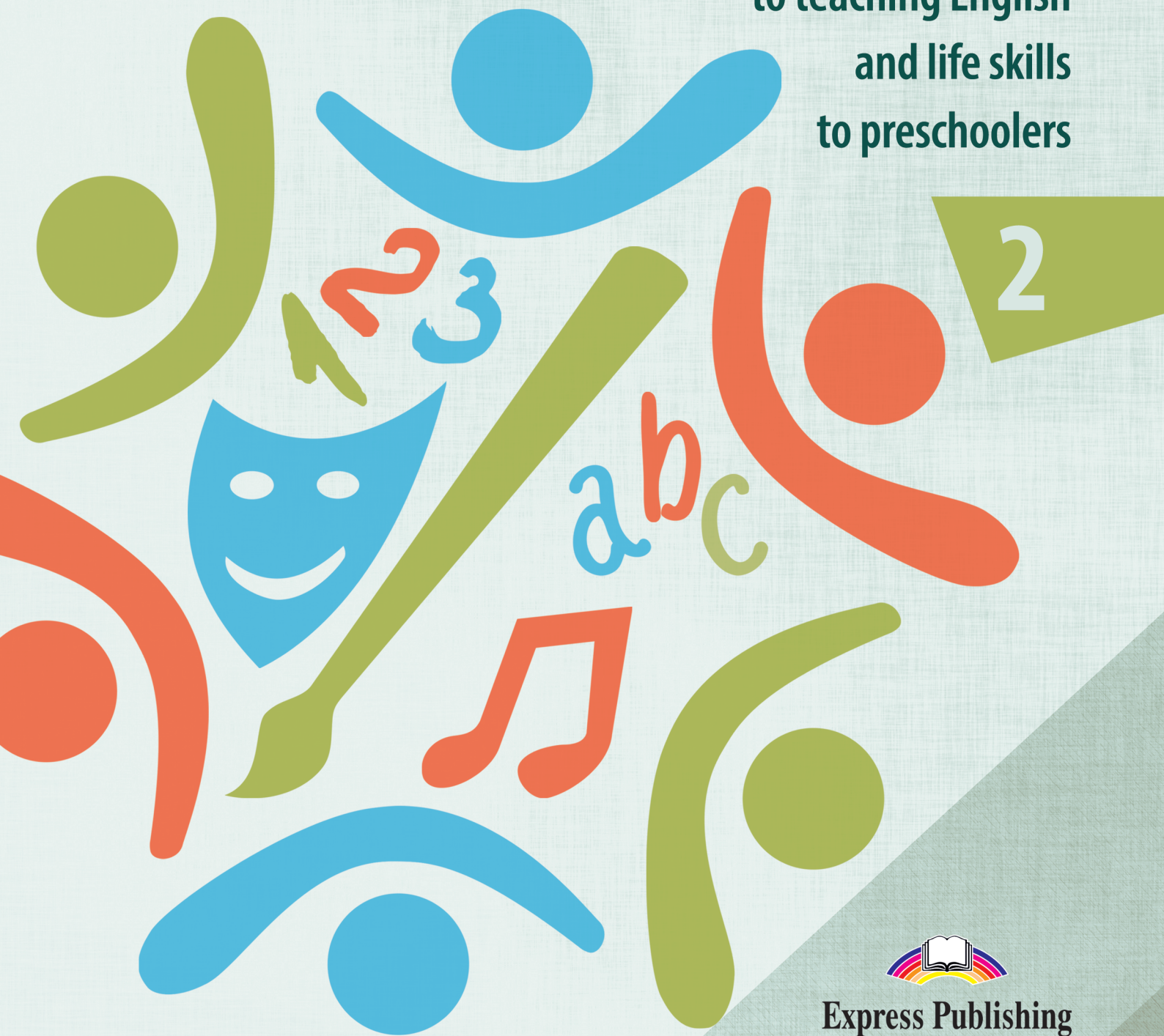


Myrsini Verdoukas - Jenny Dooley

My Edutainment World

A holistic approach
to teaching English
and life skills
