# LESSON PLAN

Malin Järvinen, Centrums svenskspråkiga dagvårdsenhet: Finland

<table>
<thead>
<tr>
<th>School</th>
<th>□ X Kindergarten □ Primary □ Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Group</td>
<td>The bumblebees 1-2 years old</td>
</tr>
<tr>
<td>Subject</td>
<td>Geography</td>
</tr>
<tr>
<td>Topic</td>
<td>Turkey</td>
</tr>
<tr>
<td>Key Competences</td>
<td>Cultural Awareness</td>
</tr>
<tr>
<td></td>
<td>To teach the children that there is a world outside our kindergarten, our city and our country by introducing visual material and learning by doing.</td>
</tr>
<tr>
<td></td>
<td>Communicative Competence - Ability of Expressing</td>
</tr>
<tr>
<td></td>
<td>The younger children learn to communicate and communicate in their own mother tongue.</td>
</tr>
<tr>
<td></td>
<td>Recognizing our own flag the partner countries flags</td>
</tr>
<tr>
<td></td>
<td>The children learn how to recognize the flags trough studying the colours and the shapes of the flags.</td>
</tr>
<tr>
<td></td>
<td>Learning colours</td>
</tr>
<tr>
<td></td>
<td>The children learn the colours by repeating them, studying them, and by using the different colours when painting the flags.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Learning about Turkey</td>
</tr>
<tr>
<td></td>
<td>By looking at pictures of Turkey and listening to turkish music.</td>
</tr>
<tr>
<td></td>
<td>Learning about colours and learning about the turkish flag.</td>
</tr>
<tr>
<td></td>
<td>By studying the flag and the colours and the shapes of the flag.</td>
</tr>
<tr>
<td></td>
<td>Comparing the Finnish and the Turkish flag</td>
</tr>
<tr>
<td></td>
<td>Learning about our own flag while studying the partner countries flags.</td>
</tr>
<tr>
<td>Duration</td>
<td>6X10 min assembly, 10 minutes painting</td>
</tr>
<tr>
<td>Materials and Resources Used</td>
<td>Painting the flag, discussing the flag, listening to music, looking at pictures of the target country.</td>
</tr>
<tr>
<td>School Subjects associated</td>
<td>Geography- studying the flag</td>
</tr>
<tr>
<td></td>
<td>Music- listening to turkish music</td>
</tr>
<tr>
<td></td>
<td>Arts- painting the flag</td>
</tr>
<tr>
<td>Learning</td>
<td>Step 1: Comparing the finnish and the turkish flags</td>
</tr>
</tbody>
</table>
**Process**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Teaching the children about the red and the white colour.</td>
<td></td>
</tr>
<tr>
<td>Step 3: Listening to turkish music and looking at pictures from Turkey.</td>
<td></td>
</tr>
</tbody>
</table>

**Final Product**

Videos, paintings, pictures

**Assessment**

All the activities will be developed with students in the partner schools and adjusted to the needs, interests, age and linguistic competence of the learners. All the topics will be carried on through a cross-curricular approach.

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**SELF-ASSESSMENT**

**For students**

Give a mark to the activities we did:

- [ ] X Excellent
- [ ] Very Good
- [ ] Good
- [ ] Satisfactory
- [ ] Unsatisfactory

**Portfolio check: “I CAN….”**

- [ ] x I can say the colours (in swedish)
- [ ] x I can identify the flag of my country
- [ ] x I increased my motivation
- [ ] x I increased my knowledge about the partner countries and cultures

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**TEACHER: MALIN JÄRVINEN,**
SCHOOL AND COUNTRY
CENTRUMS SVENSKSPRÅKIGA DAGVÅRDSENHET: FINLAND

SELF-ASSESSMENT
For teachers
Give a mark to the activities you did in your class with your pupils:

- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

Portfolio check: “I CAN….”
Give a mark from 6 to 10
- I can select learning materials, structuring them or otherwise adapting them as needed
  - 6  - 7  - 8  - 9  - 10
- I can support students in learning new words, terms, idioms and discourse structures
  - 6  - 7  - 8  - 9  - 10
- I can search for and download authentic material for use in the classroom
  - 6  - 7  - 8  - 9  - 10
- I can guide students in developing cultural awareness
  - 6  - 7  - 8  - 9  - 10
- I can raise learners’ curiosity about the culture(s) related to the CLIL language
  - 6  - 7  - 8  - 9  - 10 (raise curiosity yes, but the children are too young to learn other languages)
- I increased my language skills
  - 6  - 7  - 8  - 9  - 10
- I increased my ICT skills
I increased my pedagogical skills

I increased my motivation

I increased my project management skills

I increased my knowledge about partner countries and cultures
# LESSON PLAN

Teacher’s Name: Siri Nyberg, School and country: Centrums svenskspråkiga dagvårdsenhet: Finland

<table>
<thead>
<tr>
<th>School</th>
<th>□ x Kindergarten</th>
<th>□ Primary</th>
<th>□ Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Group</td>
<td>The Cowslips 3-6 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Our country, our city our kindergarten</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Key Competences | □ x Social and Civic Competence  
□ x Cultural Awareness  
□ x Communicative Competence - Ability of Expressing |

## Objectives
- To give the children the experience in practice the feeling of belonging to a given group, local community, region, country Europe, world.
- To locate Finland and Turku on the european map
- To show the children that our kindergarten is in Turku that is located in Finland and that Finland is a part of Europe.
- Learning about what is typical for our country.
- The children learn how to express themselves in a group increase their turn taking skills.
- Learning about Turku, the historical Turku and the modern Turku.

## Duration
5 x 15 min

## Materials and Resources Used
- The internet, dramatization about Finland and the Finnish culture, posters about Turku, pictures.

## School Subjects associated
- Geography, History, Music, Drama, Art.

## Learning Process
- Step 1 Looking at the Finnish flag and learning how to recognize it.
- Step 2 Locating Finland on the European map
- Step 3 Recognizing that there are two official languages in Finland: Finnish the majority language and our mother tongue Swedish the minority language.
- Step 4 Learning about the Finnish culture/nature/habits
- Step 4 Locating Turku on the Finnish map and learning
Step 5 Discussing the two names of our kindergarten/ why does it have two names / centrums svenskspråkiga dgve and Skolgatans daghem.

<table>
<thead>
<tr>
<th>Final Product</th>
<th>Videos, Posters, pictures, crafts</th>
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<tr>
<td>Assessment</td>
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</tr>
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</table>

All the activities will be developed with students in the partner schools and adjusted to the needs, interests, age and linguistic competence of the learners. All the topics will be carried on through a cross-curricular approach.

**SELF-ASSESSMENT**

For students

Give a mark to the activities we did:

- [ ] Excellent
- [ ] Very Good
- [ ] Good
- [ ] Satisfactory
- [ ] Unsatisfactory

**Portfolio check: “I CAN….”**

- [ ] I can identify the flag of my country
- [ ] I can locate Finland on the European map
- [ ] I can locate Turku on the Finnish map
- [ ] I can tell you where I live (in Swedish)
- [ ] I can describe my school (in Swedish)
- [ ] I increased my motivation
- [ ] I increased my knowledge about and interest in our partner countries and their cultures
SELF-ASSESSMENT
For teachers

Give a mark to the activities you did in your class with your pupils:

- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

Portfolio check: “I CAN….”

