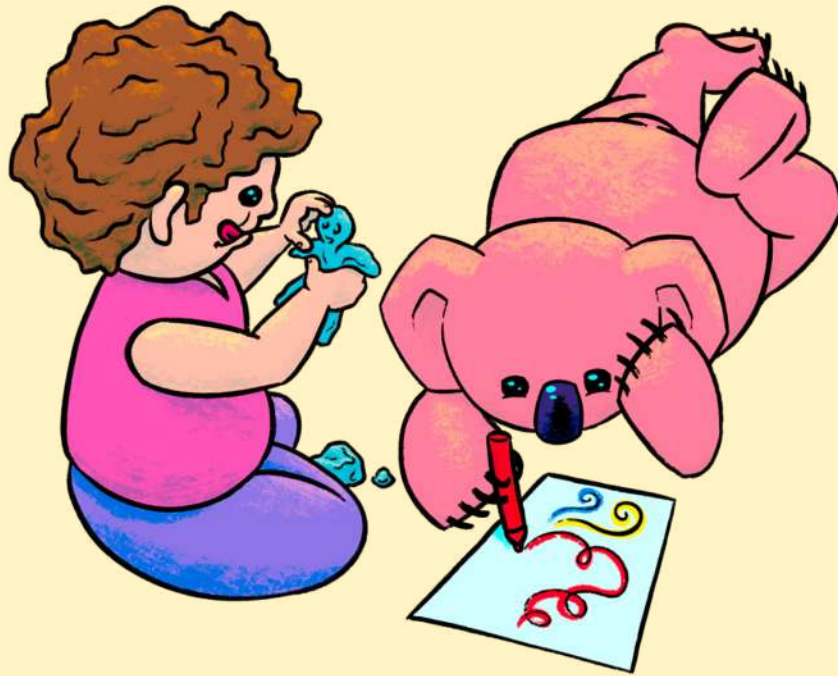
The teachers inform the parents/guardians that they will need to know about some confidential or sensitive family issues (death, divorce) in order to handle the situation appropriately.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To enrich their oral skills and to understand vocabulary related to family• To use two or more languages in order to communicate• To sing a song using objects and movement related to family members <p>Suggested vocabulary mum, dad, grandpa, grandma, brother, sister, flag, family tree</p> <p>Suggested phrases This is me!, Where is my mum? This is my grandma, I love my family</p>
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To describe the members of the family and give some basic information about their family history• To process information about the origins of their families
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To sing together using objects and movements related to the topic• To use various objects to make small crafts
<p>Child and Communication</p>	<ul style="list-style-type: none">• To recognise and organise the information from the photographs and recordings using ICT
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To appreciate whatever makes them special and to respect the uniqueness of others regarding their family environment• To develop empathy towards others• To express their love to the family





Kiki the Koala

Glue, scissors, markers, various materials
for crafts

Family album with photographs of Kiki's
family

Song "I love my family"



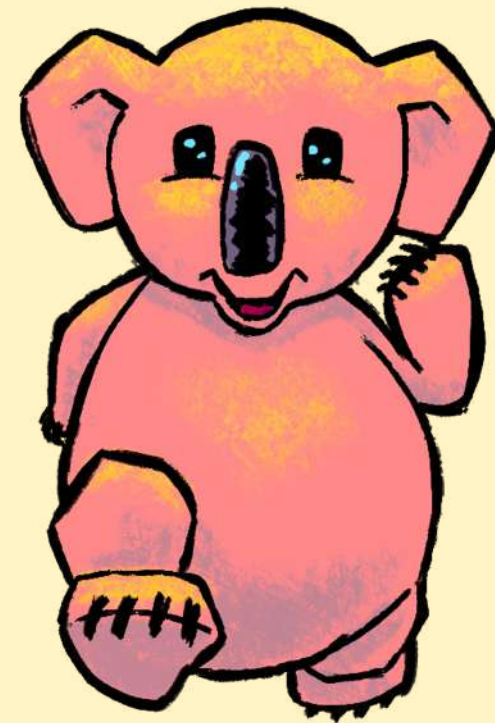


Description of the procedure and
suggested activities






Kiki tells the children that she really wants them to meet her family but unfortunately, they can't visit Australia which is where her grandparents live. She also has a secret to tell them... One of her grandmothers was born in Greece* but left for Australia when she was very young, and she doesn't speak Greek. Kiki is named after her grandma. What do you think they would call her in Greek? Kiki wants to meet her classmates' families.





**you can choose a different country and modify the scenario accordingly*






 **(LT-PT)** Kiki has brought photos from her family photo album. She encourages the children to guess who is in the photos **“This is me!”**, **“Which one is my mum?”**, **“Which one is my dad?”**, **“Which one is my grandpa?”**, **“Which one is my grandma?”**, **“Which one is my baby brother?”**.

 **(LT-PT)** Kiki shows her family photos, introducing each child to her family members **“This is my mum, Tina; This is my dad, George; This is my grandpa, Alex; This is my other grandpa, Chris; This is my grandma, Susan; and this is my other grandma. What’s her name?”**




 **(PT-LT)** We further encourage the children

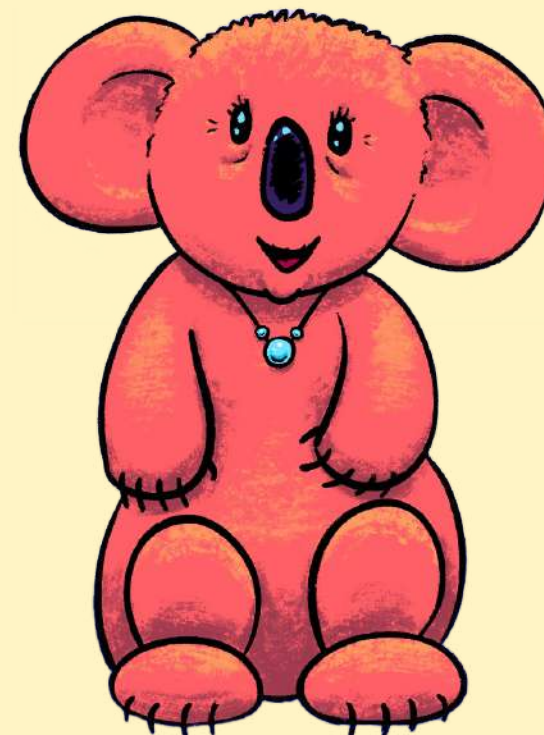
to think about what her other grandma’s name could be. **(LT-PT)** Kiki explains that her grandma who she is named after, comes from Greece and her name in Greek is also one of the days of the week **“My grandma is from Greece. What’s her name? It is a day of the week. Is it Monday? No... No... Is it Friday?”** Which day could it be?

 **(PT-LT)** We encourage the children to remember the days of the week, first in Greek, and then in the other languages the children speak. Yes, it’s Κυριακή-Κυκή-Kiki! **(LT-PT)**. How do we say ‘Κυριακή’ in English? (revision of the days of the week if they have learnt them in English).








-  **(LT-PT)** Kiki suggests that the children make a collage with the family photos on the wall.
-  The children, in pairs, present the photo they have chosen for the collage to each other. When they have put up the photo, each child presents his/her partner's family to the rest of the class (e.g., **“Tom's mum, Thalia; Tom's dad, Kostas; Tom's sister, Anna; Tom's grandpa, Aris; Tom's grandma, Eleni”**). Kiki and her partner begin. Each child helps the other if they forget a name. The teachers encourage and support the children.
-  If a child hasn't brought any photographs he/she can draw their family.







 **(LT-PT)** Kiki is happy that she spoke about her family because she loves them so much and she wanted to introduce Kiki to her family! **“I’m so happy, I love my family very much!”**.


 **(LT-PT)** Kiki has draw and glued pictures of her family onto tongues depressors and invites the children to sing a song about family.

 **(PT-LT)** We help the children draw, cut and glue the pictures of their family members onto the tongue depressor.

 **(LT-PT)** Kiki sings and each time a member of the family is mentioned she takes the

tongue depressor and moves it rhythmically. The teachers encourage the children to sing together and do the same with their tongue depressors.

 **(LT-PT)** The teachers record the song and send the digital file to the parents/guardians.

 **(PT-LT)** The children can make the relevant craft with the tongue depressor or with some other materials they have at home and add the photos of their family. They then sing the song to their parents/guardians.





This is my mum, mum, mum

This is my dad, dad, dad

That is my grandma, grandma, grandma


That is my grandpa, grandpa, grandpa (x2)


Mum! Dad! Grandma! Grandpa! (x2)


I love them so much!






 **(LT-PT)** Kiki suggests that the children make their own family tree **“Let’s make our family tree!”**. Who is going to be at the top of the tree?

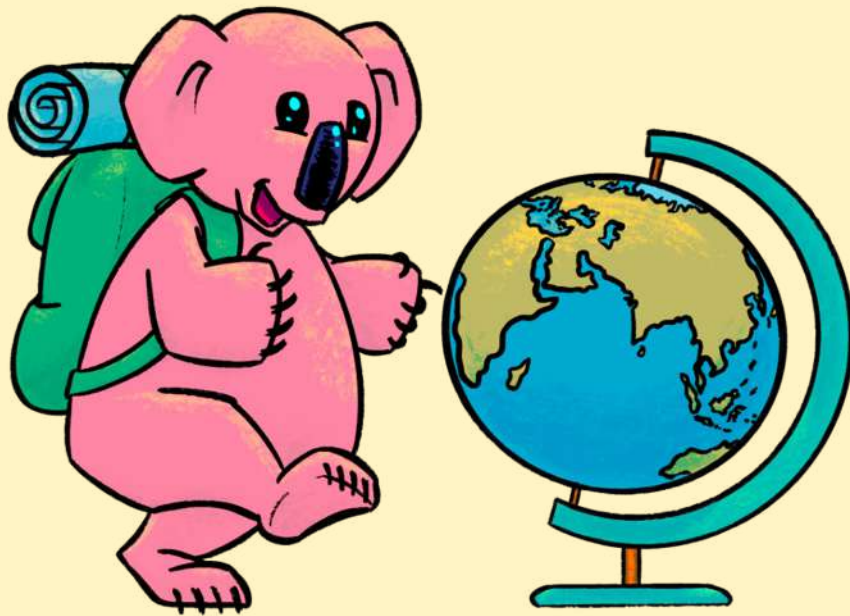
 **(LT-PT)** **“Grandpa and grandma”**. They glue the flag of their country of origin next to the photo of their grandparents. Kiki makes her family tree first and the children help while repeating the following phrases in English. **“My grandma Kiki - from Greece. My grandpa Simon - from Australia”**.

 **(PT-LT)** On a coloured card or on A3 paper, each child draws a tree and glues the photos of his/her family onto it. They take the family tree home and with the help of their parents/guardians they add the names of their family members in their first language and the

flags which show their grandparents’ country of origin. **(LT-PT)** They bring the family tree to school and present it to the class.

 They play a game with the cards. The children have their eyes closed while the teachers shuffle the cards with the family trees and place them upside down on the tables. The children dance and sing the song they have learnt. At the end they choose and turn over a card. They have to guess whose it is **“Anna’s family tree!”**.





We can revise the numbers by counting the members of their family so that the children can answer the question “How big is my family?”.

If the children are familiar with computers they can then, with the help of the teachers, make a digital family tree making use of their parents/guardians’ digital material.

As we have the arrival of Kiki’s new brother/sister, we can start a new thematic category that refers to preparing for the baby’s arrival and the feelings that the children have for their brothers and sisters.





🐼 The children make use of the tongue depressors with the family members (ideally with photos) and play a game in groups. A child from each group has his family tree in a place in the classroom which they have all agreed on. The others look for the tongue depressors which are placed, for example, on the floor, and also for their family members which correspond to the family tree. Do the children remember the members of the family? **“Stella’s mum, Christina, your mum”**. When the children find all the family members, they play the game again but this time with the family of another child.

🐼 The children choose to put the recording of

the song on their electronic preschool progress report, commenting on their progress.

🐼 The children bring a note from their parents/guardians who comment on their child’s use of the English language in the activities they had completed at home, and they put it in the individual preschool progress report.

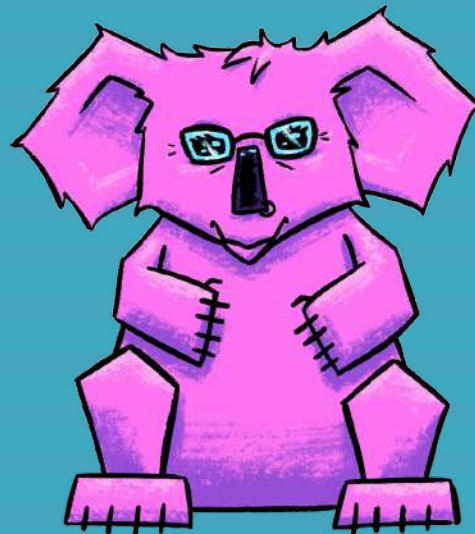




ean.auth.gr

Song: "I love my family"

Music: Konstantinou Vasiliki





EAN Educational Scenario



Time for breakfast!

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). *Time for breakfast!* 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	Time for breakfast!
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• In the context of an initial discussion about nutrition, it is important that the children acquire functional vocabulary as well as knowledge and attitudes related to the breakfast routine.• The aim of the activities of this scenario is to link English learning with cultural sensitivity towards the eating habits of individuals and groups and give the children the opportunity to enrich their activities in other learning contexts (here routines) with stimuli in English and other languages.• The skills learnt can be used later as a basis for the development of activities related to nutrition and healthy eating.





Children

are familiarised with the concept of breakfast-brunch
are familiarised with breakfast choices

Teachers

The children have discussed the breakfast-brunch routine with the preschool teacher **(PT)** and the English language teacher **(LT)** in preschool and the importance of having a good breakfast in order to have strength and energy. The main message is that we do not leave home on an empty stomach, but also that brunch is important as it gives us the extra energy we need.

The preschool teacher **(PT)** and the English language teacher **(LT)** have agreed with the parents/guardians to offer a breakfast-brunch with toast, jam and juice. They have brought a toaster, bread, various jams, honey and orange juice.

The preschool teacher **(PT)** explains the difference between “toast” and the Greek word for “toasted sandwich”.

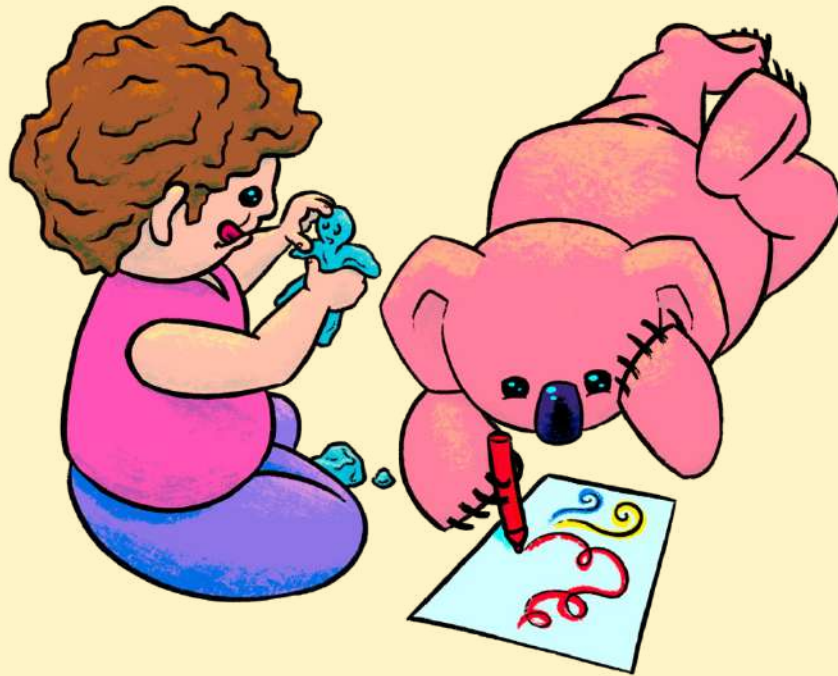
In previous activities, the children have made paper dolls-heroes on tongue depressors from Peppa Pig episodes and a TV using a large cardboard box.





Main Thematic areas Child and Communication (Language)	<ul style="list-style-type: none">• To use basic vocabulary about breakfast• To talk about their favourite breakfast food• To produce dialogues about breakfast• To learn the word “breakfast” in different languages <p>Suggested vocabulary toast, toaster, big, small, honey, strawberry jam, orange juice, breakfast, energy</p> <p>Suggested phrases I’m very hungry, Can I have toast, please?, Can I have honey /strawberry jam on my toast, please?, Let’s make toast, I like..., It’s time for breakfast, Let’s have breakfast, etc.</p>
Child, Body, Creation and Expression	<ul style="list-style-type: none">• To take on roles and act out dialogues about breakfast• To recognise elements of the Mediterranean diet• To understand the importance of breakfast for good health and energy
Thematic areas involved Child, Self and Society	<ul style="list-style-type: none">• To perceive their uniqueness through their preferences• To know the family habits of their classmates’ or others’ cultures in relation to breakfast
Developing attitudes	<ul style="list-style-type: none">• To respect the different preferences of their classmates and to appreciate different eating habits• To participate in the preparation of breakfast





- ✓ Kiki the Koala
- ✓ Peppa Pig episode “Peppa pig and the toaster”
- ✓ Peppa dolls
- ✓ Flashcards of breakfast ingredients
- ✓ Breakfast ingredients
- ✓ Song “Time for breakfast!”
- ✓ A cardboard TV





**Description of the procedure and
suggested activities**






Kiki comes to class and greets the children saying that today she doesn't have a lot of energy and she feels tired **"I'm tired! No energy!"**.

(LT-PT) We ask her what she had for breakfast: **"Breakfast today?"**. Kiki admits that she woke up late and didn't have time for breakfast. We show our surprise saying **"No? No breakfast today?"**, **"Oh, Kiki! Breakfast is good for you!"**, making the appropriate movements.

(PT-LT) We encourage the children to explain to Kiki why it is important to have breakfast based on the discussions we have had.





-  **(LT-PT)** We suggest that the children watch an episode from the series “Peppa Pig” in which Madame Gazelle prepares breakfast for the children (“Peppa pig and the toaster”). **“Let’s have breakfast with Peppa pig!”**.
-  First, we watch the episode. Then, we talk about the episode asking questions, e.g., What happened? What will happen next? What did the children choose? etc.
-  **(LT-PT)** We rewatch the episode and pause at times repeating words and phrases along with the children (see next side), while using flashcards and act out scenes using Kiki. The children can replay some of the scenes.










- The toaster gets very hot. Please don't touch it!
- Can I have toast , please?
- Everybody wants toast for breakfast.
- The big toaster! A super toaster!
- Can I have honey/strawberry jam on my toast, please?
- Eat your toast!

[Note: We use the phrases above in different combinations and version for the activities:
“Breakfast with Peppa Pig!” and “Let’s bring breakfast with Peppa to life!”]








-  The children can form small groups and act out the episode with the dolls they have made.
-  For the needs of the episode, they can make flashcards with breakfast ingredients, in groups, (with or without the words but **we do not expect or ask the children to write or read**) practising the relevant words orally.
-  **(LT-PT)** A group with the help of Kiki re-enacts the episode in front of the class and then the children in their groups perform the dramatisation (see previous slide).
-  **(PT-LT)** We help and support the children in their groups.
-  Every group presents their dramatisation using the cardboard TV.







 **(LT-PT)** Kiki explains what her favourite breakfast is in her homeland to the children: **“Australian Breakfast everybody: Toast, eggs, bacon and beans”**. We support the presentation using the relevant flashcards.

 **(PT-LT)** We suggest that the children share what their favourite breakfast is with Kiki and make a list of their preferences.



 If there are children from different cultural backgrounds, we ask the children to tell Kiki about the breakfast they eat in their parents'-grandparents' country. What is the word for “breakfast” in their language? With the help of the parents/guardians, they can make flashcards with the word “breakfast” in different languages. In another activity, we can also discuss family habits related to breakfast.

 If there are no children from other cultural and linguistic backgrounds, Kiki tells the children that in a country she visited she ate a very tasty cake for breakfast. The educators share their experiences with the breakfast they had while travelling to different countries and ask the children to share their own experiences.

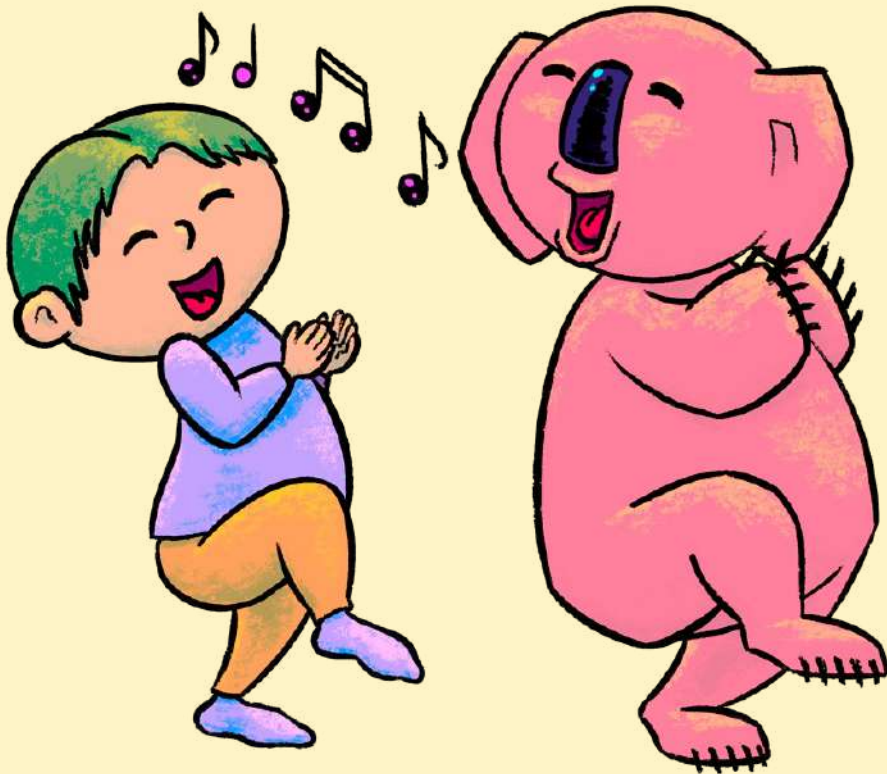
 **(LT-PT)** Kiki suggests that every child picks a country and finds the name and a photo of the breakfast that people usually eat in that country. The activity is completed by the preschool teacher on a different day and the children can show Kiki the breakfast book from different countries. Kiki can add the photo to the book and the name of the breakfast from her own country. What's breakfast called in this country? How can we find out?





-  **(PT-LT)** We place the breakfast ingredients used in Peppa's episode on a table: toaster, toast, jams, honey, orange juice.
-  **(LT-PT)** We can use those ingredients to help the children learn the breakfast song [we can use the song played on the episode or a different song] (see next slide). The songs are supported by the relevant pantomime moves.










Time for breakfast, I'm so hungry
Juice and toast, jam and honey

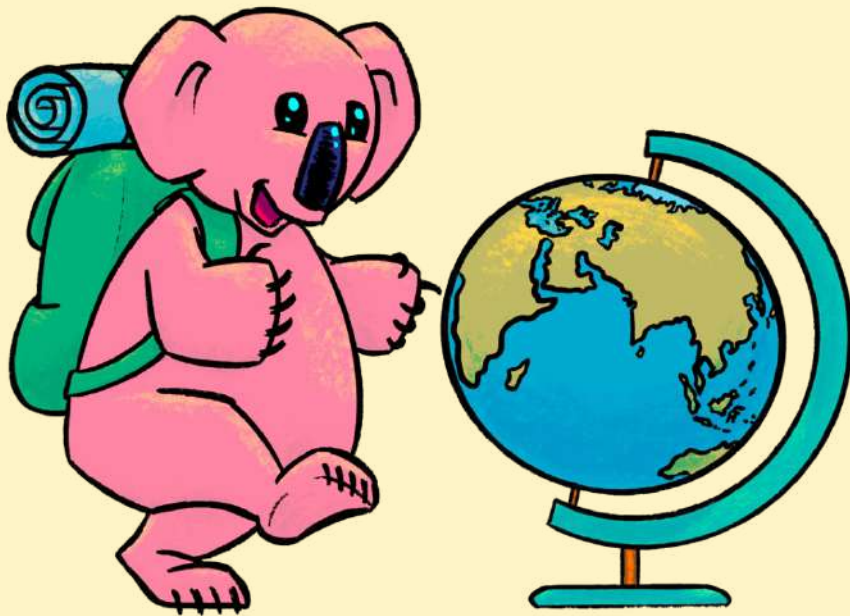
Time for breakfast, I'm so hungry
Yes, my breakfast is so yummy!
Yes, my breakfast is so yummy!





-  **(PT-LT)** We explain to the children that they will prepare breakfast to eat during breakfast time using the ingredients their parents/guardians have brought.
-  Kiki is excited: **“I’m very hungry. Can I have toast, please?”**.
-  **(LT-PT)** We encourage the children saying **“It’s time for breakfast. Let’s make toast!”**
-  The children choose what they want on their bread: **“Can I have toast with honey? And some orange juice, please.”**
-  **(PT-LT)** We help the children prepare their breakfast, which they can enjoy during breakfast time.









In a future scenario, to adopt healthier eating habits, we use the Peppa Pig episode “Fruit day” or we can carry on with the EAN scenario “Eat right, feel right”.

This could also result in starting a new thematic category focusing on healthy eating and the Mediterranean diet.





-  **(LT-PT)** We can focus on one or more children and conduct an interview about what they learned with Kiki about breakfast. We can note the child's answers on a card, and the child can draw their impressions of the lesson in a margin of the card.
-  We ask the child to tell us what they have drawn and note it down on the card.
-  In class, the children can draw how they feel about Kiki and breakfast on A4 paper and we can make some notes.
-  We ask the children about their impressions (what did they do? what did they learn? what impressed them?) from Kiki's breakfast. We write down the children's comments and ask what else they would like to learn or do about this topic.





Acknowledgements/Credits

ean.auth.gr

Song: “Time for breakfast!”

Based on J. Pachelbels’ *Canon in D major*

Peppa Pig Series

Episodes: “Peppa Pig and the toaster” & “Fruit day”

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



EAN Educational Scenario



Eat right, feel right!

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). *Eat right, feel right!* 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	Eat right, feel right!
Thematic category	Myself and others
Rationale	<ul style="list-style-type: none">• It is important that the children adopt healthy eating habits from an early age. This scenario aims to familiarise the children with healthy foods and ingredients.• At the same time, the activities in this scenario aim to enable the children to know and distinguish between healthy and unhealthy foods and mainly to realise how often we can consume certain foods.• Through the preparation of a meal but also the joy of the food they will prepare, we aim at experiential learning and the consolidation of vocabulary.• This scenario could be a continuation of the “Time for breakfast!” scenario or it could be continued in a future scenario e.g. something related to dinner or rules of hygiene, such as the brushing of teeth after every meal.





Children

know some ingredients and foods
know how to use a spoon
know the colours in English
know the food pyramid

Teachers

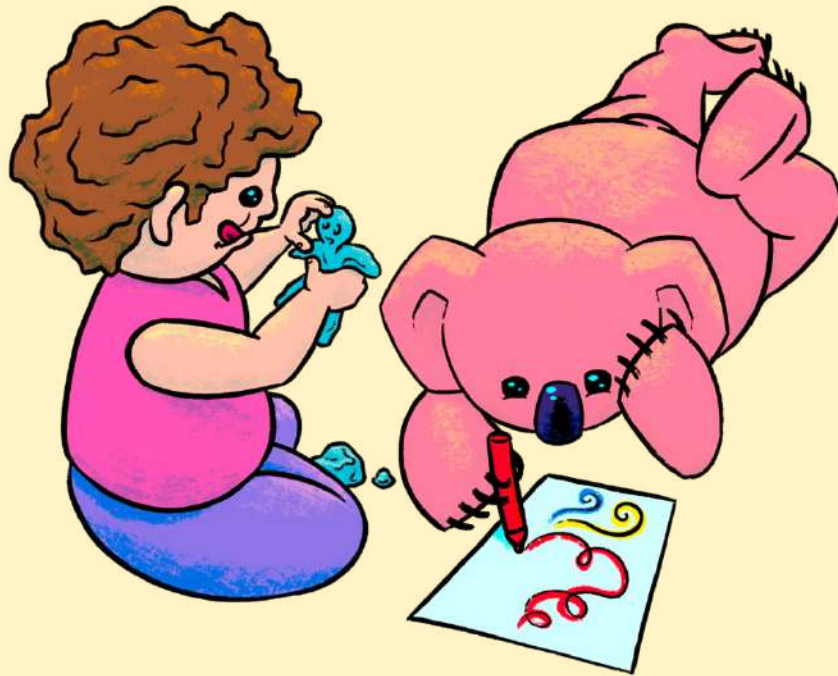
The preschool teacher **(PT)** has discussed healthy eating habits with the children.
The English teacher **(LT)** has mentioned that Kiki's mother prepares her snack for school every day.
In order to divide the children into random groups, a brief game that has previously been decided on by the two teachers is played.
The activities that will be developed in this scenario can later be used as a basis for the future thematic categories (e.g., Mediterranean diet).





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To use basic vocabulary related to food• To use phrases related to healthy eating habits• To learn the word 'lunch' in different languages <p>Suggested vocabulary carrots, tomatoes, banana, apple, bread, nuts, almonds, potatoes, spaghetti, cheese, cucumber, lettuce, lunch box, pizza, rice, chocolate, sweets, snacks, ice cream, dessert, cornflakes, pear</p> <p>Suggested phrases Thumps up/down, yoghurt and honey, delicious and yummy!, Eat right, feel right, Eat healthy day and night to feel right!</p>
<p>Thematic areas involved</p> <p>Child, Self and Society</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To count the objects on the flashcards e.g., healthy eating• To categorise the objects e.g., healthy and unhealthy food(s)• To share ingredients and objects in the game but also in other situations, e.g., to prepare the dessert and the salad• To compare products based on the needs they cater for, e.g., the ingredients needed to make a salad• To know the family habits of their classmates' or others' cultures in relation to lunch• To use their fingers in an appropriate way e.g., for the execution of the recipe (coordination, fine motor skills)
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop a positive attitude towards the English language making it part of their everyday experience• To learn about and respect the eating habits of their classmates who may come from a different cultural background• To develop healthy eating habits and realize how often they can consume certain food





Kiki the Koala

Flashcards with ingredients (carrots, tomatoes, banana, apple, bread, nuts, almonds, potatoes, spaghetti, rice, cheese, cucumber, lettuce, lunch box, pizza, chocolate, sweets, snacks, ice cream)

Two baskets

Tongue depressors with “Thumbs up/Thumbs down”

For the recipe:

A big bowl

Ingredients (yoghurt, honey, nuts, cornflakes, pear/apple)

A big ladle

Disposable cups

Teaspoons for serving

A3 pieces of cardboard



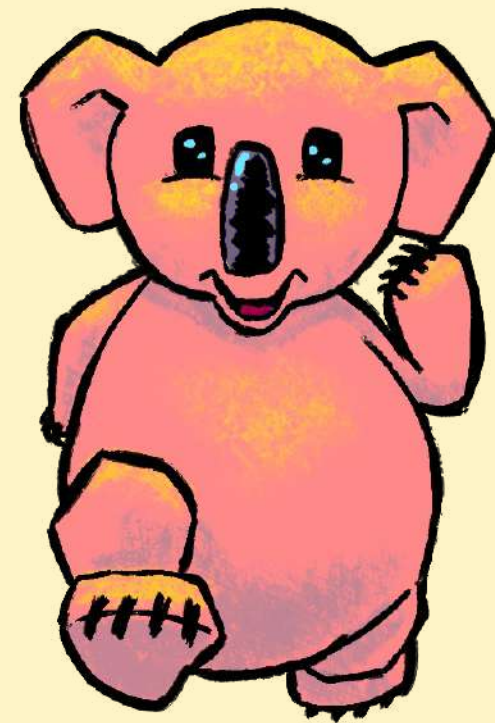


Description of the procedure and suggested activities









Kiki comes to class, greets the children and asks for their help making lunch! Kiki wants to learn how to make the perfect lunch that will be both healthy and tasty so that her lunchbox will get many 'likes'.








-  The children are split into groups so that they can make the perfect lunch for Kiki.
-  So, a competition begins! The children open their lunchboxes.
-  **(LT-PT)** As Kiki goes past every child she says the vocabulary in English.
-  She then asks the children to make her a lunchbox with lots of likes!







 **(LT-PT)** Kiki suggests that the children go to the shop in the class and choose the healthiest ingredients in order to prepare the meal **“Let’s make my lunch!”** she says.

 **(PT-LT)** We have spread out the flashcards with various food on them (healthy and unhealthy) and there are also two baskets, one for each category.

 **(LT-PT)** The children are separated into groups. One by one the groups pick up a flashcard. Kiki says the vocabulary in English (e.g., **carrots, tomatoes, banana, apple, bread, nuts, potatoes, spaghetti, cheese, lettuce, pizza, chocolate, sweets**)


and we encourage the children to repeat the words. We then categorise the flashcards, according to the food pyramid (healthy and unhealthy) and based on the frequency that we should consume these foods. The game continues.


 **(LT-PT)** For each flashcard that the group picks up, the children from the other group could lift up the tongue depressor with a **“Thumbs up/Thumbs down”** movement depending on the frequency with which we should eat that particular food.


 When the children have become familiarised with bar graphs, they could use them in other activities.







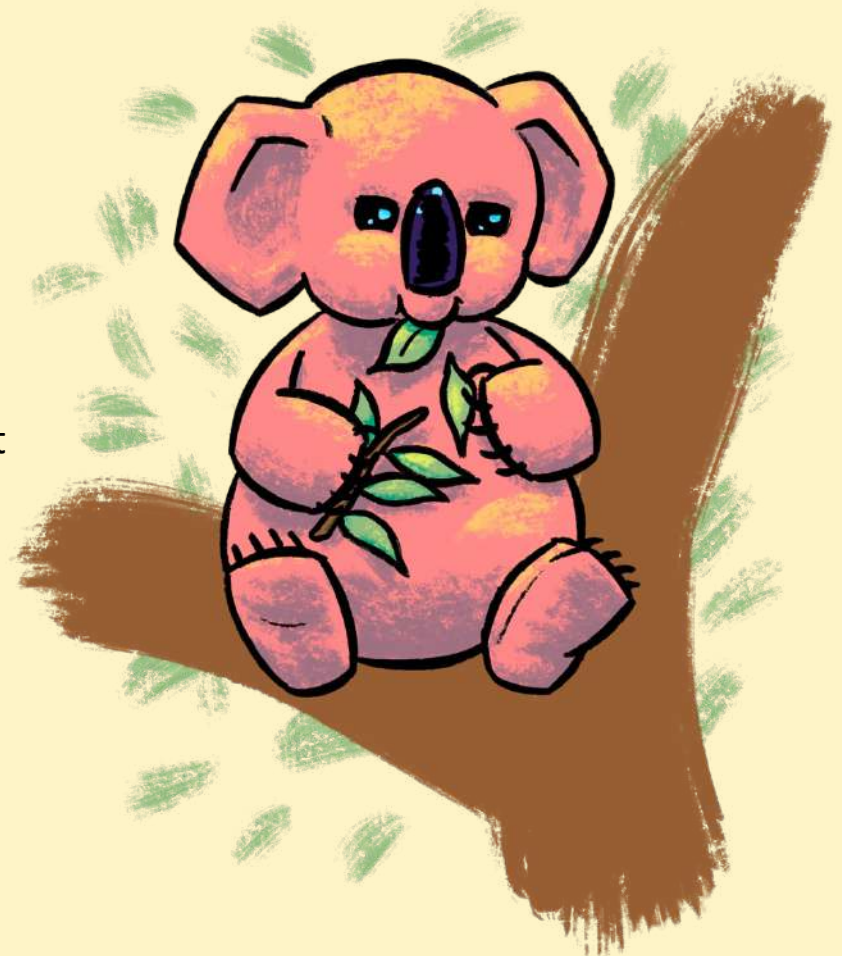
 **(LT-PT)** The children are split into groups and each group is given an A3 piece of cardboard.

 Each group designs a plate using the ideas the children had for their meals and they draw Kiki's lunch. They create a full healthy meal with salad, fruit, a side dish and drink.


 If there are children from different cultural backgrounds, we ask the children to tell Kiki about the lunch they eat in their parents'-grandparents' country. What is the word for "lunch" in their language?


 The cardboard is then laminated and can be used as a placemat for the children!


 **(LT-PT)** We can finish off this activity with the rhyme **"Eat healthy day and night to feel right!"**






 **(LT-PT)** Kiki says to the children **“I love (frozen) yoghurt!”** and she suggests that they cook something to eat altogether. **“Come on! Let’s have dessert!”**, she says.

 The children prepare the perfect and healthiest dessert for after lunch. They either write or draw the recipe and add the ingredients (**yoghurt, honey, nuts, cornflakes, pear/apple**).

 With the help of the teachers, the children add the ingredients one by one to a big bowl and stir.

 **(LT-PT)** While preparing the recipe we ask

“What’s this? What colour is this?”(revision of colours) and the children answer repeating the vocabulary in English.

 **(LT-PT)** When the children have made the dessert, they put a little into each disposable bowl and with a teaspoon enjoy their dessert. Kiki says **“Yoghurt and honey, delicious and yummy!”** and asks the children to repeat the song. (see next slide)





Yoghurt and honey, honey, honey,

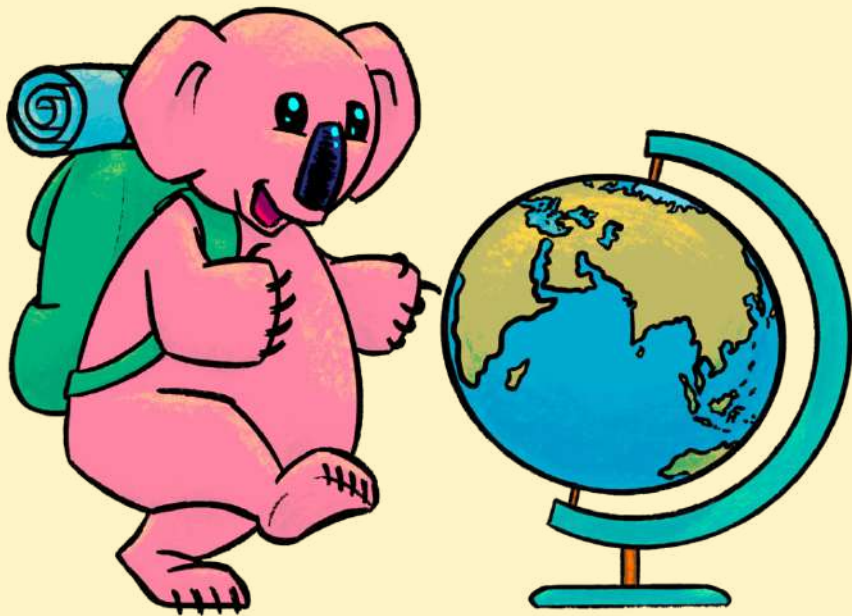
I love it It's yummy, yummy, yummy

Spaghetti for lunch I love it so much

Spaghetti for lunch I love it so much

x2





Kiki suggests that the children watch the Peppa Pig episode “Lunch” which is about healthy eating so that they can learn what she herself has for lunch. In later lessons, they can engage in a food market game.





- 🐨 EAN digital game “[Eat right](#)”, where the children categorize healthy and unhealthy food, based on how often we consume them.
- 🐨 It’s time for a project related to healthy eating habits! The children and their families note down the meals they have for a designated period of time. In the end, they make a poster with drawings and photographs and present their diet plan to the rest of the class.





Acknowledgements/Credits

ean.auth.gr

Song: “Yoghurt and honey”

Music: Konstantinou Vasiliki

Peppa Pig Series

Episode: “Lunch”

Creators: Neville Astley and Mark Baker

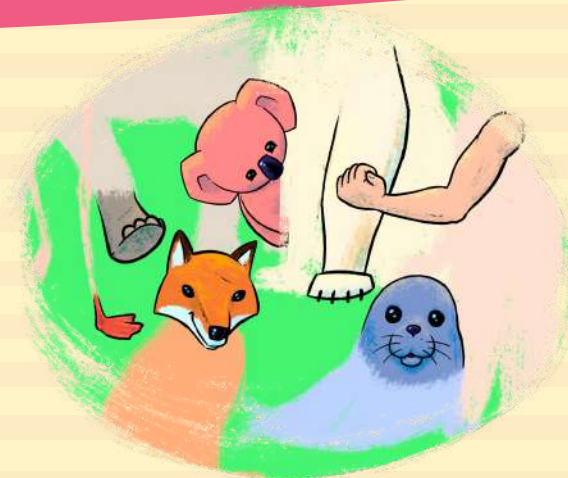
Illustrator: Mark Baker

Stars: John Sparkes, Richard Ridings and
Morwenna Banks

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



EAN Educational Scenario



My body!

