

MEANINGFUL OBJECT

Have a day or a week when each pupil brings a meaningful object or a photo of that object to school. You can then try to figure out to whom each object belongs.

Each pupil talks about their object and why it is important to them. You can also take empowering photos with the objects.



LEARN A CLASS GREETING IN A NEW LANGUAGE EACH MONTH

At the end of the year, everyone has learned a greeting in ten new languages.

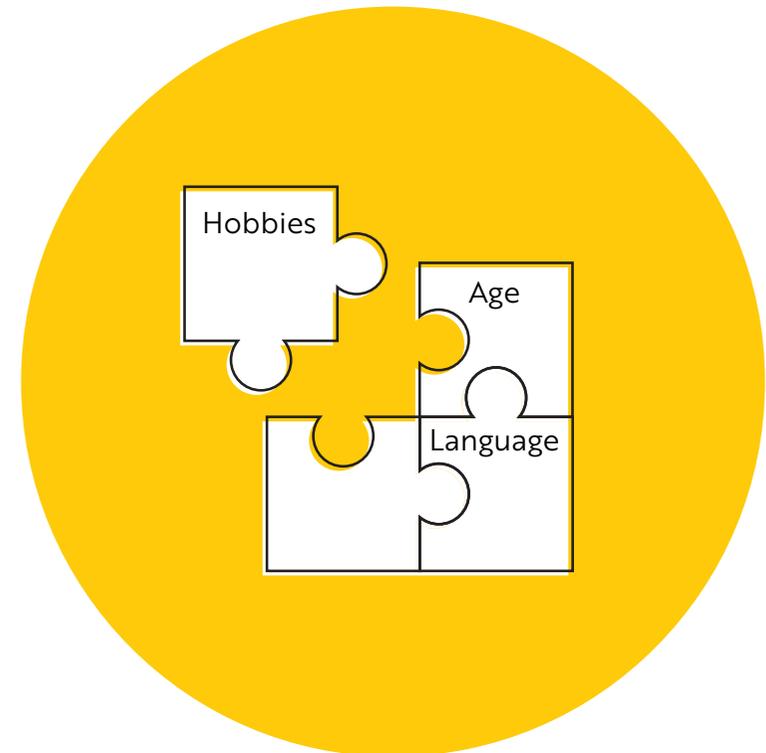


MAKE SCHOOL SIGNS IN DIFFERENT LANGUAGES



IDENTITY PUZZLE

Create an identity puzzle with your group. Think about the things that make each of us an individual.



PARTY

This assignment allows you to approach the topic at hand and find out what your pupils already know about it. It can also be used when revising the topic studied.

Write down as many questions about the topic as there are pupils in the class. The questions are distributed to the pupils and then some music is put on.

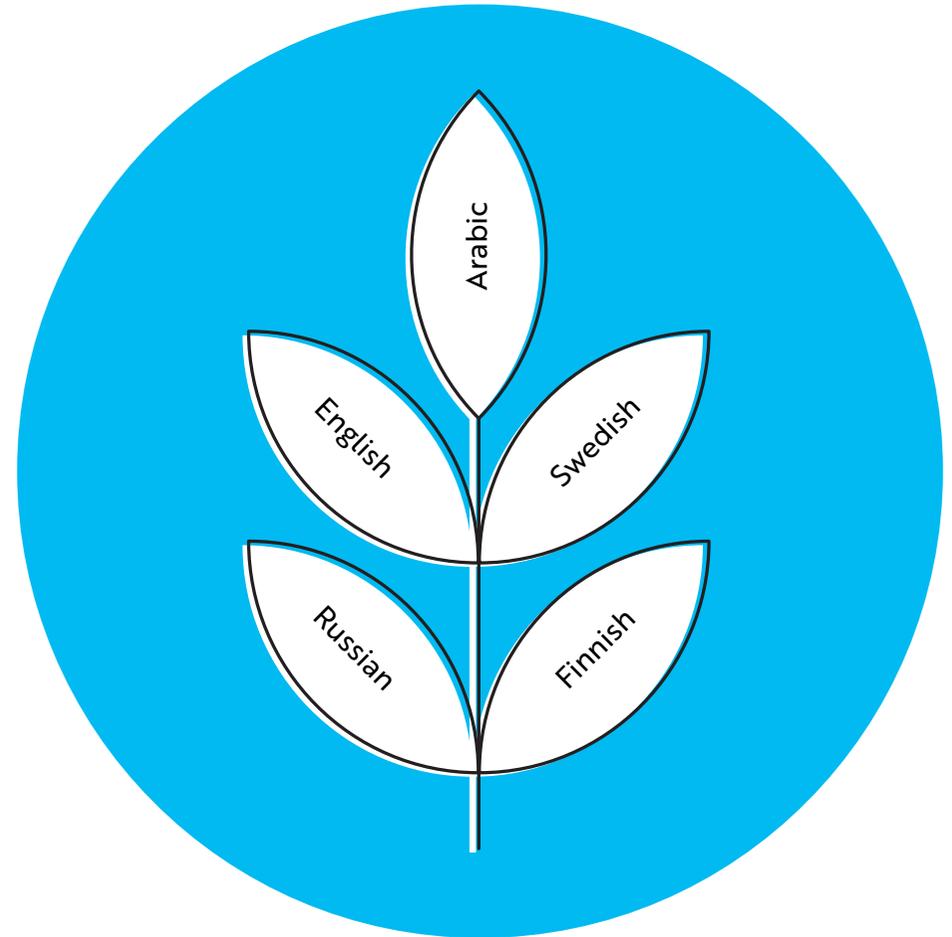
The pupils walk around the class as the music plays. Once the music stops, the pupils must find a pair. Each pupil asks their question to their pair and they come up with answers together.

Finally, pupils can come up with their own questions about the topic.

