

<b>Tehtävä/Task</b> <b>Teaching prov-erbs</b>	<b>Tehtävän nimi/Name of the task</b> <b>Proverbs and calligraphy in Arabic language</b>
<b>Oppitunnin tavoite Aim of the lesson</b>	Teaching proverbs and calligraphy to the third level Arabic students
<b>Mitä tarvitaan? What do you need/Supplies</b>	Calligraphy software, colors, and oven papers
<b>Oppitunnin kulku Lessons step by step</b>	<p>First, I explained what proverbs mean with the help of the parents, and asked the parents to provide me with the proverbs they use in their countries. Then I selected the proverbs I can use in the class and linked them to the general Arabic teaching. In the beginning, I was explaining 2-4 proverbs to the students in every class, and I started using them and asked the students to think where they can use them, what do they think the proverbs refer to, and how they can be used in real life, until I reached the point where they started remembering some proverbs and using them with each others. Meanwhile, I introduced the calligraphy to the student and explained a little bit about the history of it, how it is made, what are the tools used, and what kinds of fonts do we have. Some of the students had a previous experience with calligraphy in their countries and they also told about it to their classmates. After they managed to understand what calligraphy is, we started trying to read different sentences written in different calligraphic ways. That was done using the projector and the white board, where they were able to follow the calligraphic letters with the white board pen.</p> <p>To link calligraphy with the proverbs, I learnt how to use a software to write the proverbs with calligraphy. Then I played one game with the students, where one of them had to read the proverb with calligraphy, and use drawing to explain it to her classmates who had to figure out which proverb it was. With this game, the student needed to achieve maximum understanding of what the proverb mean in order to be able to win, so they started asking more questions about how to pronounce the proverb, what does it mean, and where it can be used. That was because with game like this it was not enough to be able to read and understand, they also needed to know how other people will understand it too, which helped me achieving the maximum understanding I wanted them to have.</p>

Finally, printed forms of the sentences were provided to the student with oven papers, and I asked them to place the oven paper over the printed paper and copy the text. With this activity, I managed to achieve the maximum understanding of how the letter is changing and moving in the calligraphy, what part of the text comes first and what part comes later, and also they understood what lines are part of the real letters and what lines were just for decoration.

It is important to notice, that this plan was possible to do in this way due the fact that most of the students were more than 10 years old up to 14, and their general understanding of Arabic language is good. Therefore, explaining the meaning with ward was possible, and also the discussions about the proverbs and their meaning were part of their oral learning plan as all the discussions were in Arabic

**Kesto/Duration** Two months

**Odotetut op-  
pimistulokset  
/Expected learning  
outcomes**

The students can remember and use several proverbs now, and they use them in the class with each others and with me. I can say that proverbs are part of our class routine now. They also can read calligraphy to some extent, and they can read faster when they can expect what the sentence says.