

ACTIVITIES

1.Environment

Picture navigation

2. People

What do we have in common?

3. Culture

Welcome to Finland!

1. Picture navigation

getting to know
the school environment:
navigating around the school with
the help of pictures

2. What do we have in common?

getting to know each other: a
functional group activity

3. Welcome to Finland!

getting to know Finnish culture:
a material bank with pictures and a
memory game

Welcoming new pupils



Values of the activities

- forming friendships
- peer support
- safety
- being comfortable with the surroundings
- feeling of belonging
- getting to know the country
- communication

INSTRUCTIONS FOR THE ACTIVITIES

ACTIVITY 1 - Picture navigation

1. Give pupils pictures of things and places in the school (classroom doors, paintings, signs etc).
2. Pupils have to navigate around the school and find the things and places in their picture.
3. When they have found the thing or place in the picture, they return to the teacher and get a new picture.
4. To make the activity more challenging, the pictures can only show a certain part of the thing or place in question.

ACTIVITY 2 - What do we have in common?

1. Everyone sits in a circle and someone asks questions (for example "Who likes dogs here?").
2. All the pupils who like dogs should then stand up.
3. Using pictures as a support can be helpful in case of any language barriers.
4. To make the game more dynamic, add the rule where everybody who stand up also have to change their spots. The one who's out of a chair goes in the middle.

ACTIVITY 3 - Welcome to Finland!

1. Pupils prepare and a material bank with pictures and basic words about Finnish food, holidays, music, sports, nature etc.
2. Introduce it to the new pupil
3. Then play a memory game with the words and pictures of the material bank



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Strategy for the next weeks

- How to look out for your pupil?
- What kind of things should the teacher be sensitive to?

Looking out for your pupil

- make sure that they are making friends and fitting in
 - Classroom buddy system?
- work with other teachers and staff members
- use translators if needed
- use all the resources that are available
- using visual aids such as pictures

Remember to be sensitive to:

- time → feeling of belonging takes time to achieve
- knowing the background (there can be a lot of trauma)
- learning about the pupil's school background (strengths and weaknesses)
- be interested in the pupil's language and cultural background
- remember that it takes time to learn a new language and adjust to a new school

What to avoid as a teacher

- avoid generalizing
- don't make assumptions
- communicate clearly but avoid using a condescending tone
- appreciate but don't exploit their culture
- don't rush the pupil's adaptation to their new environment



- don't use a language barrier as an excuse for not communicating with the pupil's parents
- don't try to replace the pupil's own culture and language

Language

- Clarify in advance what languages are used in school and where are they used
- Value all languages within the classroom → language showering is a good way of introducing new languages
- Use normal speed when speaking the language of instruction
- Take advantage of repetition and saying the same things in different ways
- Teach the learning vocabulary (and what they mean)
- Keyword lists
- Encourage all pupils to interact with each other
- Scaffolding instructions
- Use gestures & facial expressions

Culture

- What are the differences and similarities in cultures within the classroom. Even though we come from different backgrounds, we still have a lot in common. The main goal is to develop in the children a sense of belonging to the class group.
- Be aware of possible equality issues but remember to be sensitive towards cultural differences and taking into account, for example, how each age has different types of empowerment in different cultures.

Considerations

- Try to give children options and choice!
- Creating routines that allow children to anticipate school events to increase their sense of security.
- Try to make children work in groups, giving each one a role.
- Giving children the opportunity to use their preferred language during the learning process, so that it is fluid and not hampered by a lack of lexicon.