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). *My body!* 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	My body!
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• The aim of this particular scenario is to help the children learn the parts of the body in the English language as well as processing ideas and suggestions as to how they can develop their mobility skills.• Apart from the language stimulus, this particular scenario gives the children the opportunity to become aware of the importance of physical well-being and mobility as they learn to control their body and develop their mobility.• The idea of this particular scenario is to introduce the children to issues of disabilities.• The activities in this scenario encourage the children's creativity and can be used as a basis for other scenarios as well as in other thematic categories (e.g., Sports and Hobbies, Healthy Eating).





Children

know the parts of the body in their first language
are familiar with the shape of the body
know the colours in the English language
know the animals in the English language

Teachers

In previous activities, the English language teacher **(LT)** has worked on the colours in the English language.

The preschool teacher **(PT)** has talked about the body with the children and they have produced the 'shape' of the body in class.

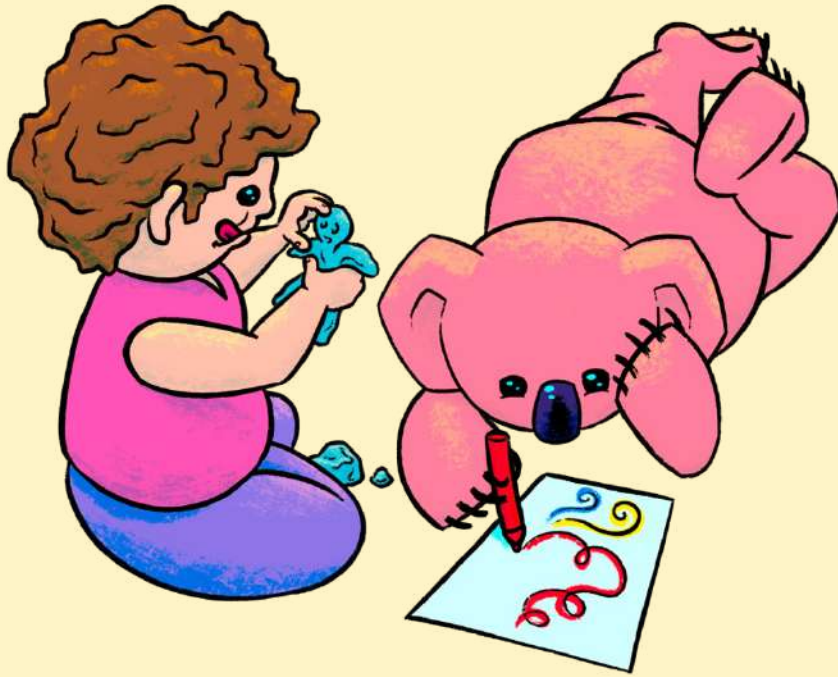
The teachers **(LT-PT)** have collaborated with the parents in order to gather information regarding issues of physical disabilities that the children may encounter in order to be able to deal with the situation that may arise.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To know the basic parts of the body in English• To use basic vocabulary and phrases to describe body movements <p>Suggested vocabulary body, hand, foot, head, shoulder, knee, toe, eye, ear, mouth, nose, arm, leg, tummy</p> <p>Suggested phrases What's this?, It's my body!, We all have..., My ears are very big, same, different, move your arm, how many..., stomp like an elephant, jump like a kangaroo, tip toe like a mouse</p>
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To recognise the parts of the body and how they move• To move and also change movements according to timing and spacing and also in relation to the songs• To use the parts of the body to move in response to the song• To coordinate and creatively modify their movements
<p>Thematic areas involved</p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To categorise living things based on the outside appearance• To match the parts of the body with the type of living thing
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To love their body and appreciate its abilities• To appreciate the attempts their classmates make and to show a desire for cooperation while taking part in the movement activities• To respect the bodies of their classmates





Kiki the Koala

Metre roll paper

Coloured markers and string

Song “Head, shoulders, knees, and toes”

Flashcards of various animals

Flashcards of various animal parts of the
body

A handkerchief



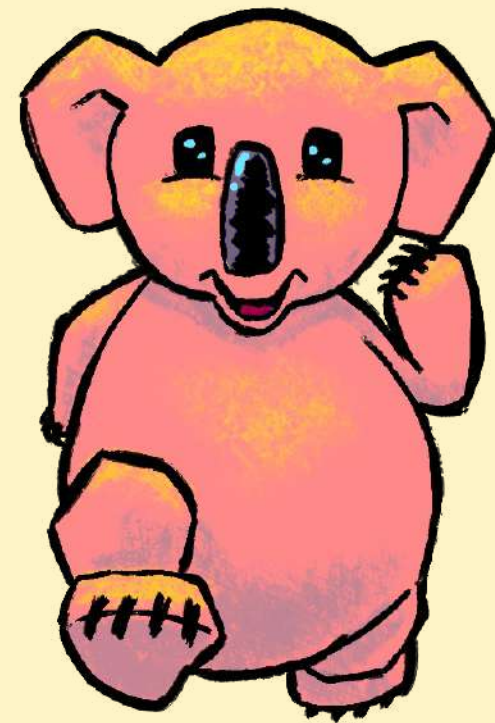


**Description of the procedure and
suggested activities**







Kiki comes into the classroom and greets the children. She looks at the body outline that is in the classroom (the children's project) and asks them to explain: **“What's this?”**.







 **(PT-LT)** What the body outline depicts (parts of the body).

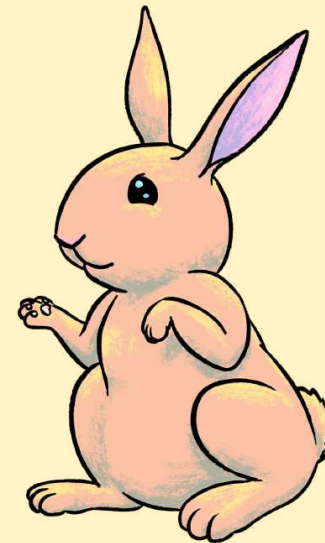
 **(LT-PT)** Kiki says **“Wow! It’s my body!”**.

Does Kiki’s body look like the shape in class?


 **(LT-PT)** We suggest that the children make an outline of Kiki’s body. Kiki lies on the metre roll paper (this could be done with the shadow of a Kiki paper doll) and the children, in groups, make the perimeter of body with any material they like (markers, string, etc.).


 **(LT-PT)** The children compare the body outline in class with that of Kiki. **“We all**


have arms and hands!”, says Kiki! **“And a head, and ears. My ears are very big!”**





 **(PT-LT)** We explain to the children that Kiki has brought cards so they can play a game with the parts of the body, but the cards got mixed up.





 **(LT-PT)** The children help Kiki separate the parts of the body according to the living thing they belong to: **“Ears, it is a kangaroo! Ears, it is a rabbit!”** (revision of animal vocabulary).

 The children are split up into groups and each group has a pile of flashcards of parts of the body from different living things. Each member of the group picks up a card and must match it with a part the

part of Kiki’s body on the paper. The groups cooperate in order to exchange the body parts of the animals that are missing so that they can create the whole “shape” of the body.







-  **(PT-LT)** Kiki suggests that the children play a game to see how alike the two shapes are.
-  The children, in pairs, sit opposite each other.
-  **(PT-LT)** We say e.g., **“Move your arm”**, and one of the two children decides to make a movement with his/her hand, while the other child must copy that same movement, following the rhythm of the music the two teachers have chosen, as if it was his/her mirror.
-  The children change roles and the children can gradually take on the role of the

teacher as well as changing the music.





-  **(LT-PT)** Kiki suggests that the children sing and dance a song about the body. Do the children know the different parts of the body in English?
-  **(LT-PT)** We listen to the song “Head, shoulders, knees, and toes” (see next slide), making the movements. After listening to the song a few times we can “play” with how fast or slowly, loudly or quietly, enthusiastically or boringly we dance to the song.





Head, shoulders, knees, and toes,
knees and toes (x2)




Head, shoulders, knees, and toes,
knees and toes (x2)

And eyes, and ears, and a mouth and a nose

Head, shoulders, knees, and toes
knees and toes (x2)








-  **(LT-PT)** Kiki suggests that the children play game Twister: **“Let’s play twister!”**. We can either use the familiar game or the children can create their own in groups.
-  **(LT-PT)** Each time children spin the wheel, they call out the colour it lands on and the part of the body that must be moved e.g., **“Red, leg/ Blue, hand”**.
-  The children could also be put into groups, the “narrators” and the “players” The “narrators” spin the wheel and say the part of the body in English, while the “players” move the corresponding part of the body repeating the English words. The game can be used to revise the colour vocabulary.



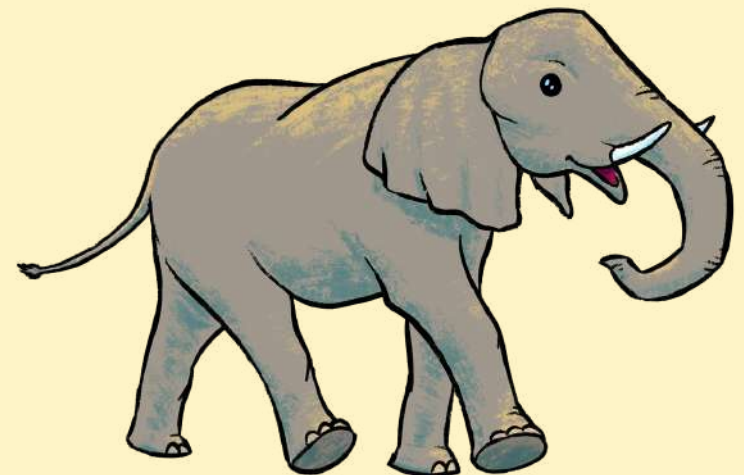


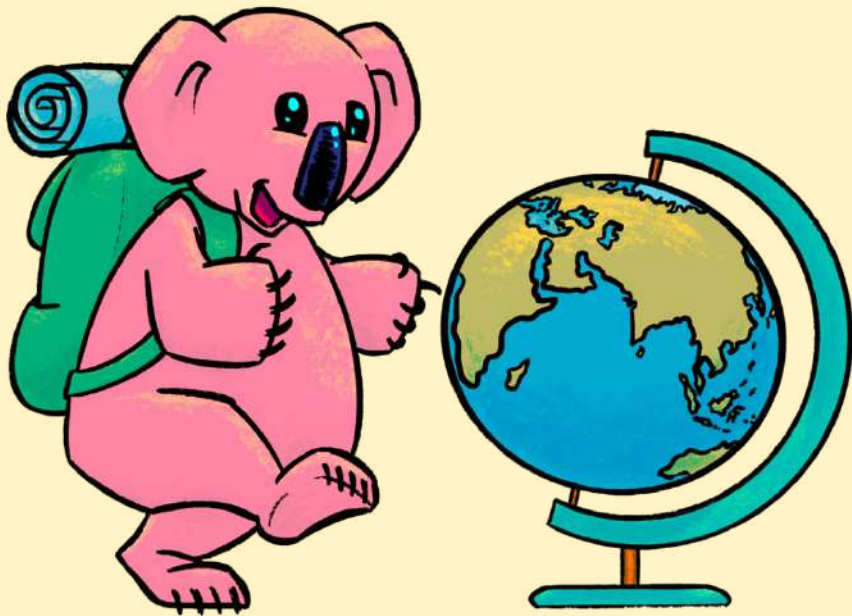
 The children have drawn a picture of themselves and look at pictures of different animals. In groups, they compare the living things and note down the differences on the board as well as counting the parts of the body.

 **(LT-PT)** We ask questions to help the children, **“How many eyes/ears/legs?”**. In the end Kiki says **“We are all different, but we are the same!”**.

 **(LT-PT)** The children act out how the animals in the pictures move, according to the instruction given e.g., **“Stomp like an elephant!, Jump like a kangaroo!, Tip toe like a mouse!”** (revision of animal vocabulary).

The game could also be in the form of “Simon says!”.








The children listen to the song “Hokey Pokey” and pause at the parts of the body giving the children the chance to say the words in English. For the next step, and with this particular song, the teachers can practise “left-right” with the children.





-  Matching games with the parts of the body in order to revise the vocabulary.
-  We play a game with a handkerchief. All children sit in a circle while one child walks around the seated children. The child that is walking and holds the handkerchief touches a part of the body of a seated child. This child needs to say the part of the body that has been touched in English, and the game continues as such.
-  The children can draw the body parts of various living things and then mix them up in order to make funny bodies. They present them to their classmates using the vocabulary they have become familiar with.





Acknowledgements/Credits

ean.auth.gr

Song: “Head, shoulders, knees, and toes” Roud Folk Index, number 10541



EAN Educational Scenario



I'm always so hungry!

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'm always so hungry!* 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'm always so hungry
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• This scenario is based on a familiar story/fairytale and gives children the chance to be exposed to high frequent vocabulary, such as the days of the week and fruit• The vocabulary in the scenario allows for repetition and recycling of the vocabulary that the children have been exposed to in previous scenarios and thematic categories (e.g., colours)• Activities in this scenario can form the basis for exploring other subjects (e.g., a butterfly's life cycle, a healthy diet)• Through learning the terms related to food in the English language, the intercultural dimension emerges at the level of children's eating habits in a variety of cultural settings.





Children

are familiar with primary colours and the numbers 1-5 in English
are with the days of the week in Greek
know the names of some basic fruit and food in English (mainly those referred to in the tale)

Teachers

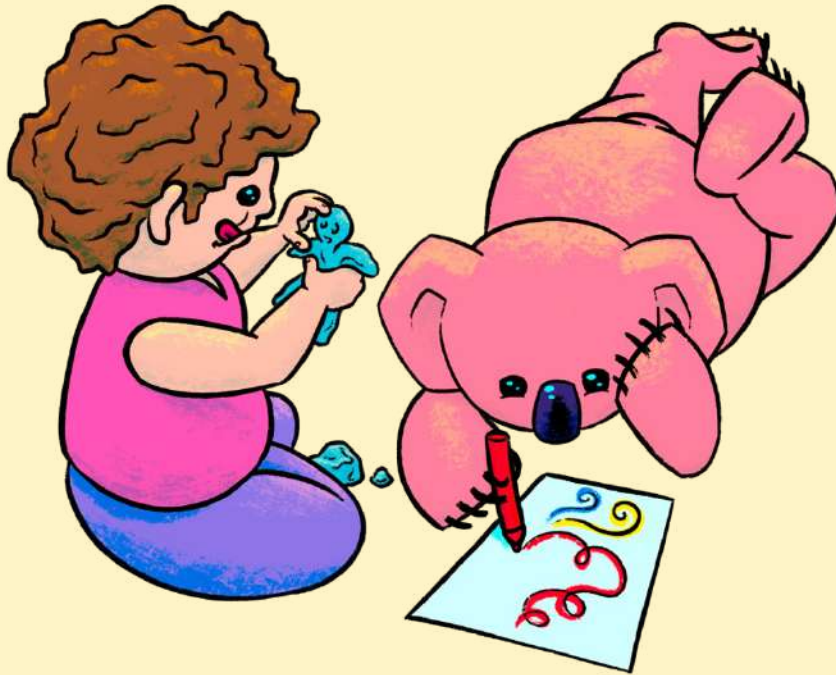
The preschool teacher (**PT**) discusses the days of the week during the morning routine
The English language teacher (**LT**) and the preschool teacher have once again engaged the children in a game where they are asked to follow instructions.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none"> To use basic vocabulary and phrases connected with the days of the week in English <p>Suggested vocabulary Days of the week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Suggested vocabulary I want to eat... e.g., an apple, I'm always so hungry!, What's this?, I'm not hungry anymore!, I have... e.g., an apple!, On... (e.g., Monday)</p>
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none"> To adopt good eating habits and take care of their health.
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none"> To determine the amount of a total number (how many bites are there?) To count numbers out aloud, using words and symbols (bites) <ul style="list-style-type: none"> To define the role as a means so as to play another character and so that they interact in another time and place To perceive techniques for making theatre props (story-telling prompt cards, fruit) To build on their role through a scenario To compose original projects by combining material in a creative way To turn ordinary daily objects into visual means
<p>Developing attitudes</p>	<ul style="list-style-type: none"> To identify feelings with imaginary or real people To understand the significance of regularity on everyday themes (e.g., recording of children's preferences in terms of nutrition) To experience real and imaginary situations through the roles they play To understand the uniqueness and diversity which make up the world and appreciate different eating habits as a distinct mark the uniqueness and authenticity of every culture





- ✓ Kiki the koala
- ✓ 'The Very Hungry Caterpillar' by Eric Carle
- ✓ Sack or basket with:
 - Soft toy caterpillar
 - Soft toy butterfly
 - Plastic fruit or fruit and food flashcards (apple, pear, strawberry, orange, slice of cake, lollipop, etc.)
- ✓ Sleep mask or scarf
- ✓ Fruit flashcards or fruit made from cardboard
- ✓ Hole punch





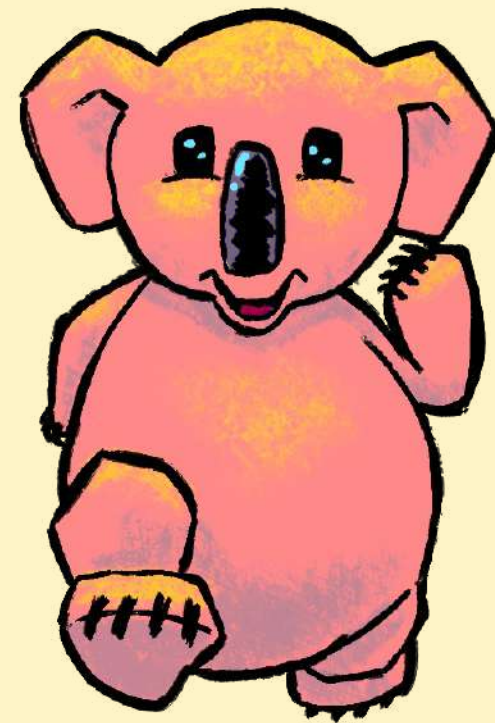
**Description of the procedure and
suggested activities**







During free play time Kiki breaks off from the game for a little and introduces her friend Cassie the caterpillar to the children: **“Hello children, this is Cassie the caterpillar”**. Cassie answers: **“Hello children, I’m Cassie the caterpillar. I’m always so hungry!”** as she holds her belly.


Kiki tells the children that her friend the caterpillar is always hungry and has come into our class today because she needs help to make a better weekly diet plan.






 **(PT-LT)** We've got a basket with food in it (e.g., from home and/or the grocer's) or flashcards and the children point and say what they eat when they're hungry in the morning/at lunch time/in the evening. They can record their preferences any way that want to (e.g., sketch/table/painting). Afterwards they can compare them.


 **(LT-PT)** We show Cassie the caterpillar who says: **"I'm always so hungry!"** and Kiki encourages the children to guess what her friend Cassie the caterpillar wants to eat to satisfy her hunger.


 **(PT-LT)** We help the children to guess and express their ideas: **"Does Cassie want to eat an apple?"**


 **(PT-LT)** We tell the children that we are going to read Cassie's story to check if their ideas are correct.







 **(LT-PT)** We have a basket with fruit and the book “The Very Hungry Caterpillar” by Eric Carle. We start by showing the children the book’s cover. **“What is the story about?”**

 **(LT-PT)** We read the book to the children. We stop after each page and ask the children to find the fruit that Cassie the caterpillar is going to eat, looking in the basket, as shown in the pictures. Each time the children find the fruit, **(LT-PT)** we add the name of the day and the name of the matching fruit in English: **“On Monday, the caterpillar ate one apple”**.

 **(LT-PT)** As the story continues, with the help of the teachers the children count


how many fruits and food the caterpillar eats every day in English.


 **(LT-PT)** Together with the reading, we ask the children to call out the colour of the fruit or food in English or to show the class the object with the same colour (recycling vocabulary): **“What colour is the apple?”**.


 The story can be read in the same way as many times as necessary. Afterwards **(LT-PT)** we ask the children if they remember everything the caterpillar ate, and in what quantities. In groups, the children can make a weekly programme with what the caterpillar ate. They compare their projects and look in the book for verification.






 **(LT-PT)** We hide the plastic fruit/food or corresponding flashcards in the classroom.

 **(LT-PT)** The children are divided into 7 teams, as many as there are days of the week. Each time Cassie says the phrase **“On Mondays, I’m always so hungry! I want to eat... e.g., an apple”**, the Monday team gets up to look for the hidden fruit.

 **(PT-LT)** We help the children to find the hidden fruit or food, saying **“hot”** when they are close and **“cold”** when they’re going further away from it.


 As soon as a team finds the hidden fruit or


food, they place it in the sack or basket which had been used when the story was being told and Cassie **(LT-PT)** says: **“I’m not hungry anymore! I have... e.g., an apple!”**.


 The game is repeated without the teachers taking part and a team says: **“On Mondays, I’m always so hungry! I want to eat...”** and the other team looks for fruit or food.








 **(PT - LT)** We tell the children that it's time to pretend that they're Cassie the caterpillar and that they're very hungry.

 The children are divided into teams. We give them various flashcards with fruit made of cardboard as well as a hole punch.

 **(LT-PT)** We say to the children: **“Oh! I'm always so hungry! I want to eat... e.g., an orange”**. The children must locate the oranges among the flashcards given to them and to 'chew' them with the hole punch until we say: **“Stop!”**.


 After that, **(PT-LT)** we encourage the children to count how many 'bites' they've left on the fruit and **(LT-PT)** we repeat the number of bites in English.


 The teams show one another the fruit they've eaten and say how many bites they had for each fruit in English: **“An apple, seven”**.

 Which team had the most bites? The children see if one team has the same number of bites as another team or has more or fewer bites, and make a diagram to illustrate the results.






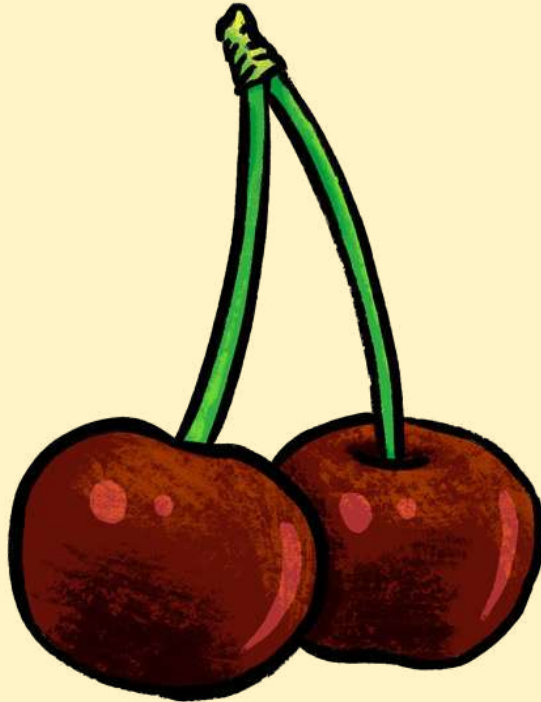
 **(LT-PT)** Encourage the children to remember what happened at the end of the story (the caterpillar turned into a butterfly).




 **(LT-PT)** The children are divided into groups: caterpillar, fruit, food and story-teller teams (days of the week). The children play out the story in English. They assign roles (e.g., caterpillar, orange, apple, etc.), they decide how they'll work and share responsibilities. The team with the fruit makes the story's fruit costumes, the team with the food makes food costumes, the team with the caterpillar

chooses fabrics or makes antennae with cardboard and the story-teller team can make cards/pictures and shows them at the same time as acting out the roles.

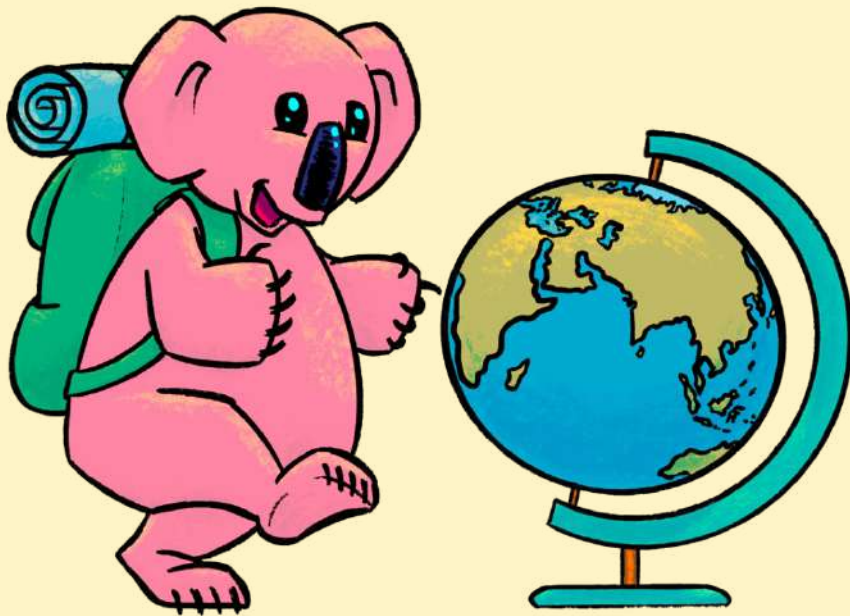
 The role-play game can be repeated, and the children can change various parts of the story, such as the days the caterpillar eats the fruit and the food, or change the end of the story or by replacing the caterpillar with another animal (e.g., Kiki – eucalyptus leaves, penguin-fish, elephant-rice, sushi, spring rolls, noodles, giraffe-chapati).





-  **(PT-LT)** In groups, the children help Cassie make her weekly diet plan, taking care to include the healthiest food!
-  With the teachers help, the children create a digital reference list with the days of the week, either by entering their drawings or images of food from the internet.
-  Each month this list can be modified by entering new healthy diet suggestions which can become a new habit for the children in the class.








The children can gather information and create a hot spot video or poster to be sent to other schools/pre-school classes with Cassie's story and the healthy eating programme. Also, the children can search on the internet for information about the life-cycle of the butterfly. Research using the thematic approach method can now begin.





 Memory game (also in digital form) with the days of the week and the fruit and food from the story. The children are given double-sided cards face down. There are two cards (one with the day of the week and the other with the fruit). The children create pairs (day-fruit), saying their names.

 Pictures/photos from the story, which the children (in teams) must put in the right order to be able to retell the story. The narration can be recorded for the children's e-portfolio.

 A 'food-tasting' game, where the preschool teacher covers the children's eyes with a sleep mask or scarf. The English teacher gives a plastic fruit* to a

child. The child has to feel the fruit and guess which one it is. During the game, the English teacher says to the child: **"I'm always so hungry! What's this?"**. The preschool teacher encourages the children to guess and answer in English.

*The same activity could also be done with real fruit or fruit juice, where the children with eyes closed can taste a piece of fruit and guess what it is.





Acknowledgements/Credits

ean.auth.gr

“The Very Hungry Caterpillar”

Story by Eric Carle

Illustrated by Eric Carle

Publishing House: Penguin Putnam

Publications



EAN Educational Scenario



How are you feeling today?

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). *How are you feeling today?* 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) : [10.26262/heal.auth.ir.341660](https://doi.org/10.26262/heal.auth.ir.341660)



Title	How are you feeling today?
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• The aim of this particular scenario is for the children to become familiarised with the ideas and vocabulary related to emotions for their social-emotional development and easier expression of their feelings.• By reinforcing their linguistic tools, the children are given the opportunity to develop their emotional intelligence and well-being.• Through reading a book, the children collaborate, express and manage various feelings while at the same time developing empathy. In this way, a smooth transition from home to school is developed.• The activities of this particular scenario can be expanded further or can be used as a basis for future scenarios (e.g., my body).





Children

know basic emotions in their first language (happiness, sadness, anger, fear)
know the colours in English

Teachers

The preschool teacher **(PT)** has worked with the children regarding emotions and they have taken part in activities whose aim is not only for the children to recognise emotions but also to express them.

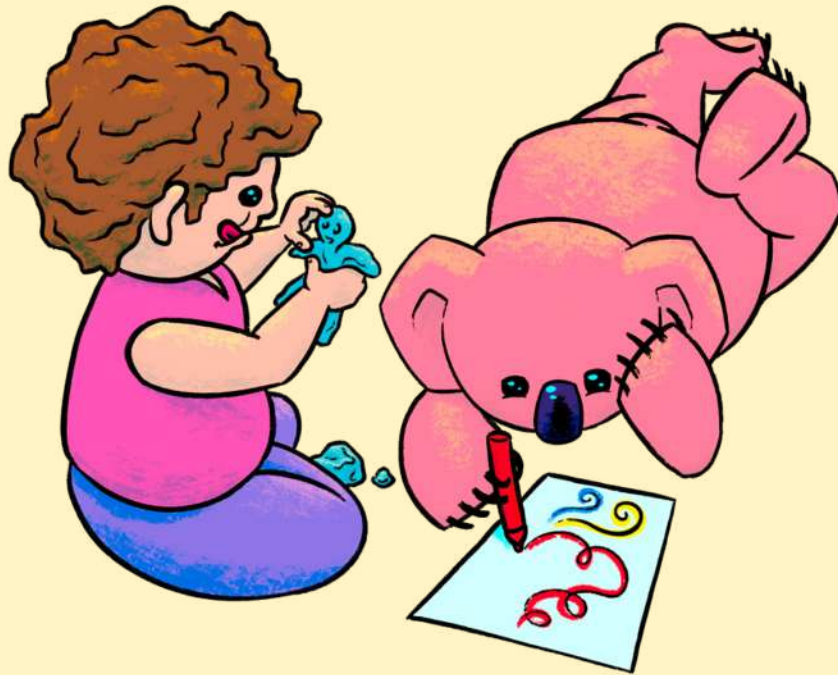
The English language teacher **(LT)** in previous scenarios and activities has mentioned that Kiki has lots of animal friends that they will soon meet. The relevant vocabulary has been taught (e.g., giraffe, flamingo etc.)





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To use basic vocabulary to express emotions in English• To use basic vocabulary and phrases to describe the emotional state of others <p>Suggested vocabulary happy, sad, angry, afraid, calm</p> <p>Suggested phrases A big smile!, S/he feels..., How are you feeling today?, I feel..., This is..., It's...</p>
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To recognise positive and negative feelings• To distinguish situations that can develop positive and negative feelings• To share objects and materials in a game and also in other situations• To perceive feelings by looking at a face and the body
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To change everyday objects (such as paper plates) into artistic objects (masks)• To compose original work combining materials in a creative way• To discover and process the ways their bodies can help them express feelings• To adapt their movements so that they can follow rhythmic patterns <ul style="list-style-type: none">• To recognise both their and others' feelings• To express their feelings• To enrich their expressions in order to communicate their feelings• To develop empathy• To adopt strategies that help deal with emotions (self-control)





Kiki the Koala

Hand-held mirror

Song “If you’re happy and you know it”

Book “The colour monster” by Anna Llenas

Flashcards of animals that express feelings

(happiness, sadness, anger, fear, calmness)

Paper plates

Markers



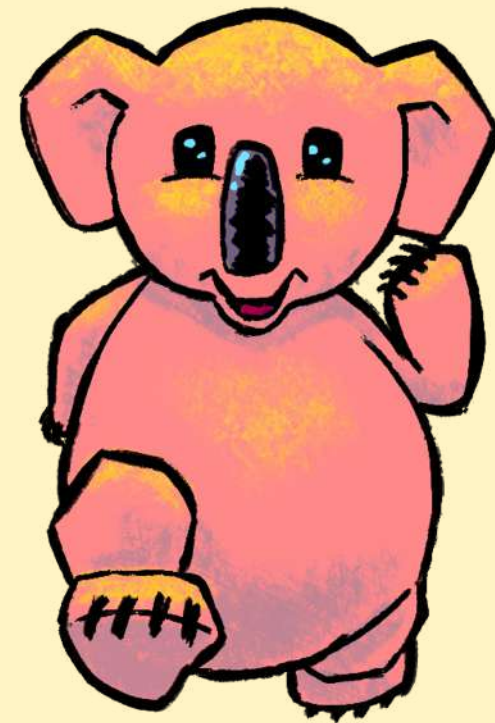


**Description of the procedure
and suggested activities**








Kiki comes into the classroom and greets the children. She tells them that she didn't wake up in a good mood and feels strange. She can't explain exactly how she feels. Can the children help her understand?






 **(LT-PT)** We tell the children that Kiki would very much like to learn how they are feeling today. So, she asks them: **“How are you feeling today?”**

 **(PT-LT)** We encourage the children to suggest ways with which they can express their feelings (in one movement, with a drawing).


 **(LT-PT)** The children work in groups to produce the symbol they have decided for their expression. They then express the feeling they have in this particular way (e.g., one group draws, another group mimes their feeling) and Kiki tries to understand


what that feeling is: **“You feel happy/You feel sad”**, etc.


 **(LT-PT)** Kiki uses the symbols which express feelings and a song, or a piece of music is heard. The children are asked to express the feeling that the musical piece brings out using the appropriate symbol.






 **(PT-LT)** To help Kiki understand how she feels, we ask the children to share the experience in which they felt strange and explain why.

 **(LT-PT)** We suggest reading a story about a friend who had a similar experience. Kiki hopes that the children will be able to help. We show the children the cover of the book “The Colour Monster” which they look at carefully. They talk about the colours they can see on the cover and try to guess who the protagonist is and what the story could be about.

 **(LT-PT)** We read “The Colour Monster” to the children stopping at various points so that the children can say the colours in English, to act





out the feeling that is expressed (with their facial expressions). They can also guess what the next colour will be and what feeling it will express. Finally, we ask them to suggest what the monster could be feeling.

 **(LT-PT)** We can read the story again and this time the children can use the symbols they made in groups to reproduce each feeling that has been portrayed and to say it in English.

The children from different cultural and language backgrounds are encouraged to teach Kiki the corresponding words for the feelings in their languages.








-  After reading the story the children decide to make their own coloured jars (craft) in order to express and communicate their feelings.
-  They are separated into as many groups as there are feelings. They talk amongst themselves and decide on the materials they will use and the way that they will make them.
-  A child from each group takes photographs of the rest of the children in the group thus capturing the feeling. With the help of the teachers, they save the photos on the computer, print them and stick them on the corresponding jar of feelings. During the morning routine every day, the children can say how they feel in English or in another language and if they like they can draw a picture of that particular feeling and also add it to the jar. In this way a smooth transition from home to school is created.
-  At the end of the week, they can count the feelings, show them on a bar graph and compare the results to see which feeling was most common. They can then set goals as to how they can deal with these feelings.







 **(LT-PT)** Kiki tells the children that there is a song that cheers her up and makes her happy (see next slide). She once looked at her face in the mirror while she was listening to this song.

 **(PT-LT)** We encourage the children to think about what Kiki saw in the mirror and to make the corresponding faces.

 The children form pairs. One child turns his back to the other and looks in the mirror. The second child looks at the face of the first child in the mirror. The first child shows his feelings by making facial expressions. The second one says how the first child is






feeling: **“George, you feel sad”**, etc.

 If the child finds the correct feeling, his/her classmate answers accordingly: **“Yes, I feel sad”**. If he/she doesn't, he/she says: **“No, try again!”**.

 As soon as the child finds the feeling the pairs change roles.





-  **(LT-PT)** Kiki tells the children that they are going to listen to a song that cheers her up. (see next slide)
-  **(PT-LT)** We ask the children about what Kiki is feeling when she listens to this song and the children try to guess from the expression on Kiki's face. Kiki reveals the answer: **“A big smile!”**.
-  **(LT-PT)** We tell the children that we are going to listen to the song that Kiki was listening to so that we can see if we have the same big smile: **“Let's sing!”**.
-  The children listen to the song “If you're happy and you know it” (see next slide). **(LT-PT)** We do the movements according to the lyrics of the song and encourage the children to follow.
-  We can listen to the song as many times as

necessary and we can lower the volume whenever the word **“happy”** is heard so that the children can say it.





If you're happy and you know it, clap your hands

If you're happy and you know it, clap your hands

If you're happy and you know it, if you're happy and you know it

If you're happy and you know it, clap your hands

If you're happy and you know it, stomp your feet

If you're happy and you know it, stomp your feet

If you're happy and you know it, if you're happy and you know it

If you're happy and you know it, stomp your feet

If you're happy and you know it, hop! Hop! Hop!





If you're happy and you know it, hop! Hop! Hop!

If you're happy and you know it, if you're happy and you know it

If you're happy and you know it, hop! Hop! Hop!

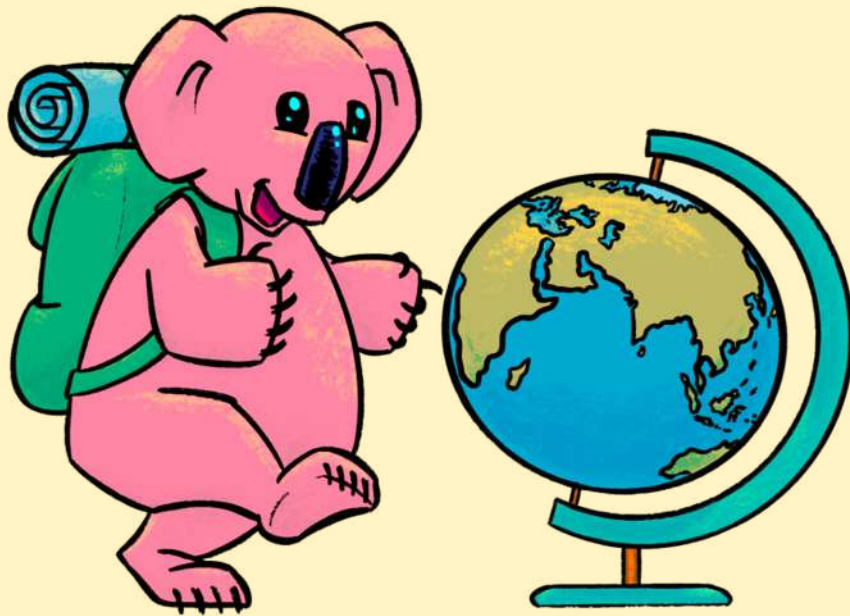




-  There are various flashcards that show animals that feel happy, sad, angry, calm and scared.
-  **(LT-PT)** We show the flashcards one by one introducing the corresponding vocabulary; **“This is... S/he feels... happy/sad/angry/calm/scared”**. The children mime the feeling using facial expressions.
-  **(LT-PT)** We show the flashcards of the animals one by one and encourage the children to remember the name of the feeling in English. The flashcards can be shown as quickly or slowly as necessary according to the dynamics of the class.
-  **(LT-PT)** The children choose an animal each

time and sing the song “If you’re happy and you know it” again (see previous slide) but this time replacing the word **“happy”** with another feeling and make the appropriate movements (e.g., replace **“happy”** with **“sad”** and sing the song in a sad tone and with a sad expression).







The children think about and record the reasons that make them feel fear, anger, happiness etc., but also what makes them feel better when they are angry, scared etc. The children make a list or a poster to show other classes (advice for - Emotional Wellbeing). The children can visit and organise an educational programme at the Emotions Museum or create their own Emotions Museum.





 The children are given five flashcards with animals stuck on a stick or tongue depressor. Each animal expresses one of the five basic feelings (sadness, anger, happiness, calmness, and fear). The two teachers show the children various pictures (e.g., a green field, a night in the mountain etc.) and ask them to raise the animal that expresses the feeling they have with each picture and to say it in English (e.g., **“I feel happy”**).

 [A digital matching game](#). The children match the flashcards of Kiki’s animal friends with the feeling they hear in English (e.g., **“They feel angry”**).

 A bingo game with feelings.





Acknowledgements/Credits

ean.auth.gr

- Song "If You're Happy and You Know it"

Lyrics and music by Joe Raposo (c) Jonico Music, January 29, 1971

- "The Colour Monster"

Story by Anna Llenas

Illustrated by Anna Llenas

Publishing House: Little, Brown Books for Young Readers



EAN Educational Scenario



What's wrong with Colin?

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). *What's wrong with Colin?* 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	What's wrong with Colin?
Thematic Category	Myself and the others
Rationale	<ul style="list-style-type: none">• The purpose of this scenario is to involve the children in reading a well-known story with the aim of developing emotional awareness.• Beyond the language stimulus, the specific scenario gives children the chance to develop their empathy as well as to understand the value of difference, through a variety of game-based activities.• The activities in the scenario support children's creative expression and can be used as the basis of other scenarios (e.g., Friends, Family, School) as well as in other thematic units (e.g., Reptiles).





Children

know the names of some colours in English
know the names of some animals in English
are able to make some assumptions by using the available information based on the questions they ask

Teachers

In previous activities and thematic units, the English language teacher **(LT)**, has told the children that Kiki has a lot of friends, referring especially to Colin the Chameleon.