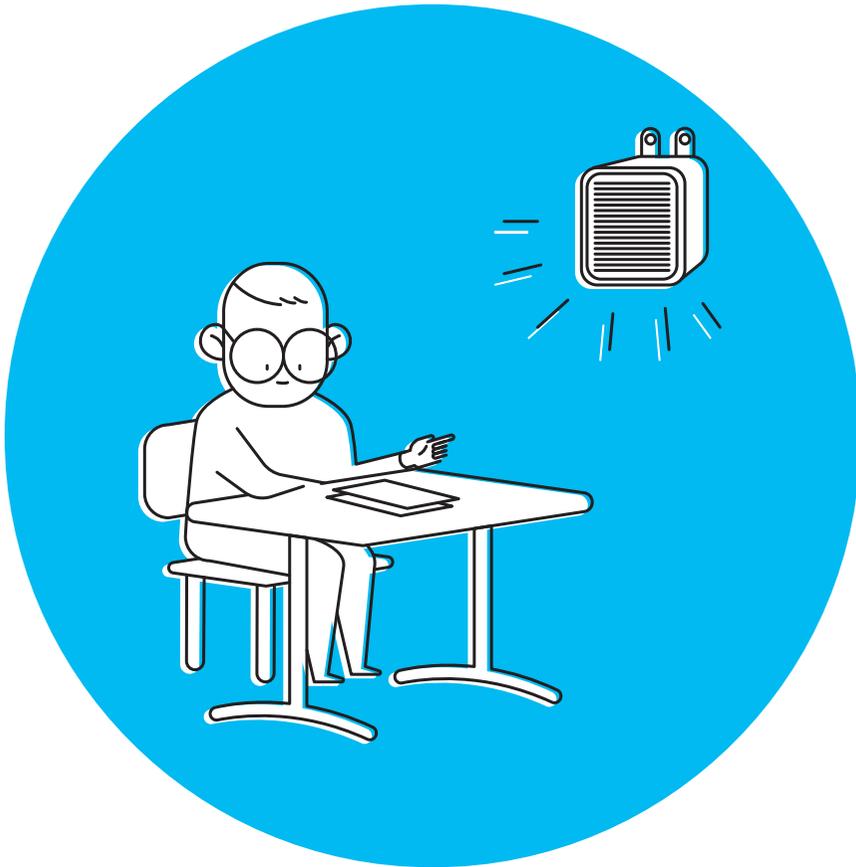


WHAT LANGUAGES ARE SPOKEN IN YOUR CLASS?

Make a poster of languages spoken in the group in a shape decided by the pupils themselves. For example, the poster can be a language street, sea, tree or sky. Put the poster up on the wall.



EUROPEAN DAY OF LANGUAGES IS CELEBRATED ON 26 SEPTEMBER



During the week, make announcements in different languages with pupils and staff. When you hear the announcement, the group must figure out which language is spoken.

Did someone understand what was said? The announcements can be ordinary messages related to everyday schoolwork.

HOW MANY LANGUAGES ARE SPOKEN AT YOUR SCHOOL?

Add information about the number of languages spoken at your school to your website or other communication channel. This information can be presented as text, image, video or link.



SMART SENTENCE

Pick a sentence related to the topic studied from any textbook, reference book or from the internet. Discuss the sentence, both content and language, for 15–20 minutes.

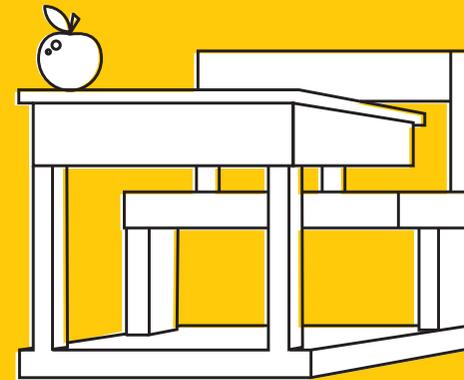
You can start the discussion by asking: What do you see in the sentence?

The omnivorous crow has a better chance of surviving the winter than many other sedentary birds.

SCHOOL CHAIRS

Examine the chairs in your school building. What kinds of chairs are in different places and provided for different people? What place has the most chairs, are there places without any? What size are the chairs available for different people and what do they look like?

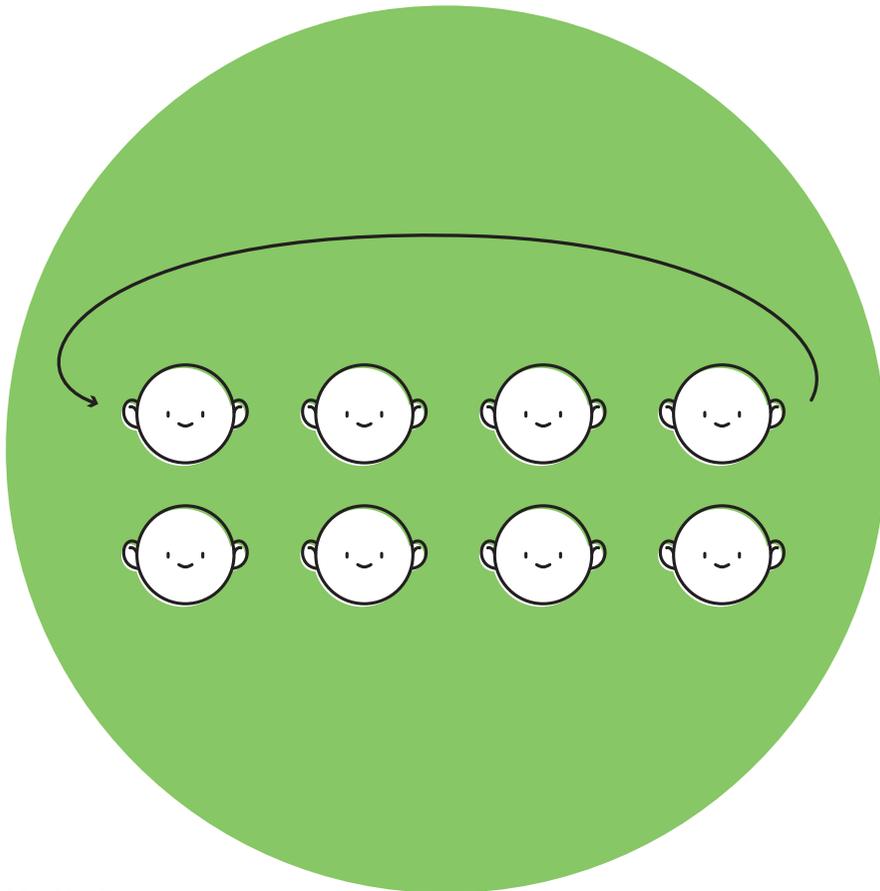
Also investigate the types of chairs that were used in the past and what types of chairs schools abroad have. What will chairs look like in the schools of the future?