to preschoolers



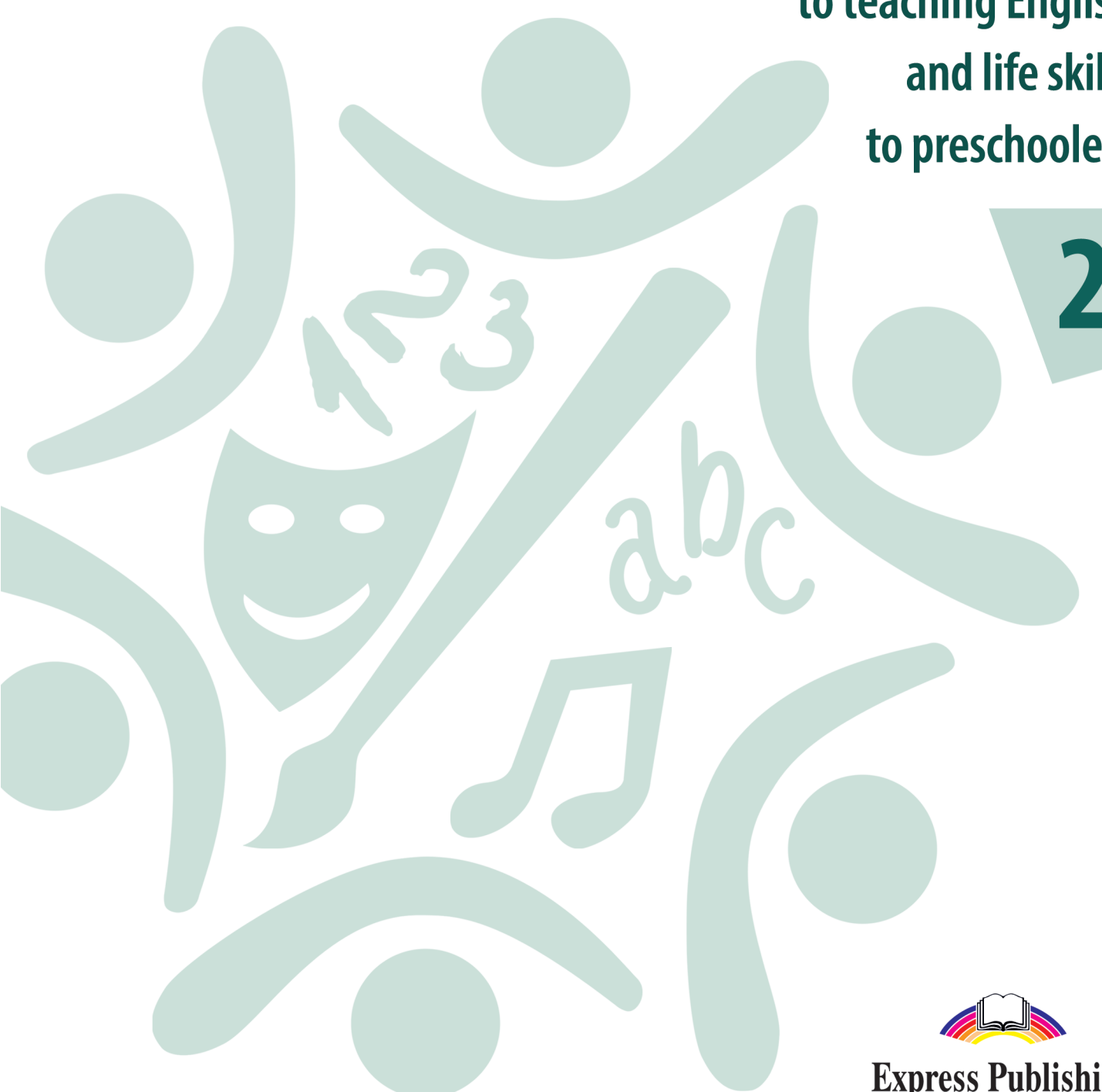
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Introduction

WHAT IS THE AIM OF THIS BOOK?