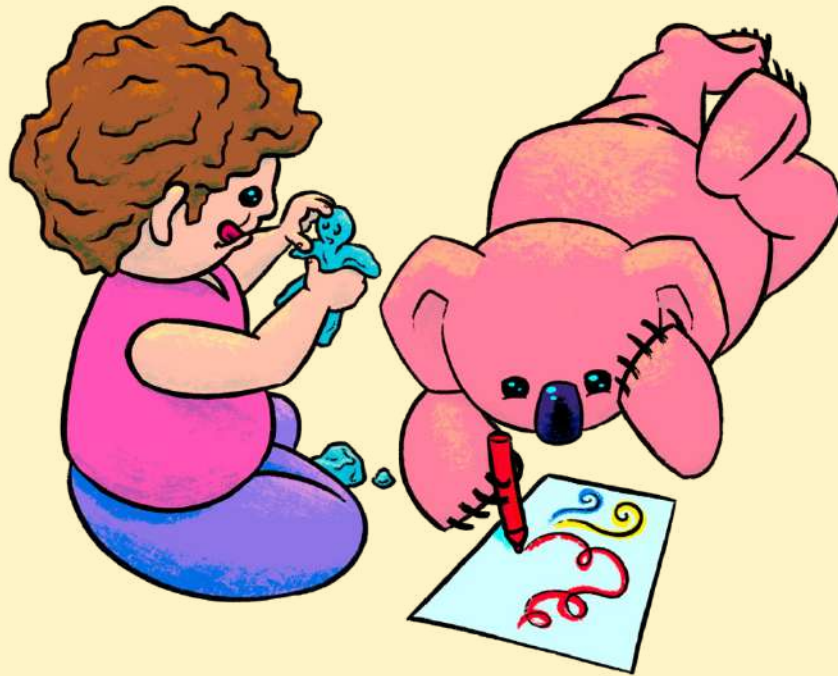
The preschool teacher **(PT)** has discussed the value of difference in various situations with the children, e.g., talking about their characteristics, which make them so unique, and has examined books/stories where this particular idea is discussed.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p> <p>Child, themselves and society</p>	<ul style="list-style-type: none"> To use basic vocabulary related to animals in English To use basic vocabulary and phrases to guess/describe others' emotional state <p>Suggested words chameleon, colours (green, brown, red, yellow, grey), zoo animals (polar bear, flamingo, fox, fish, deer, giraffe, turtle, elephant, seal), happy, sad</p> <p>Suggested phrases What's wrong with..., I want to be like you! Let's feed the chameleon!</p> <ul style="list-style-type: none"> To appreciate whatever they do separately and to respect the uniqueness of others To make assumptions and to try to interpret the feelings of others To identify emotionally with real or imaginary people
<p>Thematic areas involved</p> <p>Child and sciences</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none"> To determine the amount or a total of numbers (how many [flies] are there?) To count objects from the class material or objects from cards or pictures or other forms of symbolic representation (pom poms, marbles) To explore relations between numbers and totals as well as forms of symbolic representation (pom poms) To identify techniques for making theatre materials (masks, costumes) To build their role's material for a scenario To compose original works, combining materials in a creative way To turn everyday objects into visual means
<p>Developing attitudes</p>	<ul style="list-style-type: none"> To develop empathy towards others' feelings To develop alertness and sensitivity in various emotional situations To show interest so as to seek positive ways to change the negative moods of others





Kiki the Koala

“The mixed-up chameleon” by Eric Carle

Transparent laminated picture of a

Chameleon

Cardboard of various colours, as they appear
in the book

Flashcards with the animals that appear in
the book

Black-and-white photocopy of a chameleon

Coloured pom poms

Marker pens

Tube-shaped container

Photocopy of a multi-coloured chameleon
(A3-A2)

Sack with multi-coloured marbles or pom
poms



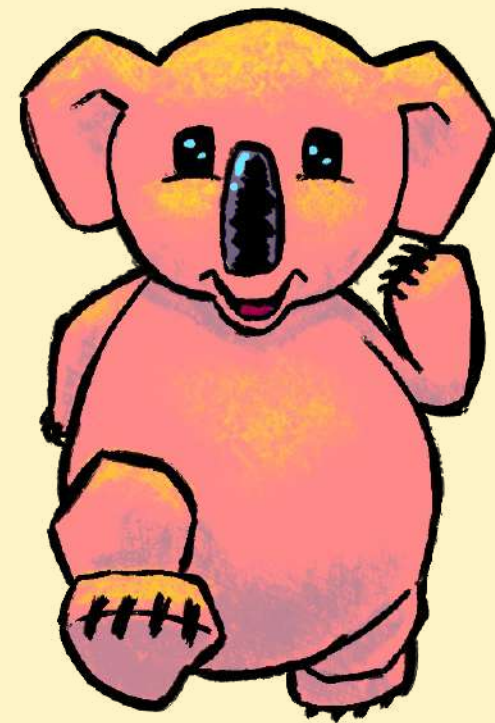


**Description of the procedure and
suggested activities**







Kiki enters the class and greets the children. She tells them that she has just received an email from her friend Colin the chameleon. She is very worried about him, as she realises that something is not right.





 **(LT-PT)** We show the cover of the book “The mixed up chameleon” by Eric Carle, and ask the children to say what animal it is in the picture, we read the title and ask what the story might be about.





 **(PT-LT)** We encourage the children to imagine why Colin the Chameleon is mixed up and doesn't feel well, and we ask **(LT-PT): “What's wrong with Colin the chameleon?”**. The children give their opinions, looking carefully at the picture on the cover, and making some initial suggestions .

 **(LT-PT)** We begin the narration, pausing at



the beginning of the story where the colours appear, thus giving the children the chance to say the same in English, with the aim of repeating the vocabulary. We use simple, brief phrases such as: **“What colours can you see?”**








-  **(LT-PT)** We encourage the children to consider what is going to happen next.
-  In the middle of the story, when Colin the Chameleon sees a zoo for the first time, **(LT-PT)** we pause again, so that the children can observe the animals that appear there, and we name them in English: “**polar bear, flamingo, seal**”, etc.
-  After that, **(LT-PT)** we ask the children how Colin the chameleon feels: “**How does Colin feel? Happy or sad?**” and the children answer.
-  Each time that chameleon takes on an animal's characteristic, the children repeat

the name of the animal in English and **(PT-LT)** we ask them why Colin has chosen the particular animal.

-  Next, the children are divided into teams and, with the support of the teachers, they try to imagine the end of the story, giving various versions (e.g., painting).
-  Each team presents their own version, and they compare their ideas with the end of the story in the book.







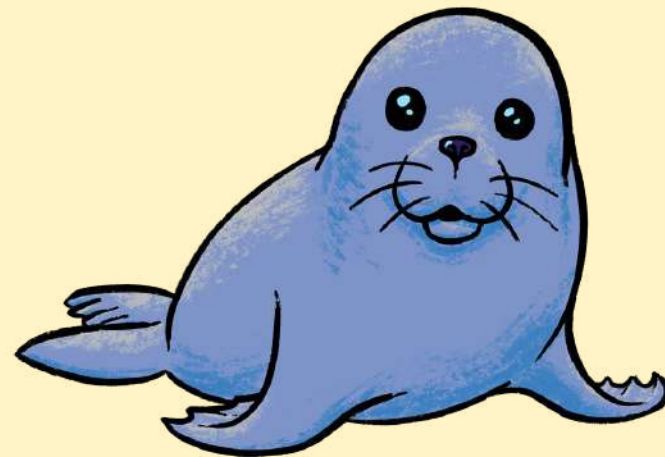


-  Kiki tells the children that she wants to tell the story of Colin the chameleon to the class next door, but she's mixed up the order of the pictures and needs their help.
-  In teams, the children work with the flashcards/parts of the story, trying to put them in the right order. The teachers look over the teams and assist the children.
-  After that, each team retells the story, **(LT-PT)** with our help, using very simple phrases and words that make up the story, using vocabulary in English.







-  The teams decide to act out a simple, brief version of the story so as to present it with Kiki to the next-door class and to parents/guardians.
-  Each team chooses a scene from the story, making masks with the corresponding heroes and using material from the dressing up corner to create the costumes. Each child suggests a role they want to play, while all the team decides together on the final choice.
-  **(LT-PT)** We help and support the teams whenever needed.
-  Each team presents their creations to everyone and the scene it chose to role play. Finally, they compose the scenes, creating their performance.







-  The children are divided into teams. Each team is given a transparent laminated picture of a chameleon and different coloured cardboard, as they appear in the book.
-  **(LT-PT)** We read the book again and the children place the chameleon on the cardboard to colour it in line with the development of the story. Every time that they place the chameleon on coloured cardboard, they say the colour in English.
-  Each team is also given flashcards with the animals which appear in the zoo. As the story develops, the children place the chameleon on the flashcard on the matching animal and names it in English.
-  **(PT-LT)** We move among the teams and


help whenever needed.







 In teams, the children decide how they are going to re-enact the chameleon. They make their design on a paper and decide which colours they want to use to colour him. Each time they choose a colour, they say the colour in English.


 Once the children have coloured their chameleon, they glue it on the box.


 **(LT-PT)** We show the children the page in the book where Colin wants to eat and we see an insect. We tell them that the chameleon is hungry: **“Colin is hungry! How does he feel?”**


 The children try to consider how he feels (e.g., when he’s hungry, he’s sad, when he eats, he’s happy), putting themselves in his position and suggesting solutions (what do they do when they’re hungry, e.g., they ask their parents/guardians for a toasted sandwich) – repetition of vocabulary about food (e.g., breakfast).

 The children decide to feed the chameleon and **(LT-PT)** we say: **“Let’s feed the chameleon!”**, giving him some pom poms of various colours (insects) and a clothes peg. Each team has a

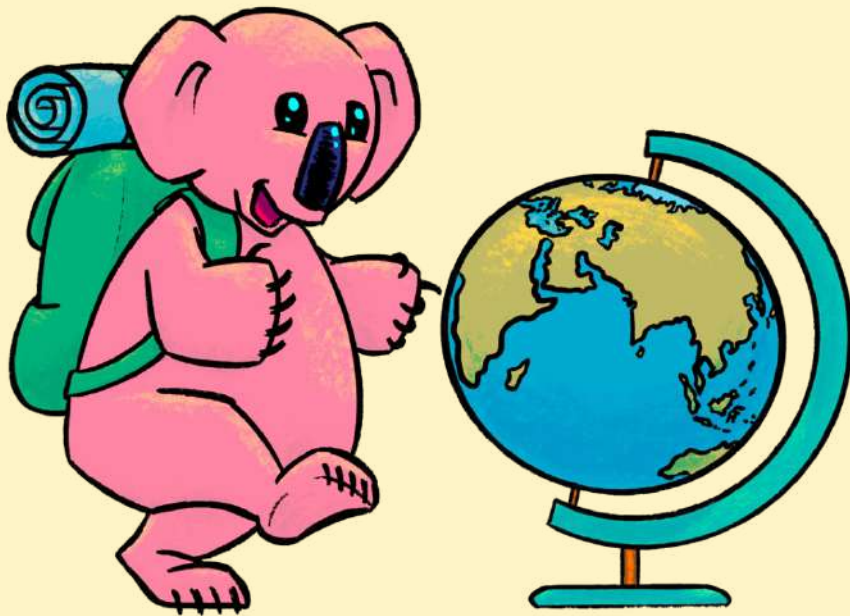
different number of pom poms and two dice (one with colours and the other with numbers). Each time they throw the dice, with Colin they put as many insects in the box as the number on the dice but remember that the colour of the insects changes depending on what comes up on the dice each time.

 **(PT-LT)** We encourage the children to think about a numbering system. They can draw a chameleon and can number on his body, or his body can have little boxes and each time they paint one in, they count it in English. How many boxes have they painted in? After this they record the total in whatever way they want.

 Finally, the children discuss the number of the insects needed to feed their chameleon so that he’s no longer hungry.

 **(LT-PT)** We asked the children: **“How is Colin feeling now?”** and the children express their opinions (happy or sad)





The children can draw what impressed them about Colin the chameleon's story .
(LT) Also, the children can write him an email, with our help, as an answer to what Kiki received in order to help him feel better and understand how important the value of us all being different is.



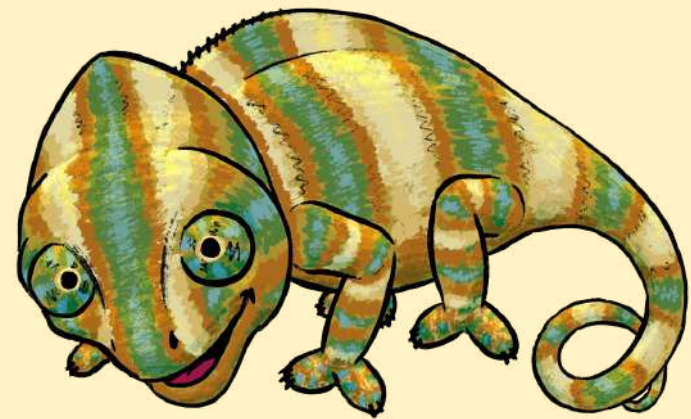


🐼 In the context of the assessment, the two teachers have hidden various small objects in different colours in the classroom or a sack containing multi-coloured marbles or multi-coloured pom poms, and have glued happy or sad faces on them. The children are given a photocopy of a multi-coloured large-sized chameleon and divided into squares with happy and sad faces (sheet of A3-A2). In teams, the children search for the small objects and divide them up according to their colour and feeling so as to place them on the correct part of the chameleon's body. At the end, the children count and name the colours and the emotions in English, calculating how many happy and sad faces for each colour they

found: **“Is your Colin sad or happy?”**



Matching game (also in digital form) of colours and animals with the aim of repeating the vocabulary.





Acknowledgements/Credits

ean.auth.gr




“The Mixed-up Chameleon”

Story by Eric Carle

Illustrated by Eric Carle

Publishing House: Harper Collins



-  How many leaves can you see? 182
-  What's the weather like today? 199
-  Trick or Treat! 215





EAN Educational Scenario



ean.auth.gr



How many leaves can you see?

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). *How many leaves can you see?* 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	How many leaves can you see?
Thematic Category	Autumn, Numbers 1-5, Colours
Rationale	<ul style="list-style-type: none">• To acquire high frequency vocabulary, such as numbers and colours. The activities of this particular scenario link learning the colours and the numbers with the thematic area of Autumn.• Songs enhance diversity, promote adaptability, create positive attitudes and promote learning through repetitive patterns and coherent phrases.• The children are provided with the opportunity to use their knowledge of numbers and colours in other activities (e.g., during the morning routine by counting the number of classmates) as well as in other thematic areas (e.g., seasons and colours).• To expose the children to English vocabulary, concerning the thematic category of Autumn through playing in nature, with real tree leaves.





Children

know the numbers 1-5
know that the leaves change colour in Autumn
recognise different sizes and colours

Teachers

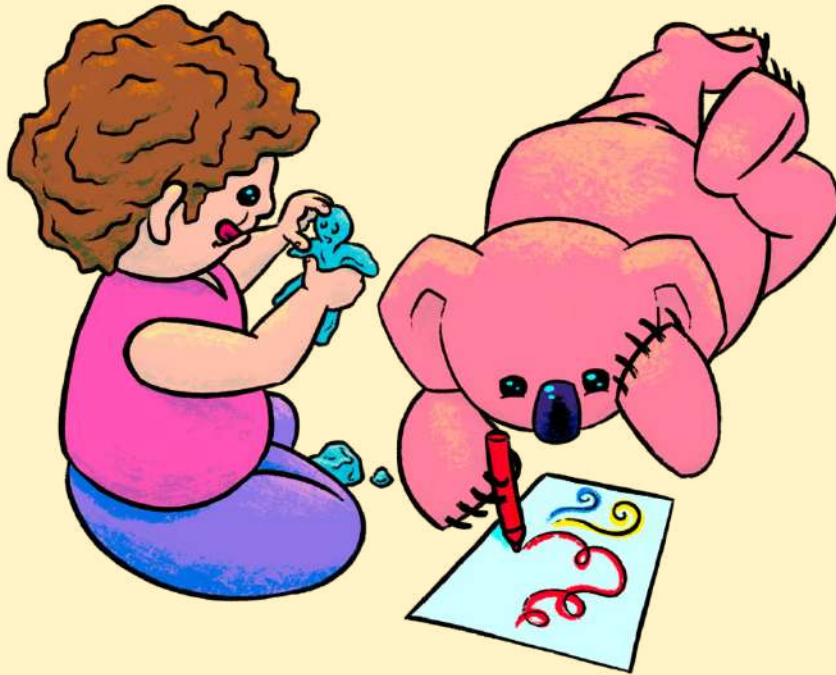
The preschool teacher **(PT)** has already worked on the thematic category of Autumn with the children, referring to the life cycle of leaves and the changes we observe in nature.
The English language teacher **(LT)** has worked on some colours as well as numbers from 1 to 5.
In order to split the children into groups, the two teachers employ a short game with randomly chosen groups.
The activities developed for the particular scenario can be employed later on in other thematic categories (e.g., seasons).





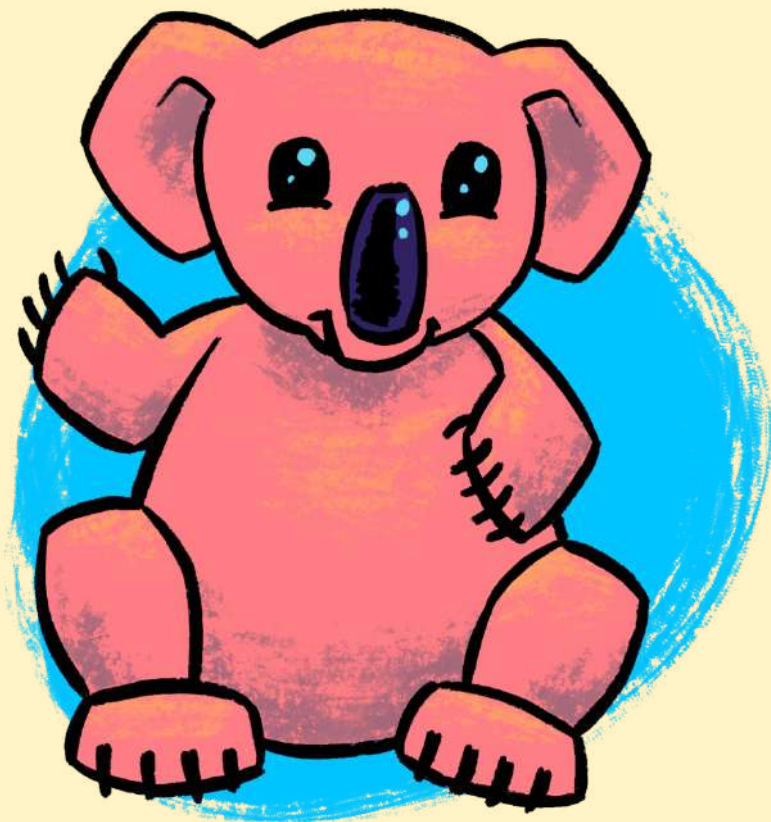
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary regarding colours in two or more languages• To learn an English song related to the colours of the autumn leaves• To describe objects based on size or colour <p>Suggested vocabulary green, brown, yellow, red, orange, autumn/fall, leaves, trees, wind, windy</p> <p>Suggested phrases The leaves on the trees, the wind blows, falling down, on the ground, How many...?</p>
<p>Child and Sciences</p>	<ul style="list-style-type: none">• To recognise physical characteristics of tree leaves• To investigate links between numbers, sums, symbols, shapes, etc., e.g., between fallen leaves (how many, what colour)• To number and count objects
<p>Thematic areas involved</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To collect and categorise different natural materials from their surrounding environment• To exercise their musical ability through songs
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To use different material to make crafts, e.g., to make a tree and place autumn leaves on it
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop self-regulation and social skills• To become autonomous, through the routine of tidying up the class• To develop a love for nature by observing the change of seasons and having fun while playing games in nature (e.g., strolling in the school playground and observing the different of colours of leaves)





- ✓ Kiki the Koala
- ✓ Leaves made out of coloured card in five colours (brown, red, orange, yellow and green)
- ✓ 5 baskets
- ✓ Music CD Vivaldi - 4 seasons
- ✓ Real leaves (e.g., from the school yard)
- ✓ Bowl with water
- ✓ Song “The leaves on the trees”
- ✓ Craft of bare trees (without leaves)





**Description of the procedure and
suggested activities**







Kiki enters the classroom, greets the children and says that something weird happened to her today. On her way to school, she noticed that leaves in Greece* come in different colours! She thought that leaves can only be green, just like the eucalyptus leaves she loves to eat back in Australia!






**or the country of residence depending on your context*









-  The children look for Australia on the world map.
-  **(PT-LT)** We ask the children to recall/guess why the leaves change colour in order to help Kiki understand what is happening. Is it also the case in other countries, where the children come from? Which month do leaves change colour there?
-  **(LT-PT)** We bring a branch with leaves into class. The leaves are of different colours and shapes. Thus, some leaves are green and others are yellow, orange, red and brown. They could also be in Velcro form.
-  **(LT-PT)** We narrate using gestures **“The leaves on the trees are green. Then the wind blows and some fall down. Then they become yellow, orange, red and**

finally brown”.

-  **(LT-PT)** We ask the children to pretend they are leaves whirling in the wind before they fall on the ground. In the beginning, we ask them to stand (**green**), then lower down a bit (**yellow**) and lower down more bit by bit (**orange, red and brown**) according to each colour.
-  **(PT-LT)** We could ask the children which movement they suggest might match each colour, and when they have decided on a movement for each colour, we dance to Vivaldi's “Four seasons”.
-  **(LT-PT)** Each time we call out a colour we move accordingly.





-  **(LT-PT)** Kiki invites the children to go to the school playground and observe the leaves that are there (either natural or crafts) – (if they are a craft, we need to have them ready beforehand).
-  **(PT-LT)** In order to draw links to the thematic category of Autumn that the children are working on, we invite them to guess which trees the leaves might come from.
-  **(LT-PT)** Kiki collects one leaf of each colour and starts singing (or the song is heard from a speaker, computer, mobile phone) while accompanying the song with movements and gestures.
-  **(PT-LT)** We encourage the children to follow Kiki and make the same movements and gestures. (See next slide, rhythm: “The Wheels on the Bus”)





“The Leaves on the Trees” Song



The leaves on the trees are turning green (υψώνοντας το αντίστοιχο φύλλο ανάλογα με το χρώμα)

Turning green, turning green,

The leaves on the trees are turning green, as they grow

The leaves on the trees are turning brown (υψώνοντας το αντίστοιχο φύλλο ανάλογα με το χρώμα)

Turning brown, turning brown,

The leaves on the trees are turning brown, Autumn’s here

The leaves on the trees are turning ... (υψώνοντας το αντίστοιχο φύλλο ανάλογα με το χρώμα)

Turning ..., turning ...,

The leaves on the trees are turning ..., Autumn’s here

The leaves on the trees are falling down, (κουνάμε τα φύλλα προς το έδαφος)

Falling down, falling down

The leaves on the trees are falling down, on to the ground


The leaves on the ground go swish, swish, swish, (κουνώντας τα φύλλα στο έδαφος)


Swish, swish, swish, Swish, swish, swish,


The leaves on the ground go swish, swish, swish, all on the ground








 It's time for the children to tidy up the classroom and clear the fallen leaves from the school playground.

 **(PT-LT)** We suggest asking for Kiki's help.

 There are 5 baskets on the floor, one for each leaf-colour. Each basket is tagged (e.g., with a colour tag on the leaf).





 **(LT-PT)** The children split into groups, one for each colour. Kiki says the colours one by one, e.g., “**red leaves**”, and the red team has to collect the coloured leaves according to what Kiki says and place them in the correct basket.


 **(LT-PT)** Kiki might also ask the children “**How many leaves can you see?**” and gives each group a card with numbers from 1 to 10 on in order for the children to match the number of the leaves.


 **(LT-PT)** We encourage the children to respond to Kiki by raising the corresponding number of fingers to indicate the number. Kiki sees their fingers and says the number in English.








-  **(LT-PT)** Kiki invites the children to play a game. The children are split into groups (group 1-**green**, group 2-**yellow**, group 3-**orange**, group 4-**red**, group 5-**brown**).
-  **(LT-PT)** Each group is given an empty basket and some scattered leaves. Kiki gives each group a card with a different number on, and each time, asks them to count and place the correct number and correct colour of leaves in the basket.
-  Each group has a certain amount of time available to complete the task (egg timer) while listening to Vivaldi's "Four seasons".
-  **(PT-LT)** We encourage the children to count the leaves their group has collected.

 **(LT-PT)** Kiki goes from one group to another and says “**How many leaves are there?**” “**There are... five/five leaves/five yellow leaves**”.

 *Variation:* The groups already have 1 or 2 leaves in their basket and have to calculate how many more they have to add in order to collectively have as many leaves as the number on the card given to them by Kiki.








-  **(PT-LT)** We suggest that we should gather actual leaves from the school playground to create a mosaic collage gift for Kiki, to remind her of how many and beautiful leaves there are.
-  As soon as the children have gathered the leaves, they place them in a bowl filled with water and crush them with their hands.
-  **(LT-PT)** We provide the children with A3 paper. The children take some of the crushed leaves and place them on the paper in a leaf shape to create the mosaic collage.







 **(LT-PT)** The children observe some images of autumn trees or, if possible, the trees in the school playground / neighbourhood and describe the colours of the leaves in English (**green, yellow, orange, red, brown**). At this point Kiki asks the children of different cultural backgrounds (if we have any) the names of the colours in their language!

 **(LT-PT)** Kiki invites the children to bring Autumn into their classroom through a game. **“It’s Autumn!”**, she says.

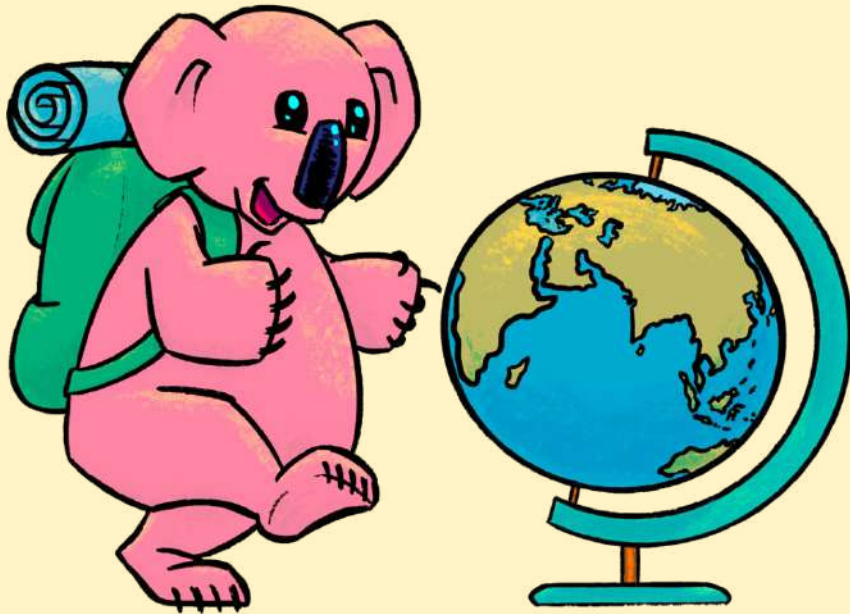
 **(LT-PT)** We show the children trees that we have put on the wall. These trees might be made of cardboard/coloured card or recycled material, and have no leaves. We stick a different coloured leaf on each tree

(**green, yellow, orange, red, brown**).

 The children, split into groups, have to design, draw and cut out leaves in the five autumn colours (**green, yellow, orange, red, brown**).

 **(LT-PT)** When the groups have completed their work, Kiki calls out a colour, e.g., **“orange leaves”** and the orange-leaves team sticks the leaves they have created onto the bare tree, where we have already placed an orange leaf. This is repeated for the next groups.








The children could watch a Peppa Pig episode, which is related to Autumn, “Windy Autumn Day” and draw something based on what they have seen from the episode to show to Kiki.





 As part of the assessment, we can play a game in groups. The children have a coloured card leaf (green, red, yellow, orange or brown) stuck on their T-shirts and they run around in the available space. Kiki calls out a different colour each time, e.g., “**orange**”, and the children holding this leaf colour must “freeze”, while the children with a different leaf colour keep on moving.

 The children can draw a tree with its leaves and paint the leaves with the colours they have learned, counting them with the numbers they have learned. The teachers could include the drawings in the children’s portfolios.

 EAN Digital game “[The Leaves on the Trees](#)”. The children must gather the leaves

of the trees based on their colours, as they are shown in the table.





Acknowledgements/Credits

ean.auth.gr

- **Rhythm of the song:** “The Wheels on the Bus” by Verna Hills
- **Song:** 4 Seasons, Antonio Vivaldi
- **Peppa Pig Series**

Episode: “Windy Autumn Day”



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



EAN Educational Scenario



What's the weather like today?

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). *What's the weather like today?* 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	What's the weather like today?
Thematic Category	Autumn (Weather)
Rationale	<ul style="list-style-type: none">• Through this scenario, the children acquire frequently used vocabulary, such as weather phenomena (routines).• The aim of these activities is to connect weather phenomena with other preschool activities and the thematic area of Autumn using a specially–designed song.• The children are given the opportunity to use knowledge on weather phenomena in other activities (e.g. in the morning greetings routine, when they talk about the weather to their classmates) or in other thematic categories (winter, spring, etc.).• Additionally, the children are given the chance to draw links between different countries, either from their countries or others, talking about the autumn weather in these places.





Children

distinguish weather changes between seasons (here summer-autumn)
know how to use the globe and the world map

Teachers

The preschool teacher **(PT)** has already discussed the world map and the globe with the children, and they have located Greece as well as countries of origin or countries of interest.

The preschool teacher **(PT)** has worked with the children on issues related to routines and weather conditions.

The preschool teacher **(PT)** has worked on the classification and listing of clothes and accessories according to the seasons and weather conditions. In order to divide students into groups, the two teachers use a short game they have decided on beforehand which would lead to the formation of random groups.

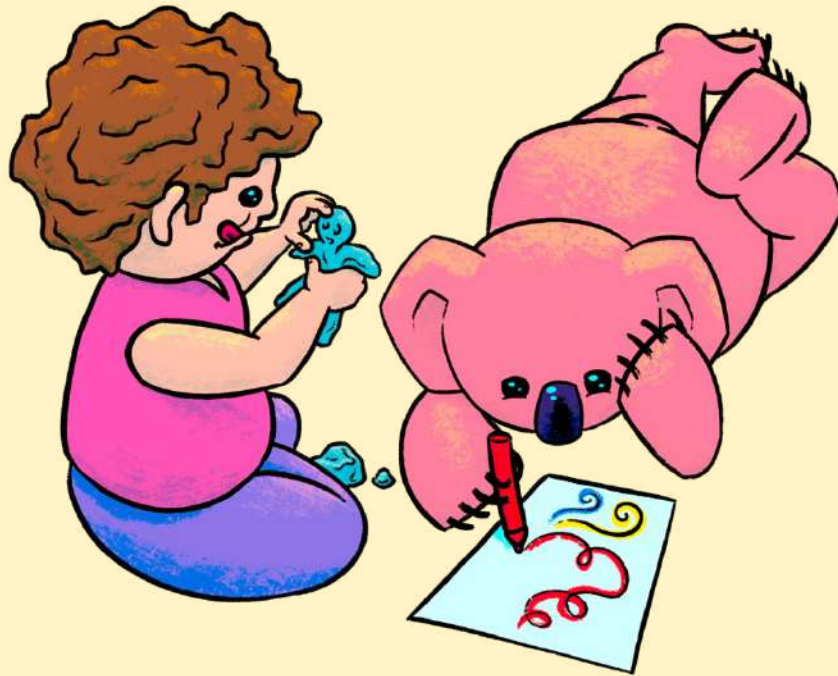
The activities that will be developed in this scenario can later be used as a basis in other thematic categories (e.g., Winter).





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary related to weather conditions• To learn a song in English related to weather• To reproduce a dialogue about weather conditions <p>Suggested vocabulary sunny, cloudy, rainy, snowy, windy, today</p> <p>Suggested phrases What's the weather like today?, Let's look outside, It's sunny, Is it sunny?, It's cloudy, Is it cloudy?, It's rainy, Is it rainy?, It's snowy, Is it snowy?, It's windy, Is it windy?</p>
<p>Child and Sciences</p>	<ul style="list-style-type: none">• To recognise places maps and the globe• To make regular and systematic observations about the weather in their area• To relate the characteristics of the weather to their activities• To classify/list the appropriate clothing according to the weather conditions
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To use different material to make small crafts, e.g., dress the spider up• To create various shapes and forms, e.g., to make a TV
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To perform actions gradually, without the help of an adult
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop a positive attitude towards the English language by connecting it to their daily experiences• To develop a sense of love for nature by observing the changes of the seasons and weather phenomena• To contribute to collaborative activities• To get to know other countries better, talking about their weather





- ✓ Kiki the Koala
- ✓ Flashcards of the weather conditions
- ✓ Flashcards (umbrella, beanie, gloves, sunglasses, hat, raincoat, rain boots, scarf)
- ✓ Hula hoops
- ✓ Globe, map
- ✓ Canson cardboard, craft paper for the outline of the TV
- ✓ Song about the weather conditions
- ✓ Photocopy of a spider (A3)
- ✓ Song "Itsy bitsy spider"








**Description of the procedure and
suggested activities**



It is a rainy autumn day. Kiki comes to class, greets the children and tells them that, before she came to school, she was on a Skype call with her friend Kyle the kangaroo, who lives in Australia. He told her that the weather there is sunny, as it is spring time! Kiki is impressed by the difference!








-  **(LT-PT)** It's Kiki's time to carry out the weather routine! She looks outside the window and asks **“What's the weather like today? Let's look outside! Which card is right? Is it sunny, is it windy, is it cloudy, is it rainy?”**.
-  The children help Kiki choose the correct flashcard.
-  This activity can be part of the daily routine, where the children say what the weather is like each day in English.






 **(LT-PT)** We play the weather song to the children (see next slide) and each time the words “**sunny, windy, cloudy, snowy, rainy**” are heard, we point to the appropriate flashcards with the weather conditions.

 **(LT-PT)** Having heard the song, we ask the children how they can act out each weather phenomenon with a relevant movement (e.g., **sunny**-raise my hands and “trace” the sun in the air, **rainy**-form raindrops with my fingers, **cloudy**-form clouds with my hands-fingers).

 **(LT-PT)** Once the children have agreed on the moves, we play the weather song again and pause from time to time to repeat the words and phrases with the

children, while also showing the relevant flashcards and imitating the moves along with Kiki.

 The children could form pairs in which one child asks “**What’s the weather like? What’s the weather like, today?**” and the other answers using one of the words while acting out the relevant movement they had agreed on or the relevant flashcard.






What’s the weather like,
What’s the weather like,
let’s look outside together
What’s the weather like,
What’s the weather like,
What’s the weather today?


Is it sunny? Is it cloudy? Is it windy? Is it stormy?


What’s the weather like,
What’s the weather like,
let’s look outside together
What’s the weather like,
What’s the weather like,
What’s the weather today?






 **(LT-PT)** We suggest playing a music and movement game to practise the words about the weather. Will they manage to find the hula hoop before the music stops?

 **(PT-LT)** We spread out the flashcards of the weather phenomena on the floor, placing each card in a hula hoop. We make sure that each card is displayed in more than one hula hoop, so that the children do not crowd in a hula hoop when looking for the relevant weather phenomenon. Ideally, the game can be played in the school playground.


 The children spread out and walk freely.


 **(LT-PT)** Every time we rhythmically say the phrase **“What’s the weather like? What’s the weather like? What’s the weather**


like, today?”, Kiki will answer **“It’s sunny”**, or **“It’s cloudy”**, or **“It’s rainy”**, or **“It’s snowy”**, or **“It’s windy”**, and the children should touch the appropriate hula hoop with the flashcard repeating the corresponding phrase before the music stops. Kiki's place can be taken by another child each time so that they can slowly gain confidence by taking on various roles.







 **(LT-PT)** We gather the children in the discussion area and place several clothes and accessories there. [Alternatively, pictures/flashcards of clothes and accessories]

 The children are divided into two groups and, whenever a child, with the help of Kiki, says a weather phenomenon (e.g., **“It’s sunny!”**), two children (one from each group) get up and have to choose the right clothes or accessories and put them on as fast as they can.

 A child is responsible for recording the results (i.e., which children put them on quickly and correctly).

 In case we do not have clothes or accessories and we are using images





/flashcards, we count how many images/flashcards of clothes and accessories each group has collected.

 **(LT-PT)** The children can finish the activity with the rhyme:

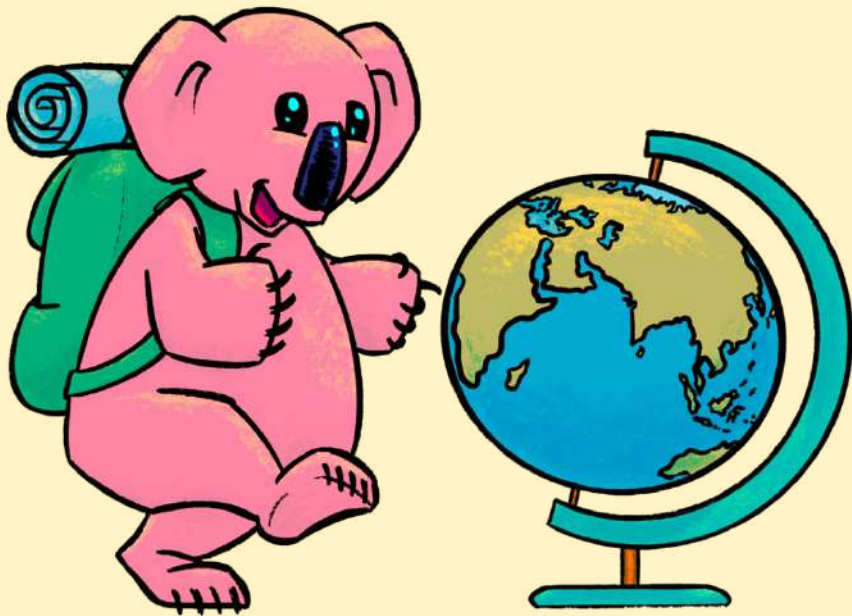
**“Wind, rain, snow, and sun.
All kinds of weather
are wonderful and fun!”**





-  **(LT-PT)** The children listen to the song “Itsy bitsy spider” about Kiki’s friend, Sissy the spider. They listen to the song a number of times, making the relevant movements.
-  The children are then split into groups and each group draws, colours and cuts out umbrellas, raincoats, boots, etc.
-  As soon as the children have finished, they “dress Sissy the spider up” and prepare her for autumn weather, by sticking their creations onto a photocopy of a spider (A3 paper).
-  This particular activity can support the transition to the scenario “Trick or Treat”.








(LT-PT) We encourage the children to note their observations and the changes in the weather on a digital board or on the classroom computer at the end of each day. At the end of the month, they can discuss their observations regarding the frequency of some weather phenomena compared to others and exchange information about the weather in Australia with Kyle the kangaroo.





-  The teachers can record the children's dialogues about the weather and the weather report of the day and include them in the Electronic Progress Portfolio (e-portfolio) of each child.
-  The children record the weather routine in English at various times throughout the year and discuss their progress. The results can be used to inform parents.
-  EAN Digital game "[What's the weather like?](#)". Kiki gathers objects according to the weather.





εισαγωγή της
αγγλικής γλώσσας
στο νηπιαγωγείο

Acknowledgements/Credits

ean.auth.gr

Song: “What’s the weather like today?”

Music: Konstantinou Vasiliki

Song: “Itsy bitsy spider”, Roud Folk Song, Index number 11586





EAN Educational Scenario



Trick or treat!

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). *Trick or treat!* 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	Trick or treat!
Thematic Category	Autumn (Halloween)
Rationale	<ul style="list-style-type: none">• In the context of the scenarios/activities, it is important for the children to acquire vocabulary related to celebrations, e.g., Halloween costumes and colours, which they can return to in future scenarios/activities (e.g., Carnival).• The activities of this scenario about Halloween-an international celebration which brings people closer-are characterised by their playfulness. Emphasis is placed on the process as opposed to the result and the children’s active involvement is achieved in an educational context which is meaningful as well as exciting for the children.• In this scenario, the celebration of Halloween becomes a rich educational experience placing emphasis on developing maths skills. The scenario offers opportunities for (a) active participation (e.g., the children organise their own party), (b) collaboration with the children’s families and the community (trick or treat), and (c) intercultural communication.





Children

distinguish and name colours in L1 Greek
know a few things about Halloween
distinguish different costumes based on one or more thematic categories

Teachers

The preschool teacher **(PT)**, within the thematic category of Autumn, has talked with the children about celebrations that take place around this time of year. The preschool teacher **(PT)**, based on the dynamics of the classroom, has elicited information from the children about celebrations taking place in Autumn in the places they come from or around the world.

