

Exploring Europe 2019-2021 Finland

September –19:

3.9. Project day: I'm Europe

All pupils and teachers worked with this theme. There were different ways of working in the lessons. You can see all products here (this is our school official website:

<https://peda.net/pielavesi/perusopetus/pyp69l/monialaiset/2019-2020/1moe>

In art we made silhouette of pupils and filled them with pictures that pupils thought that have a personal meaning to them and are connecting them to Europe. One group of pupils started to make a contemporary art piece of all pupils work at the theme day.

October –19:

Rector, Merja and Matilda in Kassel, Germany. We planned how the project will go on and observed (work shadowing) bilingual politics and economics class. We also had a workshop about the tools we are using in this project. The local newspaper wrote about our visit (Sabine have that article).

In art we talked about graphic design and pupils made logos for project's logo competition. Pupils from all the grades voted for their favorite ones. Iita's logo won the competition.

November -19:

Pupils joined to eTwinning.

8.11.2019 project day: Systemic and economic perspectives in EU

First our own MEP Mrs Elsi Katainen told us about EU. Then we worked in small groups for example in art students had "an interrail in 80's, 90's and 2010's". Students had different timelines and they were "traveling" cross the school by QR –coded interrail and information about European countries. In the end of day pupils write about what they had learned and filled our common timeline about changes in Europe.

Elsi Katainen briefly told about the history of the EU. The EU was founded as early as the 1950s, with the original goal of inter-state cooperation and peace. Finland joined the European Union 25 years ago and currently there is 28 member countries in EU. Katainen told about the values. The most important value is human rights. Other important values in the EU are the rule of law, freedom of expression and an independent judiciary, and of course democracy. Katainen also stressed the right of people to move and work freely within the EU and transparent government.

Of the current challenges, Katainen raised the issue of refugees and climate change. Katainen hoped that the Member States would share responsibility for solving the refugee issue and climate change.

Katainen also told about Brexit. She stressed that Brexit has already played a major role in both the UK and the EU and the process has lasted for three years. No solution has yet been found. Katainen also asked what the member states had to learn about Brexit and why the British wanted to divorce. Katainen also talked about the directives, how to harmonize the laws of the Member States. He also talked about the European elections, Parliament and the Commission.

At the end of her presentation, Katainen discussed the benefits of the EU, especially from the perspective of Eastern Finland. She highlighted the EU's agricultural policy and the Cohesion Fund, which aims to balance regional disparities and enable living in economically weaker areas.



In successful companies-group students were given a task to look information of some companies. Students chose a Finnish company which also operates internationally. They looked for information about establishment time and place, brand, headquarters, managing director, deputy managing director and employees of the company. They also found out about the best known products/services, sales since 1985, operating profit, growth of the company, newest products and future views of the company.

Sport-group found out how EU is visible in Pielavesi. Student found out on the Internet different logos that is related to EU somehow. After that student went to center of Pielavesi and visited places in which they found EU-logos.

In one group students found out the most central changes in Finnish shops from 1950's to our time.

Conclusion was that in 1950s' there was many shops in Finland. The shopkeeper was behind the counter and the products were expensive. Selection was small. Nowadays selection of products is wider and cheaper, euro is now our currency. All this is because of the free markets of EU.

In math there was escape game about recession. At first students got information about the recession in Finland. It started in the 1990's as a result of many reasons. At first they were divided into 5 groups. Every group got a calculator, pencil, eraser and locked box with many different locks.

Locks had puzzles that they had to solve and also they had to choose a leader and writer in our groups. Only the leader was allowed to touch the box and the writer wrote everything down. Every puzzle was about the recession in Finland. They had to solve most of the puzzles with math.

In the mathematical puzzles they calculated loan rates in the Finnish Marks, which was a strange currency to us. They also calculated if it was possible to survive with normal salary in the recession. Some of the puzzles were easier than others. They did not have to use maths to solve every single problem, but they still needed to use logic thinking. After the first lock was opened, students got another puzzle to solve. After solving all of them, they could open the box and there was a little prize from hard work.



Agriculture in Finland-group use different texts to study Finnish agriculture. The aim was to understand why agriculture was a protected industry in Finland before the EU. Another goal was to learn how the EU has changed agriculture.

The supplier of the local newspaper write an article about our project. But also our pupils wrote an article about the project day.