This book aims to provide a holistic hands-on curriculum, for teachers who teach English as a second language, to teach their pupils the letters of the English alphabet and their phonetic sounds. Pupils are exposed to the phonetic sounds of the English alphabet through play and by involving them in fun and creative hands-on activities. The games and activities in this book provide pupils with the opportunity to be taught in an informal and enjoyable way. In essence, they will actually be learning without realising it!

My Edutainment World 2 does not only focus on teaching English, but also aims to teach and equip pupils with important life skills as the activities have been specifically designed to focus on developing pupils socially, physically, intellectually, creatively and emotionally.

WHO IS THE BOOK FOR?

This book is for the teacher who believes that young learners have the innate ability to learn languages naturally and unconsciously! It has been written for the teacher that believes that children learn best through play-based, hands-on experiences because they are aware that children make sense of ideas from real-life experience. It is for the teacher who comprehends that children develop greater fluency in a language when they are naturally exposed to it.

HOW WILL YOUR PUPILS BENEFIT?

- They will learn English subconsciously in a fun and engaging way.
- They will learn important life skills and develop critical thinking.
- They will learn how to work and communicate as a team.
- They will love participating in all the activities because it is fun.
- They will be more open to experimenting with the language because they feel safe and secure.
- They will develop a very close bond with you through all the fun activities.
- The activities stimulate imagination.
- They will learn a lot of new things.
- They will love speaking English.
- They will feel happy and that is the most important achievement of all.

HOW TO USE THIS TEACHER'S RESOURCE BOOK?

This book can be used on its own or in conjunction with any course book. It contains a complete syllabus for thirty step-by-step lessons and also includes three optional units to celebrate Halloween, Christmas, and Easter.

WHAT IS THE STRUCTURE OF EACH LESSON PLAN?

Each lesson focuses on teaching the phonetic sound of one letter of the alphabet through a variety of fun and engaging activities.

Time duration:

Each lesson has been carefully designed to take place in a ninety-minute lesson which comprises two or three activities. This structure enables you to keep your pupils engaged as young learners need variety because they have a short attention span and they easily get bored.

Lesson features:

- 1) The aims and language in use are clearly stated at the beginning of each lesson plan.
- 2) The **Beginning the lesson** stage is an opportunity for the teacher to welcome pupils to the class and revise the language pupils have learnt in the previous lesson.
- 3) The **Activities** section outlines the type of activities which will be used in the lesson and the suggested time duration of each.
- 4) Each activity clearly states its aim and includes a supplies checklist and clear instructions on how to do it.
- 5) The **Ending the lesson** stage enables pupils to end the lesson on a high note either through a fun game or by presenting the language they learnt.

GENERAL GUIDELINES FOR EACH ACTIVITY:

Sports and outdoor games

These activities should take place outdoors or in any open space in the school building. Study the instructions of all the sports activities very well and make sure you have all the equipment you need for each activity.

You need to give pupils simple clear instructions and at the same time, demonstrate what you are saying.

Safety is a very important issue while playing sports. For example, make sure another child is not standing behind somebody who has a bat or any kind of sports equipment. Your eyes must be everywhere during the game speculating possible situations which could put a student at risk.

Avoid competition with preschoolers and always emphasise that we play games for the fun of it and that they should not be so competitive. Make sure you divide up your teams equally ability wise.

Yoga

Prepare the yoga flashcards which represent the word and not the pose. Once again, you do not need to be a yoga instructor to do the yoga activities. What you do need to do is to study and practise the poses for the new vocabulary that needs to be taught.

The yoga activities can take place in any open space inside or outside the school. It would be ideal if you could provide pupils with yoga mats but if this is impossible, the yoga activities can take place in your classroom if there is a carpet. If they have yoga mats, get them to place their mats on the ground in a circle, like a sunflower.

Once again, it is essential to give simple clear instructions, combined with demonstrations and you will need to use pictures or flashcards to show the animal or the object.