DISCUSSION ROWS

Organise the group into two rows so that everyone is facing a pair. The pairs can practise dialogue or discuss what they have learned that day, for example – the opportunities are endless.

The pair discussions continue until the teacher gives a sign. Then, the pupils change pairs. One row stays in place while the other moves. The person at the end of the row moves to the start.



FINNISH SWEDISH HERITAGE DAY IS CELEBRATED ON 6 NOVEMBER

Listen to the Modersmålet sång with your group and walk around the school and its immediate surroundings. What things in Swedish can you find?



PHOTO JOURNAL OF DIALECTS AND LANGUAGES

With your group, make a photo journal of languages and dialects used during the day. You can also photograph different language use situations, sending a message, for instance.

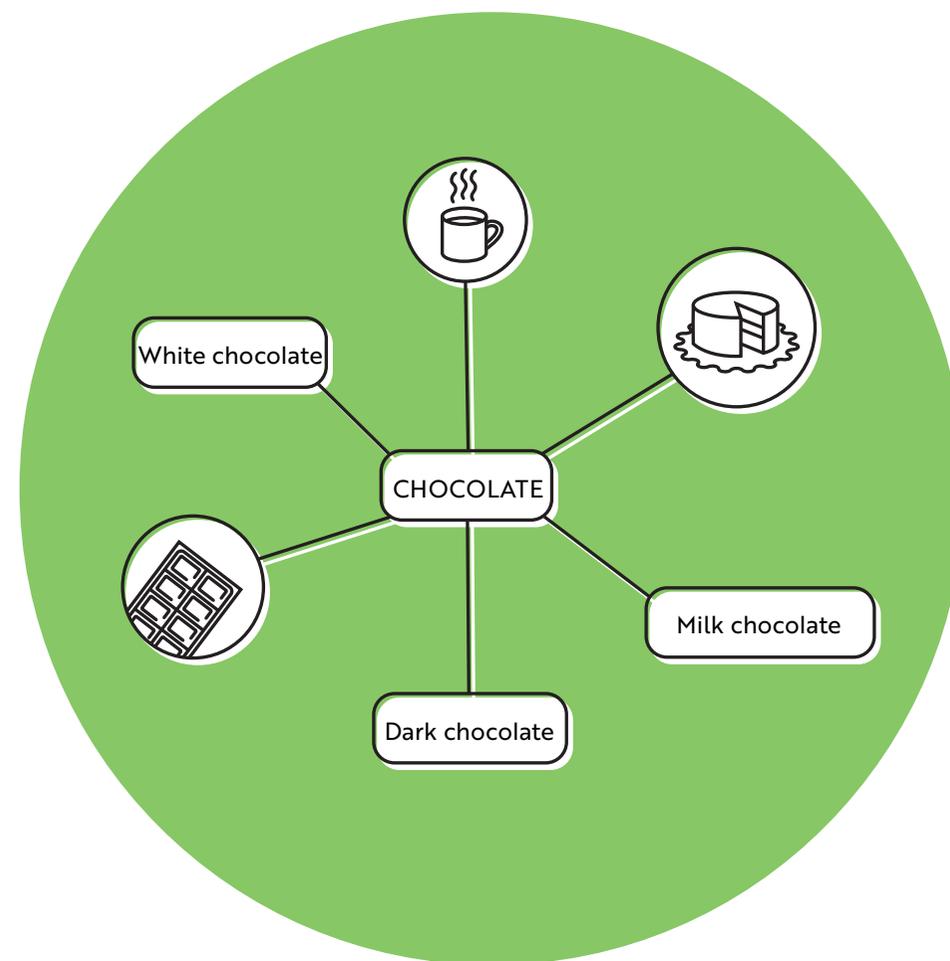
In addition to the photos, the journal should include a description of the language use situation pictured. Gather the photos to a shared class photo journal on a digital platform.



CONCEPT MAP

Practise making a concept map with your pupils.