The English language teacher **(LT)**, in previous activities, has worked on a few colours and has mentioned Halloween in other thematic categories (e.g., “Autumn”).

The teachers can cooperate with other classes or parents to organise their visit to some neighbouring houses.

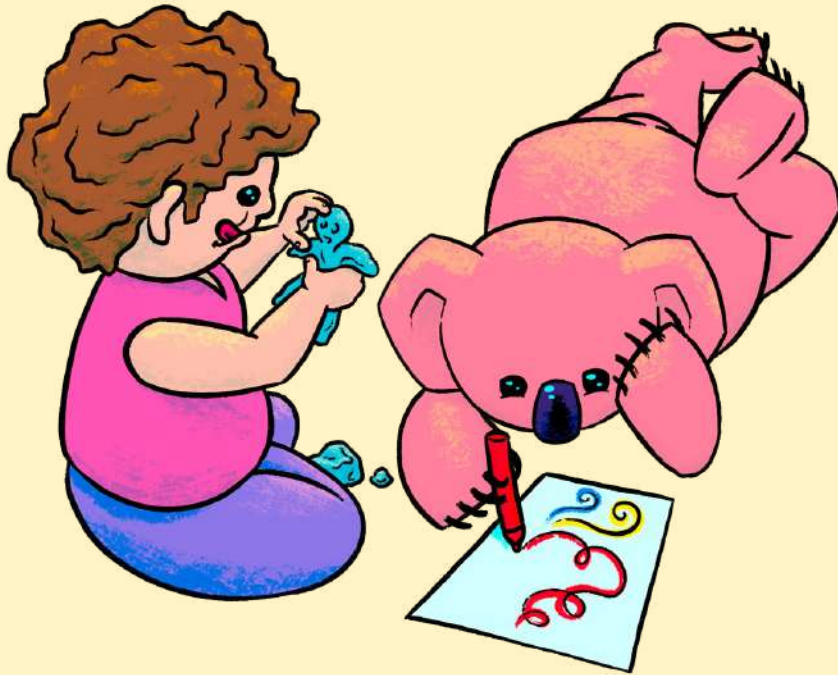
The teachers make sure that the educational material is children-friendly (e.g., avoid scary witches).





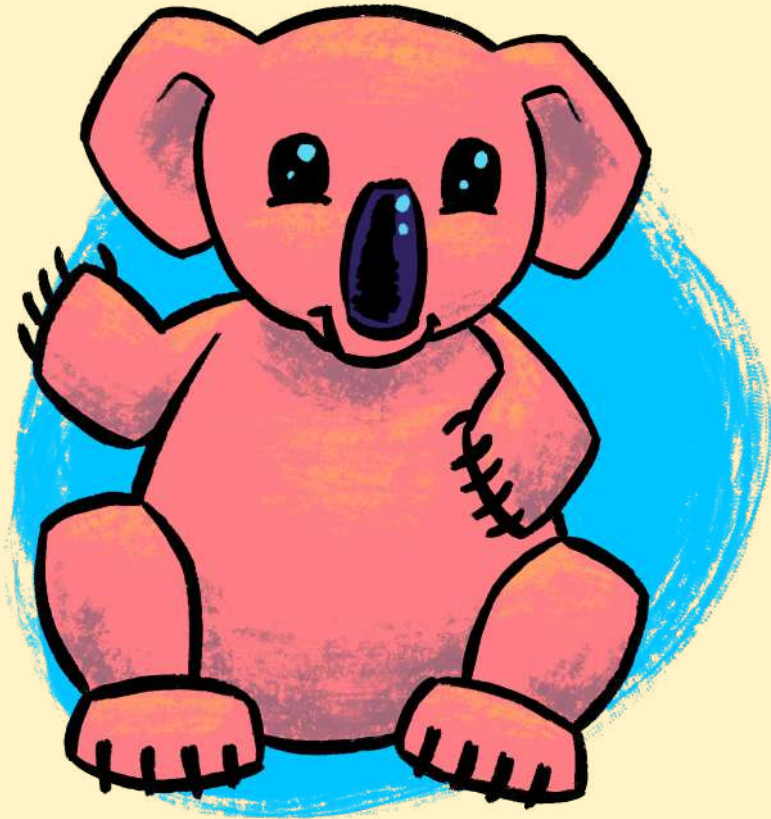
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary regarding colours• To learn songs in English related to Halloween• To make descriptions, based on the costumes they are wearing <p>Suggested vocabulary pink, yellow, orange, purple, black, witch, cowboy, pirate, monster, pumpkin, sweets/candies</p> <p>Suggested phrases Trick or treat, let's make... , I'm..., you are (a little)..., I spy..., who are you? Let's dress up..., Happy Halloween!</p>
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To find similarities and differences between the customs and celebrations (Carnival-Halloween) of people coming from different cultural backgrounds
<p>Thematic areas involved</p> <p>Child and Natural Sciences</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To count objects• To investigate relationships between numbers and sums• To categorise and divide objects <ul style="list-style-type: none">• To practise their musical ability through singing• To use different materials to make crafts• To practise their movement creatively-improvising their movements
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To participate in group work activities to achieve a common goal (e.g., throwing a party)• To get to know customs and traditions of a different culture and develop the necessary respect





- ✓ Kiki the Koala
- ✓ Video related to Halloween
- ✓ Flashcards of various Halloween costumes
- ✓ 2 big pieces of card
- ✓ Sweets in different colours
- ✓ Baskets or coloured card
- ✓ Orange and brown play-dough
- ✓ Photos of the children in carnival costumes
- ✓ Material to make a pinata





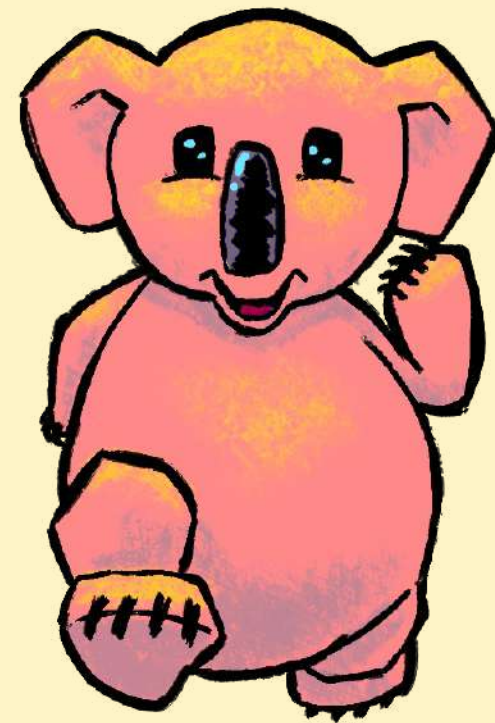
**Description of the procedure and
suggested activities**







Kiki enters the classroom and greets the children. After the morning routine, she informs the children that her favourite celebration, Halloween, is just around the corner!


Both Kiki and her friend Sissy the Spider love Halloween!







 **(PT-LT)** We ask the children if they know what and how we celebrate Halloween, as well as how they know this information. We encourage the children to ask Kiki and learn more about this celebration.

 **(LT-PT)** We show the children flashcards and/or a video (see the additional suggested material on the website) and Kiki briefly explains what we celebrate on Halloween. **(PT-LT)** Then, we ask the children if Halloween reminds them of another celebration (Carnival) and discuss their similarities and differences.

 **(LT-PT)** We invite the children to use the world map to search for and guess which other countries celebrate Halloween. Every time a child points to one of those countries, we place a sticker or a small

piece of paper with a drawing on it (e.g., a pumpkin).

 Kiki announces that Halloween is her favourite celebration because she loves dressing up and she wants to show the children a video about Halloween costumes. **(LT-PT)** We watch the video and pause every time a new costume appears so that they can repeat the words (e.g., “**witch, cowboy, pirate, monster**”) and make the appropriate movement.

 **(PT-LT)** We replay the video and start dancing all together. We encourage the children to improvise, when it comes to the movements, and suggest different moves. **(LT-PT)** Every time a new costume appears, Kiki says the corresponding word and asks the children to repeat it.





(PT-LT) Along with the children, we decide to throw a party to celebrate Halloween with Kiki.



(LT-PT) We make a list with the help of the children who will be drawing all the things we will need to organise the party (candies, costumes, decorations, crafts, pumpkins, etc.).




(LT-PT) We summarise the two basic categories: costumes and candies. The children stick their drawings on large coloured card.





The children split into two teams and assume roles to organise the party.








 **(PT-LT)** We have previously asked parents to give their children a photo of themselves in their carnival costume.

 **(LT-PT)** We tell the children that Kiki would love to guess what they have dressed up as for Halloween. Before showing their picture to Kiki, they will play a game. **“Let’s play pantomime”**, says Kiki.

 A child uses gestures (charades) to show what they have dressed up as and Kiki guesses **“You are a... e.g., cowboy, you are a little cowboy!”**.

 The photos are shuffled and placed in a box. The children form pairs or small groups and repeat the game choosing a random picture. We observe and help the children whenever necessary.

 The children are split into groups, based on the similarity of their costumes and then they play “Chase and catch” in the school playground.

 **(LT-PT)** We can finish off this activity with a rhyme:

“Trick or treat?


I’m a witch.


Are you afraid?


Give me a treat!”

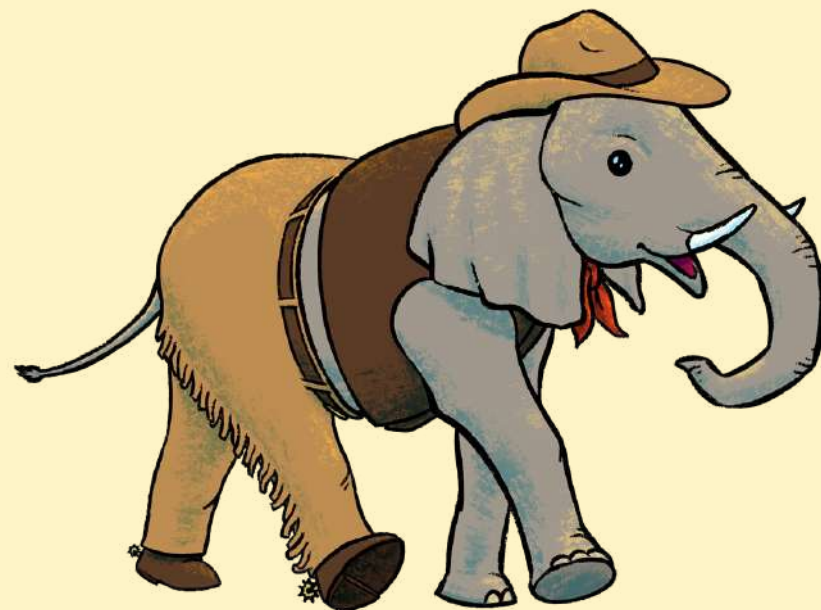










 **(LT-PT)** Kiki encourages the children to make a traditional Halloween treat, saying **“Let's make a pumpkin pie!”**

 The children are divided in groups and make a playdough pumpkin pie and decorate it. The groups present their creations.

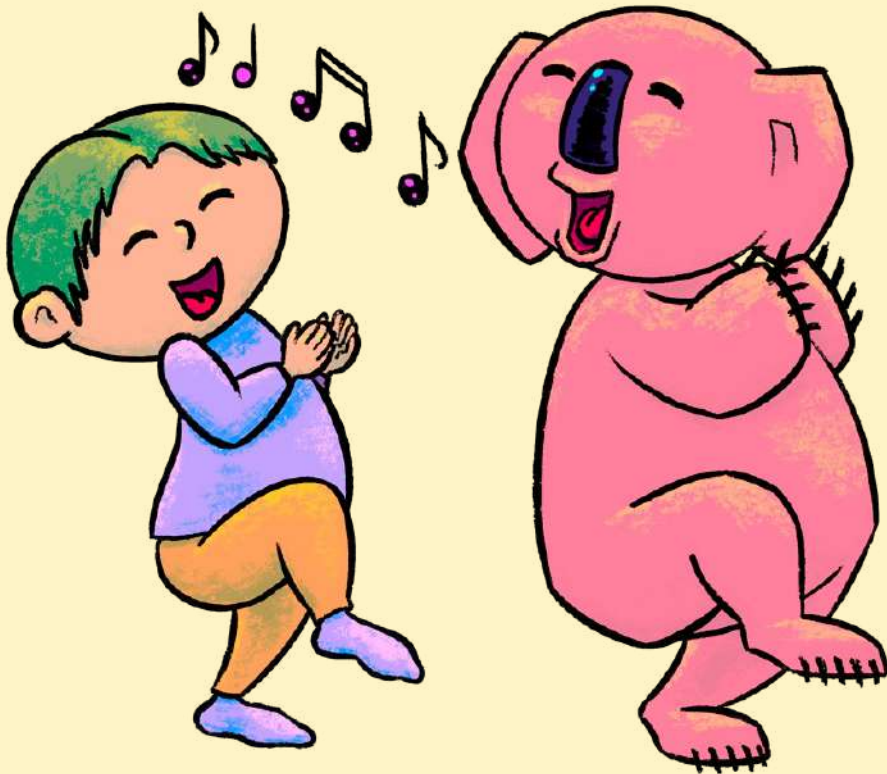
 Kiki encourages the children to play a game. Each time she says a number in English, e.g., **“three”**, a child has to cut three slices of the pie. The process is repeated until everyone has their “treat”.





-  Kiki, singing a song, encourages the children to go “Trick or treating” (see next slide). The children dress up in costumes they have created or using the material from the ‘dressing up corner’.
-  **(PT-LT)** We have already arranged with the teachers of other classrooms/schools or with the local residents for the children to go trick or treating. **(LT-PT)** Before a child gets a sweet, Kiki says “**Trick or treat?**” each time.
-  Kiki has brought a bag of candies in different colours to **class (a pink/yellow/ purple lollipop, an orange flavoured popcorn)**. Candies are placed in a non-transparent bag.
-  **(LT-PT)** Baskets or pieces of different coloured card are placed on the floor based on the colour of the candies.
-  One by one, the children (with their eyes closed) place their hands in the bag and pick out one of the candies. Each time a child picks out a candy, Kiki names it (e.g., **a pink lollipop!**) and the child transfers it to the correct basket or card, according to its colour.
-  **(PT-LT)** We invite the children to count how many candies are gathered on each coloured card/basket to check whether there are enough for everybody.





Trick or treat, trick or treat
Trick or treat, trick or treat
Let's dress up to trick or treat (x2)


Happy, Happy, Happy
Happy, Happy, Happy
Halloween! (x2)


Trick or treat, trick or treat
Trick or treat, trick or treat
Let's dress up to trick or treat (x2)


Trick or treat!







 **(PT-LT)** We encourage the children to use the candy we have collected from “Trick or treat” to make pinatas.

 Each child makes their own pinata using simple material (paper rolls, tissue paper, etc.) and “hides” any candy they wish in it. A good idea would be to create pull pinatas, which open by pulling a ribbon.

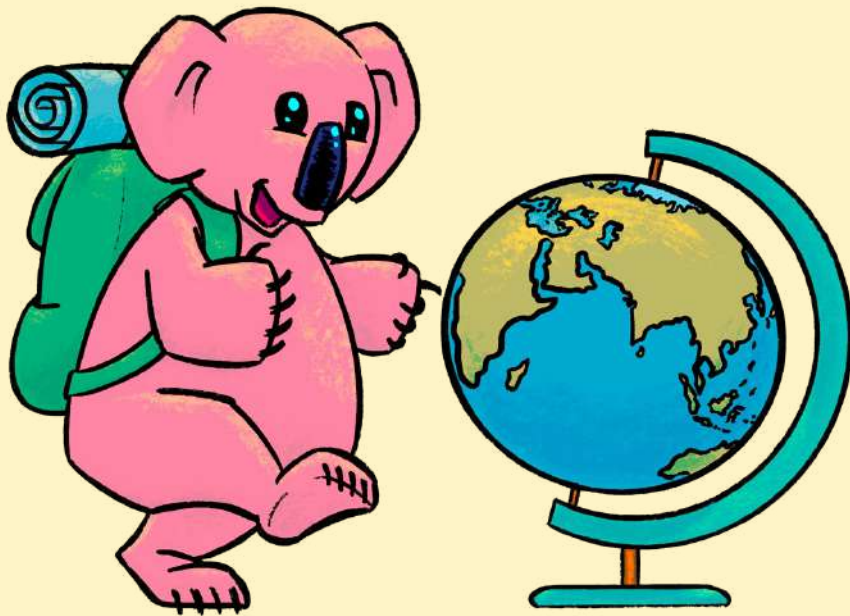
 Throughout the process, we observe the children and support them whenever needed (e.g., how to use the material). We also encourage the children who finish their pinata to help their classmates who may be struggling. **(LT-PT)** While the children are choosing which candy to hide in their pinatas, Kiki goes from table to table and names the candy “**Oh! e.g., pink**

lollipop and orange candy corn!”.

 **(LT-PT)** We use the pinatas the children have made to play a game. We hang up the pinatas (e.g., on the clothesline). We name a colour (e.g., “**pink**”, “**yellow**”, etc.) and each child needs to find and pull the corresponding ribbon to open the pinata. We help the child name the sweet that has fallen out of the pinata or just their colour (e.g., “**orange candy corn, purple lollipop**”) and the candy is theirs!

 If they wish, the children, in groups, can make large pinatas for the party they will organise.









The children could take a pumpkin-shaped bag or a bucket and visit the local primary school, the Senior Citizens centre, or the neighbourhood for “Trick or treat!”.





-  The children can play a game in groups. They use material from their costume and when they hear the appropriate word in the song (e.g., “**witch**”) they dress up, making the appropriate movements.
-  They can also play the game “I spy...” with a piece of cardboard/coloured card covered in pictures. We invite the children to observe the pictures. Each time they notice a picture relevant to Halloween, they have to repeat the phrase “I spy...” along with the word/colour that corresponds. In this way, vocabulary related to colours, as well as other words, is recycled for consolidation.
-  EAN Digital game “[Trick or treat!](#)” where Kiki tells the children what sweets to give to

the ones dressed up for Halloween.

-  The children make a pumpkin pie in class with the help of their parents/guardians. They cut the pie into pieces to treat everyone while using the vocabulary they have learned.





Acknowledgements/Credits







ean.auth.gr

Song: "Trick or treat"

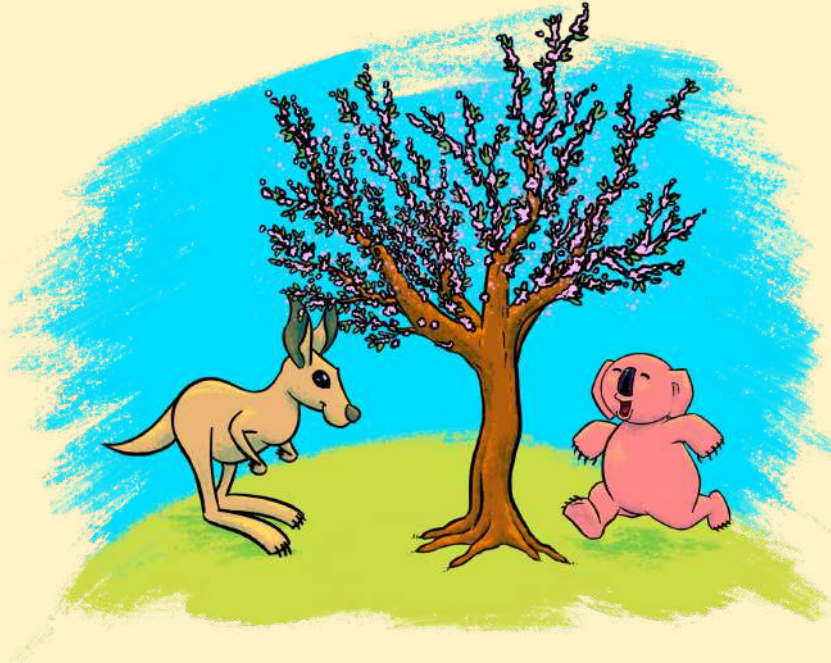
Music: Konstantinou Vasiliki










 Day and night!	233
 It's freezing!	248
 It's winter. Animals hibernate!	265
 It's almost Christmas: The Story Sack	280
 It's almost Christmas: Santa and the Snow	295
 Happy New Year!	311





 The almond tree is here!	328
 Flowers everywhere!	344
 It's Carnival Time!	361
 Let's fly our kite!	377
 Happy Easter!	393
 Easter festival!	411
 Kiki goes to space!	426
 Let's travel!	443
 The World around me: My town/village/ city!	460





Εκπαιδευτικό Σενάριο EAN



The almond tree is here!

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). *The almond tree is here!* 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	The almond tree is here!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• This particular scenario introduces the theme of spring and gives the children the opportunity to observe the almond tree, a tree which blossoms early, just before spring.• We use a story with mythological features that the children can appreciate and help them understand how people made up stories over the years to help them explain phenomena.• The story inspires children's imagination and brings them into contact with the idea of hope which promotes their emotional development, but also their cognitive functions such as memory, inductive and logical thinking.• Through the story and the song of the scenario, the children will come across vocabulary relating to the blooming of the trees and plants and will revise colour vocabulary.





Children

know the colours in English
have seen almond trees
know how a magnifying glass is used

Teachers

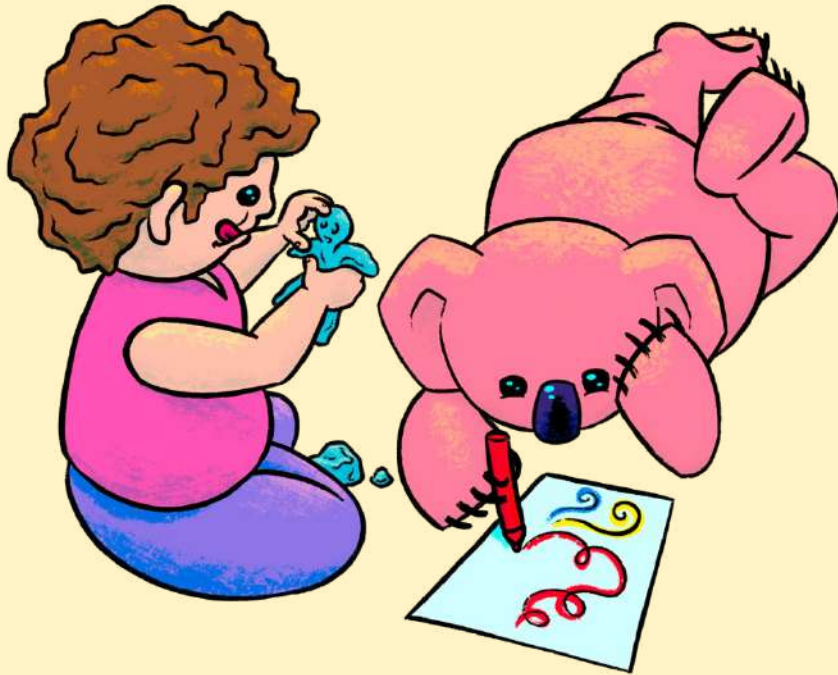
The English language teacher has revised the colour vocabulary in English. The preschool teacher has spoken about spring in previous activities, mentioning the blossoming of the flowers, plants and trees. Ideally, special mention has been made of the almond tree. A walk in the schoolyard or in the neighbourhood could also have taken place so that the children could observe nature before blooming.
One of the two teachers has brought an almond tree branch to class.





Main Thematic areas	<ul style="list-style-type: none">To use basic vocabulary related to spring and treesTo use phrases to express their feelings
Child and Communication (Language)	<p>Suggested vocabulary almond tree, hug, kiss, cold</p> <p>Suggested phrases It's cold Kiki, But look!, The almond tree/Spring is here!, Be happy!, Be sad!, Give a hug!, Blow a kiss!, Show me....</p>
Child, Body, Creation and Expression	<ul style="list-style-type: none">To sing togetherTo compose original workTo adapt their movements so that they can respond to movement and rhythmic patterns
Thematic areas involved	
Child, themselves and society	<ul style="list-style-type: none">To recognise social gestures that arise from expressing feelings (Give a hug! Blow a kiss!)
Child and communication (IT)	<ul style="list-style-type: none">To create a digital story
Developing attitudes	<ul style="list-style-type: none">To develop a love for nature and trees/plantsTo develop empathy knowing that a hug and a kiss may improve a person's moodTo take part in /collaborate in reading activities using texts from various cultures, with pleasure





Kiki the Koala

Story “Phyllis and Demophon”

Flashcards of the story

Song “Almond tree”

Objects for drawing (brushes,
watercolours, acrylic paints and straws)





Description of the procedure and suggested activities









Kiki comes into the classroom holding something behind her back. The children try to guess what it could be by playing a game with Yes/No questions. Kiki, then, reveals what she is holding- a branch with almond tree blossom, happily saying: “**It’s an almond tree!**”. How did it manage to blossom in such cold weather?





-  **(LT-PT)** Using mime, we say to Kiki **“It’s cold Kiki!”**. Kiki answers **“Yes, it’s cold! But look! The almond tree is here!”**.
-  **(PT-LT)** We ask the children if they know the story of the almond tree or we remind them of it if they already know it.
-  **(LT-PT)** We tell them the story of the almond tree (see next slide) showing the corresponding flashcards. During the narration, we pause and emphasize some words. At the same time, we make the corresponding actions with the children.
-  **(LT-PT)** The telling of the story is repeated. At the second or even third time, we encourage the children to take part by repeating some of the words or phrases.





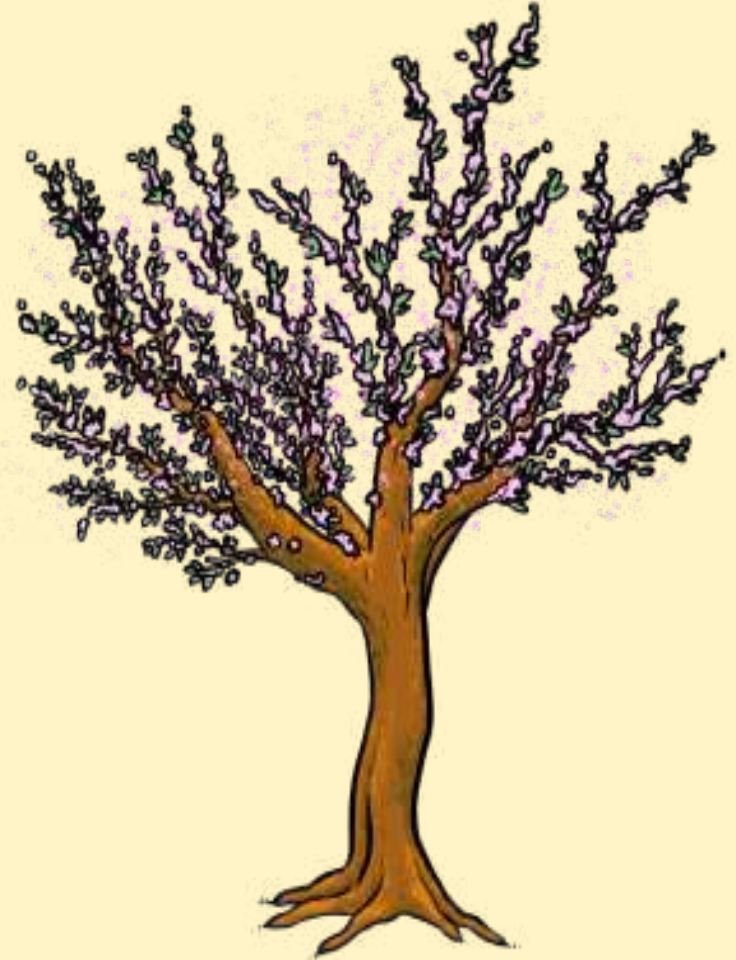
1. This is Phyllis and Demophon. They are friends. They are **very happy** together. (show flashcard 1- pantomime together/happy)
2. Demophon goes away. **Phyllis is very sad**. (show flashcard 2- pantomime sad).
3. Suddenly, Phyllis turns into an **almond tree**. (show flashcard 3)
4. Demophon comes back but Phyllis has **no leaves, no flowers**. He is **very sad**. (show flashcard 4- support with realia)
5. Demophon **gives Phyllis a hug**. (show flashcard 5- pantomime).
6. Phyllis is a **beautiful almond tree** now with **green leaves** (point) and **white and pink flowers** (point). (show flashcard 6)
7. **What a beautiful almond tree! The almond tree is here!** (show flashcard 6 again)

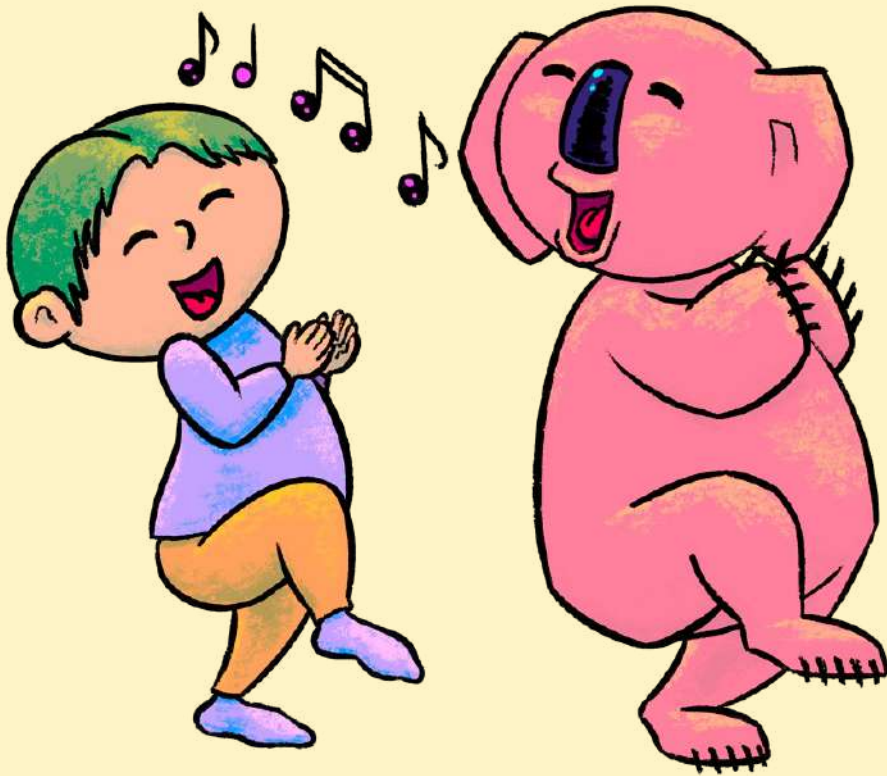
*During the narration we pause and emphasize the words in **bold**.





- 🐿️ (LT-PT) We repeat the story of the almond tree encouraging the children to take part.
- 🐿️ When the narration reaches the point “**Phyllis is a beautiful almond tree now**”, we stop and ask Kiki to sing the almond tree song. (see next slide)
- 🐿️ The song is repeated. The children can sing it in a circle holding hands.








Almond tree, almond tree
Look how pretty, come and see
White and pink are the flowers on the tree,
Almond tree, almond tree!







 **(LT-PT)** We remind the children of the almond tree story. We stop the narration at **“Phyllis is a beautiful almond tree now”** and encourage the children to observe the picture. At the same time we ask **“What colour are the leaves? What colour are the flowers?”** and the children answer (e.g., **green, white, pink**). (colours revision)


 The children are split into groups and we suggest that they create their own almond trees. **“Let's use our paintbrush and the watercolours!”**.

 **(PT-LT)** We remind the children of the various techniques they know (e.g., Pointillism, blowing with a straw etc.). Each team chooses its technique and creates its almond tree.

 The teams present their creations to the









class using the corresponding vocabulary (e.g., **pink, white, green, brown**).

 **(LT-PT)** We complete the narration of the story, telling the children **“Blow a kiss to the flowers! Blow a kiss to the almond tree”**, doing the corresponding actions and encouraging the children to do the same. In this way the groups give life to their almond trees.

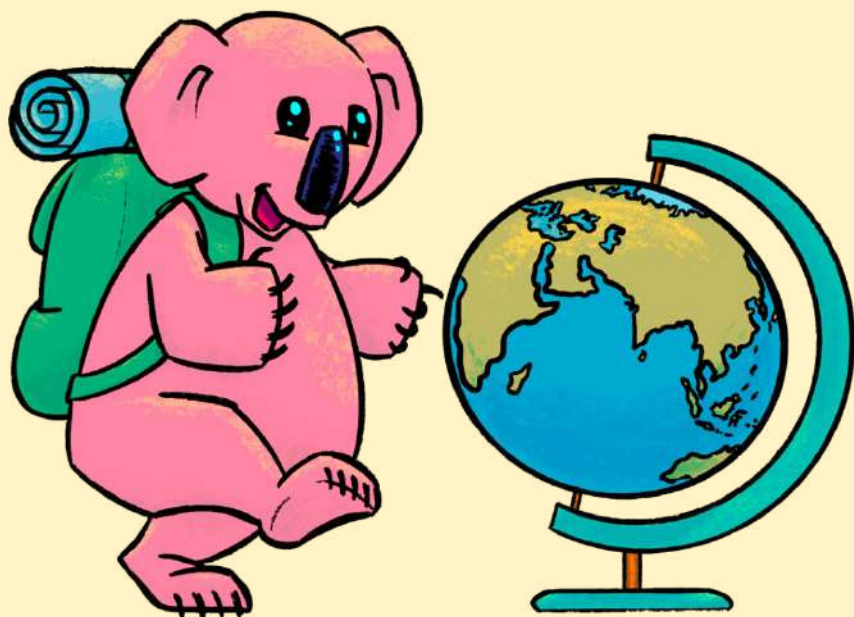
 **(LT-PT)** We play the almond tree song and suggest each group take their paintbrushes and dance with their almond tree. Each time the music stops, we say to them **“Show me... pink/white/green/brown”** and the children point to the corresponding colour on their almond tree with their brush.





-  **(LT-PT)** Kiki expresses her enthusiasm for the almond tree story to the children and her desire to share it with her friends in Australia. **“I love the story! I love almond trees!”**.
-  **(PT-LT)** We ask the children to come up with ideas about how this could be done. They share their ideas (e.g., Create an e book).
-  **(LT-PT)** We remind them of the almond tree story.
-  **(PT-LT)** The children form groups and illustrate one part of the story.
-  **(LT-PT)** They then put the illustrations in sequence and each group presents the illustration they have created.
-  **(LT-PT)** The illustrations are digitalised (e.g. with a scanner or camera or phone), and Kiki tells the story and the children record it.
-  **(PT-LT)** Using suitable software (e.g. Story jumper, book creator) and with the help of the teachers, the children create their own digital story and send it to Kiki’s friends by email.
-  In case there is no suitable technology, the illustrated story can remain in printed form in the (audio) class library (or/and in the school library).







Kiki asks the children to go to the window or out into the playground so that they can observe nature blooming! They can play the game “I spy with my little eye...” in order to revise the colour vocabulary. The game ends when the English language teacher says : **“Look! Spring is here! Flowers everywhere!”** (connection with the next scenario).





-  [EAN Digital Game](#): The children listen to the story and place the pictures in the correct order.
-  The children listen to the song “Almond Tree” and dance to the rhythm. At certain times we pause the song saying “**Freeze**”. The children stand still and are asked to sing the song .

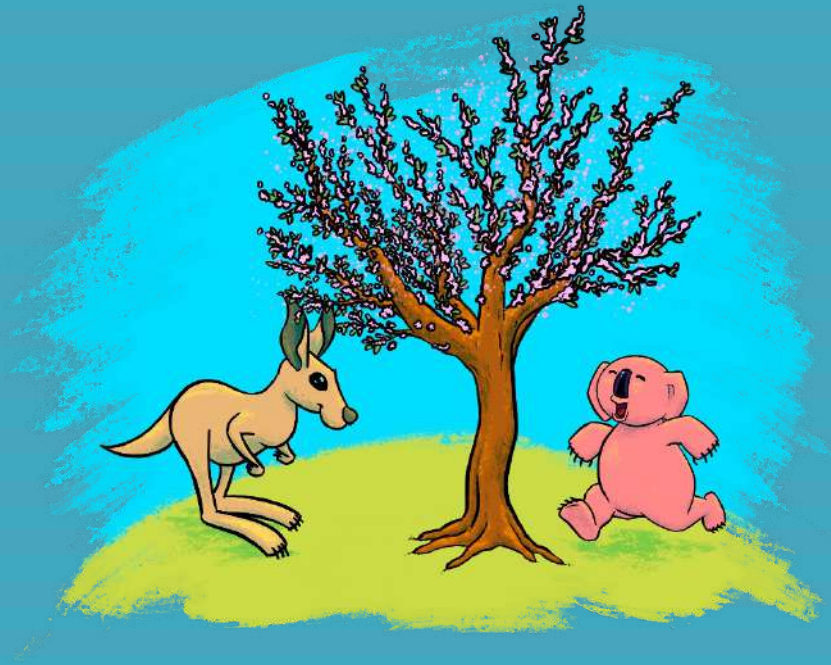




Acknowledgements/Credits

ean.auth.gr

Rhythm of the song: “This old man”, Roud Folk Song, Index number 3550



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





EAN EDUCATIONAL SCENARIO



Flowers everywhere!

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). *Flowers everywhere!* 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	Flowers everywhere!
Thematic Category	Spring
Rationale	<ul style="list-style-type: none">• The familiarisation of the children with issues regarding the natural environment is important, especially with the changing of the seasons. Even in the areas where children may be close to nature, encouraging them to observe helps in the cultivation of aesthetic education. Furthermore, the quality of the preschool environment improves when there are plants and seasonal flowers for the children to take care of.• The aim of this particular scenario is to expose the children to everyday language related to spring and especially to some flowers.• The activities provide the children with the opportunity to revise the vocabulary (colours and numbers) as well as the cognitive functions such as memory and inductive thinking.• The present scenario can be a starting point for a project “A garden in our school!”, but also for other themes related to spring and nature, such as “Insects”.





Children

know some flowers in Greek
remember the autumn colours in English (brown, red, orange and yellow)
can use familiar vocabulary in English (e.g., colours and numbers) to describe things

Teachers

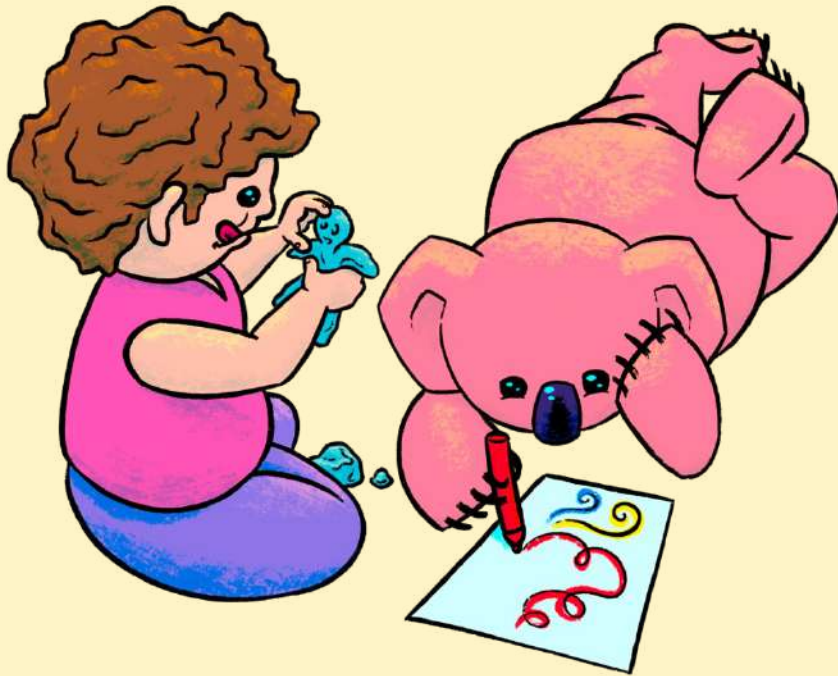
The preschool teacher **(PT)** has worked on the theme of spring with the children and they have talked about flowers in bloom
The English language teacher **(LT)** has revised vocabulary related to colours and numbers in previous activities.
The teachers have decided on a visit to a florist.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p> <p>Child, themselves and society</p>	<ul style="list-style-type: none">• To use basic vocabulary in English related to flowers• To use phrases in order to express their preferences for something (e.g., what their favourite flower is) <p>Suggested vocabulary red roses, white daisies, purple violets, pink tulips</p> <p>Suggested phrases Touch something... e.g., red, What can you see?, Can you see the trees? Flowers everywhere!, I love flowers in the spring!, What's your favourite...?, How many flowers are there?, What a nice flower!, A gift for you!</p>
<p>Thematic areas involved</p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To collect and categorise plants from their local environment• To collect information about events, people and data (interviews)
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To count objects from the classroom• To practise subtraction so that they can solve a problem (take out, remove flowers from a vase)
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop a love and respect for nature (flowers)• To understand the value of giving a simple present, like a bouquet of flowers





Kiki the Koala

Song “The leaves on the trees” and “I love flowers in the spring”

Dice with numbers on

A pot with plasticine on the bottom or a Flashcard

Artificial flowers

Flashcards of flowers (roses, daisies, violets, tulips)

Absorbent paper or coffee filter

Food colouring or acrylic paint



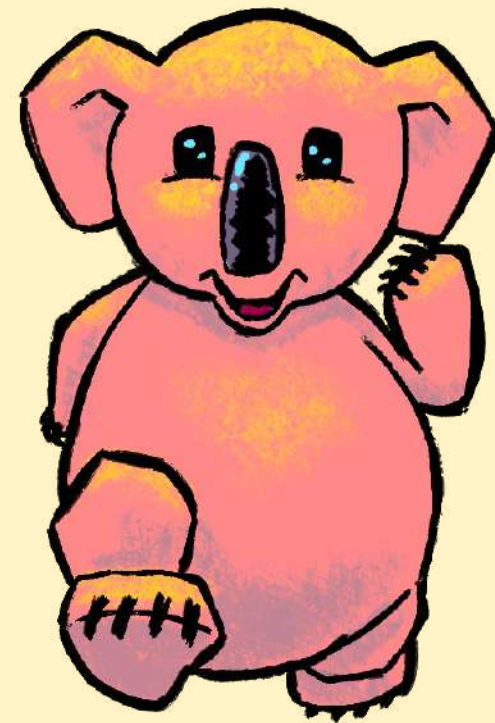


Description of the procedure and
suggested activities








Kiki comes into class and greets the children. She tells them that as she was coming to school, she noticed that lots of flowers were in bloom. How beautiful the flowers and the colours looked!