After the yoga activity, teach them how to roll the mat, walking in a line to take them back where they are stored and show your pupils how to put the mats away correctly, otherwise they get damaged.

Gardening

The objective of gardening is to get our students close to nature, to teach them a life skill that they can provide for themselves one day and they can observe the process of a seed growing into a fruit or veggie and then they eat it. They are also taught the responsibility of how to look after and nurture the plant so that it can grow and flourish.

Study your activity well and make sure you have all the supplies you need for the activity.

Give clear instructions and demonstrate the activity to them.

You can also get them to water the plants around the garden with their watering cans. We always tell them to pour the water at the bottom of the stem and not from the top as the flower or stem can get hurt.

When they are digging the garden boxes make sure they don't throw the soil out of the boxes.

After planting make sure you put a little sign so you can remember what has been planted and where. You can use ice lolly sticks as garden markers.

Arts and Crafts

This gets done in the arts and crafts classroom or in the regular classroom. You might need to prepare things beforehand especially if you are working with preschoolers. So always make sure you study the steps very well and gather all the materials you will need for the craft.

It is wise to show them what they will be making so they know what the objective of the activity is.

We always do things step by step, giving instructions and showing them what to do. You should always hand out craft materials one by one as you go through all the steps of the craft. You can assist some students but they should be doing the activity on their own.

You should always have your marker with you to write their names on each craft to save tears at the end of the day so that no one takes someone else's craft by mistake.

They should always help you clean up after each activity. They can help put away material, wash brushes or any other equipment used, sweep the floor and clean the tables and chairs with soap and a sponge and then wipe the table with a wet cloth. Keep in mind, we always have a separate sponge and cloth for arts and crafts and separate ones for cooking activities for hygiene reasons.

Please, do not waste material. It is wiser to put some paint into the paint tub and to add rather than waste. Should there be some leftover paint, open the bottle and try to put back the leftover paint with the use of a paintbrush.

Paintbrushes, bowls and all other craft material can be cleaned in the sink with the craft sponge and cloth. It is better to clean paintbrushes, paint tubs, glass bowls and glue spatulas straight after use since they are harder to clean when the paint has dried. An efficient way to clean paint tubs is with the use of a paintbrush and water and not a sponge.

Keep the glue gun away from kids. Please, be careful when using it as you can get badly burnt if you are not focused.

Students leave the classroom in a line holding their craft and put it on the display shelf.

Music games

These games can take place in the classroom.

You should give clear instructions with demonstrations before playing the games.

You should be well prepared and know your activity very well and make sure you have all the materials you will need for each activity.

Science

This can take place in the arts and crafts classroom, in the kitchen, their classroom or even outside.

You need to study your activity very well and even search on the Internet where the person performing the activity usually gives advice with what works and what does not which could be very helpful. Make sure you have everything you need to do the experiment.

Get them involved in the activity and guide them to do the various steps. Just keep safe at all times. You can even divide them into groups and each group can do the experiment.

Once again remember to clean up after your experiment.

Cooking

This activity can take place in the school's kitchen or if you don't have kitchen facilities you could do the activity in the classroom.

Once again, study the recipe and make sure you have all the ingredients, equipment and electrical appliances you will need.

Always get your pupils to wash their hands before each cooking activity. If there are chairs I suggest removing the chairs from around the table so that they can easily move around the table to participate in the various steps of the activity.

Get them to put on aprons.

It would be ideal if you could create a small blackboard in the kitchen to write the recipe and draw what you will be making or show them a picture. If you are using a classroom, this can be done on the classroom's board. Give simple and basic instructions. I suggest breaking each step into smaller ones to get them involved as much as possible. In this way, they don't get tired and bored. For example, if the recipe says one cup of flour, I divide the steps into 4 by getting four students to add a $\frac{1}{4}$ cup of flour to the bowl. Some activities can all be done at once, or pupils can be divided into groups and each group can be assigned something to do, or you can rotate each step around the table as I suggested with the flour.