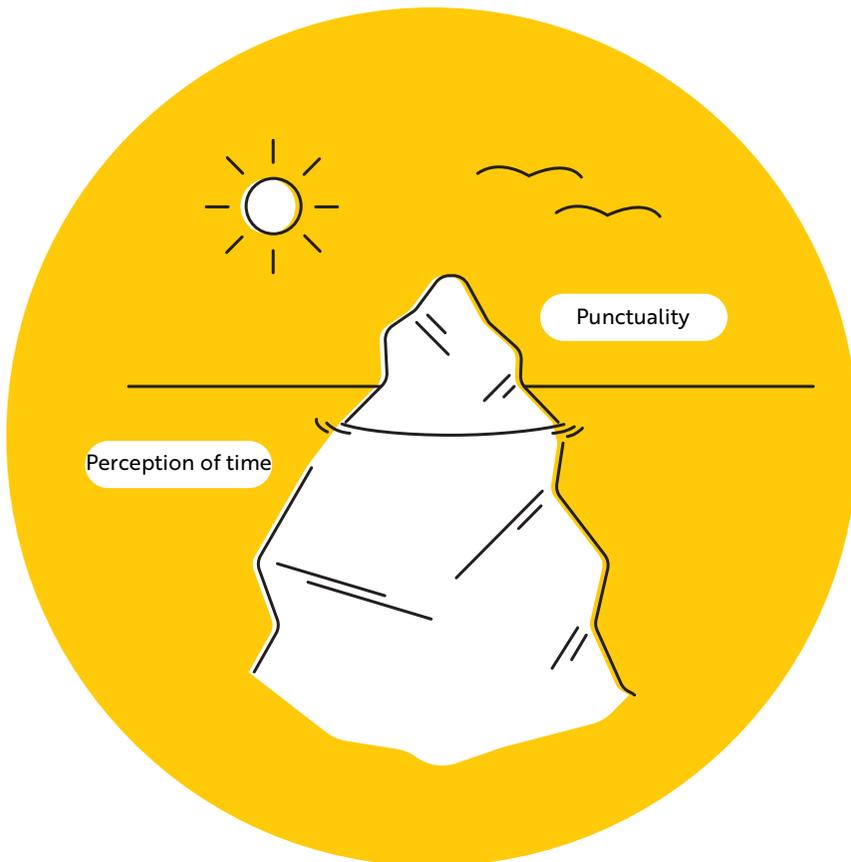
The pupils can choose the topic for the concept map in groups. With a self-chosen subject, the practice is more motivating. The concept map can also be enlivened with images.



CULTURAL ICEBERG

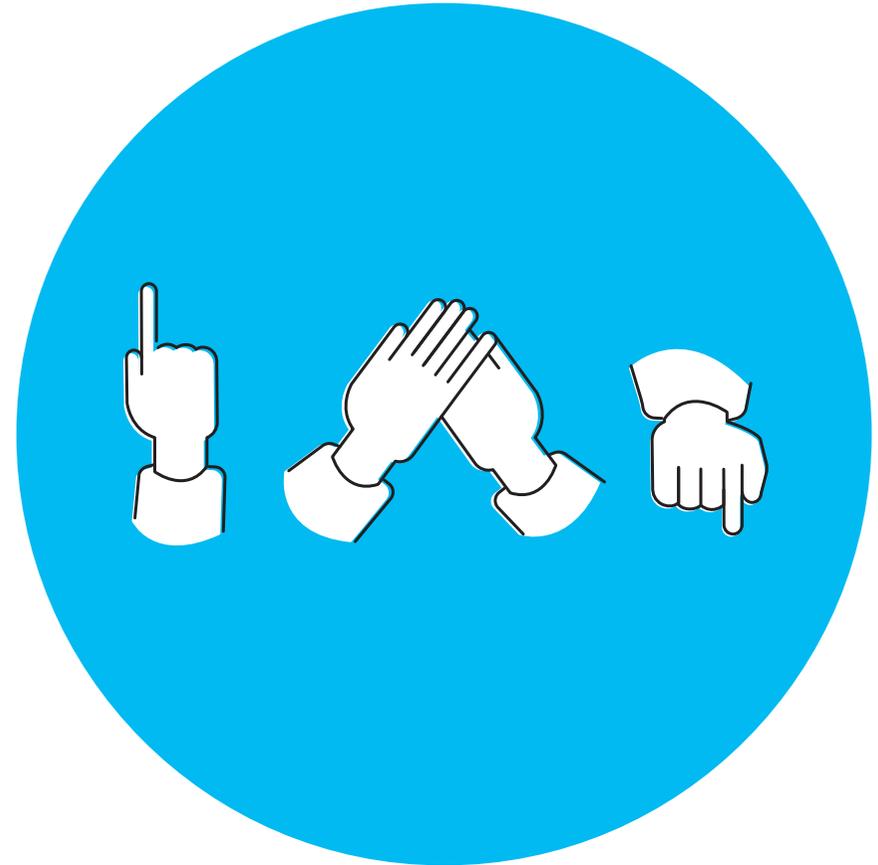
Discuss cultures with your group using the iceberg image to help you. What are the visible aspects of cultures?

Once you have listed some visible cultural aspects, talk about the invisible parts that are connected to the visible ones. The invisible parts of culture include values, thought patterns and beliefs.



LEARN SOME SIGN LANGUAGE

You can find tips by searching "basics of sign language".



Can you deduce what these signs mean?

SEND POSTCARDS ABROAD WITH YOUR GROUP

www.postcrossing.com



INTERDISCIPLINARY PROJECT

Carry out an interdisciplinary project with your group. For example, you can compile a multilingual and multicultural cookbook, make a multilingual video presentation for the school or class, or write a multilingual song and create choreography.



FRAYER MODEL

The vocabulary building model works with any school subject. Pupils fill in the model together on an electronic platform or to a notebook.



On a chosen subject, pupils must find unfamiliar words and provide them with a definition and a synonym, write a sentence using those words and find or draw a picture.

Each pupil can also be responsible for only one of these tasks. Pupils can also be divided into groups of language detectives that have the task of adding two to five new words to the model each day. A quiz can be organised on the words at the end of the week.



WORLD CULTURES

Together with your pupils, think about the things that are common or universal in different cultures. Then ponder on whether these shared features differ from each other.

For example, greeting is a universal phenomenon, but done differently in different cultures. Greetings also vary within cultures.