 **(PT-LT)** We ask the children about what they have observed regarding the change of the colours in nature. **(LT-PT)** We, then, encourage them to listen and remember the song “The leaves on the trees” (see the scenario “How many leaves can you see?” in the thematic area Autumn).

 When the children listen and remember the song, **(LT-PT)** we ask them to remember the colours of Autumn (**brown, red, orange, yellow**) and to find objects of the same colour in the classroom. Each time we say “**Touch something... red**”, the children, in groups, must find red objects.

 **(LT-PT)** We ask the children to look outside

the window or to go out into the school playground and observe nature (if this is not possible, we can use pictures of spring or flashcards). We ask the children “**What can you see? Can you see the trees? Leaves? Grass?**”, etc., and the children answer using the known vocabulary in English.

 When the children say what they found interesting, Kiki asks them why they think nature changes so much. She is enthusiastic and greets Spring with a song (see next slide). “**I’m happy! Spring is here! Flowers everywhere!**”.





Never fear spring is here! Flowers everywhere!

Can you see red roses anywhere?

Never fear spring is here! Flowers everywhere!

Can you see the white daisies anywhere?

Never fear spring is here! Flowers everywhere!


Can you see the purple violets anywhere?


Never fear spring is here! Flowers everywhere!


Can you see pink tulips anywhere?








 **(LT-PT)** Kiki tells the children **“I love flowers in the spring!”**. But which flowers are her favourite? She will reveal this with a song. **“Let’s sing a flower song!”** (see next slide)

 **(LT-PT)** We sing the song “I love flowers in the spring”. They accompany the lyrics with the corresponding actions or flashcards as many times as they like.

 **(LT-PT)** Depending on the dynamics of the class, we repeat the song at a faster rate. During the song, we pause at the words **“spring, roses, daisies, violets, tulips”** and let the children say these words while showing the corresponding flashcards.

 **(LT-PT)** We then ask the children **“What’s your favourite flower?”**. The children answer either by naming the flower or by pointing to the flashcard.

 The children vote (**“Let’s vote!”**) for the most popular flower in their class and write the number of votes on the board and find the result using English vocabulary (flowers and numbers).

 In addition, the groups conduct a small survey in the other classes or in their family (interview **“What’s your favourite flower?”**).





I love flowers in the spring, in the spring!

I love flowers in the spring, in the spring!

Roses, daisies, violets and tulips,

I love flowers in the spring!

I love roses in the spring, in the spring!

I love roses in the spring, in the spring!

Roses, daisies, violets and tulips,

I love roses in the spring!

I love daisies in the spring, in the spring!

I love daisies in the spring, in the spring!

Roses, daisies, violets and tulips,

I love daisies in the spring!

I love violets in the spring, in the spring


I love violets in the spring, in the spring,


Roses, daisies, violets and tulips

I love violets in the spring





 **(LT-PT)** Each child takes a flashcard of a flower at random (**rose, daisy, violet and tulip**). The Children move around the room according to the rhythm of the song “I love flowers in the spring” (see previous slide) and as soon as the music pauses, they call out the name of a flower they chose in English in order to form groups.

 Each group is given dice with numbers on, a pot with plasticine inside (or a laminated picture of a pot and blue tack) and artificial flowers (either a 3D craft the teachers made or laminated pictures). The flowers are put into the flowerpots. The children, in groups, throw the dice and remove the corresponding number of flowers from the pot, saying the

number in English (e.g., “**Three roses!**”).




After every time they remove flowers, the children count the number of flowers left in the pot. **(LT-PT)** We ask: “**How many flowers are there?**” and the children state the number in English (e.g., “**Seven flowers!**”).




The pots can remain in the classroom as a decoration or can be used later in some other game.






 Kiki tells the children that she would like to give flowers as a present to her family.

“Let’s make some flowers!”.

 The children cut up paper towels or coffee filters in the shape of a flower. They choose food colouring or acrylic paints, mix them and make their unique flowers.

 **(PT-LT)** We supervise the procedure and praise the children, **(LT-PT)** At the same time, we encourage the children to name their flower and say the colour in English (e.g., a pink rose), and ask them **“What a nice flower! Is it a**

rose/daisy/violet/tulip? What colour is it?”.





The children make a bouquet with the flowers they have made which they will take home as a present to their parents.


“A gift for you!”.





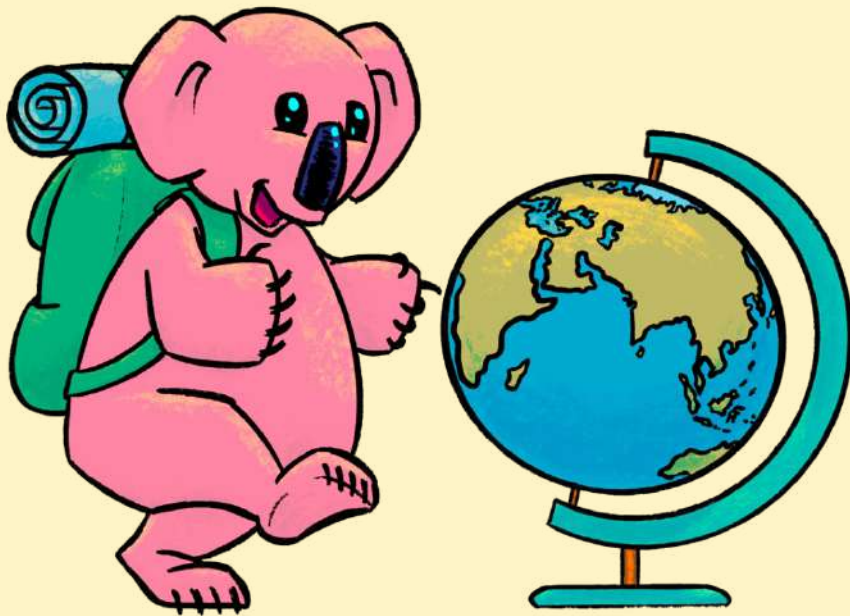
 **(LT-PT)** Kiki says to the children **“I love flowers!”**. **(PT-LT)** We suggest that the children visit a nearby florist and choose various flowers to make their classroom more attractive.

 **(LT-PT)** We suggest that the children visit the nearest flower shop to choose which flowers to plant at school, using the language in the scenario (e.g., **“I want a rose/tulip/daisy/violet!”**).

 Alternatively, the children could have a pot with a small rose bush and ask the florist for advice on how to care for the plant. The children water and look after the plant in

order to plant it in the school yard, if possible. A new project can begin.









The children play the game “Flower Hunt” (similar to treasure hunt). They make a note of the colours of the flowers and also how many are in the yard, the neighbourhood or the surrounding area. They collaborate with the other classes and the parents’ committee in order to make their own flower garden which they will look after.





-  Game “Chinese Whispers” with the English vocabulary of the scenario.
-  Memory game with the use of flippity. Each time they make a pair they can say the flower in English.
-  Game “find the correct flower”. Pictures of flowers are spread around the room. The children move around listening to the song of the scenario. After a few repetitions they are given the following instruction “**Can you see the red roses/white daisies/purple violets/pink tulips anywhere?**” and the children are asked to find and show the corresponding picture(e.g., “**Red roses**”).
-  EAN Digital game: Collect flowers.





Acknowledgements/Credits

ean.auth.gr

Song rhythm: “Head, shoulders, knees, and toes”

- Vocals: Andy Day, Rebecca Keatley, Chris Jarvis, Eva Alexander, Pui Fan Lee, and Sidney Sloane
- Keyboard: Sam McPingu
- Drums: Mark Little
- The CBeebies Band/Backing Vocals: Mark Punch, Alex Winters, and Cerrie Burnell
- Musical Arrangements: The CBeebies Presenters and Sam McPingu
- Recorded and Mixed at Studio TC0, BBC Television Centre, London
- Mastered at Studio TC0, BBC Television Centre, London by Craig Smith and Joe Johnson

Song: “Spring is here!”

- Music: Konstantinou Vasiliki



Εκπαιδευτικό Σενάριο EAN



It's Carnival time!

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). *It's Carnival time!* 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	It's Carnival time!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• The aim of this scenario is to introduce the children to words that interest them in relation to the particular favourite, seasonal theme of the Carnival.• This scenario gives the children the chance to learn about the various ways of celebrating the Carnival season in different cultural environments.• Children get the opportunity to recycle vocabulary from previous thematic categories they have been exposed to, e.g. Halloween (“Trick or treat”), colours (“I like the colour of my shoes”), animals (“What’s wrong with Colin?”).





Children

know the Greek vocabulary related to the Carnival
have been exposed to vocabulary related to animals and colours in English
have practised observing, describing and hypothesizing

Teachers

The preschool teacher **(PT)** has worked with the children on the thematic category of the Carnival and together with the children has looked at pictures of famous carnivals in Greece and around the world.

The English language teacher **(LT)** has created Kiki's carnival album with photographic material from carnival parades around the world (Italy, Brazil, New Orleans, England, Australia) and Kiki's friends/animals in disguise.

The teachers **(LT-PT)** have been in touch with parents and/or teachers of some classes in the primary school in order to jointly arrange a carnival party.





Main Thematic areas

- To use basic English vocabulary and phrases related to Carnivals

Suggested vocabulary

Carnival, parade, costumes, masks, King/Queen, pirate, clown, monkey, stomp, hop, dance, freeze

Suggested phrases

Let's see Kiki's album, Where is this carnival? What are they celebrating?, It's the carnival, I love carnivals, it's a carnival parade, Who's this?, This is the..., Nice costumes!, Let's make...!

Child and
Communication
(Language)

Child and Natural
Sciences

- To recognise the parts in the visual material (e.g., photographs) that make up the whole picture (zoom in)

Thematic areas involved

- To process information through photographs so that they get to know the ways carnivals are celebrated in different cultures
- To recognise what they know and how they want to learn

Child, Body, Creation
and Expression

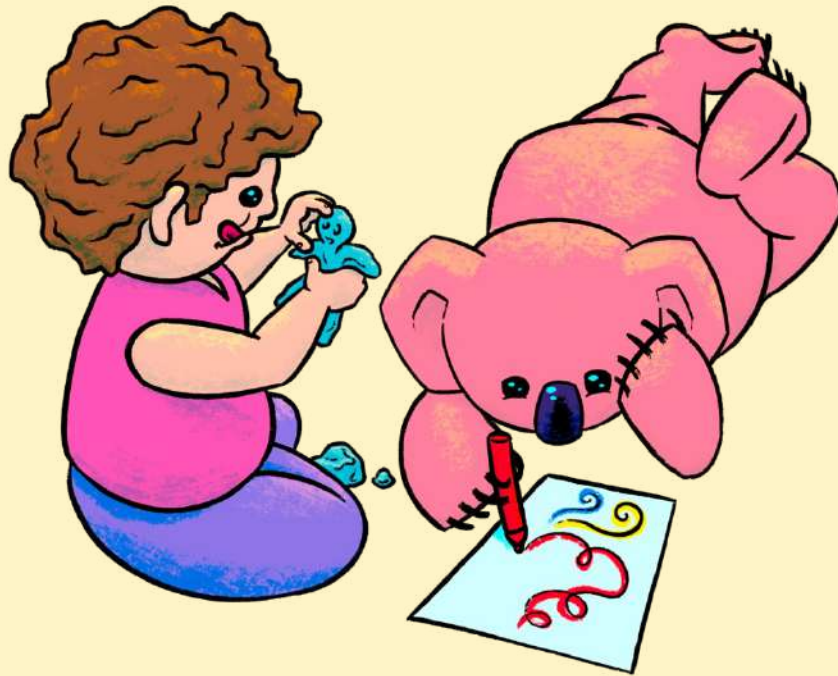
- To sing together in an informal choir
- To reproduce simple rhythmic forms in movement or in beats
- To compose original work combining material in a creative way (masks)

Child, Self and Society

Developing attitudes

- To get to know customs from other countries/peoples/cultures in terms of the carnival
- To recognise similar elements in the cultures (disguise – carnival) in relation to other cultures





Kiki the Koala

An album with photographs of carnival parades around the world (Italy, Brazil, New Orleans, England, Australia) and Kiki's friends-animals in disguise

Flashcards with pictures (carnival parade, costumes, masks, carnival, King/Queen)

Flashcards with pictures of kangaroo-witch, elephant-cowboy, monkey-pirate, giraffe-clown, turtle-ballerina

Cut-out animal masks (kangaroo, elephant, monkey, giraffe, turtle)

Photographs of carnival parades (Greece and worldwide)

Song "Carnival freeze dance"

Map of the world

A4 paper, marker pens, crayons





**Description of the procedure and
suggested activities**









The children find an album with photographs of Kiki in disguise in the learning centre library. By looking through the photos, we encourage the children to guess what the celebration is in the photos. **“What are they celebrating? Is it Christmas/Halloween?”** and the children answer **“No”**. Then Kiki tells them **“It’s carnival time, I love the carnival”**. Kiki repeats **“The carnival!”**. Does this word remind you of a Greek word? (Similarity phonologically between carnival-Karnavali).








-  **(LT-PT)** Kiki, with her album as a prompt, shows the children photos of famous carnivals in various parts of the world (Italy, Brazil, England, New Orleans, Moomba Carnival-Australia) while the children, with the help of the teachers, identify the places/countries on the map of the world.
- (PT-LT)** We ask the children in which countries/cities they know the carnival is celebrated.
-  **(LT-PT)** We ask the children “**Where is the carnival?**”. The children answer accordingly, either in English if they know certain countries or in Greek with the help of the teachers and by using the map.
-  **(LT-PT)** Kiki asks the children if they have seen similar events in Greece. “**A famous carnival in Greece**”. Showing the map, she asks: “**In Thessaloniki? In Athens?**” helping the children to remember.
-  **(PT-LT)** After this, we help the children to recall famous carnivals in Greece (e.g. Patras, Xanthi, Kastoria), encouraging them to show Kiki the photos they have collected over the previous days. We, together with the children, use the map to find where and when these events take place.







 **(LT-PT)** We return once more to the album. The children look at Kiki's photos, while being 'shown around' the world of the carnival. **"Look, this is a carnival parade!"** (*showing photos of the carnival parades*), **"Look at the costumes!"** (*showing the costumes*), **"Look at the masks!"** (*showing the masks*), **"This is the carnival King/Queen!"** (*showing the carnival king and queen*)

 **(LT-PT)** Now it's time to remember Kiki's friends in disguise. While the album 'tour' continues, we introduce them once again using flashcards (e.g. kangaroo-witch, elephant-cowboy, monkey-pirate, giraffe-clown, turtle-ballerina) and we say **"Look! Kiki's friends! Look at their costumes! Nice costumes!"**.

 **(LT-PT)** With the encouragement of the teachers, the children remember and name Kiki's animals-friends, answering the questions, **"Where is the giraffe? Who is the monkey?"** and getting help also from the corresponding pantomime.

 The children are split into groups. They choose a flashcard at random and work together to decide which movements (pantomime) they will show the other groups representing the animal with the matching costume. **(PT-LT)** The teachers encourage the children and help them.

 Each group presents its word in pantomime and the others try to guess and say the matching costume in English (e.g. **"It's a ballerina!, It's a clown!"**).





(LT-PT) We say to the children “**Kiki is so sad!**” and we explain to them that Kiki’s favourite photos of her friends’ carnival costumes have been torn up. Not only that, but the pieces have been mixed up so much that Kiki can’t manage to sort them out.



(LT-PT) We encourage the children to help Kiki put them back together again. “**Let’s help Kiki! Let’s help our friend!**”. They are divided into groups and each group undertakes to sort out some of the pieces to put the photos together again. The materials used are the friends-animals flashcards with them wearing carnival costumes (e.g. kangaroo-witch, elephant-cowboy, monkey-pirate, giraffe-clown, turtle-ballerina) cut into three horizontal

strips.







(LT-PT) The teachers go around the groups, encouraging and helping them whenever needed.



(LT-PT) Once the children in each group have put the pictures/photos together again, they glue the appropriate parts together and present them with our help (e.g., “**This is the kangaroo. It’s a witch.**”).







-  The children make masks for the carnival party which they will organise in the classroom.
-  **(LT-PT)** The teachers and the children decide together on the masks they are going to make of Kiki's animals-friends as a surprise for her. **“Let's make carnival masks! Let's make masks of Kiki's friends!”**.
-  Each child chooses the animal they want, saying in English the matching word (e.g., **“kangaroo, elephant, monkey, giraffe, turtle”**) and using the matching cut out, they design, cut and decorate it as they wish. The teachers support and help the children.
-  When the masks are ready, the children put them on and they are presented to the


group, using the vocabulary and the colours: **“I'm a brown/orange kangaroo”**, etc.






 **(LT-PT)** Kiki says to the children “**Let’s sing**”. She suggests that they listen to her favourite song which she always dances to with her friends at carnival time, and if they want, they can sing and dance along to it at their own carnival party (see next slide).

 **(LT-PT)** They listen to the song, while we show them the matching flashcards of the animals (**kangaroo, elephant, monkey, giraffe**) and of the movements (**hop, stomp, jump, dance**).

 **(LT-PT)** Once again we listen to the song and this time we encourage the children, “**Let’s dance!**”, making the corresponding movements. **(PT-LT)** We join in and encourage the children by our example.

 The children put on the masks they have

made. They listen to the song again, but this time only the children wearing the matching mask-animal respond to the movements (e.g., elephants). The children exchange the masks amongst themselves and repeat the procedure as many times as they like.





Hop, hop, hop kangaroos hop, hop, hop at the carnival,

Hop at the carnival, but stop when I say, stop when I say... freeze!

Stomp, stomp, stomp elephants stomp, stomp, stomp at the carnival,

Stomp at the carnival, but stop when I say, stop when I say... freeze!

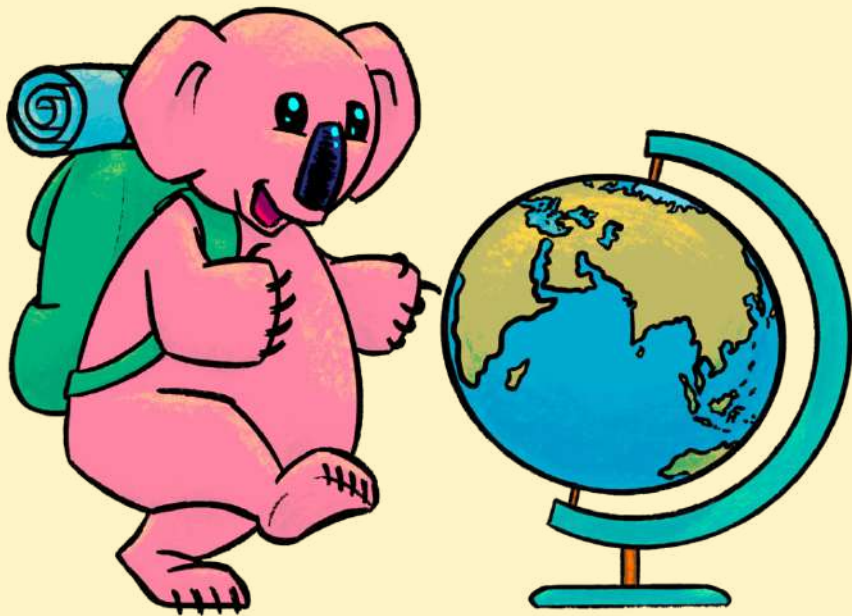
Jump, jump, jump monkeys jump, jump, jump at the carnival

Jump at the carnival but stop when I say, stop when I say... freeze!

Dance, dance, dance giraffes dance, dance, dance at the carnival

Dance at the carnival, but stop when I say, stop when I say... freeze!







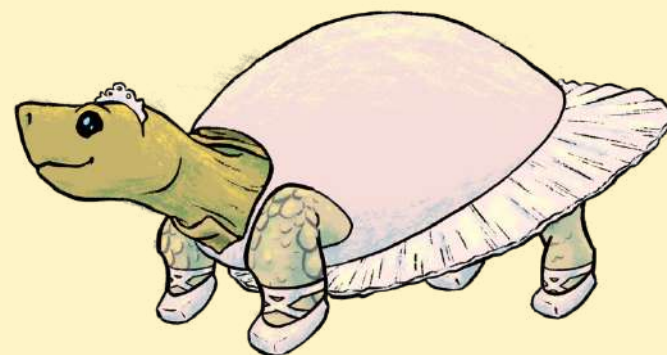
The children arrange a carnival party, inviting their parents, the children in the class next door/the neighbouring primary school.

They create their own digital carnival album with their photographs of the costumes and they send them to Kiki's friends .





-  The game “I spy”. The children look at details of a picture of masks-costumes and first guess which object they match and then they choose three pictures-sounds.
-  The game “mix and match” with carnival costumes. Each picture of a carnival costume is split into 3 parts. The children observe and join the pieces, making each costume and naming it. **(LT-PT)** We make a list of words/phrases the children remember. Alternatively, the children make their own original combinations.





Acknowledgements/Credits

ean.auth.gr

Song: "Carnival Freeze Dance"

Music: Konstantinou Vasiliki





EAN Educational Scenario



Let's fly our kite!

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 fly our kite!* 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 fly our kite!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• The aim of this scenario is for the children to become familiar with the custom of kite flying (Clean Monday/Shrove Monday), both in Greece and abroad (of origin or of interest).• This scenario belongs to the thematic unit of Spring and gives the children the opportunity to make their own kites.• The vocabulary and phrases in this scenario allow them to repeat vocabulary related to colours and animals.





Children

know the basic shapes (triangle, square).
know some animals and colours in English.
know the custom of kite flying of 'Clean Monday' (the beginning of Lent).

Teachers

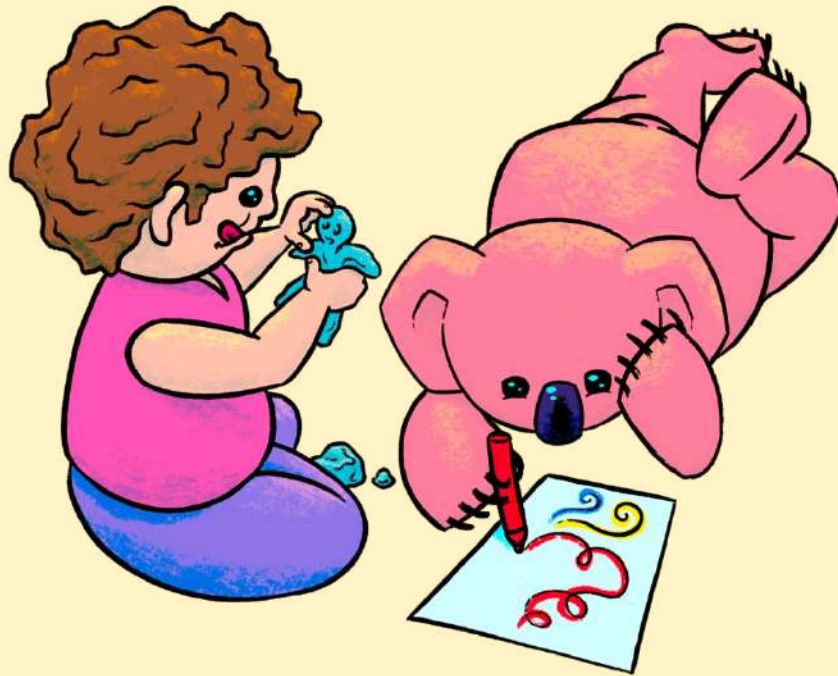
In previous activities and thematic units, the English language teacher **(LT)**, has gone over vocabulary on colours and animals again with the children. The preschool teacher **(PT)** has worked with the children on the thematic unit of Spring and has referred to the custom of kite flying on Clean Monday or has started a related project. The preschool teacher **(PT)** has already decided with the children to search together with their parents/guardians for images on the custom of kite flying in various parts of the world.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">To use basic vocabulary and phrases in English related to kite flying and animals <p>Suggested vocabulary kite, up, down, fly, wind, high, tail, butterfly, octopus, dragon, eagle, bird</p> <p>Suggested phrases It's a kite!, What (animals, colours) can you see?, Let's fly our kites, draw an animal, cut the animal out, join two sticks together, glue the paper to the sticks, add the rope and the tail, here is your kite</p>
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">To make simple three-dimensional crafts (kites).To determine the parts of a craft (steps for making a kite) .To understand the relationship between the order or sequence (up-down, right-left) and to give instructions
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">To adapt their movement so as to follow kinetic or rhythmic motifs (story and rhyme/song)To recognise the basic elements that may change, making the movement more creative (story and rhyme/song). <ul style="list-style-type: none">To search for and select suitable information on the internet (various kites)To distinguish common elements and differences in the kite-flying customs from various cultural environments.
<p>Developing attitudes</p>	<ul style="list-style-type: none">To get to know about kite-flying customs from other cultures.To work together to make their own kites.





Kiki the Koala

Picture from the festival of the winds
(from the internet)

Map of the world

Flashcards with pictures of animals
(butterfly, octopus, dragon, bird, eagle)

Flashcards with various kites with shapes
of animals on them (butterfly, octopus,
dragon, bird, eagle)

Flashcards with the steps for making a kite
(take a piece of paper, draw an animal,
join two sticks together, glue the paper to
the sticks, add rope and tail, here is your
kite)

Material for making a kite

Song “The kite is up in the sky!”



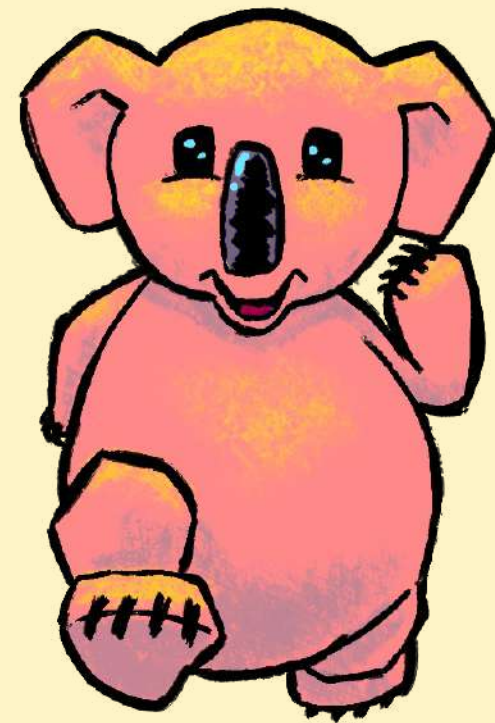


**Description of the procedure and
suggested activities**







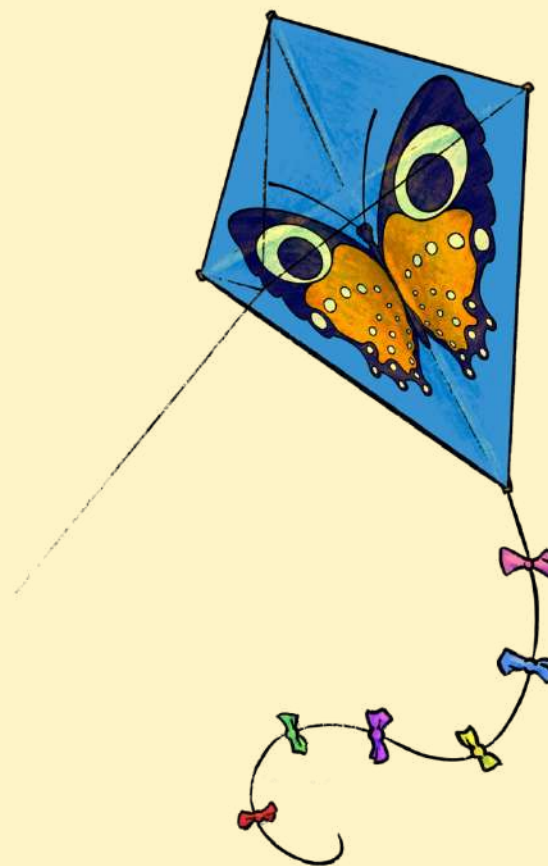
Kiki, learning from the children about the custom of kite flying (Clean Monday), shows them photographs on the internet of the Festival of the winds which is held in Australia.







 **(LT-PT)** We encourage the children to look at the pictures from the Festival of the winds that Kiki shows them on the internet to spot the similarities and differences in terms of their own experiences from taking part in kite-flying events. **(PT-LT)** We prompt the children to make connections with whatever has already been talked about in the class over the last few days.


 **(LT-PT)** We ask the children: **“What can you see?”** The children respond: **“A kite!”**. We confirm: **“Yes! It’s a kite!”** introducing the word ‘kite’ into the English language. The children describe the kites, giving them the chance to recycle their known vocabulary (e.g., colours, animals): **“What colours/animals can you see?”**.






 **(PT-LT)** We open up the map of the world and get the children to show Kiki the pictures they had found after doing some research at home with their parents on the custom of kite flying in certain places around the world (Mexico, Japan, Germany, England, Greece).


 **(LT-PT)** With our help, the children show the pictures one at a time and place them on the map, saying the different names for 'kite' in these places (Mexico-papalote, Japan-tako, Germany-drachen, England-kite/bird, Greece-paper eagle). The word 'kite' is 'heard' also in other languages either the children's own language in the class and/or in the languages they are interested in.


 **(PT-LT)** We help the children remember the names of the animals from the different countries (butterfly, octopus, dragon, bird (kite), eagle, correspondingly) so that they can say them to Kiki.


 **(LT-PT)** We repeat the words in English, saying **"Oh! It's a(n) butterfly/octopus/dragon/bird/eagle"**, showing the corresponding flashcards and the children repeat the vocabulary in the same order in English so that Kiki can learn them.






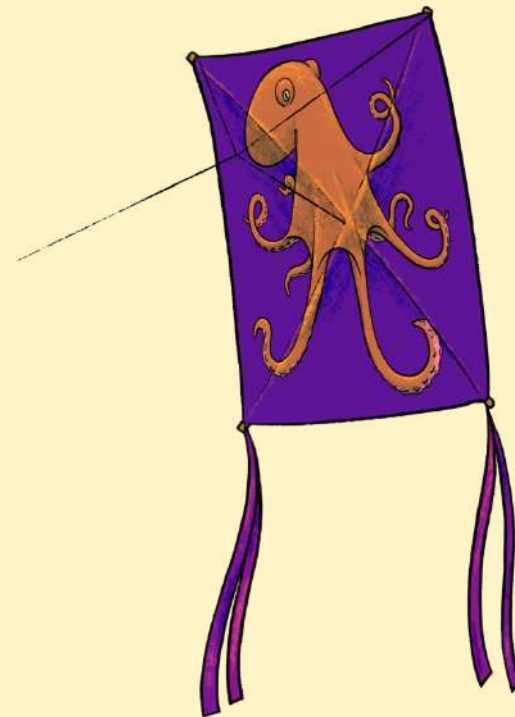
 **(LT-PT)** We show the flashcards with the different kites (**butterfly, octopus, dragon, bird, eagle**), naming them, while the children make the corresponding movements, copying the animals.

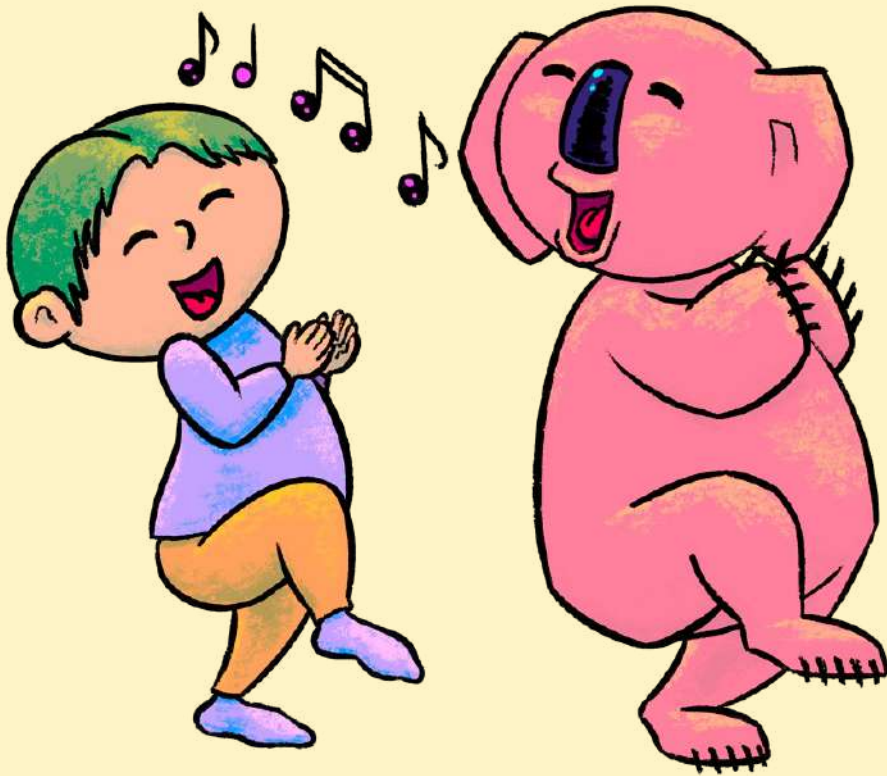
 **(LT-PT)** We explain a word-play game to the children so they can learn them better. Each child chooses one of the flashcards that are on the floor. The children move around to the rhythm.

 **(LT-PT)** We start by saying: **“Fly, little kites! Fly high!”** and strike the tambourine in rhythm. At the same time, we begin to sing the song “The kite is up in the sky” (see the next slide), encouraging the children to sing along.

 When the music and singing stops, the

children form teams, depending on the animal shape on the kite.





Red and blue, red and blue

Green and yellow, too

Little kite I fly with you


Red and green and blue


Little kite I fly with you


Red and green and blue x2





 **(LT-PT)** Kiki suggests that the children make their own kites: **“Let’s make our kites”**. She shows the children flashcards with the steps she followed when she made her kite, saying the corresponding phrases (**“Take a piece of paper, draw an animal, cut out the animal, join the two sticks together, glue the paper to the sticks, add the rope and the tail. Here is your kite!”**).


 **(LT-PT)** The children are put into groups. Each group has flashcards in front of them with the steps for making a kite jumbled up. We ask the children to look carefully and put them in the right order.


 **(LT-PT)** While the groups are working, the teachers help and support the children. Once they have them in the right order, the


groups present them and repeat the steps in English. We can make use of the familiar rhythm of the song, “This is the way” for the steps for making the kite and gradually encourage the children to sing along with us.



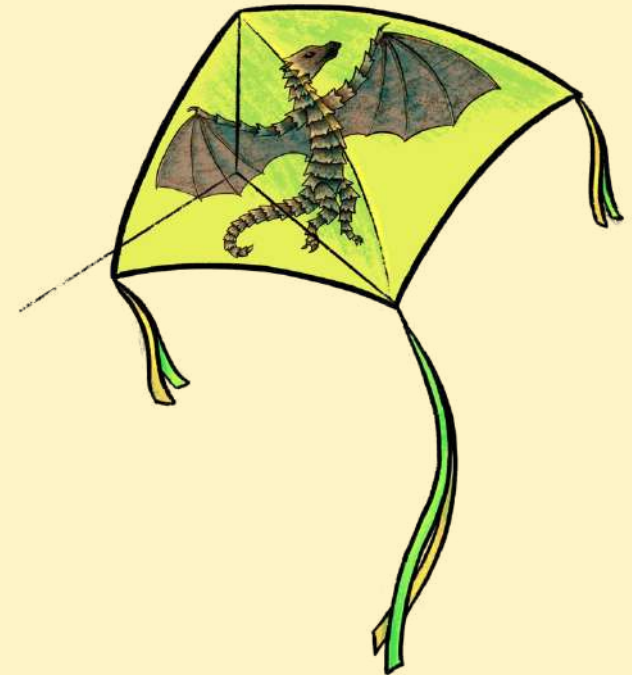


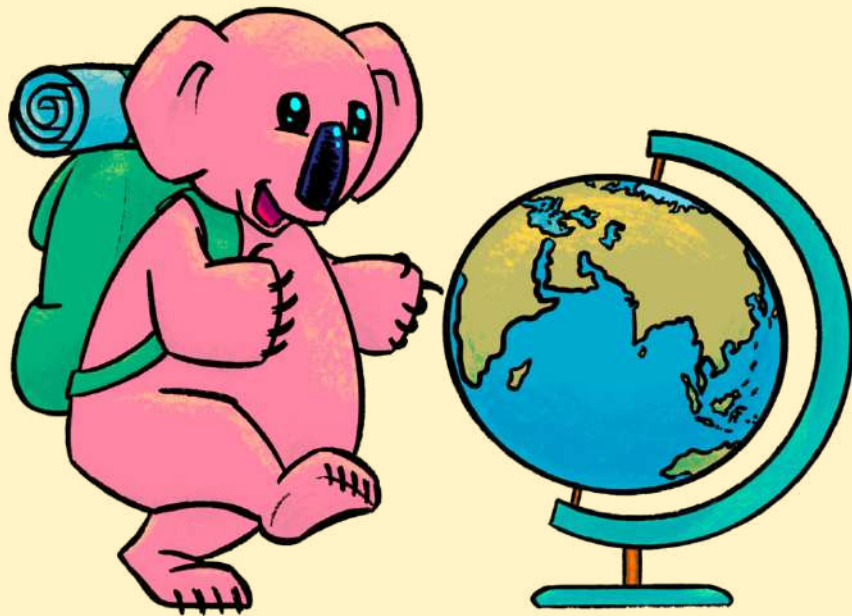
 **(LT-PT)** Each group undertakes to make their own kite. We help them by repeating the steps in English one at a time (e.g., “**Draw an animal**”), showing, if necessary, the corresponding flashcard and the children make use of the instructions, but also adding elements based on their ideas and suggestions (e.g., painting the animal design they choose:
butterfly/octopus/dragon/bird/eagle).

 **(LT-PT)** The groups present their kite, making use of the words in English (e.g., “**This is our kite! Look! A green dragon!**”) with the support of the teachers.

 **(PT-LT)** The teachers and the children go out into the schoolyard and try to get their kites to fly. Kiki says : “**Fly, my kite, fly, high in the sky. Fly, my kite, fly high in the sky**” and the

children repeat it.






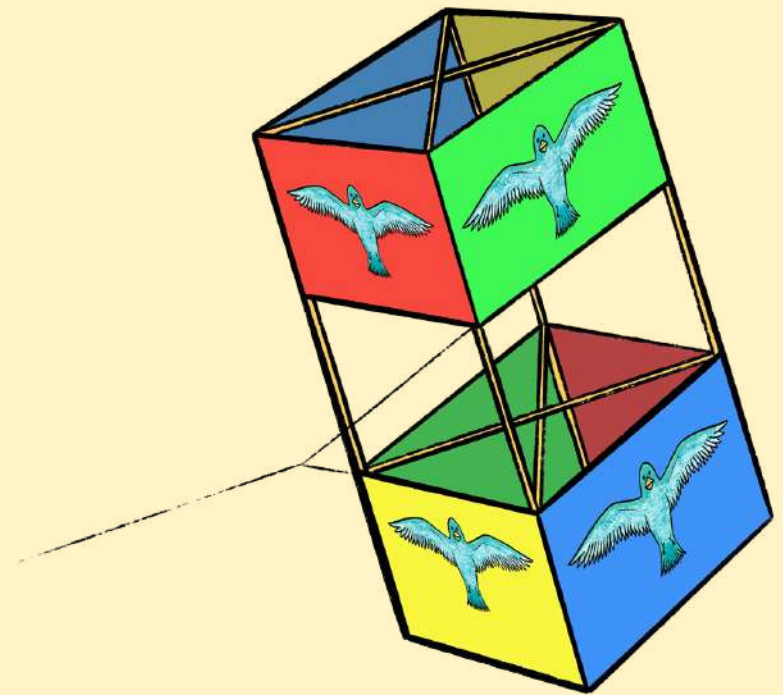


The children create their own digital interactive poster-hot spot with information, images and video for kite flying in various parts of the world. The digital poster can be sent to homes or to the primary school.