Make sure you do not waste anything, so after using each ingredient, get a student to put it away – remember to secure everything with an elastic band so that it doesn't make a mess in the kitchen cupboard. Whatever needs to be stored in the fridge, make sure you put it in the fridge.

After the cooking activity, get your pupils to help with cleaning up, drying and putting away the kitchen tools and cutlery. We use the kitchen sponge and cloth to clean the table and the kitchen counter, the broom to sweep the floor and the mop to mop it. I suggest dividing them into groups for cleaning up. Clean all electrical equipment after use. Do not put anything hot on the table or kitchen counter. Use silicon mats.

Whatever you make can be put on the display shelf. Now, if it is something that needs to be put in the fridge, place it on the shelf just before the end of the day. Some items need to be put in some foil or a napkin or a plastic glass on a paper plate. It is very important how you present what they have made. Believe me, it shows how professional we are.

Remember to switch off the oven and clean the cooker or oven as well. If by mistake you dirty the walls near the oven while cooking or baking, please clean it because when it dries, it's harder to clean.

Language activities and games

These are usually activities to teach your pupils the new vocabulary which is usually associated with the theme and they can take place in the classroom or in any suitable space in the school. You need to make sure you have all the supplies and acquaint yourself well with the steps of each activity.

Drama play

Drama play takes place in a certain area in the classroom which has been adapted for the activity. You might need to prepare some things beforehand and make sure you have all the supplies you need for the activity.

Everyone sits around the area and in groups they act out a certain dialogue. Remember to guide them with the dialogue and get them to use some props or wear something appropriate to spice up the activity. For instance, they love using props for the activities such as handbags and toy money and wearing things such as sunglasses, scarves, hats, bangles and clothes to their liking.

You should guide the dialogue by telling pupils softly what to say and the pupils will repeat the dialogue after you. Don't force anyone to speak. Pupils are subconsciously acquiring the language from hearing the dialogue repeatedly. In this way, they are learning and having fun at the same time.

Storytelling

This can be done in the classroom. You need to be well prepared with props, flashcards or objects. You should know your story well and use your voice, gestures, actions, colourful illustrations, relevant games or role-playing to get your pupils involved to make it even more entertaining.

Have the pupils seated in front of you on the floor where they can all see the pictures. The pictures are the key to understanding, so it is vital that the pupils can see them clearly.

Show the first picture and ask the children what they see, e.g. ask them to name the animal or the objects. It is OK if the children use their L1 to reply, but as you will have pre-taught the key vocabulary, see if you can elicit the words in English.

Start the story, using as much vocal and facial expression as possible, acting out the story with gestures wherever you can.

Use dramatic voices to fit the personality of your characters and practise using gestures. Hang your head in sadness, look worried and tearful or look happy, depending on the event in the story. Get the children to imitate the character in the story and look happy or sad.

However, you may also sometimes want to read the story and only stop to ask a few questions here and there so that the process does not drag on too long. You can decide each time depending on the feeling you have in the group. Certainly reading the story should be enjoyable and you do not want to spoil the fun by eliciting vocabulary the whole time.

Singing

This activity can take place in the classroom.

Think of relevant movements to accompany the song. You should be standing in front of the classroom, singing the song while presenting the actions of the song.

They love songs and it is a wonderful tool to learn a language.

Flashcards & Templates

- The picture flashcards, which are available in electronic format, illustrate the target vocabulary and enable the teacher to present the new words so that the pupils can comprehend between the visual prompts and the spoken words. Furthermore, they are an essential tool for most of the games and activities.
- The templates, available in electronic format, are needed for some activities presented in the book.

What does it take to become a successful preschool teacher?

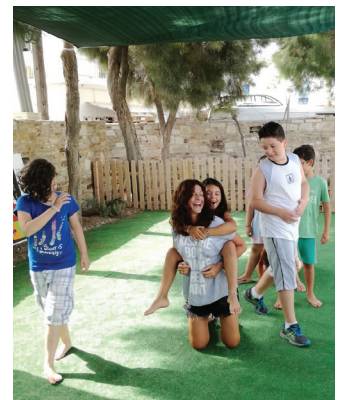


You need to be well-prepared.