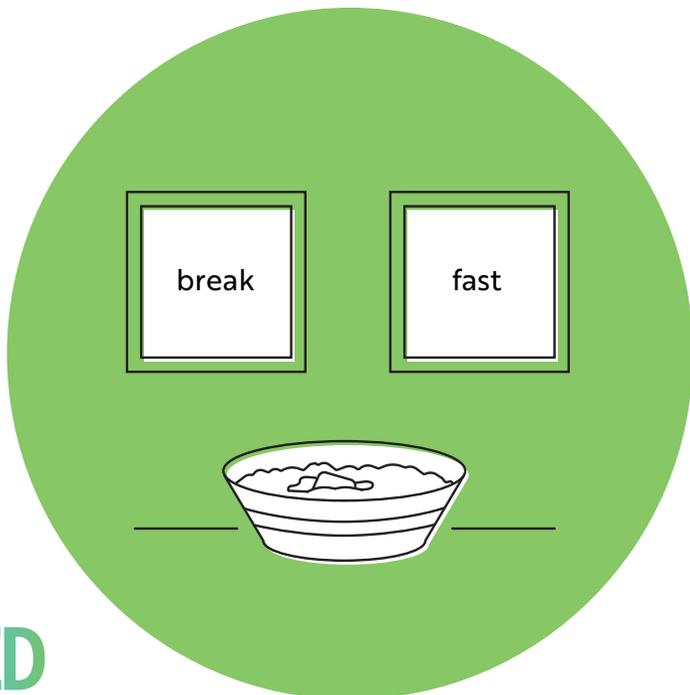


FIND A PAIR

In this assignment, each pupil must find a pair with a note that matches theirs. This assignment applies to learning both language and content.

Example:

1. Make question and answer notes about the topic being discussed in class.
2. Provide half of the class with question papers and the other half with answers.
3. By moving around and talking with each other, the pupils should find an answer that fits their question or vice versa.
4. Once the pupils have found their pairs, they must write a new question about the topic.
5. The pupils will read out their notes and the new question to the rest of the class.
6. Alternatively, the notes can be redistributed and new pairs formed.

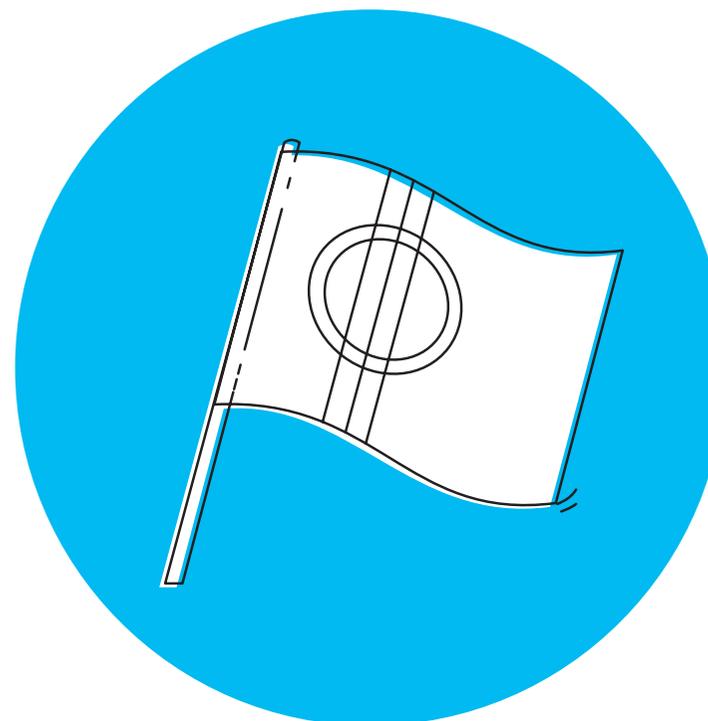


SÁMI NATIONAL DAY IS CELEBRATED ON 6 FEBRUARY

sanosesaameksi.yle.fi



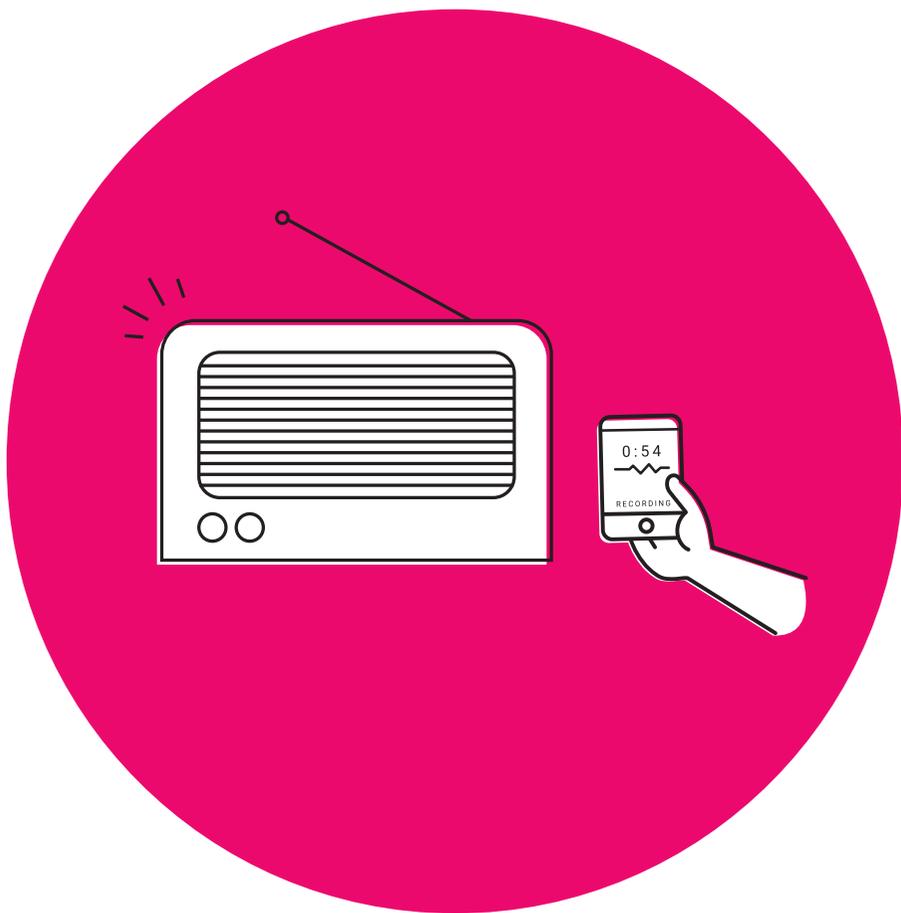
**Celebrate the national day with your group
and learn a Sámi language.**



Do you know the colours of the Sámi flag?
The red semicircle represents the sun and the blue
represents the moon.

