



VE PROJECT : *My Little Pet: Animals, Colours and Feelings*

❖ **PROJECT SUMMARY:** “*My Little Pet: Animals, Colours and Feelings*” is a collaborative Virtual Exchange project for pre-primary learners aged 4–5. Children from two partner classes discover and talk about pet animals, colours, feelings and personal preferences through songs, stories, games, movement, drawing and simple digital activities. They communicate with a partner class through photographs, short videos and teacher-supported virtual meetings. The project promotes early English learning, creativity, social interaction, digital awareness and intercultural curiosity. The project culminates in the creation of a shared digital “Pet Friends Book” containing children’s drawings, photographs, animal names, colours and simple English expressions.

❖ **INVITED CRITERIA:**

- **Content:** The project uses appealing and age-appropriate topics, integrates cross-curricular content, promotes inclusivity, intercultural awareness and plurilingual expression, and develops early literacy skills.
- **Methodological approach:** It uses storytelling, songs, games, movement, role-play, multisensory learning, creative activities and project-based learning. Teachers provide language scaffolding through modelling, repetition and gestural and visual support, while children make choices about their favourite animals, colours and activities.
- **Communication:** Children participate in synchronous and asynchronous communication through videos, photographs, drawings and a virtual meeting, using English in meaningful contexts using visuals, sounds and gestures.
- **Use of technology:** Digital tools are used creatively and responsibly for communication, sharing and collaborative creation with the help of teachers.
- **Final outcomes:** The project produces a visible digital “Pet Friends Book”, together with drawings, photographs, videos and a possible exhibition or presentation for families and the school community.

❖ **TARGET LEARNERS**

Pre-primary education, 4–5-year-old children. Learners are beginner users of English and communicate mainly through single words, gestures, facial expressions, animal sounds,

songs, short phrases and simple questions and answers. Activities are teacher-supported and adapted to children's linguistic, cognitive and developmental needs.

❖ **PARTNERS:**

Two partner pre-primary classes from different countries. Children communicate with the partner class through teacher-supported videos, photographs, drawings, songs and short live virtual meetings. Teachers coordinate the activities, scaffold language, support communication and combine the children's contributions into the final joint product.

❖ **GOALS**

1. Learn and use basic vocabulary related to pet animals, colours and emotions.
2. Identify and name common pet animals in English.
3. Express simple likes and dislikes using familiar language.
4. Recognise and communicate basic emotions through words, facial expressions and movement.
5. Develop confidence in using simple English in playful and familiar situations.
6. Develop creativity through drawing, colouring, songs and movement.
7. Introduce young learners to simple and safe digital communication with teacher support.
8. Encourage listening, turn-taking, sharing and cooperation.
9. Collaborate with the partner class in the creation of a simple joint product.
10. Increase children's motivation towards learning English through interaction with a partner class.

❖ **CROSS-CURRICULAR AREAS**

- EFL content: pet animals, colours, emotions, greetings, likes/dislikes, descriptions and simple questions and answers. *Hello!; My name is...; Do you like cats? Yes, I do; No, I don't; I like dogs; I don't like cats; The dog is brown; I am happy/sad; He/she is angry/tired; You are angry/tired; The dog is big; The cat is small.*
- Personal and social development: recognising and expressing emotions, listening, sharing, taking turns and making friends.
- Art: self-portraits, animal drawings, colouring and collaborative artwork.
- Music and movement: action songs, animal songs, emotion songs, rhythm games and movement activities.
- ICT: videos, photographs, video calls, digital presentations and collaborative digital boards/books.
- Citizenship and intercultural learning: discovering similarities and differences between children from two countries and developing curiosity and respect towards other cultures.

❖ PRODUCTS

- **Main joint product:** Digital “Pet Friends Book” containing children’s drawings and photographs of pets, animal names, colours, simple descriptions and expressions of likes and dislikes from both partner classes.
- **Additional products:** welcome videos, animal photographs, drawings, short animal songs/rhymes, animal sound or movement videos, emotion activities and a possible final exhibition or presentation for families and other classes.

❖ TASKS

Input phase:

- Teacher introduces the topic through a puppet, story or short animated video about pet animals.
- Children learn animal vocabulary through songs, flashcards, sounds and movements.
- Teacher introduces colours through pictures of different animals.
- Teacher introduces basic emotions using facial expressions, puppets and role-play.
- Children practise greetings and simple expressions such as *Hello!*, *My name is...* and *I like...*

Guided practice phase:

- Animal sound game: children listen to an animal sound and identify the animal.
- Pet matching game: children match animal pictures with their names.
- Colour hunt: children find objects or animal pictures that are a particular colour.
- Animal movement game: children move like different animals while repeating the corresponding vocabulary.
- Emotion game: children show *happy*, *sad*, *angry* or *scared* through facial expressions and movements.
- Do you like...? game: children respond to simple questions about animals using *Yes, I do* or *No, I don't*.
- Story time: children listen to a short illustrated story about a child and his pets.
- Art activity: children draw and colour their favourite pet animal.
- Pair activity: children practise *What is it? It is a dog. What colour is it? It is brown.*

Collaborative VE phase:

- Children watch a short introduction video from the partner class.
- Each class shares drawings or photographs of favourite pet animals.
- Children send a short video showing an animal sound, movement or song.
- Classes exchange simple questions about favourite animals, likes and dislikes.
- Children participate in short live meetings with the partner class. During the meetings, children say hello, introduce themselves, show their animal drawings, practise simple expressions and sing a song using pictures collaboratively created by children from both classes.
- Final collaborative task: teachers combine contributions from both classes to create the “**Pet Friends Book**”. Children from both countries record themselves presenting the book and orally describing their favourite animals, colours and feelings using simple sentences.
- Reflection: children use emotion cards/faces to express how they felt during the project, while teachers use observation checklists to evaluate participation, communication and vocabulary development.

❖ ICT TOOLS

Padlet or another approved collaborative digital board; digital presentation tools; teacher-recorded videos; photographs; interactive whiteboard; video-conferencing platform; digital book/presentation tools; school-approved communication platforms or website. All digital communication is carried out with appropriate teacher/adult support and according to school safety procedures.

❖ MATERIALS / RESOURCES

Puppets; picture cards and flashcards; animal pictures; books and illustrated stories; short age-appropriate animated videos; animal sound recordings; songs and rhymes; emotion cards/faces; coloured pencils, crayons and markers; paper; drawing and colouring materials; classroom objects for colour hunts; photographs; tablets/cameras or other teacher-controlled recording devices; interactive whiteboard; computers/tablets; digital presentation or book templates; internet connection; materials for displaying children’s artwork.

❖ REFERENCES/LINKS/MORE INFORMATION:

Erasmus+ Virtual Exchanges: <https://erasmus-plus.ec.europa.eu/es/programme-guide/part-b/key-action-1/virtual-exchanges>

European Commission: Key competences for lifelong learning: <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>

Erasmus+ Invited project KA220-HED-000157119: Integrating Primary and Pre-school Virtual Exchange Projects into Language Teacher Education: <https://invited-project.eu/>

INVITED criteria for VE projects: <https://invited-project.eu/criteria-for-ve-projects-in-early-language-education/>

European Commission. Digital competence framework: https://joint-research-centre.ec.europa.eu/scientific-activities/key-competences-lifelong-learning/digital-competence-framework-digcomp_en