Be well organised and prepared and gather all the supplies you need for the activities. You might need to fix or prepare some things before the lesson. Being well prepared will allow you to relax and enjoy the lesson rather than trying to organise your materials while your pupils become restless and bored.

You need to be an entertainer.

Teaching is like acting. You have a message to convey and you need to find the most captivating ways to engage your audience. Pupils will be more engaged and better behaved when educators teach with enthusiasm, humour and excitement. You need to be fun to be with, you need to make them laugh and you need to be energetic to keep your pupils engaged at all times of your lesson.



You need to be a role model.

Treat your pupils with respect and treat them as you would like them to treat you. Model the appropriate behaviour and remember to do this yourself. Shouting and raising your voice are not ideal. Use 'please' and 'thank you' and be polite at all times because it demonstrates courtesy and respect. In general you should be the teacher who believes in them, the teacher who respects and accepts them for who they are rather than for what they do. Smile and encourage them at all times.



You need to make them feel secure from the first day.

Meet and welcome your students with a friendly smile. Show them to their classroom and where to put their bags. On the first day pupils might feel insecure and overwhelmed at hearing you speak English. It is important to create an environment and atmosphere where they can feel safe and secure. If pupils feel secure, they will be more likely to interact with their classmates and to experiment with the language they are learning. Don't do your pupils' work for them! Instead provide encouragement and support and help break it into manageable parts and make sure they understand what they are doing.



You need to provide safety.

Whenever you leave the classroom to go somewhere else, they should always walk in a line. Assign a captain that they all gather behind. Remind pupils to always walk, never run. Young pupils are very energetic and love running around, but they are quite liable to fall over. Keep your teaching area free from hazards which they could trip over or slip on. Avoid having pupils running with objects such as pencils or things that could hurt them if they fall. Keep any potentially dangerous materials well out of reach. Be aware of your pupils when you are playing or working with them; keep ahead of potential problems. Watch out and don't have too many pupils running excitedly in a small space. Make sure there is enough space for them to carry out any actions without accidentally hitting each other.

You need to give simple instructions.

When you need to explain a game or activity, you need to be specific by giving simple instructions while demonstrating at the same time.

You need to be flexible!

If something is not working, then change the game or the activity.

You need to manage your time.

As most activities last 30 minutes you need excellent time management skills and an excellent pace to get

everything done. Always leave some time for cleaning up and putting things away.

You need to set your rules.

Classroom rules should be established from day one and regular reminders of these rules should be given. Be consistent in applying your rules. Praise good behaviour and be fair at all times.

Being strict is not about looking stern and being bossy. It is about making sure the rules are kept, in a firm and fair way. You can still be a really fun, loving teacher and be strict with your class at the same time.

Don't break your own rules by raising your voice to be heard. Instead talk quietly or stop and wait. By waiting they will be missing out on some fun.

The trick is to be fun and warm but strict when it comes to behaving properly. The two are not incompatible. It is your responsibility to be in charge of your group.

WHAT FACILITIES, SPACE AND EQUIPMENT DO YOU NEED?

It would be ideal if you could equip and adapt your school with the following facilities, equipment and space. Our suggested equipment is to facilitate a class with a maximum of 15 pupils.

- 1) **Outdoor area for sports, outdoor activities, gardening and yoga.**

You could create an outdoor space with artificial grass.



- 2) **You can create an area for gardening with wooden boxes.**



EQUIPMENT

Yoga: 15 Yoga mats

Gardening:

15 watering cans

5 sets of gardening tools



Sports:

a) Crawling tunnel



b) A set of plastic cones and hurdle pole set



c) 10 hula hoops

d) tennis balls

e) croquet set

f) bean bags

g) skipping ropes

h) tug-of-war rope

i) two jumping balls



j) potato sack race bags

k) eggs and spoons

l) frisbees

m) 4 pairs of plastic walking stilts

n) footballs

o) basketballs

p) volleyballs

q) dodgeballs

Classroom equipment:

The classroom should be equipped with tables and chairs suitable for preschoolers. You will need children's plastic tables. They are durable, easy to clean and are light enough to carry around when you need to adapt your classroom for various games or activities. You will need 3 tables and 15 stools, or chairs. The class should be

equipped with three bookcases. Students store their bags and leave their water bottles on top of the bookcase so that they can have easy access to them.