WHAT LANGUAGES CAN YOU FIND AT HOME?

Can you find over ten different languages at home? Take a photo or make a recording of the languages you find.



KALEVALA AND FINNISH CULTURE DAY IS CELEBRATED ON 28 FEBRUARY

Have your group collect objects related to Finnish culture into a culture box.

Discuss why these objects were selected. What is their connection to Finnish culture? You may also organise an exhibition or a culture market out of the objects in the culture box and invite the whole school.



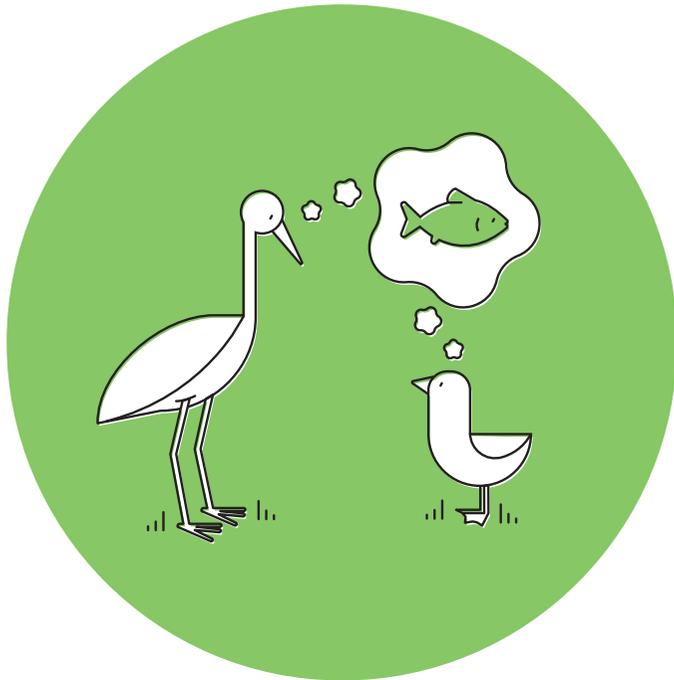
COMPARING THINGS – VENN DIAGRAM

The diagram can be used to compare two things with each other, for example, big cities and the countryside, two characters in a story, two different languages or migratory and non-migratory birds.



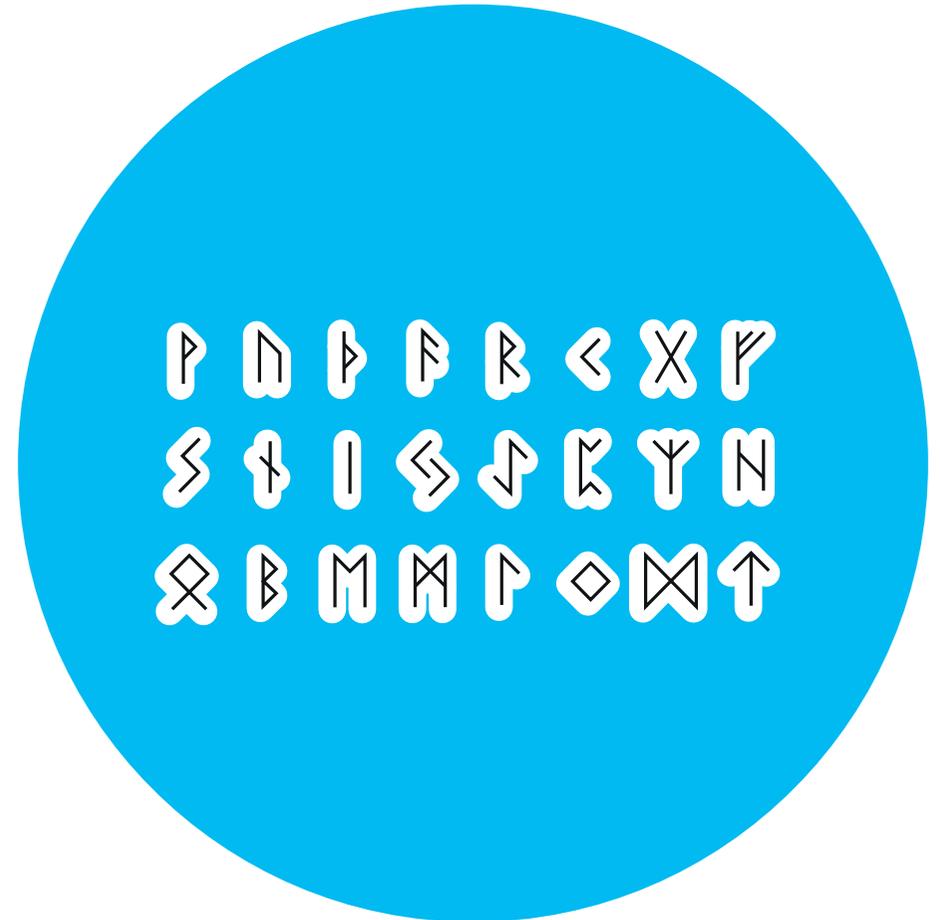
The diagram makes the differences and similarities between things visible.