-  EAN Digital Game: “[Let’s make a kite!](#)”. The children listen to the guidelines and place the pictures in the correct order in order to make the kite.
-  We organise a puzzle. There are 7 boxes-pieces of the puzzle, one for each step of the craft. The children listen (use of audio recording by native speakers) to the different stages for making the craft, each time joining one of the pieces until they have finally made the kite.
-  The children listen (use of audio recording or instructions given by the English teacher) to the different stages for making the kite in random order (e.g., “**Draw an animal**”) and find the correct picture, placing it in the right order.



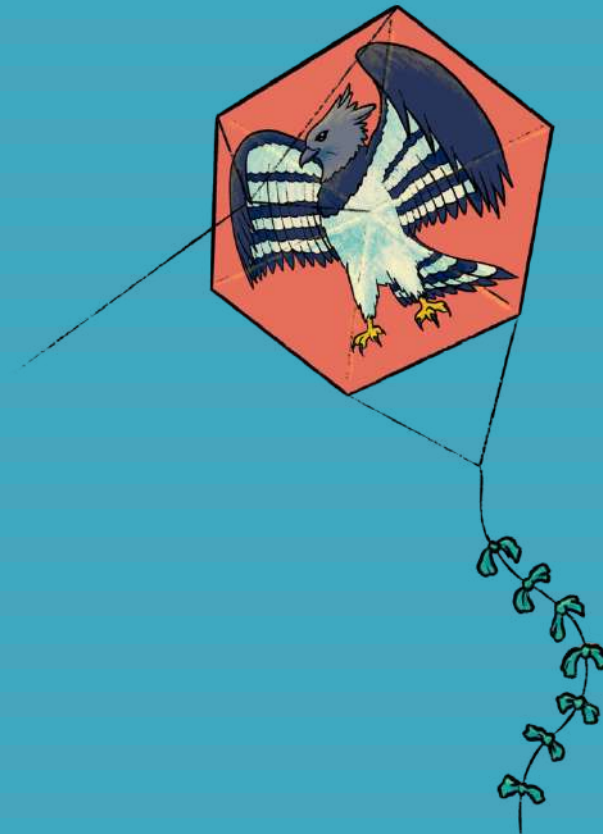


Acknowledgements/Credits

ean.auth.gr

Song: "The kite is up in the sky"

Music: Konstantinou Vasiliki





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:[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). *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:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)



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.

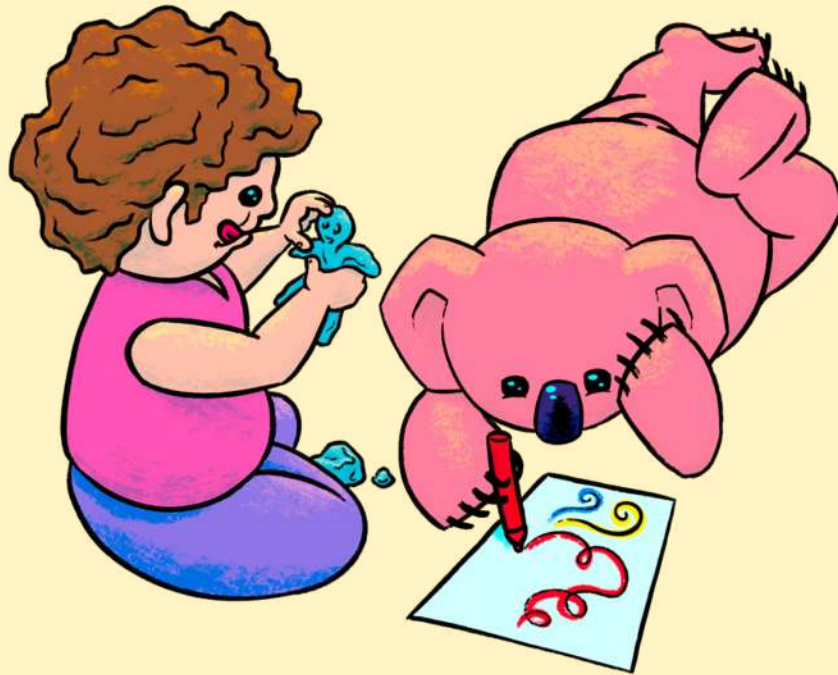
The teachers **(LT-PT)** prepare the materials and organise the area (indoors or outdoors) for the Easter Egg Hunt.





<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• To count objects (eggs)
<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, dye eggs, go camping, go to festivals, basket with red/chocolate eggs, Easter candle, go to church, eat lamb)

Crown or headband with rabbit ears

Story “Easter Egg Hunt”

Song “Easter bunny!”



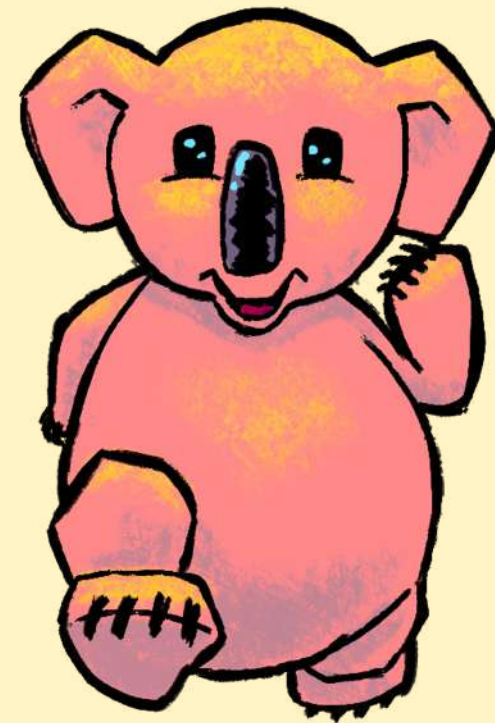


**Description of the procedure
and suggested activities**









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. We show the corresponding flashcards (**Bunny, dye eggs, go camping, go to festivals**).

 **(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).

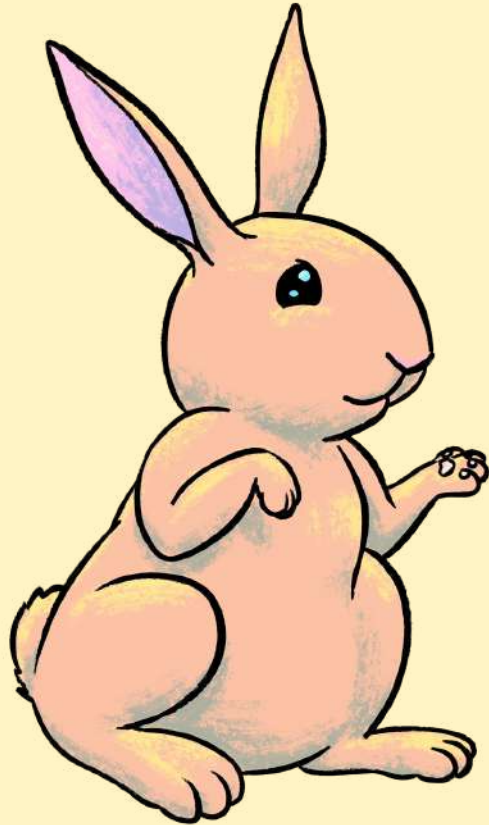
 **(LT-PT)** We put on a crown or headband with bunny ears (we could have made the crown in a previous activity). We also have a basket or a paper bag with flashcards of pictures with the vocabulary from this scenario **(basket with red/chocolate eggs, Easter candle, go to church, eat lamb, Bunny, dye**




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!






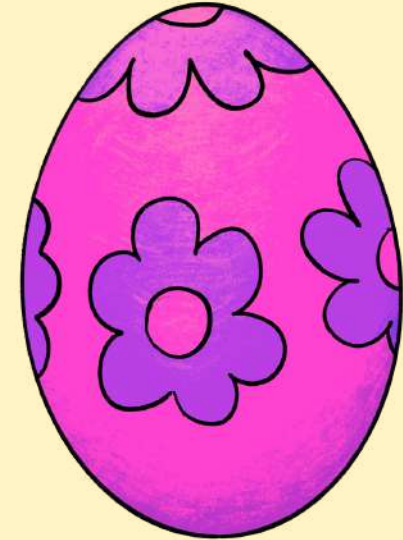
How many chocolate eggs have we collected?

 **(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!”**.



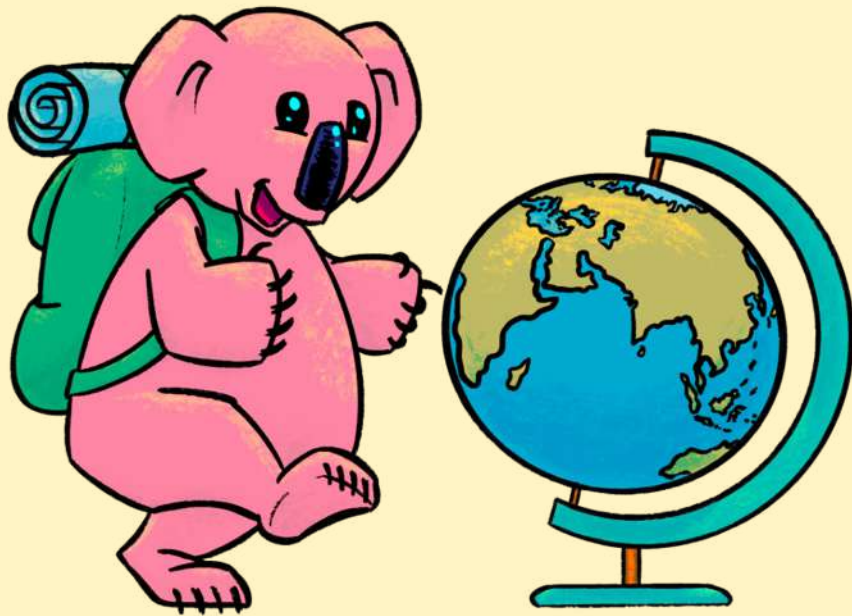


-  The teachers and the children decide to organise a treasure hunt, this time in the playground.
-  The children go out into the playground, collect materials they find there (dirt, stones, etc.) and fill the different coloured plastic eggs.
-  **(LT-PT)** Kiki tells the children the short story (see 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)



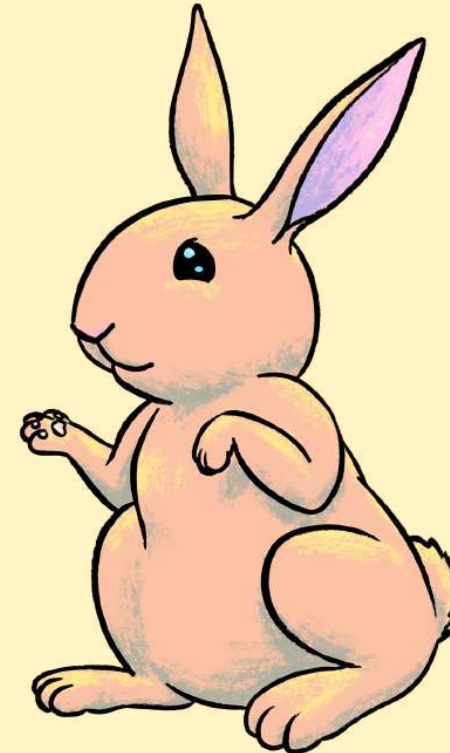


 The children are given flashcards of pictures of various celebrations (Halloween, Christmas, New Year, Easter). The children are asked to choose the flashcards with the theme of Easter, to make a collage and to present it.

 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**”.



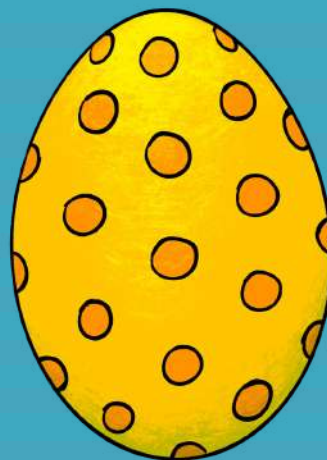
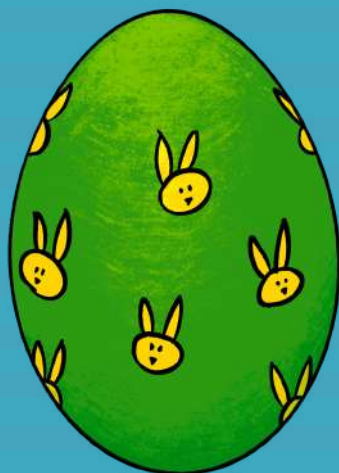


Acknowledgements/Credits

ean.auth.gr

Song: "Easter Bunny!"

Music: Konstantinou Vasiliki





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)



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

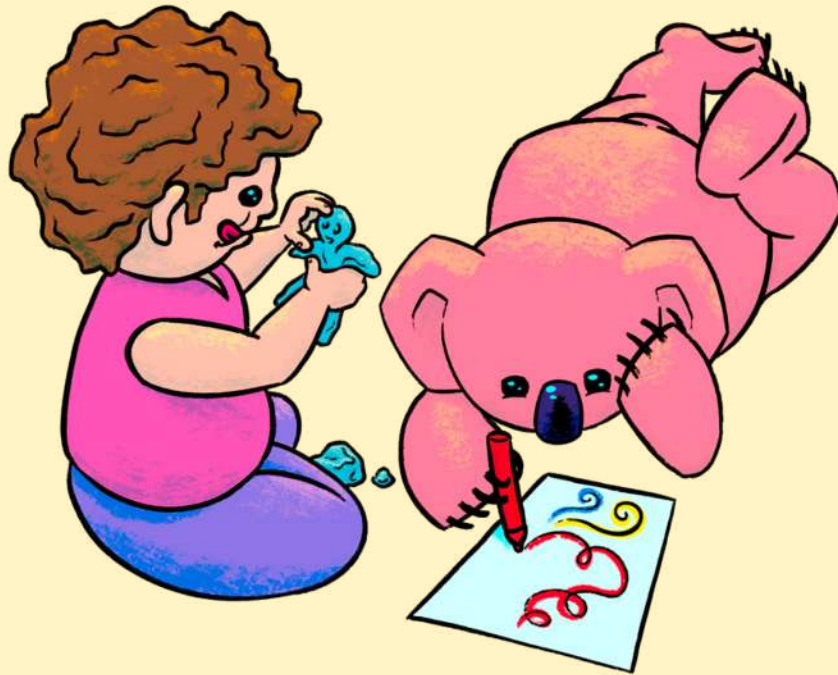
The preschool teacher **(PT)** has worked on the theme of Easter with the children
The preschool teacher **(PT)** has introduced the children to musical expression and performance through a variety of activities.
The English language teacher **(LT)** has familiarised the children with the English phrases 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.





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



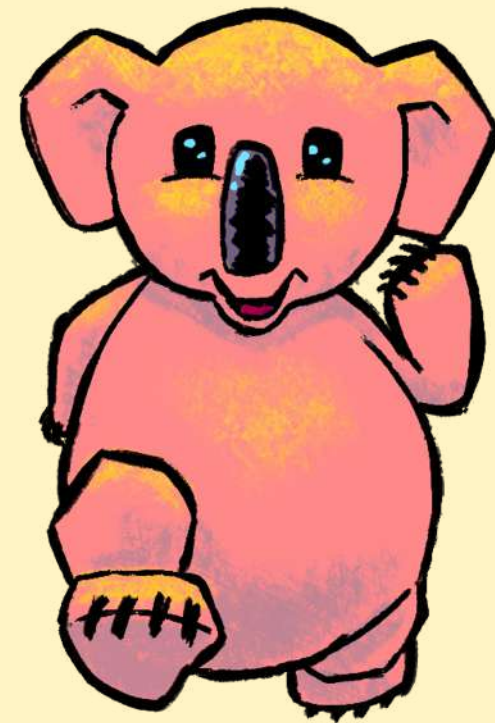


**Description of the procedure
and suggested activities**









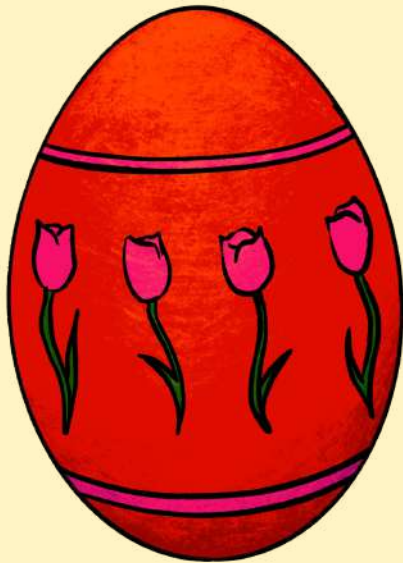
Kiki suggests to the children that they organise an Easter festival (e.g., in the neighbourhood park) with songs and games they have learnt and also with the Easter bunny. (LT-PT) **“Let’s have an Easter festival! Let’s play and sing!”**








-  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.

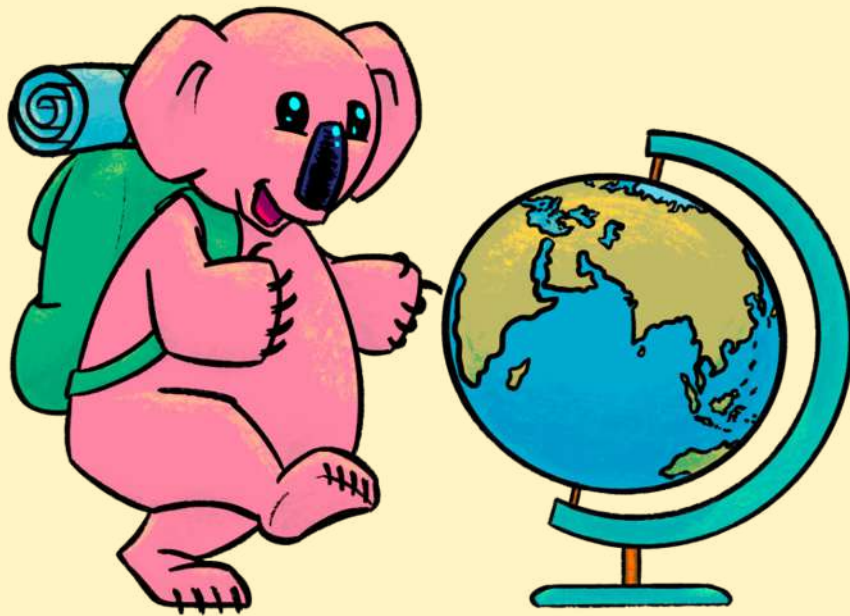
 Each group presents its egg and explains how they made it, using the English vocabulary (e.g., colours, flowers, materials etc.)

 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.

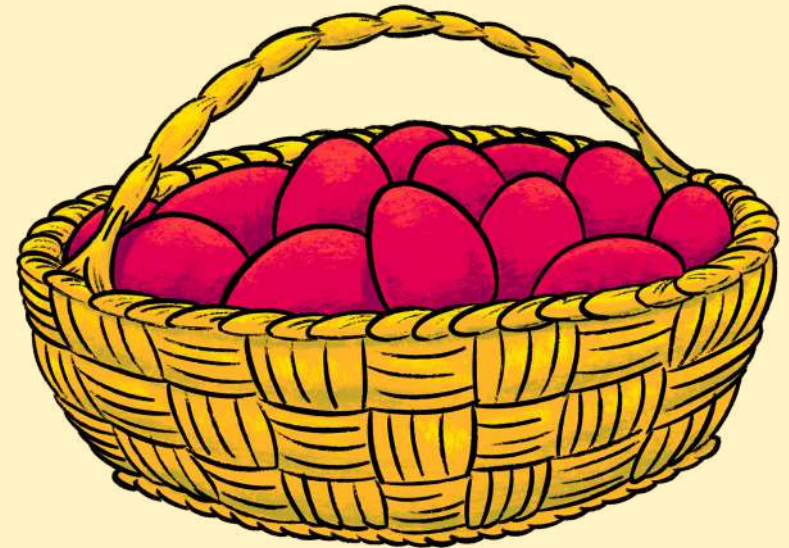
The Easter egg exhibition can also function as a bazaar so money can be raised for a good purpose, either with the help of the parents/guardians or in collaboration with Year 1 of the primary school (transition).





 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

ean.auth.gr

Song: "Easter Bunny!"

Music: Konstantinou Vasiliki





EAN Educational Scenario



Kiki goes to space!

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 to space!* 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	Kiki Goes to Space
Thematic category	Travel
Rationale	<ul style="list-style-type: none">• This scenario gives the chance to introduce conceptual conflicts which will lead to familiarisation with scientific concepts and meanings (shape and form of the world, position and existence of the world as part of our planetary system).• A story with elements of an adventure is used, which in combination with children's everyday experiences (e.g., discussion with parents/guardians, books, TV, internet, etc.) and their innate curiosity brings them into contact with the planetary system and space, which is a favourite subject for children, but entails difficulties in its management since investigations involve numerous secondary sources. Through relevant procedures their emotional development is promoted, as well as their cognitive functions, such as memory, inductive thinking, logical thinking.• Through the story and the scenario's songs, the children are exposed to vocabulary relating to the planets, the stars and the universe and words and phrases related to travel are recycled/repeated.





Children

know the meaning of space
know about the sun, the moon, the stars and heavenly bodies
know the shape of the Earth and its form

Teachers

The pre-school teacher **(PT)** has worked with the children on the thematic Earth-Planetary system and space. Also, the children have familiarised themselves with the comic-making technique.

The English language teacher **(LT)** has worked on previous activities/scenarios on some phrases we use to talk about travel (See the thematic category “Myself and the others”).

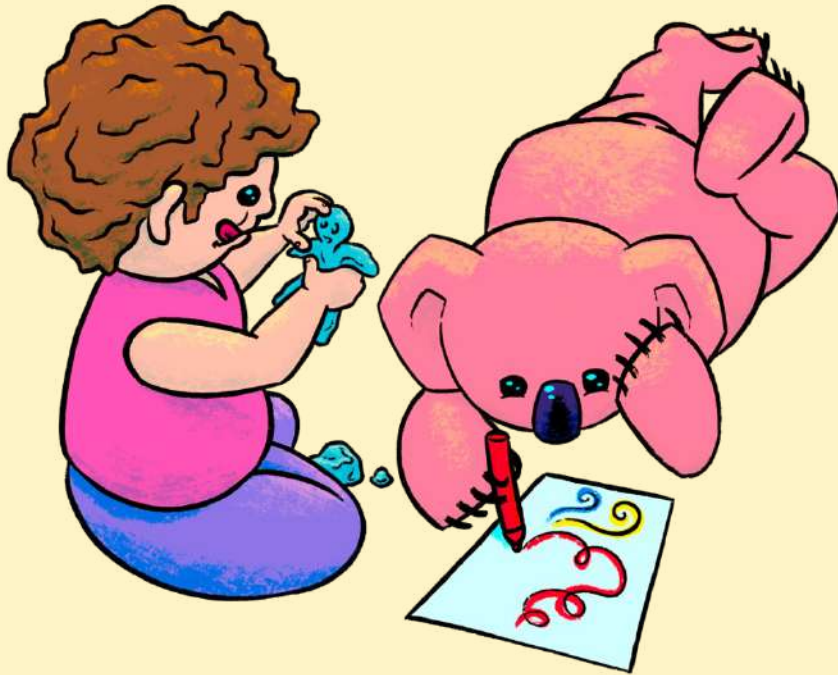
In order to divide the children into groups, the teachers use a quick game that they have decided on which leads to the forming of random groups.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary about space• To recycle vocabulary about travel, colours and the natural environment• To reproduce songs in English <p>Suggested vocabulary an astronaut, space, rocket, planets, stars, spacesuit, clouds, sea, land</p> <p>Suggested phrases That's amazing!, Are you an...?, Let's fly together, Let's travel to..., Let's go back, We're coming back</p>
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To understand the area of space as well as the physiology of the Earth's surface and to describe their observations using the target language.
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To familiarise themselves with searching for information from printed and digital sources• To use various materials to make small crafts, such as a three-dimensional Earth/Globe• To carry out actions gradually without the help of an adult• To practise their musical abilities through song• To go on to compose a story using illustrative creations (comics) which are linked to the activities of the unit
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To cultivate self-regulation and social skills through a role-play activity• To contribute to cooperative activities





- ✓ Kiki the Koala
- ✓ Kyle the kangaroo
- ✓ Flashcards with the story
- ✓ Colours, marker pens, paints
- ✓ A4 paper or cardboard
- ✓ Plasticine or clay
- ✓ Song “Let’s fly into space”



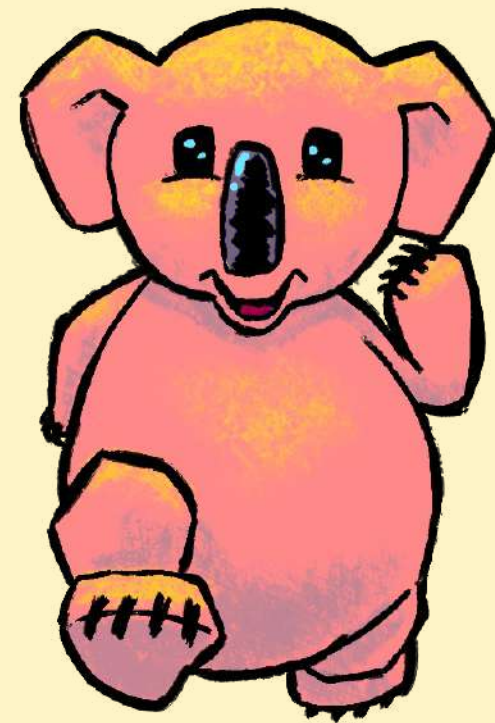


**Description of the procedure and
suggested activities**








Kiki enters the class enthusiastically. She greets the children and tells them about a strange dream she had: Kiki and her friend Kyle went on a journey to the moon in a rocket.







 **(LT-PT)** Kiki shows the children the pictures she drew from her dream (she's with Kyle, they are wearing spacesuits and are walking towards a rocket!).

 **(LT-PT)** We say to Kiki, supported by the appropriate pantomime: **“Wow Kiki! That’s amazing! Are you an astronaut?”**. Kiki replies: **“Yes, I am! Kyle and I are astronauts!”**.

 **(PT-LT)** We ask the children if they know what astronauts do. The children give their answers, recalling information related to space, the moon and the planets.

 **(LT-PT)** We turn back to Kiki once more and ask her excitedly: **“Wow Kiki! Are you an astronaut in space?”**. Kiki replies: **“Yes, I am. Here is my story!”**

 **(LT-PT)** We tell the story (see next slide). The narration is repeated. On the second or third time, we encourage the children to fill in the story, repeating some of the words and phrases.





(Kiki and Kyle are astronauts and are in front of a rocket)





- **Kyle:** Wow Kiki! You are an astronaut! You look great!
- **Kiki:** You look great, too, Kyle! Look, that's our rocket!
- **Kyle:** Yes! Let's travel to space! Let's fly together! (show slide 1- pantomime accordingly)

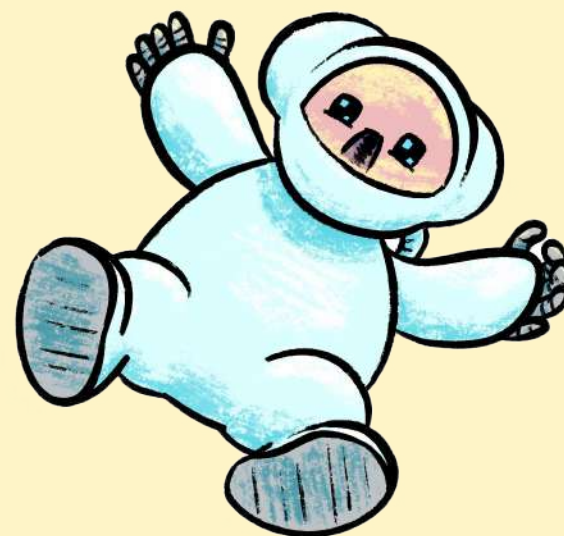
(From inside the rocket the two friends look outside and comment)

- **Kiki:** Look Kyle. Look at all the planets! And the stars ! (show slide 2)
- **Kyle :** Yes! and that's the big, big star: the sun! (show slide 3)
- **Kiki:** Let's go back Kiki. Look! The moon! (show slide 4)
- **Kyle:** And the Earth is over there! Look! The clouds! The land! (show slide 5)
- **Kiki:** And the sea! We're coming back to Earth! (show slide 6)








-  **(LT-PT)** Kiki asks the children to imagine their own journey into space: **“Let’s travel to Space!”**.
-  **(PT-LT)** The children are divided into groups and start to discuss how they imagine the journey. They start planning the journey all together, using the vocabulary from this scenario (**“Look! That’s a rocket! Look at all the planets! And the stars!”**, etc.).
-  **(LT-PT)** Using sheets of paper and various materials they design their journey in a comic which each group has agreed on.
-  **(PT-LT)** In their groups, the children present the story they have to the rest of the class made on their own in a comic. Alternatively, they can role-play their story.





 **(LT-PT)** Kiki suggests to the children that they go on an imaginary journey into space, playing out the story that was told to them (see previous slide): **“Let’s fly together!”**. The children are divided into groups and start to discuss what they will need for the journey (e.g., **spacesuit, rocket, the earth, the sun, the moon, the planets, the stars**). They represent all this in their drawings and afterwards present them.




 **(PT-LT)** Each group is given a name connected with its thematic unit: **“little stars, little planets, the sun”** and makes the basic elements of their story with materials they choose. They also choose suitable music.

 **(LT-PT)** The children arrange their work and present the story to the neighbouring class

or to parents/guardians.





-  **(LT-PT)** We repeat Kiki's story in space, urging the children to take an active part.
-  **(LT-PT)** At the point in the narrative of: **"We're coming back, Earth"** we stop and ask Kiki to sing the song of the stars with us (see next slide).
-  The song is repeated. The children can say it, holding one another in a circle as if they are dancing.








Let’s fly into space,
I love it, oh yes!
Let’s fly to the moon.
We’ll be back soon!






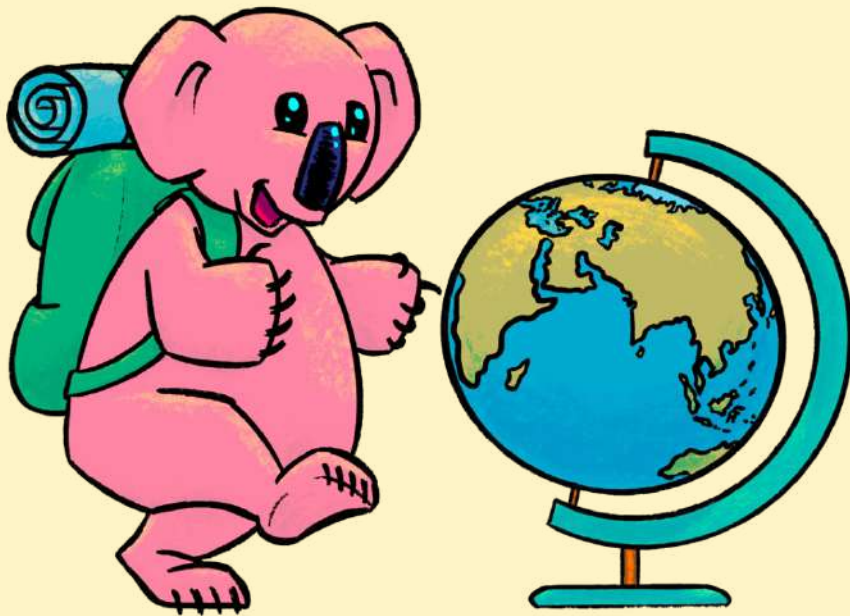
 **(LT-PT)** We say: “**This is the Earth. And this is the moon. What can you see?**”

 **(PT-LT)** Prompted by the question how astronauts see the Earth from space, the children discuss the shape of the Earth and its form.

 The children are divided up into groups and express their idea in three-dimensional form, making the Earth as it appears from space with the material they choose.

 **(LT-PT)** Each group presents its creation using vocabulary from the scenario (**land, sea, sun, moon, earth**) and recycled words from other ones (e.g., colours).







The children can look at home on printed form or on websites, together with their parents/guardians for images related to space. They can use these images either to make a digital postcard from space or to create a large poster of space as a collage.





-  We have flashcards of objects related to space from other thematic units (e.g., “It’s freezing”, “Let’s travel”). In groups, the children observe the pictures, name the objects and decide which of them they will put in the space box.
-  The children play a digital game in pairs like Bingo with the vocabulary of the scenario.

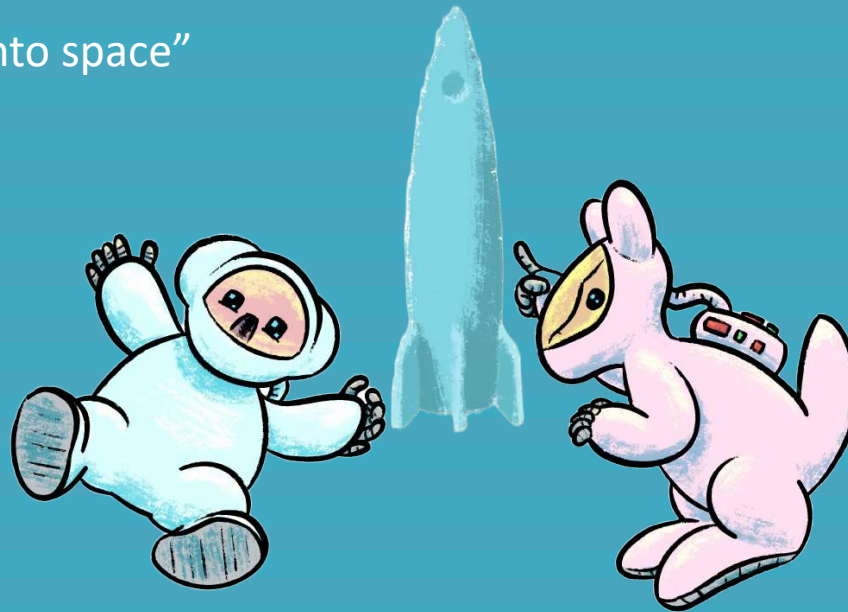




Acknowledgements/Credits

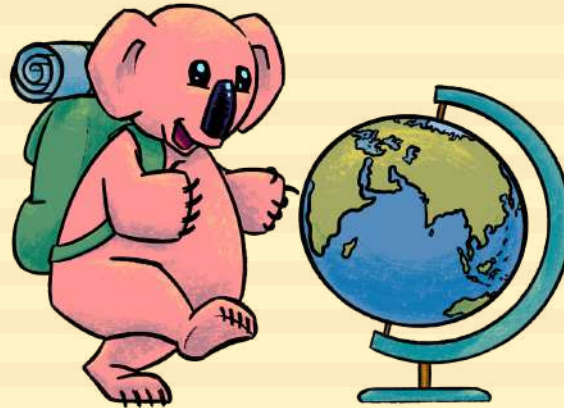
ean.auth.gr

Song: "Let's fly into space"





EAN Educational Scenario



Let's travel!

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 travel!* 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 travel!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• This particular scenario gives the children the opportunity to learn about the means of transport.• The vocabulary and the phrases of this particular scenario can be considered the basis for the enrichment of their language development in other scenarios too (e.g., a walk around the neighbourhood, the bicycle and traffic education).• A further aim is to give the children the chance to talk about their country of origin and the means of transport there.





Children

are familiar with the vocabulary related to the means of transport in Greek
have worked on directional language, programming sequences of forwards, backwards, left and right 90 degree turns through games
have designed simple algorithms using games (beebot)
are able to work in groups

Teachers

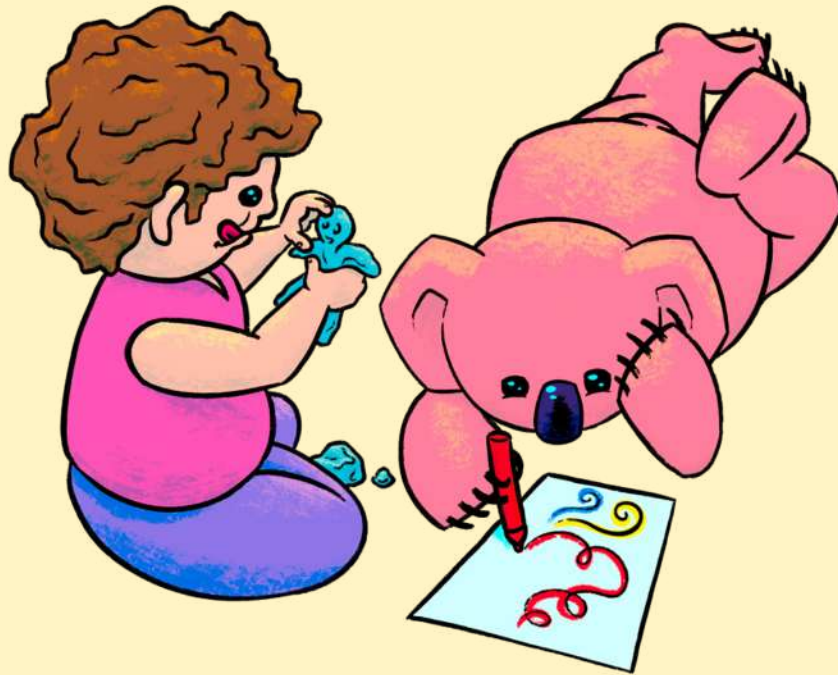
In previous scenarios, the English language teacher (**LT**) has referred to the fact that Kiki is from Australia.
The preschool teacher (**PT**) has already taught the children about the means of transport.
The preschool teacher (**PT**) has also done some activities with such games.
The teachers have shown the world map to the children and they have found Greece and other countries, either of origin or of interest.
The children have asked the parents/guardians to give them family photos from a family trip.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p> <p>Child, themselves and society</p>	<ul style="list-style-type: none">• To use the basic English vocabulary related to the means of transport.• To use basic expressions in order to talk about transportation <p>Suggested vocabulary Bus, train, car, ship, boat, helicopter, airplane, left, right, back, forward, go, stop, land, air, water, kangaroo, dingo, dolphin, crocodile</p> <p>Suggested phrases Can Kiki take the car/the bus?, No she can't, Yes, she can, How can Kiki go to the crocodile?</p> <ul style="list-style-type: none">• To define various means of transport people can use
<p>Thematic areas involved</p> <p>Child and Communication</p>	<ul style="list-style-type: none">• To improve their skills in directional language, programming sequences of forwards, backwards, left and right 90 degree turns through games• To design simple algorithms (observation and repetition) in order to solve problems (using games such as beebot)
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To adapt their movements so as to respond to movement and rhythmic patterns
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To contribute to group activities• To enjoy learning about means of transport• To recognise the different methods of transportation• To nurture a love for travelling and change• To share their experiences related to their country of origin and interest





Kiki the Koala

Flashcards of pictures with the means of transport

Flashcards of animals (kangaroo, dingo, dolphin, crocodile)

Song “Kiki, Kiki, Take the Train!”