Articles in local news paper:

iPad 19.44 66% edition.pagesuite.com Pielavesi Keitele 2-3 / 16

Maailmaa ilua Maailmilla

Maailman ka yhdeksäs maailman nsalainen kituu nässä. Suhteellisesti pahin anne on Afrikassa, ssa joka viides asukas rsi ruuan puutteesta. Afrikassa tilanne on ikkein surkein: siellä lkäisiä on lähes joka imas. Tilanne on vain hentunut lähes kaikil Afrikan alueilta vuosta 2015 lähtien. Kurjuus alkaa alusta ti. Vuonna 2015 joka itsemäs maailmassa ntyiny lapsi oli alipalinen.

rväosaisten euroopalaisten ja pohjois-nerikkalaisten voi olla ikeä kuvitella, mitä leä nällähäitä on. FA-3 mukaan kahdessa aanosassa eli vuonna 18 yhteensä vain 11 iijoonaa ihmistä, jotka rshivät vakavasta ruopulasta.

Pääkirjoitus

Kansainvälisyys tukee paikallisuutta

Pielaveden lukion monipuolinen kansainvälinen on toiminta jatkunut jo yli kaksikymmentä vuotta. Sinä aikana Eurooppakursseista on tullut yhä suosittumpi, ja se toimii epäilemättä yhtenä tärkeänä vetonaulana kun peruskoulunsa päättävät nuoret pohtivat, missä jatkaa opintojaan.

Se, että paikallinen lukio pitää pintansa ja pysyy ajan tasalla, on koko kunnalle iso asia.

Kun ammatillista koulutusta ei omalla paikkakunnalla vakituisesti ole, ilman lukioilaisia nuorten aikuisten joukko kyläkuivassa hupenisi miltei olemattomiksi.

Eurooppa-kurssin erityispiirteisiin kuuluu myös se, että nuoret kokoavat esimerkiksi matkoihin tarvittavat varat itse. Varainkeruu on poikkinut monia toimivia yhteistyönuotoja esimerkiksi paikallisten yhdistysten kanssa. Se puolestaan sitouttaa nuoria paitsi opiskelutun ja kurssiryhmiin, myös omaan kotiseutuun.

Kansainvälisiä Erasmus-hankkeita on Pielavedellä toteutettu lukion lisäksi myös alakoulussa, ja nyt on saatu hanke myös yläkouluun puolelle.

Se, että kansainvälisyyskasvatus on hankemuotoisenaakin läpileikkaavaa koko koulutalpaaleen ajan, vahvistaa toimintaa entisestään.

Todennäköisesti se vahvistaa myös mukana olevien nuorten kotiseutuuntemusta ja ehkäpä myös tervettä ylpeyttä omista lähtökohdista.

Meillä on paljon hyvää, mistä kertoa muille.

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Jouni Partasta kuva

Lukijalta
Pielavesi - Keitele, Laaksotie 28, 72400 Pielavesi. Sähköposti: pieke@pielavesi-keitele.fi
Tekstiviestit: numeroon 173921; kirjoita viestin alkuun PIEKE PEUKUT ja välilyönti ennen viestiä.

iPad 19.47 65% edition.pagesuite.com Pielavesi Keitele 8-9 / 16

Erasmus avaa ovia

Kansainvälisyys: Puustellin koululla Exploring Europe -hanke yhdistetään monialaiseen oppimiseen.

HELJÄ RÖVÄINEN

Pielaveden lukio on tunnettu aktiivisessa kansainvälisessä toiminnastaan, ja Eurooppa-kurssi on yksi sen suosituimmista.

Asiainhoitaja Merja Tissari kertoo, että Erasmus-hankkeen kautta muutamassa oppilasarvohuollossa kumppanimaiden välillä on jo parinkymmenen vuoden perintä.

Hankkeet ovat tuoneet tuloksellista muutusta Euroopasta ja avanneet ovia silloin, jolloin Euroopan unionin koulutalpaaleen vuodelle. Nyt hanke on saatu myös yläkouluille.

Yhdeksäsklassilaisille suunnatun kaksivuotisen hankkeen partnerimaat ovat Saksa, Kreikka, Bulgaria ja Iranti.

PUUSTELLIN koululla hankkeen toteutus on ollut onnistunut. Minna Ruuska kertoo, että hankkeen avulla on saatu lisää tietoa Euroopan maista ja kulttuurista. Hän myös kertoo, että hankkeen avulla on saatu lisää tietoa Euroopan maista ja kulttuurista.

Irantilaisista koululaisista pääsee näkemään.
Laura Huuskonen ja Maria Lenninen

Vastaa
Aluekehitys: Tulevaisuuskahvilassa idänpääsevät esi

KEITELE
Heljälä Rovainen

HE
Kehitysyhtiö SavoGreenin tulevaisuuskahvilassa käynnistettiin aluekehityksen Future Savo -hankkeen projektipäällikkö Ville Keränen esittämät megatrendit eivät lupaa hyvää pienille maaseutukunnille.