You can also make a poster out of the diagram and put it up on the class wall.



DO YOU SPEAK FOOTBALL OR RUBY?

Make brief info sessions about different languages someone in your group knows.



DID YOU KNOW YOU WERE PRIVILEGED?

Together, perform an assignment that makes you think about power and privileges. The teacher places a bin at the front of the class and gives each pupil a crumpled paper ball. The task is to throw the paper into the bin from where you are sitting.

Suddenly, people in the front row have a better chance at succeeding than those at the back. It can be done from the back row as well, but this requires more effort.

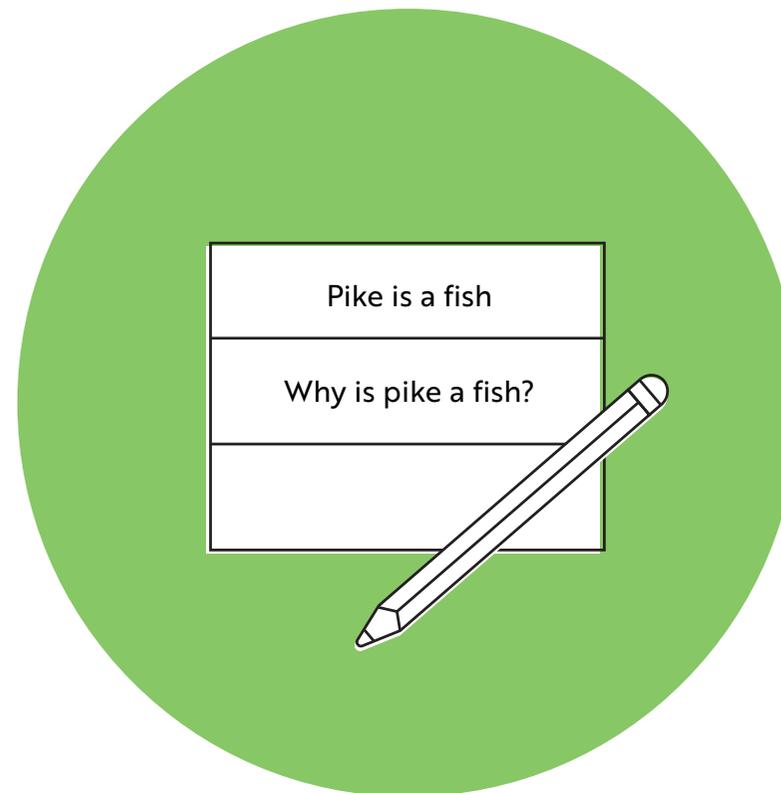
The assignment is a good introduction to the discussion about power and privileges.



AT THE START AND END OF THE PERIOD

This table can be used to introduce a new topic.

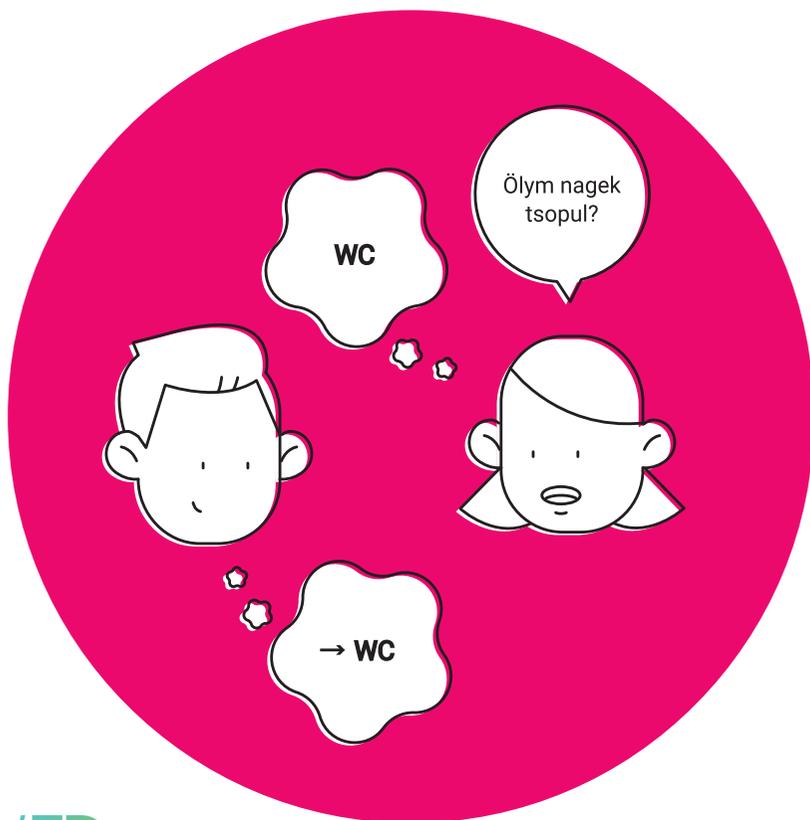
Topics processed orally in the PARTY assignment (card number 5) can be further examined with this written assignment. It is easy to return to the table later, when the prepared topic is discussed.



NEW LANGUAGE

Divide the class into small groups and have each group develop an own language, one that is not an existing language. Each group makes a video of a situation where the language is used.