Crowns for the action game

World map

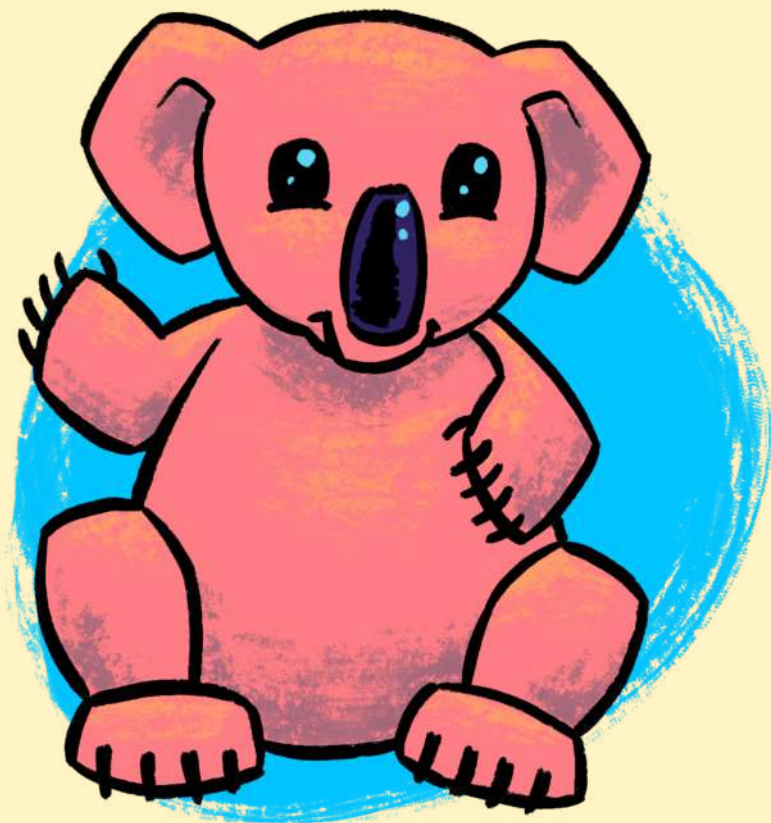
Beebot and cards with darts

Square board (7X7) A4 size, also to be used on the floor

A4 paper, markers, coloured pencils

Family photos of trips



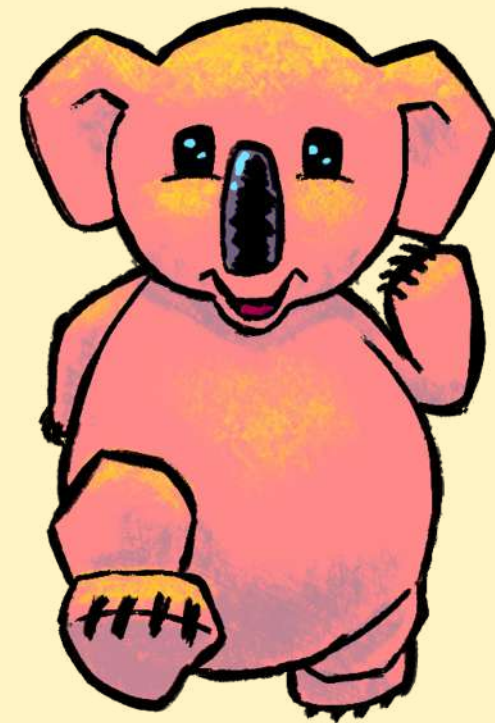


Description of the procedure and
suggested activities








Kiki has travelled to Australia to visit her grandparents and now that she has come back from the trip, she can't wait to share her impressions of the big trip she had, including all the different means of transport. **(LT-PT)** We encourage the children to guess which means of transport Kiki used.






 **(PT-LT)** With our help, the children look at the world map and find Greece and Australia

 We then place Kiki on the map and tell the children that Kiki wants to travel to Greece and ask them to think about how she can do this. We can also do the same for the countries of origin of other children in the class. How do they travel to and from these countries and how often?


 **(LT-PT)** We place flashcards of the means of transport near the map. We take one of these, e.g., the car, and ask : **“Can Kiki take the car? Yes? (nodding) No? (Shaking**


head)”. The children answer accordingly : **“No!”** and we help: **“No, she can’t”**. We continue accordingly: **“Can Kiki take the ship? Yes? No? - Yes, she can!”** The activity continues until all the means of transport have finished.


 **(LT-PT)** We encourage the children to continue the activity on their own.







 **(LT-PT)** Kiki is placed on Australia. Using the song “Kiki, Kiki, Take the Train” (see next slide) Kiki, with the help of the children, must choose how to travel back to Greece.

 **(LT-PT)** We sing the song with the appropriate actions (e.g., the plane that flies, the ship that sails, etc.), while at the same time showing the appropriate flashcards. The song is a dialogue between the children and Kiki who answers every time.

 **(LT-PT)** We then encourage the children to sing the song with the corresponding actions.

 **(LT-PT)** When repeating the song we can show the relevant flashcards, asking the

children to do more actions (e.g., for the phrase “**drive a car**” they can pretend to drive, moving their hands right-left, as if they were holding the steering wheel).

 **(LT-PT)** We spread out the flashcards repeating the words of the song and encouraging the children to show the corresponding flashcard.





We: Kiki, Kiki, take the train, take the train, take the train. Kiki, Kiki take the train, take the train!

Kiki: No, no, no, the train won't do, the train won't do, the train won't do. No, no, no, the train won't do, the train won't do!

We: Kiki, Kiki, take the bus, take the bus, take the bus. Kiki, Kiki, take the bus, take the bus!

Kiki: No, no, no, the bus won't do, the bus won't do, the bus won't do. No, no, no, the bus won't do, the bus won't do!

We: Kiki, Kiki, take the ship, take the ship, take the ship. Kiki, Kiki, take the ship, take the ship!

Kiki: Yes, yes, yes, the ship will do, the ship will do, the ship will do. Yes, yes, yes, the ship will do, the ship will do!


We: Kiki, Kiki ride the bike, ride the bike, ride the bike. Kiki, Kiki ride the bike, ride the bike!


Kiki: Yes, yes, yes I'll ride the bike, ride the bike, ride the bike. Yes, yes, yes I'll ride the bike, ride the bike!


(Song can go on with new suggestions for Kiki “Kiki, Kiki take the plane/row the boat” etc.)






 **(PT-LT)** What does Kiki want to do before she goes back home? To say goodbye to her friends! Which means of transport do the children use in order to visit their friends? Where do they travel to?

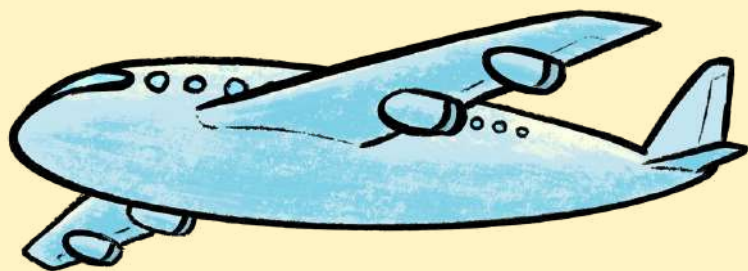
 **(LT-PT)** We open up the map of Oceania and place flashcards of animals at various points, e.g., **kangaroo, crocodile, dolphin, dingo**. As we place them on the map, we say the names of the animals, asking the children to repeat them.




 **(LT-PT)** We place Kiki somewhere and ask :
“How can Kiki go to the crocodile? Can Kiki take a bus?/ Yes? No?” (using the

appropriate actions). If the answer is **“Yes”**, we then suggest: **“Kiki, take the bus!”** and put Kiki on a bus (flashcard) and take her to the crocodile acting out the movement and sound of the bus.

 **(LT-PT)** We continue this activity encouraging the children to take part.








-  **(PT-LT)** The children can draw a means of transport they have chosen and put it on their heads like a crown. Every time we hit the tambourine the children have to move.
-  **(LT-PT)** When the music stops, we say the phrase e.g., “**drive a car**” and the children that have that particular crown on their head have to do the appropriate action. The other children stand still.
-  **(LT-PT)** The game is repeated several times. The children gradually take the place of the teachers trying to say the corresponding phrase in English, e.g., “**drive a car**”. We can help the child who has taken the place of the teacher by showing a flashcard.







 **(PT-LT)** We encourage the children to remember where the means of transport can be (land, air, sea) **(LT-PT)** and repeat them in English (**land, air, water**).


 The children, in groups, put the various means of transport into categories. The teachers encourage the children.

 Each group decides which symbol they will use for each category (**land, air, water**) and draws it. They also draw the corresponding means of transport.

 We play the game with the beebot* on a flat surface.

 **(LT-PT)** At first, with the help of the preschool teacher, we give the appropriate instructions






for the correct movements on the board: **“Left, right, back, forward, stop”**. The second/third time we ask the child to do the movements. We need to place a symbol at the starting and finishing point of the particular route. The children can do this.

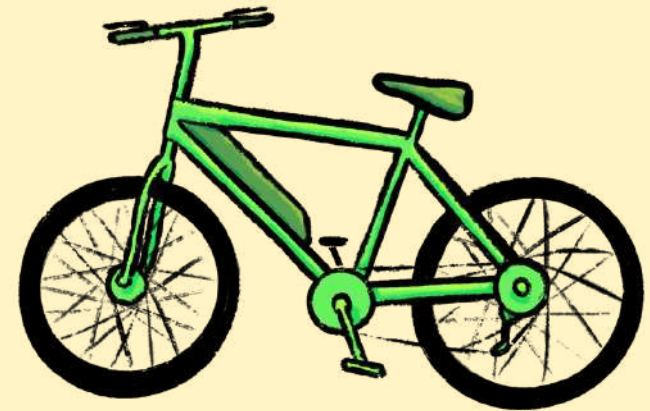
 **(LT-PT)** We then help a child give the instructions and continue until all the children feel comfortable with the new vocabulary, so as to go on to the next activity.

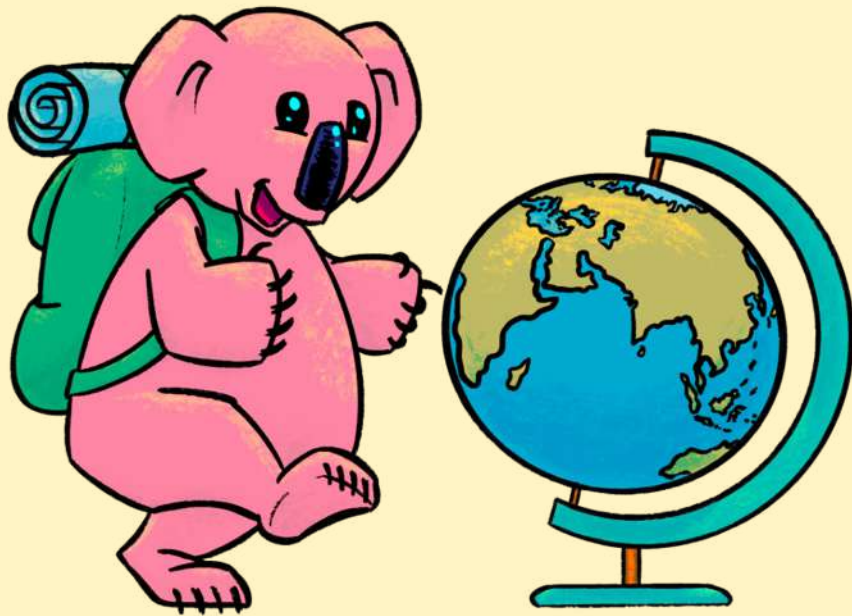
**If there is no robot in the class, we can use another toy. A child from each groups is responsible to make the movements according to the instructions given by the team.*





-  **(LT-PT)** Kiki suggests that the children make a collage of their family photos on the wall.
-  We give the children a square board. Each child places the drawings of the means of transport on one side and the pictures/symbols they have drawn on the other.
-  Each group “writes” the code they have used using darts and programmes the beebot to move from each means of transport until it reaches the category it belongs to using the words **“forward/back/right/left/stop/go”**.
-  **(LT-PT)** We repeat the words in English while doing the actions.
-  **(PT-LT)** We help when needed, especially with the beebot.





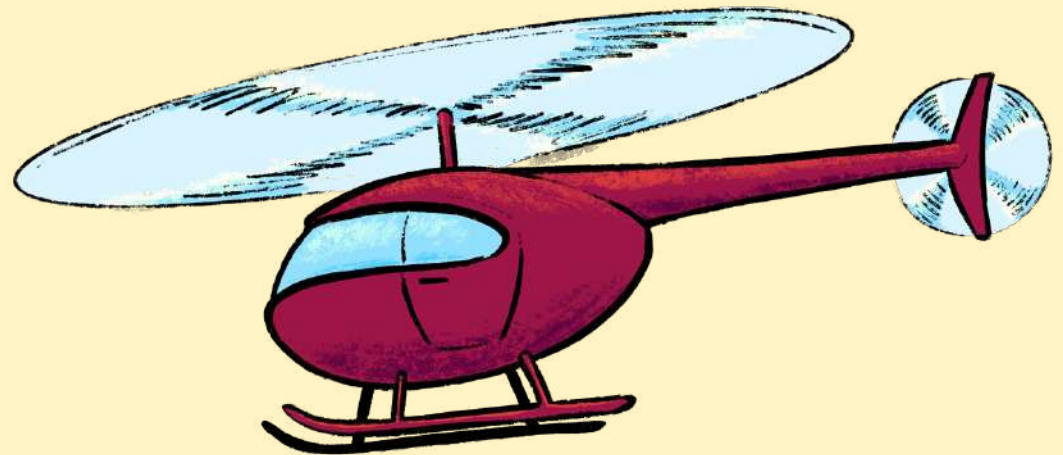


At home, the children with their parents' help, make a collage of the photos of their trips and the means of transport they have used. They bring it and present it to the class using the appropriate vocabulary and phrases. The presentation can be recorded and included in the children's e-portfolio.





-  The children observe the cards of the means of transportation, turning them upside down, and they have to remember where the two matching ones are.
-  Game “Chinese whispers” with the English vocabulary of this scenario.





Acknowledgements/Credits

ean.auth.gr

Rhythm of the song: “The Wheels on the Bus” by Verna Hills





EAN Educational Scenario



The World around me: My town/village/island/city!

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). *The World around me: My town/village/island/city!* 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	The World around me: My town/village/island/city!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• This scenario gives the children the chance to ‘explore’ the local community, planning a stroll.• The vocabulary and phrases in this scenario can form the basis for enriching the children’s language development also in other scenarios (e.g. bicycle and the highway code, the environment).• This scenario can also be used as a springboard for involving the children with the differences and similarities in their places of origin or the places where their parents live.





The children

have been exposed to the vocabulary on means of transport in Greek and in English
can use the local map
can work in groups

The teachers

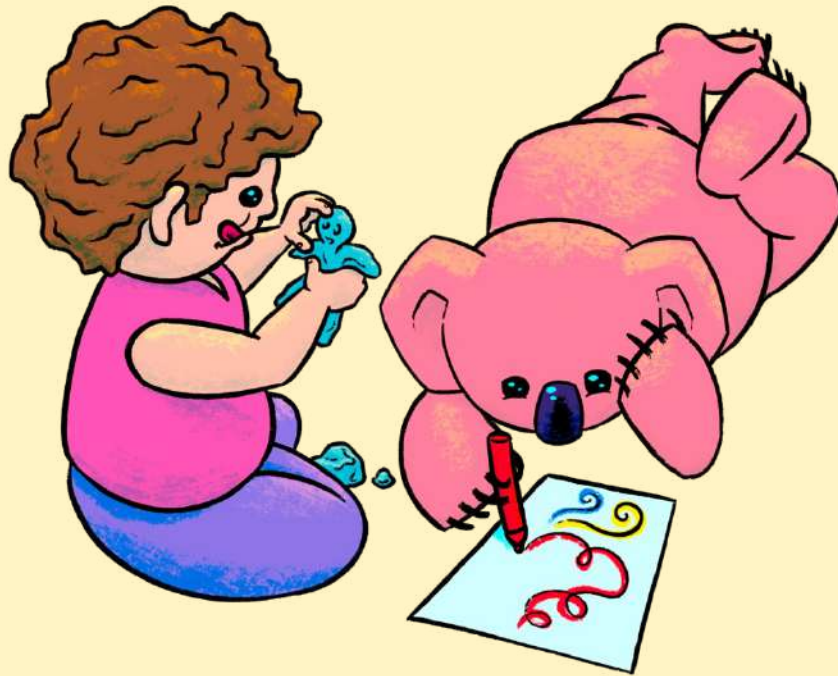
In previous activities, the English language teacher (**LT**), has worked on some means of transport with the children.
The preschool teacher (**PT**) has worked with the children on the thematic area of means of transport and the neighbourhood with the children.
The teachers have discussed the local map with the children and have located various important places which are related to their everyday lives.





<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 means of transport• To use basic phrases in order to express transportation <p>Suggested vocabulary bicycle, van, hot air balloon, on foot, scooter, park, cinema, playground, swimming pool, school</p> <p>Suggested phrases I'm late!, I'll take the... bus!, This is our town/village/city/island!, This is our school! Let's go to the park!, How can we go to the park? By Bus? On foot?</p>
<p>Child, self and society</p>	<ul style="list-style-type: none">• To determine the various ways of transporting people
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To sing in harmony in an informal choir• To link the use of music and song with specific conditions and situations governing their everyday lives
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To set out and describe routes on simple or familiar maps• To describe routes from different positions, using visualised images
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To realise the meaning of using maps for their movements• To realise the usefulness of mass means of transport• To appreciate the environment they live in, their area and various places• To get to know other places, either of origin or of interest and appreciate their differences





Kiki the Koala

Flashcards with pictures of means of transport

Song “The Wheels On The Bus Go Round and Round”

Local map

Flashcards with important places related to the children’s everyday lives (e.g. school, park, cinema, swimming pool, playground)

Travel-table



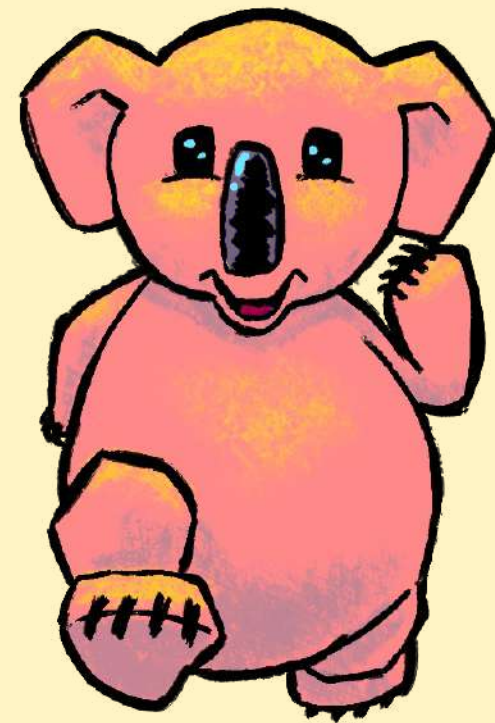


Description of the procedure and
suggested activities








Kiki comes into the class out of breath and greets the children. She says that today she woke up late and only just managed to catch the bus for the school. How she loves the bus!






 **(PT-LT)** We ask the children what means of transport they use to get to school (“**By bus? By car? On foot?**”) and if they have ever been on a bus. The children share their experiences under the guidance of the preschool teacher. We can use the travel-table so that every child can stick their photo or place a star on the means they use to get to school.

 **(LT-PT)** Kiki says: “**I’m late!**”. She says that when she gets anxious that she might miss the bus and arrive late at school, she calms herself down by singing a song, which she will share with the children, as it might be useful to them if they find themselves in the same situation as her: “**Let’s sing!**”.

 **(LT-PT)** The children listen to the song “The

Wheels On The Bus Go Round and Round” (see next slide) and we accompany it with the matching movements. The teachers encourage the children to make the same movements.

 After this, the children listen to the song again and they re-enact it (they sit forming the shape of a bus and pretend they are the passengers). They can choose different roles, i.e. A child standing up/sitting, etc.





Song “The Wheels on the Bus Go Round”

The wheels on the bus go round and round
round and round (x2)

The wheels on the bus go round and round,
all through the town

The windows on the bus go up and down
up and down (x2)

The windows on the bus go up and down,
all through the town

The doors on the bus go open and shut
open and shut (x2)

The doors on the bus go open and shut,
all through the town

The horn on the bus goes beep beep beep
beep beep beep (x2)


The horn on the bus goes beep beep beep,
all through the town


The wipers on the bus go swish swish swish
swish swish swish (x2)


The wipers on the bus go swish swish swish,
all through the town






 **(PT-LT)** We ask the children to recall the means of transport that they already know.

 **(LT-PT)** We show the children various flashcards showing the means of transport, thus introducing the new means of transport (**bicycle, van, hot air balloon, on foot, scooter**) and revising those they have already seen in a previous scenario.


 **(LT-PT)** Each time we show a flashcard and name it in English, **(PT-LT)** we encourage the children to re-enact the sound it makes (e.g., train – choo-choo, car – vroom-vroom).


 The children form random groups to play a game. Each child gets a flashcard with the means of transport on, each one looking at


what they have. There are more than one means of transport that are the same. The children move around the room, listening to the song “The Wheels On The Bus Go Round and Round” (see previous slide) and, **(PT-LT)** when we press pause, the children call out the name of the means of transport they have or they repeat the sound it makes.





 **(LT-PT)** Kiki says: “**I’ve got an idea! Let’s go out! But where?**”. We accompany the phrase with the matching movement.




 The class teachers stick a local map onto a surface.

 **(LT-PT)** We say to the children: “**This is our town!**” (alternatively: Our village/city/island). With blue tack, we stick various flashcards of different places related to their everyday life, beginning with their school, onto the improvised map. While this is being done, we show the flashcards to the children, saying the word and encouraging them to repeat “**Look! This is our school! The park! The cinema!**” etc.


(The choice of places is made depending on the local reality).





-  **(PT-LT)** We ask the children where they would like to go in their town (e.g., park, swimming pool).
-  **(LT-PT)** Kiki will sing us a song (see next slide) for the walks she takes around our town/village/island. We accompany it with the matching flashcards.
-  **(LT-PT)** We place the flashcards with the means of transport next to the map and put Kiki in the game. She asks to visit a place, showing it on the map: **“Let’s go to the park!”**. Changing voice, we answer: **“Ok, Kiki! Let’s go to the park!”** and turning to the children: **“How can we go to the park? By Taxi ? By Bus? On foot?”**. The children make suggestions and one child moves their means of transport to the place, together

with Kiki!

-  As time goes by, the children are encouraged to actively participate (some may take on Kiki’s role). We repeat Kiki’s ‘walks’ as many times as required.





Now, let’s go to the park, now let’s go to the park!

Yeah! Yeah! Yeah! Yeah! Now let’s go the park!

Now, let’s go to the cinema, now, let’s go to the cinema!

Yeah! Yeah! Yeah! Yeah! Now, let’s go to the cinema!

Now, let’s go to the pool, now, let’s go to the pool!

Yeah! Yeah! Yeah! Yeah! Now, let’s go to the pool!

Now, let’s go back to school, now, let’s go back to school!

Yeah! Yeah! Yeah! Yeah! Now, let’s go back to school!





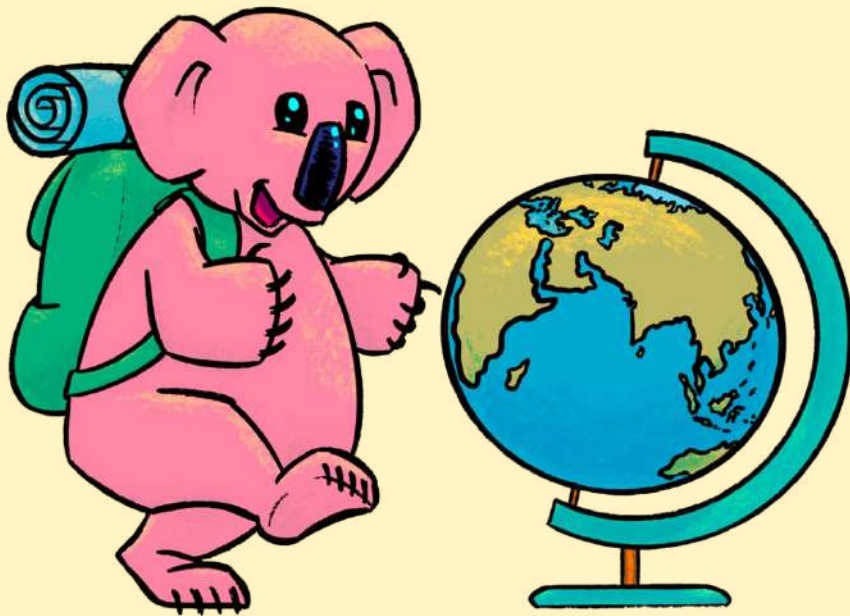
(LT-PT) Kiki says to the children: **“Let’s play a game!”** This is a pantomime. In a bag, we randomly place a flashcard with one of the locations on it that are presented in this unit. We show it only to one child, who holds it and hides it from the others. After that, we roleplay some activities which take place in this specific place. We help the children guess the correct word, e.g. **“The park?”**. The child with the flashcard now shows it to the others, saying: **“Yes, the park!”**. We encourage them: **“Ok! Let’s go to the park”**. At the same time, we do a role-play, showing also a means of transport and encouraging the children to say, e.g., **“by car, on foot etc./Let’s take the bus/car/a taxi”**.



After this, the children can be divided up into groups and continue the game in the same

way. The two teachers turn to the groups and assist with the activity.







With their parents/guardians at home, the children can search for information and take/find photos linked to similar locations in their town or in some nearby town. With the help of their teachers, the children can produce a relevant collage.





 Memory game “**Let’s take the bus...**” in small groups. A child says the phrase and a means of transport. The next child repeats the same phrase and adds another means of transport. The next child whose turn it is next has got to remember what the previous ones said, each time adding another means of transport.

 In “The odd one out!”, the English teacher asks the children to find one that does not fit in rows of similar locations. Thus, for example, between two pictures with parks, we place a picture from a cinema foyer,

which the children must spot and remove, saying: “**The cinema**”. The same activity can be done using slides on a computer: three sides in a row – two of them are identical locations, while the third is different, which the children have got to remember and repeat.











Acknowledgements/Credits

ean.auth.gr

- **Song:** “The Wheels on the Bus” by Verna Hills
- **Rhythm of the song:** “Farmer In The Dell” (Folk Song)



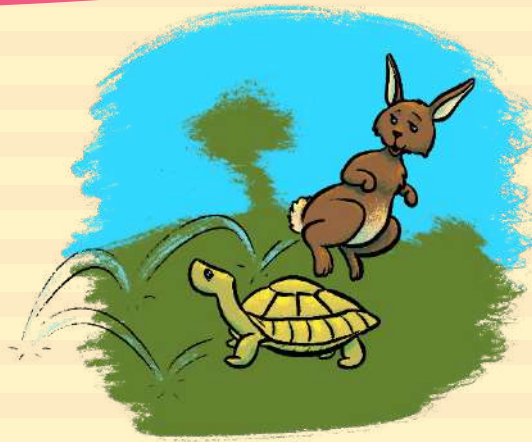


 The hare and the tortoise	478
 Let's make ice cream!	495
 Let's clean up the beach!	511
 Kiki goes camping!	529
 I like ports!	545
 Summer festival!	560





EAN EDUCATIONAL SCENARIO



The hare and the tortoise

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). *The hare and the tortoise*. 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	The hare and the tortoise
Thematic category	Summer
Rationale	<ul style="list-style-type: none">• The aim of this scenario is to expose the children to vocabulary of interest through a very well-known and loved story (Aesop's fable).• Apart from the language stimulus, the specific scenario gives the children the chance to appreciate the value of effort so as to reach their goals and to create suitable conditions for learning, to respect the limits of others through a series of activities of a playful nature, contributing to develop self-control which is closely related to the developmental features of pre-school-age children.• This scenario may be linked with other thematic categories, such as "Olympic games" and "Sports".





Children

have been exposed to vocabulary related to feelings and numbers in English
know movement verbs in English

Teachers

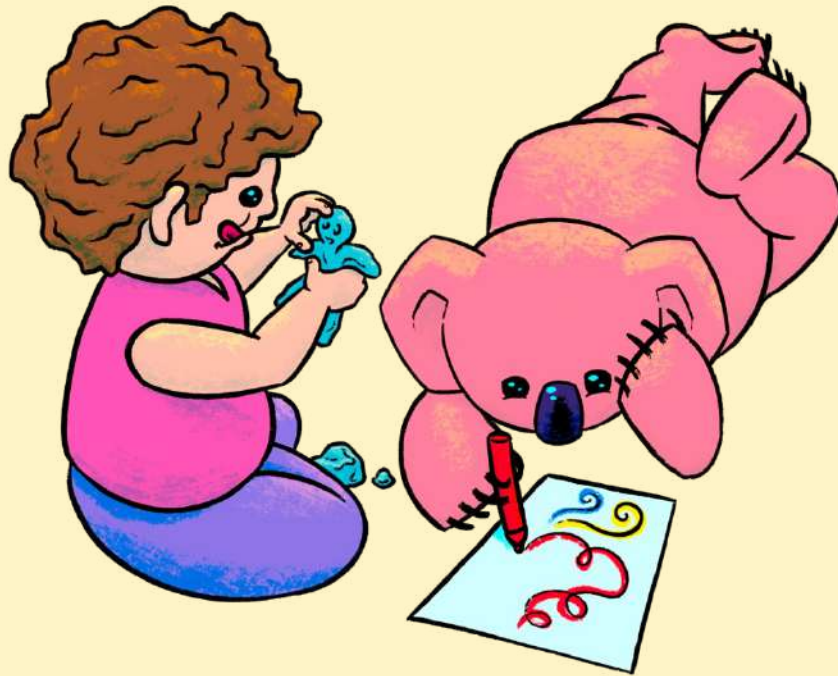
The preschool teacher **(PT)** has worked on the rationale of the 'snakes and ladders' board game
The English language teacher **(LT)** has involved the children in stories, legends and fairy tales using interactive narrative.
The teachers play games with the children which require the children to carry out orders/follow instructions and have introduced the relevant vocabulary in English.





Main Thematic areas Child and Communication	<ul style="list-style-type: none">• To understand the story in English through interactive narrative• To reproduce the words of a song in English through active listening <p>Suggested words hare, tortoise, fast, slow, forest, river, hill, field</p> <p>Suggested phrases Go to..., What a beautiful..., make a..., run through..., you are the first</p>
Child, Body, Creation and Expression	<ul style="list-style-type: none">• To discover and process the potential for expressing their bodies• To adapt their movement so as to respond to kinetic and rhythmic motifs• To compose original work by combining materials in a creative way
Thematic areas involved Child, Self and Society	<ul style="list-style-type: none">• To identify emotionally with things or imaginary people• To play group games
Child and Natural Sciences	<ul style="list-style-type: none">• To construct slides with little squares (snake and ladders game)• To count
Developing attitudes	<ul style="list-style-type: none">• To develop a positive stance towards difference and to respect the limitations of others• To recognise the value of effort to attain goals• To cultivate empathy and self-control





Kiki the Koala

Story “The hare and the tortoise”

Flashcards with pictures from the story

Flashcards forest, river, hill, field

Song “Miss Tortoise”

Cardboard divided up into small squares
for the game “Snakes and Ladders”

Plasticine for the pawns

Dice



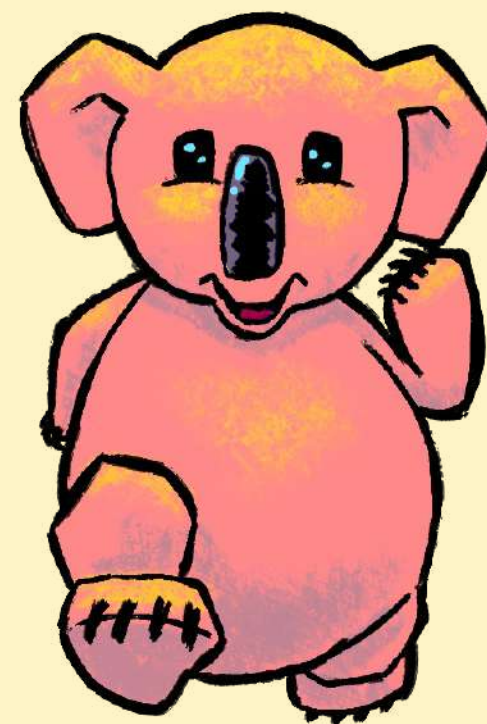


Description of the procedure and
suggested activities








Kiki enters the classroom happy and smiling. **(PT-LT)** We ask Kiki why she's so happy. She tells the children that today two of her good friends will be visiting the school. When the children ask her 'Who?', **(LT-PT)** we answer, "**Mr. Hare and Miss Tortoise!**", and we introduce them (flashcards or puppets).






 **(LT-PT)** We introduce the children Mr. Hare and Miss Tortoise (flashcards/puppets). **(PT-LT)** We ask them if these heroes remind them of some well-known and well-loved story. Who might that famous story-teller who told this story be? Aesop.

 **(LT-PT)** We say to the children **“Ok! This is the story!”** and we start narrating the story (see next slide) using flashcards or puppets, showing the pictures of the story on one screen. During the narration, we make pauses, stressing the words and using pantomime.

 **(LT-PT)** We watch and we check how much they’ve understood of the story by stopping

the story at intervals and asking questions related to the feelings of the heroes of the story (e.g., **“How does Mr. Hare/Miss Tortoise feel? Happy, sad, angry?”**) (recycling of vocabulary). **(PT-LT)** Why do they feel that way?

 **(LT-PT)** The narration is repeated. The second and third time, we interrupt the narration at specific points and encourage the children to continue, repeating some of the key words and phrases **(PT-LT)** or in any way they can strengthen translanguaging.





Hare: Hey, Miss Tortoise, look! I’m so fast!

Tortoise: Ok, Mr. Hare. Let’s run a race (*imitating a race*).

Hare: A race! Ha! Ha! (*we imitate the hare’s laughter*)

Hare: I will be first! Miss Tortoise, you’ll be last! (*imitating the first and the last*)

Hare: She’s so slow. I can take a nap.

Run through the forest, the field and up the hill!


Hare: Hooray!! Miss Tortoise, you’re the first! Sorry Mr. Hare, you’re the last!


Hare: Well done, Miss Tortoise!

Tortoise: Thank you Mr. Hare! You’re a good friend. You are the first, too!







 **(LT-PT)** We spread the flashcards of the story of the hare and the tortoise out on the floor (see previous slide). **(PT-LT)** What do we remember from the story? **(LT-PT)** We remind the children about the story, asking them to add words and phrases that they remember.

 **(PT-LT)** Kiki encourages the children to bring the story to life, **“Let’s act out the story!”**. The children are divided into groups, each group taking a flashcard at random, each group being asked to create a ‘snapshot’ of the scene they’ve got in the story. Having looked at the flashcard, the children choose how they will represent the heroes (what they will wear, which expression will show their feelings, etc.)


and the environment in which the action takes place, making use of the objects in their classroom.


 **(LT-PT)** When the ‘snapshots’ have been made, each group must place them in the space based on its order in the narration. The story begins and each time the snapshot appears (e.g., **“She’s so slow. I can take a nap”**), the children of each group present it.


 The snapshots created by the groups can be photographed and a collage can be made from the scenes in the story with the children in the class being the characters from the story.







 **(LT-PT)** Kiki sings the hare and tortoise rap song to the children (see next slide) showing them the corresponding flashcards (**field, forest, hill, river**) at the same time.

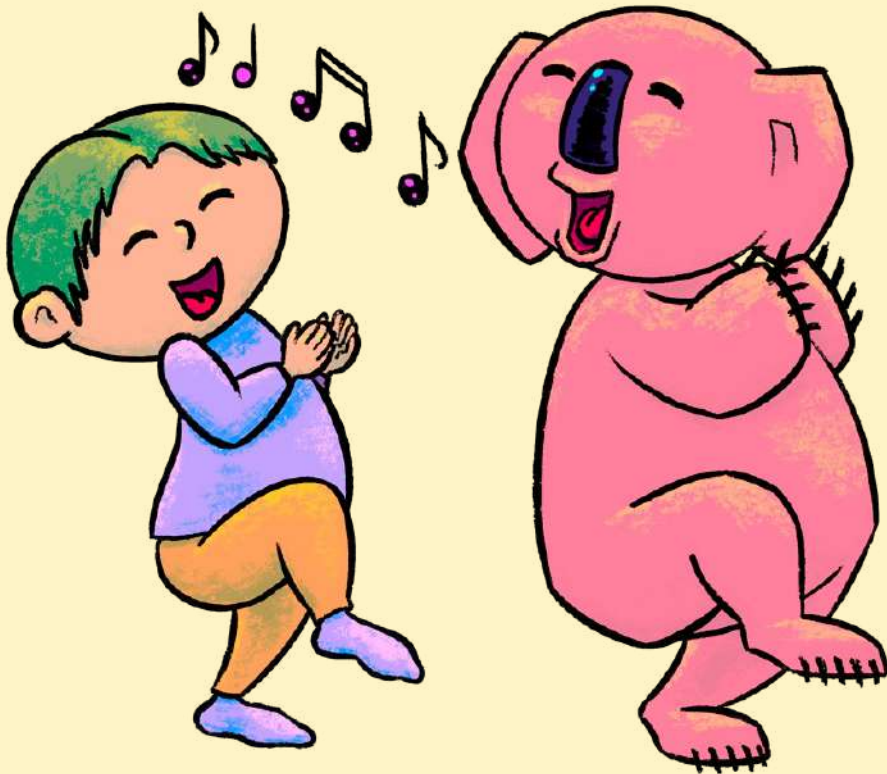
 The children and teachers are divided at random into two groups (hares-tortoises) and dress up accordingly. Kiki sings the song again and both groups dance to the beat, when the animal they represent is mentioned, making the movement they've decided on. **(PT-LT)** We urge the groups on by our example, dancing and making the corresponding movements.

 **(LT-PT)** We encourage the children in whatever way they like (e.g., painting on paper or arranging rest stops in their classroom) to express the route the animal in their group took according to the song (Mr. Hare: field-forest-hill & Miss Tortoise: field-river-hill).

 **(LT-PT)** Repeating the song, this time the children show the route each animal took on their drawings . The roles change and the procedure is repeated.

 If possible, we can make our own video clip for the song.





Run, run, run, up the hill

Run, run, run, through the field

Come with us, it's such good fun

Come Miss Tortoise, run, run, run

x2





The children decide to make a board game of logic, “Snakes and Ladders” so as to enrich the mathematics learning centre. The game will reflect the struggle between the hare and the tortoise.



A piece of coloured card will be divided up into small squares. **(LT-PT)** We show the children the corresponding flashcards and ask the groups to paint the corresponding rest stops **“Make a forest/Make a river/Make a field/Make a hill”**. While the children are making them, we pass through the groups, encouraging them: **“What a beautiful forest!/hill!/field!/river!”**.



(PT-LT) The children can make pieces (hares and

tortoises) out of plasticine, to number the squares, etc. The little rivers could represent the snake and the hill, the ladder, as in the game “Snakes and Ladders”.



The children are divided into groups and play the game. During the game, they throw the dice, call out the number, count the steps in English, go back or forward when they land on one of the icons (e.g., river, hill).


(LT-PT) We help the children, reminding them every time **“Go to the forest/ Go to the hill etc”**.





It could be played in the playground as a board game and the children can cheer on the pieces.






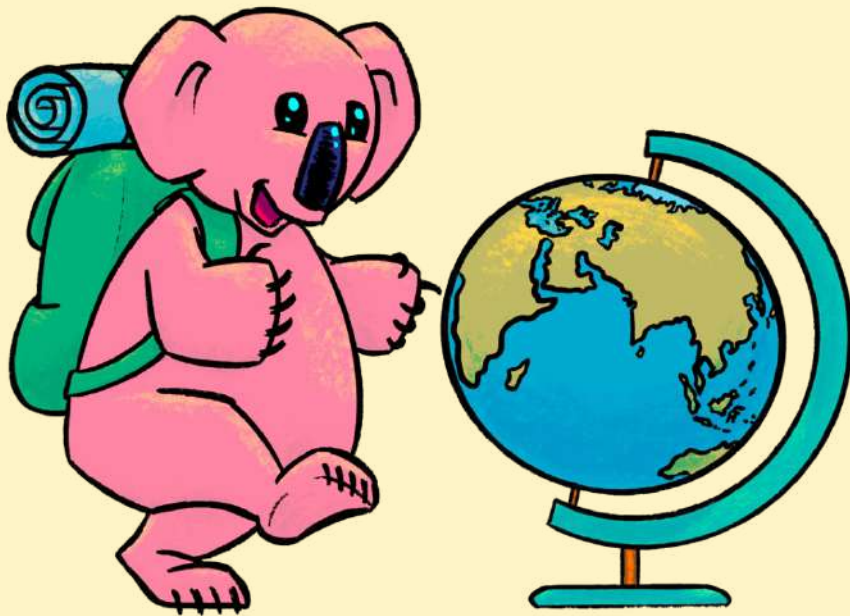
 **(LT-PT)** Kiki encourages the children to play a game along the lines of “Simon Says...” with the title “Mr. Hare says/ Miss Tortoise says...”. The children are divided into two groups (hares and tortoises).

 **(LT-PT)** Saying the introductory phrase “**Mr. Hare/ Miss Tortoise says...**” we activate the corresponding group each time in order to carry out a specific instruction/command (e.g., **walk/jump/clap your hands/run/hop/dance**) (vocabulary recycling) into a fast (hares) or slow (tortoises) beat. **(PT-LT)** We help and encourage the groups, making the movements together with the children at the right rhythm.

 After numerous repetitions the children can change groups and the process is repeated. In addition, if they wish, the children can undertake to give other instructions to the groups (“**Mr. Hare says/ Miss Tortoise says: walk, jump, clap your hands, run, hop, dance, etc.**”).

 **(LT-PT)** If they think it’s necessary, they can increase the level of difficulty of the game, repeating the procedure with all the children (the same children alternate the role of the hare and the tortoise depending on the instruction given).