NO
Pohdittu, että näitä vaki vähernee. Miten kehityksen kulkua voisi ohjata aiemmin?

TAI
Miten pitäisi olla paissa, Anna Majja Kekki Keitele-Seurasta sanoo.

Y
Yritysten ja oppilaitosten

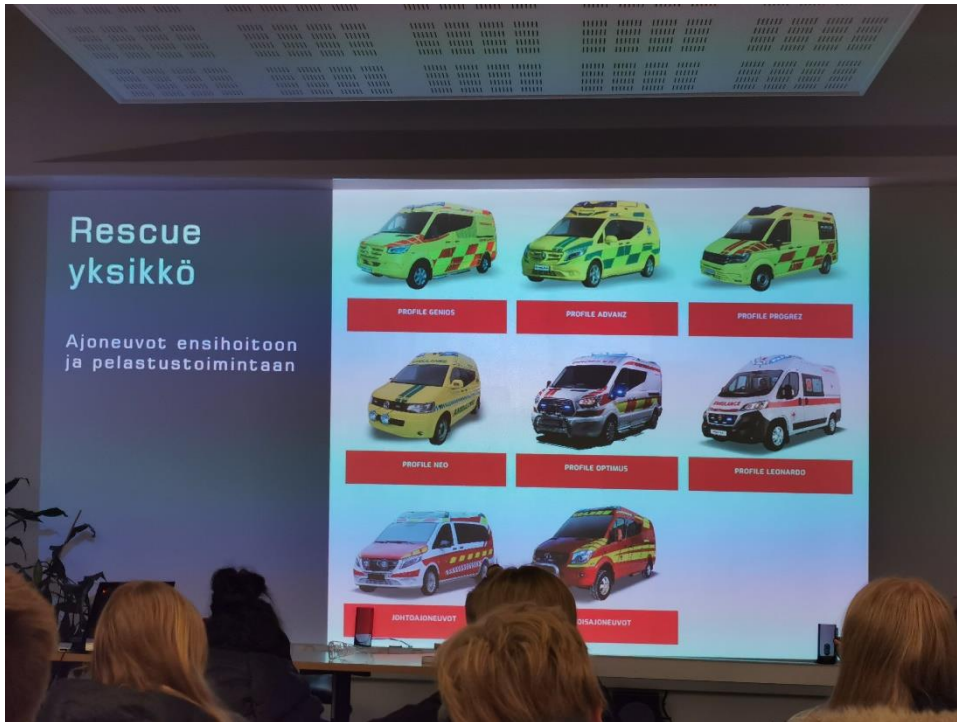
EU-ruok

18.11.2020 We created an instagram account of our school: @pielavedenyhtenaiskoulu
There we have informed about Exploring Europe –project also.



26.11.2019 Technology Tuesday in Iisalmi: Students were visiting in international companies like Hansa Toolfac Oy and Profile Vehicles. Hansa Toolfac produce parts of different machine for many different companies like John Deere, Normet, ABB and Siemens. Profile Vehicles is a Finnish and internationally known designer and manufacturer of special vehicles like ambulances.





In art pupils from all the grades made handcrafts for Christmas market in Ireland. The youngest students (12 years old) made traditional Finnish handcrafts that were made of birch bark. Older students made handcrafts of wood as a team and the handcrafts were batons. One group were sketching, other one cut the shape and third did the finishing.

December –19

2.12.2019 We posted about Exploring Europe –project in the Facebook site of Pielavesi:



Pielaveden kunta

Julkaisija: Hannamari Moisa [?] · 2. joulukuuta 2019 · 🌐

Pielaveden yhtenäiskoulun Puustellin koulu on mukana kaksivuotisessa Exploring Europe -hankkeessa (Erasmus+). Hankkeessa on Puustellin koulun lisäksi mukana kouluja Saksasta, Irlannista, Kreikasta ja Bulgariasta. Opintomatkojen lisäksi aihepiirejä käsitellään oppitunneilla ja erillisinä teemapäivinä. Tällä viikolla ensimmäinen ryhmä oppilaita ja opettajia on matkalla Irlannissa. Yläkoulun tapahtumia voi seurata myös Instagramissa @pielaveden_yhtenaiskoulu .