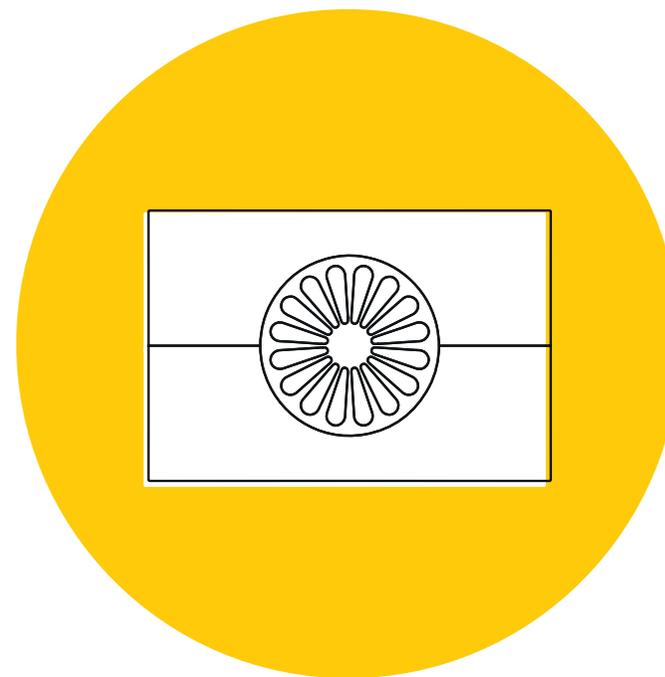
For example, one pupil can ask for directions to the toilet and the other can give the correct route. Finally, the videos are watched in class and the language use situations analysed. How can you deduce what is going on, even when you do not understand the language?



INTERNATIONAL ROMA DAY IS CELEBRATED ON 8 APRIL

Get to know Roma culture with your group through rap music, animations or language.

www.romanit.fi

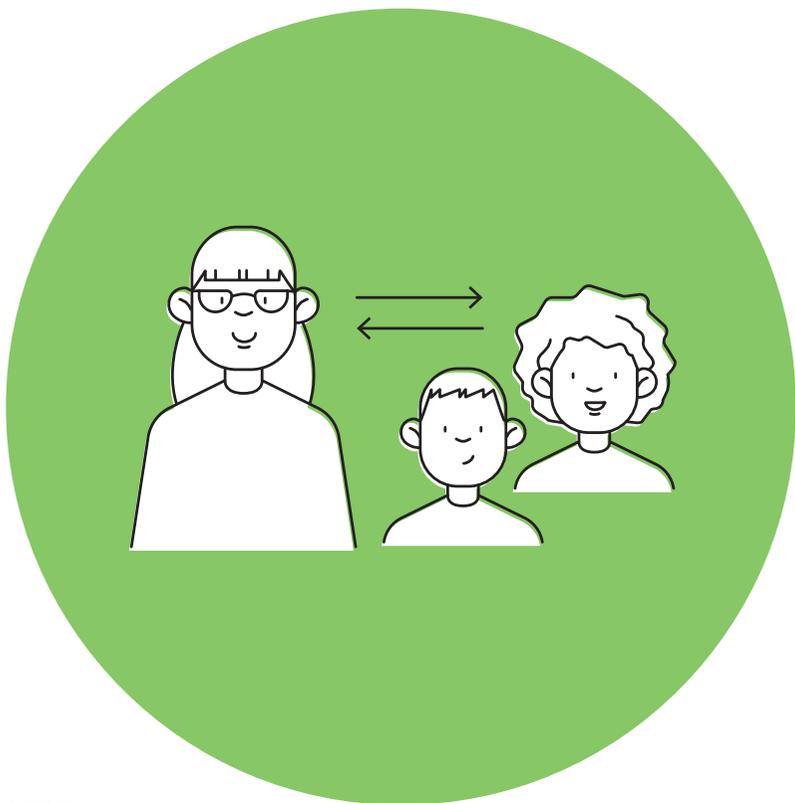


Did you know that the blue in the Roma flag represents the sky and spiritual values and the green represents the earth and earthly values?

RECIPROCAL TEACHING

Choose a chapter to be studied. The teacher should first model how the first chapter is taught to the rest of the group. You must find the key content, come up with questions and summarise the central information.

The following chapters are divided between the groups. First, the teacher and the groups teach every other chapter in turn, but later the teacher teaches the first chapter and the groups teach the rest.



WATCH THE NEWS IN SIGN LANGUAGE

What can you learn about sign language by following the news?



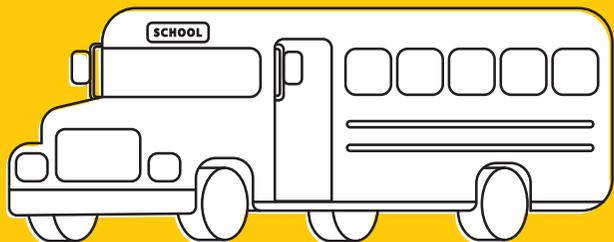
SCHOOL CULTURES

Schools have different cultural practices in different countries.

For example:

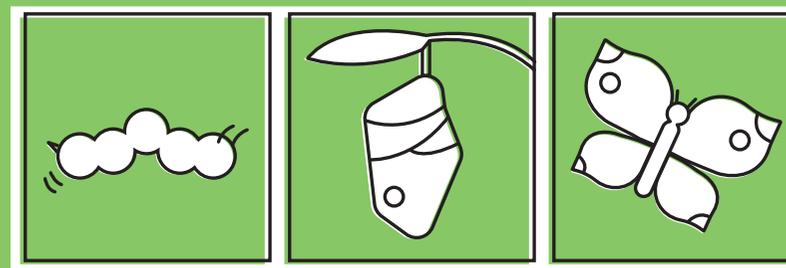
Do schools have breaks? When are the school holidays? How long are the school days? Is a school uniform worn? Are outdoor shoes worn indoors? How is the teacher addressed? How much homework is given?

Find out about the practices in schools in different countries and discuss them. If you wish, you can spend a school day according to the cultural practices of some other country.



CARTOON

Make a cartoon about the chapter you have read.



LANGUAGE AND CULTURE PIZZA

Together with the group, come up with a digital task connected to language, culture or both that you would like to perform.

You can freely combine digital applications, software or platforms and use images, audio, video or text in the assignment.