The children are divided into groups, and with our help, they make posters using the collage method with the two heroes in the different places in the story. Thus, for example, we have a poster with the title “The Hare in the Forest”, one entitled “The Tortoise in the Field”, etc. They can add their own photos on the posters and call out the matching phrase: (e.g., “**George in the field/Mary in the forest**” etc.). The posters go in the classroom. Alternatively, they can role play it with the children themselves or with puppets, and act it out in the summer celebration.





-  The children form pairs or small groups. They  In pairs, the children play a game. They have flashcards in front of them (field, forest, hill, river). One child places one in their own order and the other child ‘reads’ the route the tortoise or the hare will follow. Alternatively, we construct a model of the corresponding stops (field, forest, hill, river). One child gives an instruction (e.g., Run up the hill) and the other child places the model of the animal on the matching point.
- are given mixed up flashcards of the story of the hare and the tortoise and the children are asked to put them in the right order. After this, they try to tell the story in their own way, remembering words, phrases and dialogues. The efforts of the children are recorded and enrich the e-portfolio.
-  EAN Digital Game: “Mr. Hare and Miss Tortoise”. The children listen to the phrases from the song of the hare and the tortoise (e.g., Run up the hill) and choose the correct picture from those appearing on the screen.

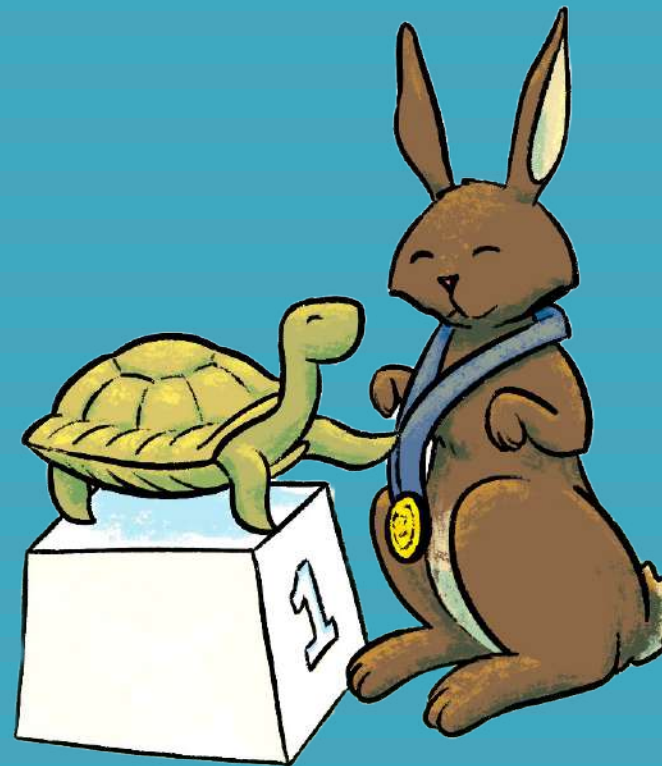




Aesop's Fable "The Tortoise and the Hare" | 226 in the Perry Index

Song: "Miss Tortoise"

Music: Konstantinou Vasiliki





EAN EDUCATIONAL SCENARIO



Let's make ice cream!

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 make ice cream!* 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 make ice cream!
Thematic Category	Summer
Rationale	<ul style="list-style-type: none">• The aim of this scenario is to use the interest the children have for ice cream in order to create the conditions for the practice of vocabulary through a real situation and the solving of a simple problem while developing thinking skills. At the same time, the activities of this scenario provide the opportunity for recycling of vocabulary (colours, numbers, steps in following a recipe).• The enrichment of the play area (shop) with materials related to the theme of ice cream gives the children the motivation for further engagement with this topic and the corresponding vocabulary through playful activities.• As ice cream is needed as a treat for the final/summer event (see summer festival scenario), its preparation gives the stimulus for learning about how to make ice cream.• This scenario provides the opportunity for collaboration with the community and the conditions for transition activities.





Children

know the basic vocabulary in English (colours and numbers)
can work in groups
can match the quantity with the number symbol
have learnt how to solve a problem
have worked in groups and have become familiar with taking on roles

Teachers

The English language teacher (**LT**) has worked with the children on colours and numbers
The preschool teacher (**PT**) has familiarised the children with how to follow a recipe in order to cook something.
Both the teachers, the children and the parents/guardians decide on the ingredients they need to make ice cream.
Both the teachers, the children and the parents/guardians decide on organising a trip to an ice cream shop.





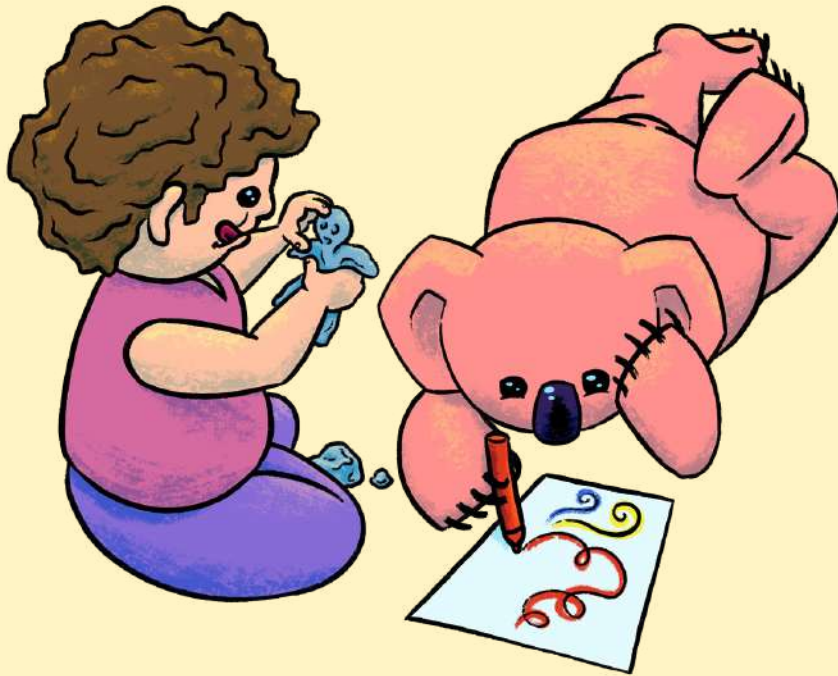
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic English vocabulary related to ice creams• To use basic phrases to express preferences <p>Suggested vocabulary chocolate, strawberry, vanilla, banana, caramel, ice cream</p> <p>Suggested vocabulary It looks tasty/delicious!, Come on everybody!, Let's make ice cream!, I love ice cream!, Can I have...?</p>
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To perceive themselves as someone special and to find the similarities and differences with others (such as their favourite ice cream flavour)
<p>Thematic areas involved</p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none">• To use a recipe using units of measurement for the ingredients (e.g., a cup)• To make graphs (diagrams and pictographs) using symbols
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To adapt their movements so that they can respond to rhythmic motifs (rhyme/song)
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To appreciate what makes them special and to respect their uniqueness and the preferences of others (different favourite ice cream flavours)• To show a problem-solving disposition





Description of the procedure and suggested activities





Kiki the Koala

Song “I love ice cream”

Flashcards of different flavoured ice cream
(chocolate, strawberry, vanilla, caramel,
banana)

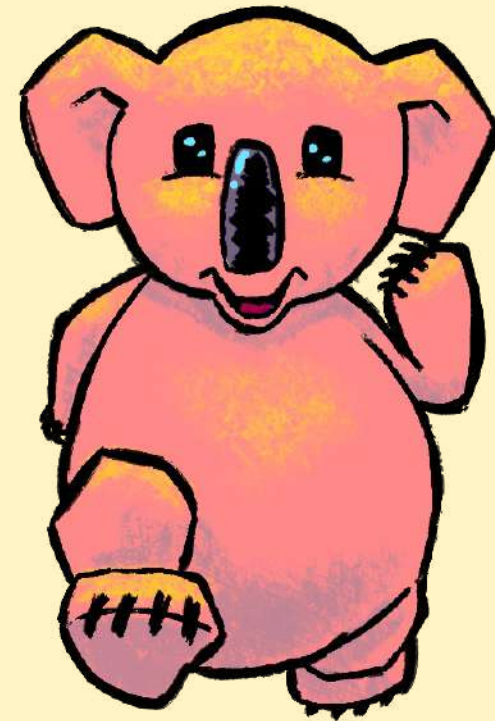
Ice cream cones with numbers and
colourful pom poms or plasticine

Coloured wreaths








Kiki comes into the classroom excitedly holding an ice cream (she could have made it out of coloured card and coloured tissue paper)/a big flashcard and says **“It’s hot! I love ice cream! Let’s make ice cream!”**.






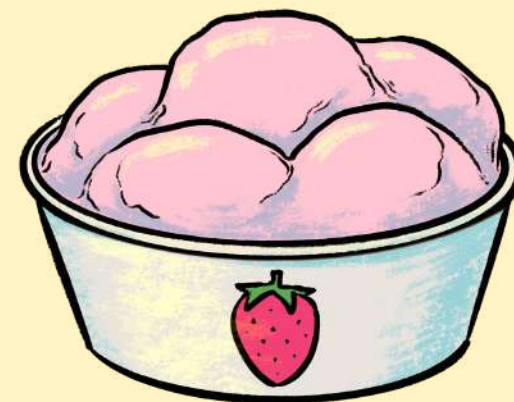
 **(PT-LT)** We encourage the children to tell Kiki why they like eating ice cream in the summer and what are their favourite flavours.

 The children draw an ice cream of their favourite flavour and present it to Kiki saying in English **“I love e.g., chocolate ice cream”**.

 **(LT-PT)** The children sing the song **“I love ice cream”** (see next slide) many times (each time they add something, e.g., pauses and they sing the next phrase on their own, movements, changes in volume, etc.). We accompany the song with the matching flashcards (**chocolate/strawberry/vanilla/caramel/banana ice cream**) and movements.

 **(LT-PT)** They then listen to the song again and each time they hear an ice cream flavour

(e.g., **chocolate**) and the children who like that particular flavour raise their drawings saying the word out loud in English.





Ice cream, ice cream I love ice cream

Chocolate, strawberry, what about you?


Ice cream, ice cream I love ice cream


Vanilla, caramel, what about you?


What about you?






 **(PT-LT)** Kiki suggests that the children find what is the most popular ice cream flavour in the class and says, **“Let’s vote!”**. At first, they can guess according to the conversation that has already taken place and they then suggest the way that they could come to a safe conclusion.

 **(LT-PT)** The children categorise the drawings by placing them in the wreath with the corresponding colour.


 The groups draw bar graphs using the results. In particular, for each drawing they add a brick to the ‘preference tower’. Therefore, they have a bar graph for each flavour. They then interpret the bar graph and say the number of

preferences for each flavour in English (e.g., **“Vanilla, three.”**). They finally put the results on paper and announce the most popular ice cream flavour to Kiki (e.g., **“Strawberry”**).


 The children could even collect the choices from other classes in order to find out the most popular flavour in the school.







 **(LT-PT)** Kiki says, “**I love ice cream**”. The children decide to “make” ice cream for Kiki.

Kiki is excited, “**Come on everybody. Let’s make ice cream**”.

 The children are separated into groups, depending on their favourite flavour (e.g., **chocolate ice cream, strawberry ice cream, vanilla ice cream**).





 Each group has various ice cream cones with a lucky number and a pom pom (or plasticine) in different colours at their disposal. They are asked to “fill” their cones with pom poms/plasticine, gluing the same number of

pom poms/plasticine as the number on the cone.

 The children turn their shop into an ice cream shop and act out the roles of ice cream salesperson and customer. **(LT-PT)** We take part in the children’s game (e.g., “**Can I have ice cream, please? Can I have two balls? One strawberry and one chocolate please!**”), encouraging them.



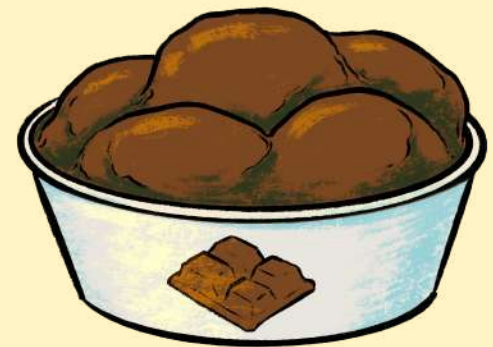


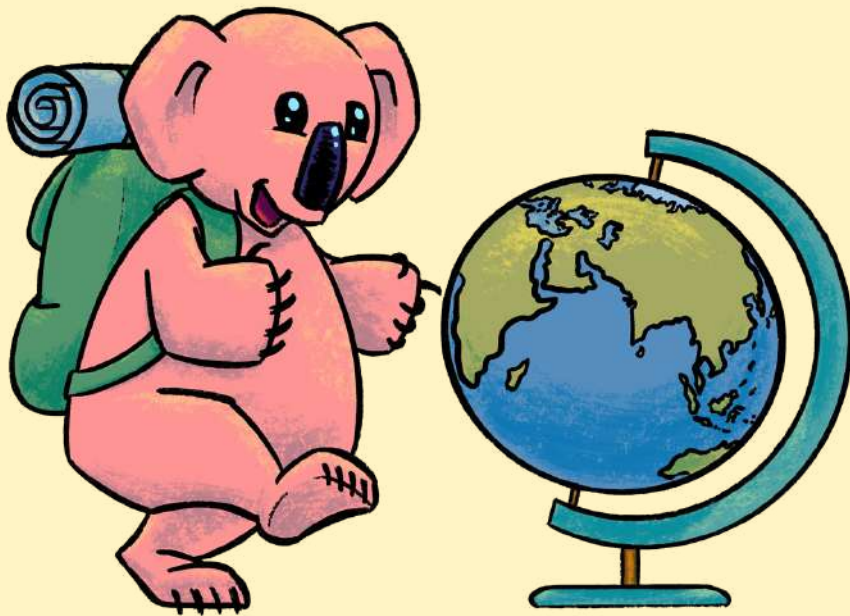
-  **(LT-PT)** Together with the children, we decide to make ice cream for our guests at the school summer celebration, **“Come on, everybody. Let’s make ice cream for all”**.
-  **(LT-PT)** We find an ice cream recipe online and prepare the ice cream in groups (see next slide).
-  **(LT-PT)** During the making of the ice cream we use the appropriate vocabulary (e.g., **strawberry/chocolate ice cream**) and vocabulary related to carrying out a recipe (e.g., **add, put**).
-  Alternatively, we visit an ice cream shop in our neighbourhood and see how they make their ice cream.





1. In a bowl, add two cups of milk and one cup of sugar
2. Mix the milk and the sugar
3. Add vanilla syrup and a cup of cream
4. Mix them all together
5. Put it in the freezer
6. Enjoy!





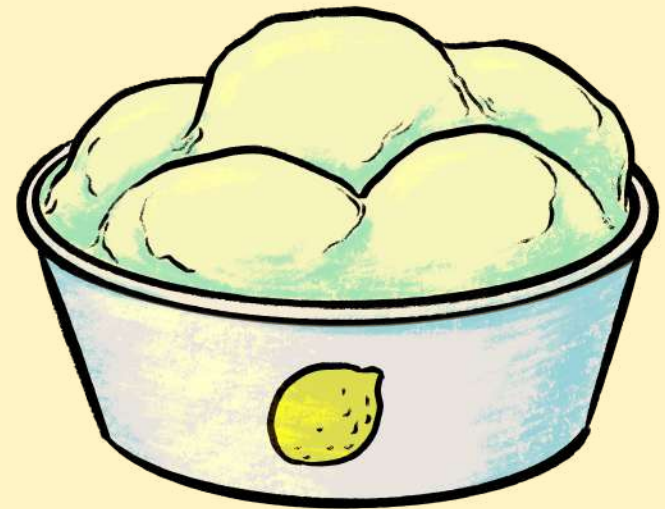


The children create a video with instructions on how to make ice cream and put it on the school blog. The children and the teachers visit the neighbourhood primary school, other classes in their school or neighbourhood to offer them some ice cream.





-  The teachers can record the children's conversations during the game in the ice cream shop and put it in the e-portfolio of each child.
-  EAN Digital Game: "I love ice cream". The children listen to the description of an ice cream (e.g., chocolate ice cream) and choose the correct one out of five.





Acknowledgements/Credits

ean.auth.gr

Song rhythm: “Row, Row, Row Your Boat” Roud Folk Song, Index number 19236

Song: “I love ice cream”

Music: Konstantinou Vasiliki





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)



Title	Let's clean up the beach!
Thematic category	Summer
Rationale	<ul style="list-style-type: none">• 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.• 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.• This scenario develops as a project, since it concerns taking action on an environmental subject.• 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.





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)

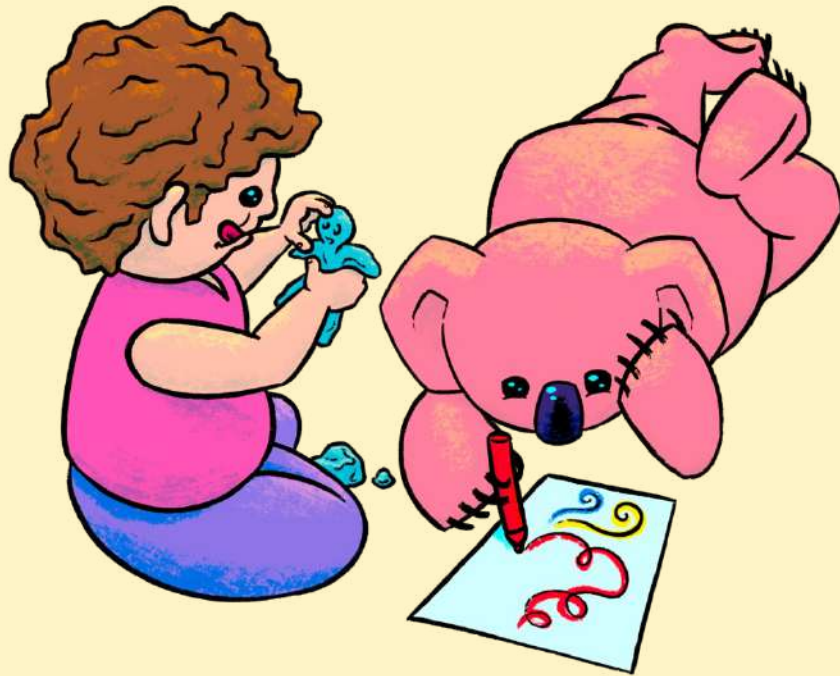
The two teachers **(LT-PT)** divide the children up into groups according to their interests to undertake specific activities.





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





Kiki the Koala

Flashcards (beach with lots of rubbish,
paper, plastic, bottles, metal, glass)

Cardboard boxes (from the supermarket)

Scissors

Glue

Cardboard

Marker pens



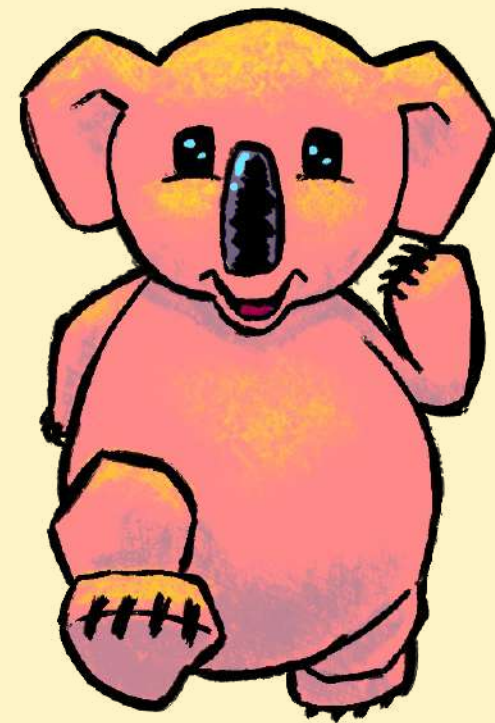


Description of the procedure and suggested activities








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.

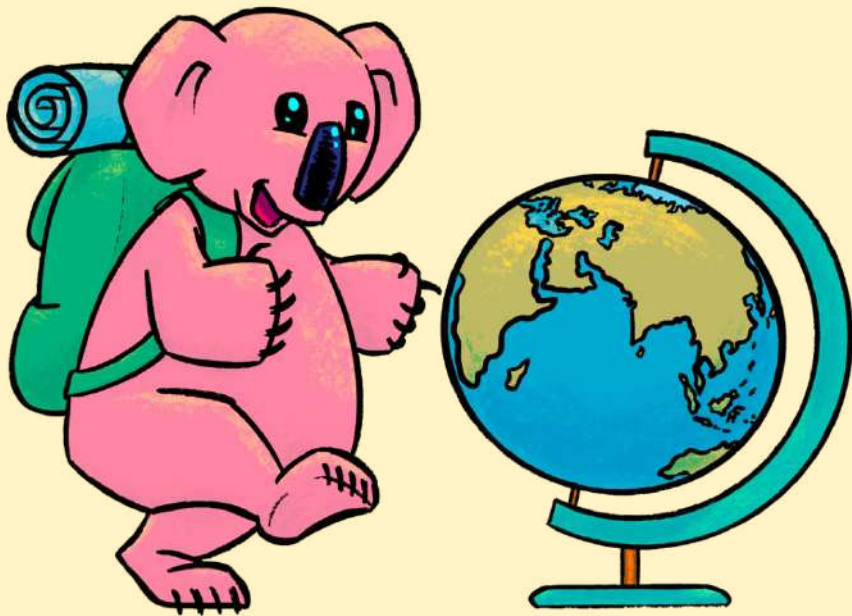
 **(LT-PT)** We help the children to remember the vocabulary **“rubbish bags, gloves, masks”**.

 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**”.





Acknowledgements/Credits

ean.auth.gr

Song: "Let's clean up!"

Music: Konstantinou Vasiliki





EAN EDUCATIONAL SCENARIO



ean.auth.gr



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

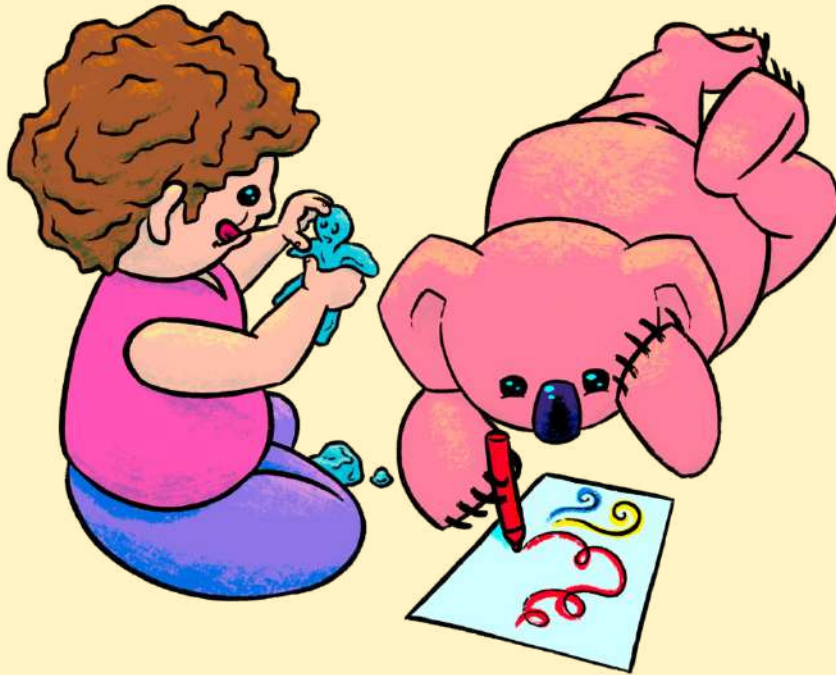
The preschool teacher (**PT**) has talked with the children about travelling and other ways of going on holiday
The English language teacher (**LT**) has mentioned that the inhabitants of Australia, Kiki's homeland, often choose to go camping for their holidays. The teachers inform the parents/guardians 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> <p>Child and Natural Sciences</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>Thematic areas involved</p> <p>Child, Body, Creation and Expression</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>Child, Self and Society</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>Developing attitudes</p>	<ul style="list-style-type: none">• To use various materials to make small crafts• To take on roles and act out a story <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.).



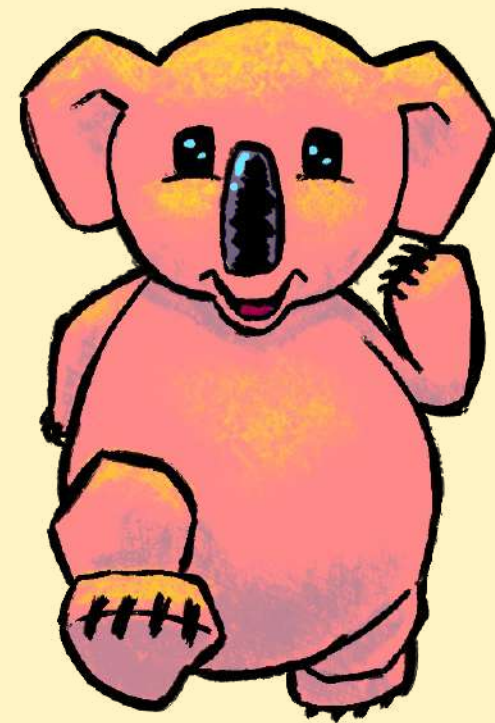


Description of the procedure and
suggested activities








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.

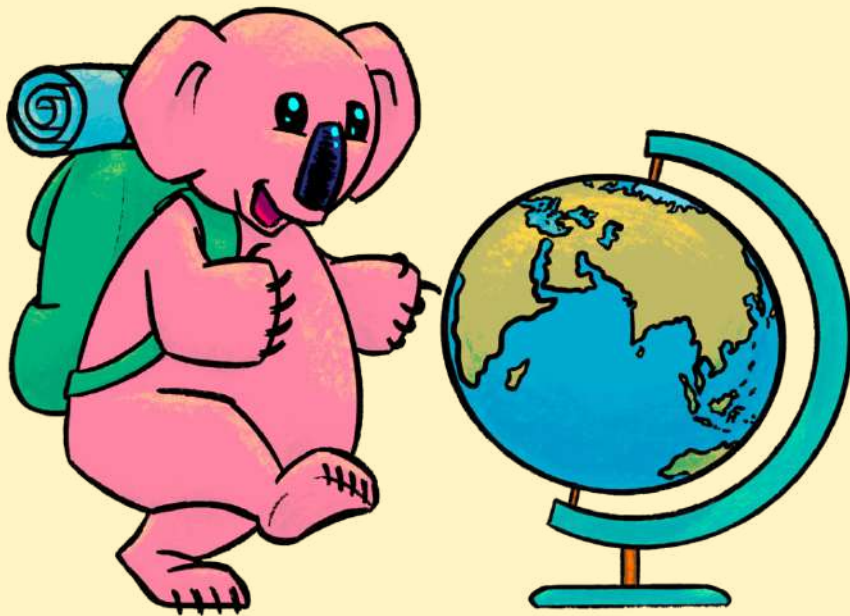
 **(LT-PT)** After Kiki's encouragement, we decide to turn our classroom (or if possible in the schoolyard) into a game area with the theme of Camping.

 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



EAN EDUCATIONAL SCENARIO



ean.auth.gr



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">• 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)• 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.• This particular scenario could follow on from scenarios such as το “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.





Children

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

Teachers

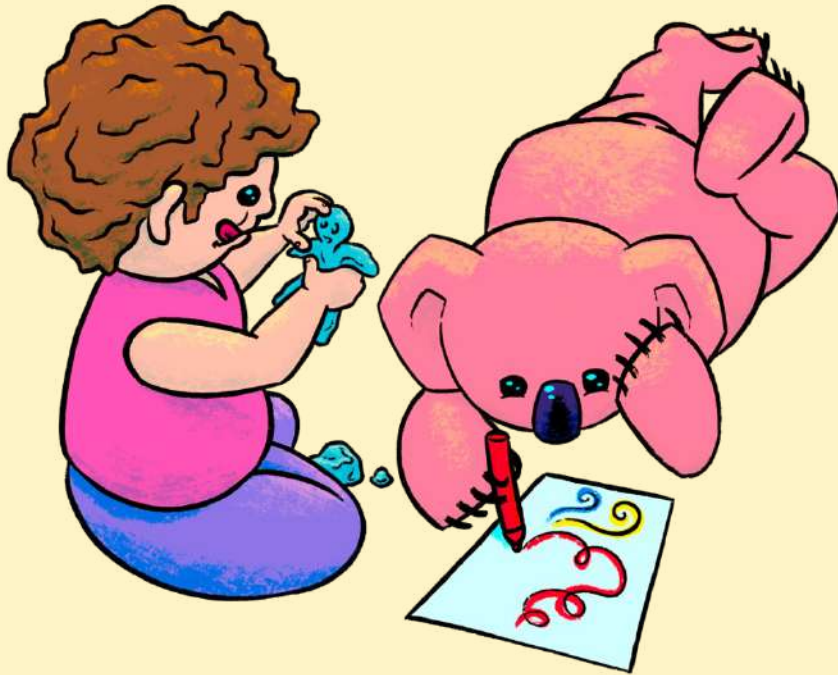
The preschool teacher **(PT)** has begun a thematic approach to sports.
The English language teacher **(LT)** often uses phrases of encouragement when the children try to complete the activity.





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





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



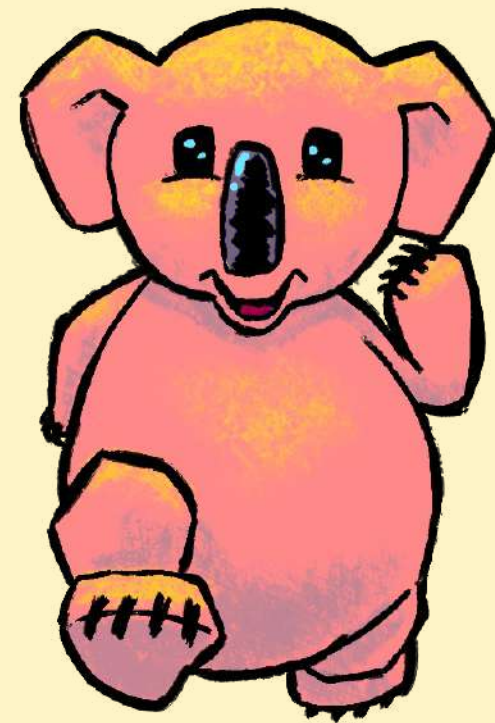


Description of the procedure and suggested activities








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 do 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.






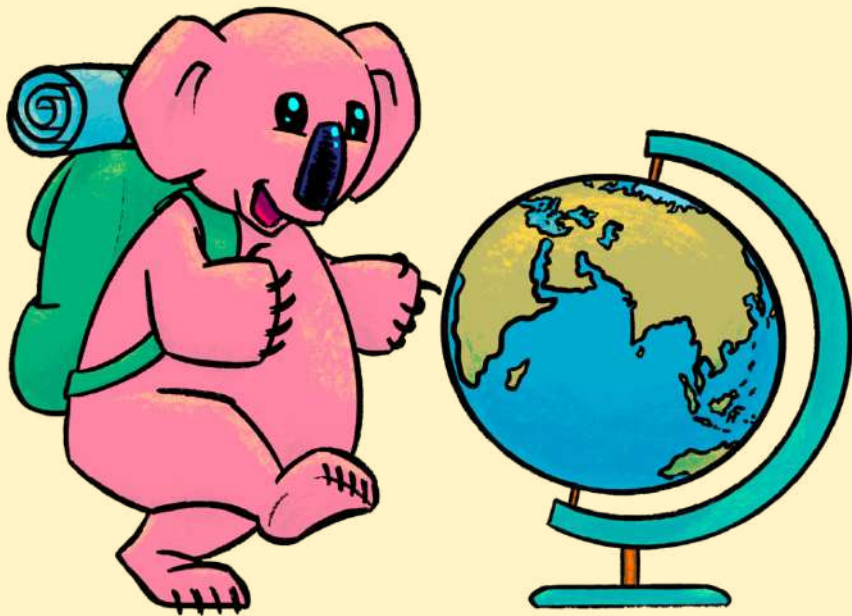
 **(LT-PT)** Kiki happily comes into the class and says to the children **“Let’s play, let’s run, it’s so much fun!”**.

 **(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.

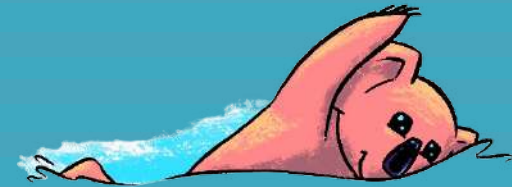




Acknowledgements/Credits

ean.auth.gr

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



EAN Educational Scenario



Summer 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). *Summer 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)



Title	Summer festival!
Thematic category	Summer
Rationale	<ul style="list-style-type: none">• The aim of this scenario is to get the children to review the year that has just passed, focusing on their experience of English in the school.• For the preparation of the final/summer school celebration, and the need for the children to create a collectible commemorative video for their English in their class, a review of a large part of the vocabulary they have been exposed to throughout the school year is carried out.• This scenario could be part of a wider project, the final product being the creation of a (live) programme aimed at informing the children enrolling next year in the school as to what it means to be a pupil in preschool.





Children

have been exposed to vocabulary on various themes in English over the year
have developed their cooperative skills

Teachers

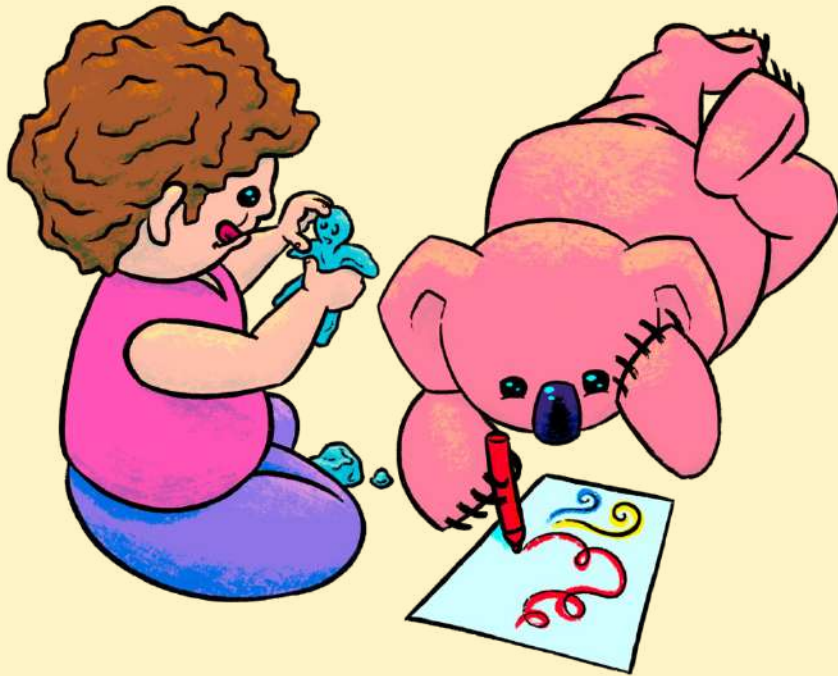
The preschool teacher **(PT)** has agreed with the children to organise a school celebration
The English language teacher **(LT)** has gathered the material (digital and printed) from the whole year
The teachers get in touch with the children who are pre-school leavers' parents/guardians.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">• To use basic functional vocabulary in English following what they have been exposed to over the year• To use basic phrases in order to express activities <p>Suggested words Recycling vocabulary based on the work done by each English teacher and their children over the year</p> <p>Suggested phrases Recycling phrases based on the work done by each English teacher and their children over the year</p> <ul style="list-style-type: none">• To collaborate on organising actions (summer celebration)
<p>Thematic areas involved</p> <p>Child and natural sciences (IT)</p>	<ul style="list-style-type: none">• To make descriptions in a logical order and continuity (presentation of spider web diagrams)• To turn information into digital format in order to cover communicative requirements (video)• To use the potential of digital technology to produce a video
<p>Child, body, creation and expression</p>	<ul style="list-style-type: none">• To compose original work, combining materials in a creative way (making spider web diagrams)
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To understand the need to prepare and organise a celebration• To use IT in a creative way





Kiki the Koala

Song “We all love Summer!”






Description of the procedure and suggested activities





Kiki enters the classroom with enthusiasm. **“Summer is here!”** she tells the children! How time flies! She has mixed feelings. On the one hand, she’s happy that summer holidays are coming. On the other, she’s sad because school will be breaking up. What a lovely time she’s had in preschool. What a lot of things she’s done with the children and their teachers!






 **(PT-LT)** We encourage the children to tell Kiki about their decision to organise their summer celebration which will aim to inform the children who will be enrolling next year in the preschool, as to what it means to be a pupil there.

 **(LT-PT)** We decide together with the children to create a video with their favourite games and songs in English for the school's final celebration, **“Let's make a video with our favourite games!”**.






 **(PT-LT)** We encourage the children to share with each other how they spent the year with Kiki. To go over things they did,

activities they organised, songs they learnt, games they played, group projects they did, etc. What they like the most? What do they remember most vividly from all those things?

 The children draw their favourite activity from this year with whatever material they like and present it to everyone, giving reasons for their choice and using the vocabulary in English.








-  **(LT-PT)** To help the children decide on the contents of the video, we help them to remember what they've done over the school year, using photographs, projects and other digital resources.
-  With the above resources, they decide to create a spider web diagram in order to “narrate” the activities they carried out with Kiki.
-  More specifically, the children are divided into groups and each group is called upon to express the activities they did at different times (as regards time and theme), selecting from the resources available.
-  **(PT-LT)** We go around the groups assisting when needed.
-  Once each group has presented its piece, they compose the resources, creating their spider web diagram.





 **(LT-PT) “Let’s celebrate!”** Kiki says and invites the children to listen to her favourite song (see next slide). This song could be used as the start of the summer celebration.

 In small groups, the children undertake to prepare workshops for the party.

 **(LT-PT)** For the workshops, together with the children, we select some themes and remember some of the songs (“**Let's sing!**”), some of the games (“**Let's play!**”) and some of the dance songs (“**Let's dance!**”) we learnt and played during the

activities in English. Each theme makes up one workshop.





We all love summer, summer, summer


We all love summer, summer, summer


Yes, it's great! Come on, let's celebrate!


Yes, it's great! Come on, let's celebrate! x2






 In small groups, the children make posters and invitations with any material they like, in order to invite parents/guardians and children to their party, **“Let’s make a poster!”**.

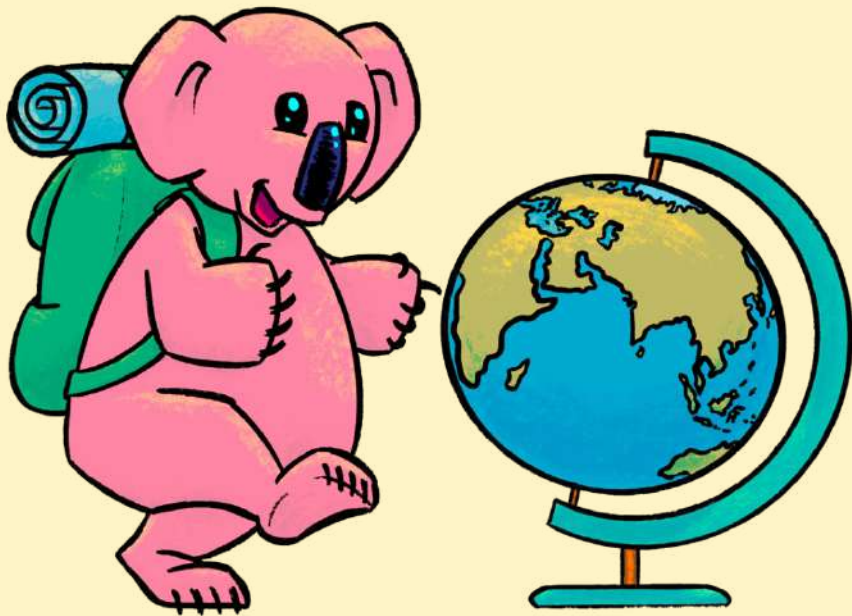
 **(LT-PT)** In the school playground or in the classroom and under our guidance and support, the children organise the space to carry out the “workshops” so as to play with those invited (e.g., parents/guardians).

 At the start of the celebration and singing their song (see previous slide), the

children receive their guests, present the spider web diagram, play the game in the workshop they prepared and treat the guests to the ice-cream they made (see the “Let’s make ice cream!” scenario).

 At the end of the celebration, Kiki says farewell to the children, **“Have a great summer, everyone! I’ll miss you!”**.







The video the children produced could be sent to nurseries so as to inform the younger children about the English programme in the pre-school.

Alternatively, the children present their video to the first class of primary school as a part of the smooth transition, showing the similarities with the primary school programme.





 We gather documentation for the e-portfolio

 Memory game based on the workshops of
the summer festival





Acknowledgements/Credits

ean.auth.gr

Song: “We all love summer”

Music: Konstantinou Vasiliki