Give a mark from 6 to 10

☐ I can select learning materials, structuring them or otherwise adapting them as needed
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I can support students in learning new words, terms, idioms and discourse structures
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I can search for and download authentic material for use in the classroom
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I can guide students in developing cultural awareness
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I can raise learners’ curiosity about the culture(s) related to the CLIL language
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I increased my language skills
  □ 6  □ 7  □ x 8  □ 9  □10

☐ I increased my ICT skills
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I increased my pedagogical skills
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I increased my motivation
  □ 6  □ 7  □ 8  □ x 9  □10

☐ I increased my project management skills
I increased my knowledge about partner countries and cultures.
LESSON PLAN
Teacher’s Name: Siri Nyberg, School and country Centrums svenskspråkiga dagvårdsenhet: Finland

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<td>Topic</td>
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<td></td>
<td>□x Communicative Competence - Ability of Expressing</td>
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Objectives
- To give the children the experience in practice the feeling of belonging to a given group, local community, region, country Europe, world.
- To provide the students with general facts about our partner countries by imaginary travelling from Turku Finland.
- To learn simple phrases in English: My name is, numbers, telling our age.
- To learn how to say hello in all the partner countries languages.
- To learn how to recognize our partner countries flags.

Duration 10-15 min x 6

Materials and Resources Used
- The internet, The European map, Music, Pictures, Videos.

School Subjects associated
- Geography, History, Crafts/Arts, Music.

Learning Process
- **Step 1**
  Introducing the project to the children, looking at a big European map studying the location of the countries.

- **Step 2**
  Dramatization: We pretended to board an airplane that took us to all the partner countries.

- **Step 3**
  Talking about nationality and what important things and documents you have to take with you while travelling.
Learning about what a passport is and why it is important.

**Step 4**
Visiting (the/ flying to) the partner-countries one by one. Learning the flag of each country, general facts about the country, looking at pictures of cultural heritage or cultural habits such as food, sports, music, nature, architecture. Learning how to say hello in the partner countries languages.

**Step 5**
Summary of all that we learned and repeating it.

<table>
<thead>
<tr>
<th>Final Product</th>
<th>Videos, pictures, we created our own passports with facts about and pictures of our partner countries.</th>
</tr>
</thead>
</table>

**Assessment**

All the activities will be developed with students in the partner schools and adjusted to the needs, interests, age and linguistic competence of the learners. All the topics will be carried on through a cross-curricular approach.

**SELF-ASSESSMENT**

*For students*

Give a mark to the activities we did:

- x Excellent
- x Very Good
- x Good
- x Satisfactory
- x Unsatisfactory

**Portfolio check: “I CAN….”**
- x I can identify the flag of my country
- x I can locate Finland and Turku on the European map
- x I can identify the flags of our partner countries
- x I increased my motivation
- x I increased my knowledge about partner countries and cultures
- x I learned simple phrases in foreign languages
- x I learned what a passport is and what it is used for
SELF-ASSESSMENT
For teachers
Give a mark to the activities you did in your class with your pupils:

☐ x Excellent  ☐ Very Good  ☐ Good  ☐ Satisfactory  ☐ Unsatisfactory

Portfolio check: “I CAN....”
Give a mark from 6 to 10
☐ I can integrate the language and subject curricula so that subject curricula support language learning and vice versa
☐ 6  ☐ 7  ☐ x 8  ☐ 9  ☐ 10 (according to the age)
☐ I can select learning materials, structuring them or otherwise adapting them as needed
☐ 6  ☐ 7  ☐ 8  ☐ x 9  ☐ 10
☐ I can support students in learning new words, terms, idioms and discourse structures
☐ 6  ☐ 7  ☐ 8  ☐ x 9  ☐ 10
☐ I can search for and download authentic material for use in the classroom
☐ 6  ☐ 7  ☐ 8  ☐ x 9  ☐ 10
☐ I can guide students in developing cultural awareness
☐ 6  ☐ 7  ☐ 8  ☐ x 9  ☐ 10
☐ I can raise learners’ curiosity about the culture(s) related to the CLIL language
☐ 6  ☐ 7  ☐ 8  ☐ x 9  ☐ 10
☐ I increased my language skills
☐ 6  ☐ 7  ☐ 8  ☐ x 9  ☐ 10
☐ I increased my ICT skills
I increased my pedagogical skills
I increased my motivation
I increased my project management skills
I increased my knowledge about partner countries and cultures