1 031

Tavoitetut henkilöt

139

Sitoutumiset

Mainosta julkaisua

👍 Sinä ja 35 muuta

3 kommenttia

👍 Tykkää

💬 Kommentti

➦ Jaa



20.12.2019 Ireland-presentation: The group that was gave presentation for all students of our school. They told to other students experiences of Ireland-trip, what they learnt and how everyone should participate this kind of project if it is possible.

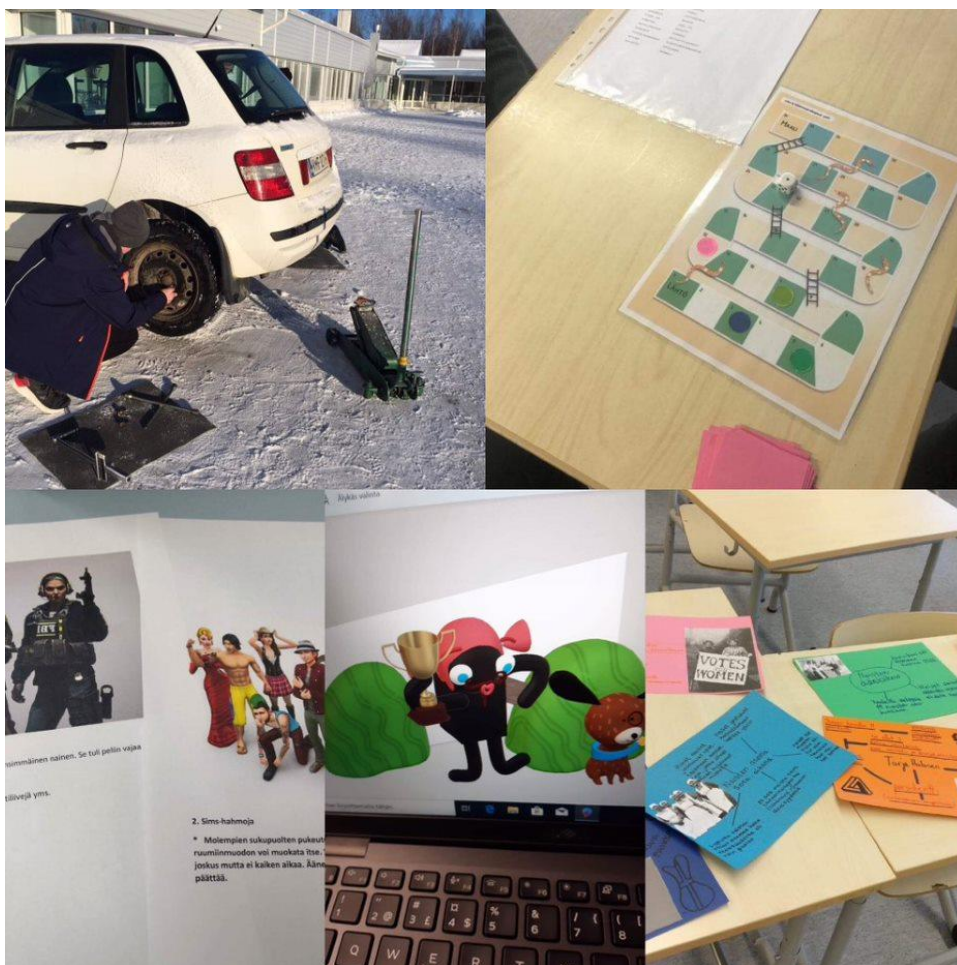
January 2020

In art we adapted what we learned from Ireland's art teaching with handmade books. With 6th graders (12-13 years old) we made "Instant books" for guide books to art exhibition visit. Pupils made the books and wrote topics to do during the visit. With 7th and 8th graders (13-14 and 14-15 years old) we made books for art study journals and after every art class we write to them about their learning processes. Pupils write about what was the topic, what they achieved on that day and what they didn't manage **yet**. Grown mindset is part of learning process.

February

4th February 2020 Theme day about gender equality

All pupils attended the theme day via different workshops. In the workshops pupils and teachers looked at the topic through different subjects and the phenomena arising from them. For an example in *men's and women's works* -workshop pupils who were most like to learn "men's jobs" where taught about housekeeping and pupils who were most likely to learn "women's jobs" were taught how to change tires. In art pupils studied what kind of pictures of their gender are presented and what kind of others are. Then they looked for CC0 picture of environment where their gender is not usually or at all presented. Pupils used pictures as background for their own pictures. They took picture in front of green screen and edited themselves to environment where they are not usually seen.