Games:

a regular Lego® box which can be used for various games

Drama fun:

You will need a variety of old clothes, wigs and accessories for drama activities and role-playing. Buy material in yellow, red, green and blue to create various settings or use old sheets.

Kitchen:

The kitchen is used for cooking and science activities. If you do not have space, you can do the cooking activities in the main classroom. You can invest in a trolley and students can get all the things they need for the activity and do it in their classroom.

You will need to equip your kitchen with the following cooking utensils and electrical appliances:

Electrical appliances:

portable oven

blender

hand mixer

small fridge

Kitchen textiles:

15 aprons

4 kitchen towels

oven gloves

Kitchen utensils:

big plastic mixing bowl

peeler

rectangular baking trays

pastry brush

round baking trays

various cookie cutters

loaf tins

rolling pin

muffin tins

spatula

cooking pot

kitchen utensil set: turner,

saucepan

big spoon, fork, cooking

frying pan

tweezers, soup ladle

mixing bowls

knives

colander

kitchen scissors

strainer

grater

chopping board

can opener

pot stand

funnel

citrus squeezer

15 plastic knives

measuring cups

15 plastic spoons

measuring jug

15 plastic forks

measuring spoons

15 plastic cups

whisk

15 plastic plates

wooden spoon

15 plastic bowls

Arts and crafts classroom:

Once again, you can adapt one of your classrooms or you can just equip one of your classrooms with a big bookcase and equip it with craft material.



You will need:

15 scissors

3 sets of paintbrushes (6 pieces each)



Variety of Tempera® paint (blue, green, yellow, white, orange, red, purple, brown and black)

7 paint pot tray x3

coloured markers

coloured crayons

coloured pencils

pompoms

feathers

ice lolly sticks

glue sticks

white liquid glue

glue spatulas

face paint

sheets of construction paper in various colours

foam paper in various colours

crinkle paper in various colours

butcher's paper

white and coloured chalk

mask tape

pipe cleaners in various colours

felt in various colours

ribbons in various colours

wool in various colours

natural string

elastic string

big and small white paper plates

hot glue gun and glue wands

It will be a good idea to gradually collect and store: scrap material, corks, toilet rolls, bottle caps, scrap material from broken gadgets, old CDs, egg cartons, paper cups, newspapers, paper bags, bubble wrap.

Cosy area:

Create space in your classroom with a big carpet and cushions which can be used for language activities, games, drama fun and storytelling.

The Village:

This village is an innovative educational tool where pupils can learn English through stimulating role-playing activities and games.



It is made up of a restaurant, a medical centre, a travel agency, a supermarket, a clothes' boutique and a bank. It is used for role-playing, drama fun, dress-up fun and games. If you don't have much space, it can be drawn on the wall in one of your classrooms and it will be a great educational tool to teach grammar and vocabulary.



Aim:

To get to know each other through fun games and activities

Language in use:

Hello, What's your name? My name's..., This is me, I'm..., Goodbye!

Layout:

Beginning the lesson: (5 mins)

Indoor games: (30 mins)

Arts and crafts: (30 mins)

Music games: (20 mins)

Ending the lesson: (5 mins)

BEGINNING THE LESSON (5 mins)

SUPPLIES CHECKLIST:

a laminated name tag for each pupil with a safety pin attached to it

Greet your pupils by name as they enter the classroom and show them where to sit. When everyone has sat down and is ready say: "Hello everyone! My name's Miss/Mr..." Now tell the pupils to stand up because they are going to play a few fun games to get to know each other.