In the one workshop, the pupils analyzed different computer plays and the role model in them. In English workshop the pupils played “snakes and ladders” with the claims, that were dealing with equality and of course in English. Sport workshop they were skating “by the boys way and by the girls way”: playing ice hockey and figure skating. In biology they studied determination of

gender. In mathematics the pupils studied pay gap and economical equality with the escape room game, In history the long process of equality. There was also workshop, where the pupils studied, how the labour market are so differentiated and why this is a problem in our society. In Drama workshop they discussed about value of equality and they dealt with discrimination by FORUM-theater.

In the drama workshop, students placed equality statements on the line of thought. They then come up with a scene of discrimination. The groups played the scene to others. When the group presented the scene for the second time, the general was tasked with saying STOP when they saw discrimination. The audience told how they should act to prevent discrimination and the group played the scene accordingly (FORUM Theater). The workshop also watched a stop-motion short film from the Single Case movie series. And they discussed the use of power and harassment and how to deal with it properly.

April/may 2020

Use of digital media

About digital media we haven't had any specific activities due to lock-down, but there was done a questionnaire among the students based on the given questions at eTwinning.

Results in the attachment (PowerPoint).

2020-2021 Virtual activities: International project schedule and themes with content

1. Political awareness in times of nationalism and populism" (racism/discrimination, migration...) till November 2020

Thu 29.10.

Project presentation

Alias game, definition of concepts

It is clarified / defined with the students what the terms mean

Nationalism, nationalism, populism, racism, immigrant, xenophobia, immigrant, evacuation, child of war, national flag, war, national anthem, passport, patriotism, independence, democracy

- What kind of 'echoes' do the terms evoke? Are they positive / negative / other? Why?
- How do the terms appear in everyday life?
- How is immigration, populism or racism reflected in Finnish culture?

Gathering experiences and stories about immigration (racism): how it is reflected in Finland / Finnish culture

We present what other groups have done on the eTwinning website. Pupils also make their own profiles on the eTwinning website once the guardians' permission has been obtained.

Paired Cartoon: A Migrant / Racism Story

We make cartoons on the subject. We collect stories about Finnish immigration and / or the experience of racism.

Eg evacuation time during the war, moving to the country, moving from the country to Sweden, America, for example, after work.

Tue 3.11. A cartoon about immigration and racism

Cartoon basics. Visual storyline, image forms and picture angles as a tool for storytelling

Tue 12.11.

Editing stories into a cartoon. Cartoon sketches

Tue 17.11. Drawing the cartoon. Four of the students left the groups, which caused some of the comics to be dropped.

Tue 24.11. The first Virtual meeting was exciting. Students thought it was nice to get in touch to students from other countries and use their english skills.

2. Environmental issues and civic participation (sustainability, European Green Deal, climate change, waste generation, waste recycling, how to make sure that the European economic recovery after Covid will be a green one...) December -February/March 2021

Mon 8. - wed 10.2. Second Virtual meeting focused on environmental issues began with the participation of Finns

Finnish team 'everyday landscapes' students took a picture of their current environment and share it with their group and shared padlet. Groups discussed similarities and differences in environments
https://padlet.com/nikolova_zaharieva/e8u6gmaagrni0zpi

Virtual trip was made to the Finnish forest and Finnish every man's right was introduced. The groups discussed of the importance of nature in everyday life. What is most important to you at nature? What you value on your everyday environment? What everyone's rights mean to you? How do they appear in your daily life?

<https://www.upmforestlife.com/pathintro/p1>

[https://www.ymparisto.fi/en-US/Nature/Everymans_rights\(27721\)](https://www.ymparisto.fi/en-US/Nature/Everymans_rights(27721))

Word cloud by Mentimeter. A word that describes your rights-freedom / responsibilities of nature
<https://www.mentimeter.co>

Getting to know Greek animals and the importance of butterflies to the Irish ecosystem were of particular interest to Finnish students.

3. EU - Quo Vadis? March - May/June 2021 (and we agree that the Covid-19 situation should somehow be integrated at least into topics 2 and 3)

Mon 17 - wed 19.5. Third Virtual meeting focused on future of Europe.

Starting the virtual meeting with a suitcase warm up the discussions in different groups as well as the last day workshops were exciting. The members of Typography workshop has continue their discussion in the IG as their own group after virtual meeting.

Contact with students from other countries was in the students' opinion, the best thing about the project.

Turning the project into a fully virtual one brought some challenges. The school days for the students of Puustelli school end by 2.50 pm due to school transportations. As a result, students had to leave two appointments a little earlier. The students who participated in the project were 9th graders.