INDOOR GAMES (30 mins)

GAME 1: PASS THE BALL – Version A (10 mins)

SUPPLIES CHECKLIST:

a soft ball

HOW TO PLAY:

Get pupils to stand up and form a circle. Take a ball, hold it and say: "Hello, I'm Miss/Mr..." Then throw the ball to one pupil and he/she has to greet the rest of the class and say their name: "Hello, I'm..." Pupils throw the ball around randomly, greeting and saying their name each time they catch the ball. By the end of the game, everyone should know everyone else's names.

GAME 2: PASS THE BALL – Version B (10 mins)

SUPPLIES CHECKLIST:

a soft ball

HOW TO PLAY:

Pupils stand in a circle. Ask a pupil to throw the ball to you. As you catch the ball say the name of the pupil that threw the ball to you. Throw the ball to another pupil and he/she has to say your name as they catch it. By the end

of the game, everyone should know everyone else's names.

GAME 3: MATCHING GAME (10 mins)

SUPPLIES CHECKLIST:

matching pictures cards – you need enough matching cards so that each child can pair up with another

HOW TO PLAY:

Shuffle the cards and hand out one card to each pupil. Pupils should walk around the classroom in search of a pupil with a matching card. When they find someone who has the same card, they should greet each other and say their names: "Hello. I'm..." then they should link arms and stay together until everyone has a match.

ARTS AND CRAFTS (30 mins)

THE TEACHER'S CAPE

Aim:

To enable pupils to bond with the teacher and to present themselves through a fun craft

SUPPLIES CHECKLIST:

1. a laminated name tag for each pupil with a safety pin attached to it
2. a teacher's cape made from an old sheet
3. coloured markers

STEPS:

Wear your cape and show it to the pupils. Get pupils to sit in a big circle on the floor. Preferably, not on the carpet so that you don't end up with a carpet full of markers. Take off your cape and place it in the middle of the circle. Take a marker and draw a picture of yourself. Say: "This is me. I'm Miss/Mr..." Write your name under the picture. Ask the pupils to draw themselves on your cape. Hand out their name tags and get them to copy their names under their drawing. When everyone has finished, each pupil gets a turn to point to his/her drawing and say: "This is me. I'm..." Put on your beautiful cape and wear it for the rest of the lesson.





MUSIC GAMES (20 mins)

GAME 1: MUSICAL BUMPS (10 mins)

Aim:

To practise: "My name's..." through a fun activity

SUPPLIES CHECKLIST:

a CD player or laptop to play music

HOW TO PLAY:

Play some music and get the pupils to dance to the music. When the music stops, the pupils must sit down and say their name as quickly as possible. The last person to sit down is out, and the game continues.



GAME 2: MUSICAL RINGS (10 mins)

Aim:

To practise: "Hello, I'm..." through a fun activity

SUPPLIES CHECKLIST:

a CD player or laptop to play music

HOW TO PLAY:

Divide the pupils into two teams. Team A join hands to form a ring and team B join hands to form a ring in the middle of Team A's ring. When the music starts, team A begins moving in a clockwise direction while team B starts moving in the opposite direction. When the music stops, the players in team A must look at the players in team B, who are standing directly opposite them. They need to shake hands and say: "Hello, I'm..." Play a few more times.

ENDING THE LESSON (5 mins)

SUPPLIES CHECKLIST:

an inflated balloon for each pupil with their name written on it with a marker and a long ribbon attached to

Call out the name written on the balloon you are holding. When the pupil hears their name they need to go and collect their balloon. Once all the balloons have been handed out, wave to the pupils and say: "Goodbye." The pupils wave back and say, "Goodbye."



My Edutainment World

A holistic approach to teaching
English and life skills to preschoolers

2

This book aims to provide a holistic hands-on curriculum, for teachers who teach English as a second language, to teach their pupils the letters of the English alphabet and their phonetic sounds. Pupils are exposed to the phonetic sounds of the English alphabet through play and by involving them in fun and creative hands-on activities. The games and activities in this book provide pupils with the opportunity to be taught in an informal and enjoyable way, they will actually be learning without realising it!

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