Welcome to the dinner tables of the world!

Digital Learning Environment and Teacher's Guide

LYFTA
EXPLORE
DISCOVER
CREATE

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Dear teacher,

Explore multicultural Finland through Dinnertime 360!
The Dinnertime 360 digital learning environment opens the door to the homes of different families' dinner tables in Finland. Join the families and dive into their everyday life stories.

We have experienced how human encounters can reduce prejudice, awaken interest, and broaden the sense of common ground. Students who have heard the stories of people in Lyfta's short films experience more empathy towards them than when simply shown their pictures. We hope and sincerely trust that our learning experiences promote solidarity, compassion, and mutual understanding.

We also wish to instil a growth mindset, a term coined by Professor Carol Dweck. Briefly put, individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than individuals with a more fixed mindset (who believe their talents are innate). Research suggests that this is because people with a growth mindset worry less about looking smart and put more energy into learning.

Together, we can join forces to create a positive impact on the future of our planet and our humanity.

Dinnertime 360 touches upon a variety of themes and topics using an interdisciplinary approach, making Dinnertime 360 a wonderful resource for blended learning. The educational materials include subject-specific contents, but what glues everything together is the focus on social skills. The real-life stories of Dinnertime 360 share a focus on diversity and understanding.

The teacher's guide makes it easy to bring Dinnertime 360 into every classroom, regardless of the students' ages. Dinnertime 360 has been designed to help teachers impart and foster knowledge and skills for 21st Century Learning. The guide also includes self-assessment materials that help students recognise and monitor their learning process.

Dinnertime 360 is more than an e-learning environment – it's a flexible resource of experiences and materials, made by educational experts, readily tailorable into an exciting journey into the lives of Finnish families.

Wishing you an inspiring experience!

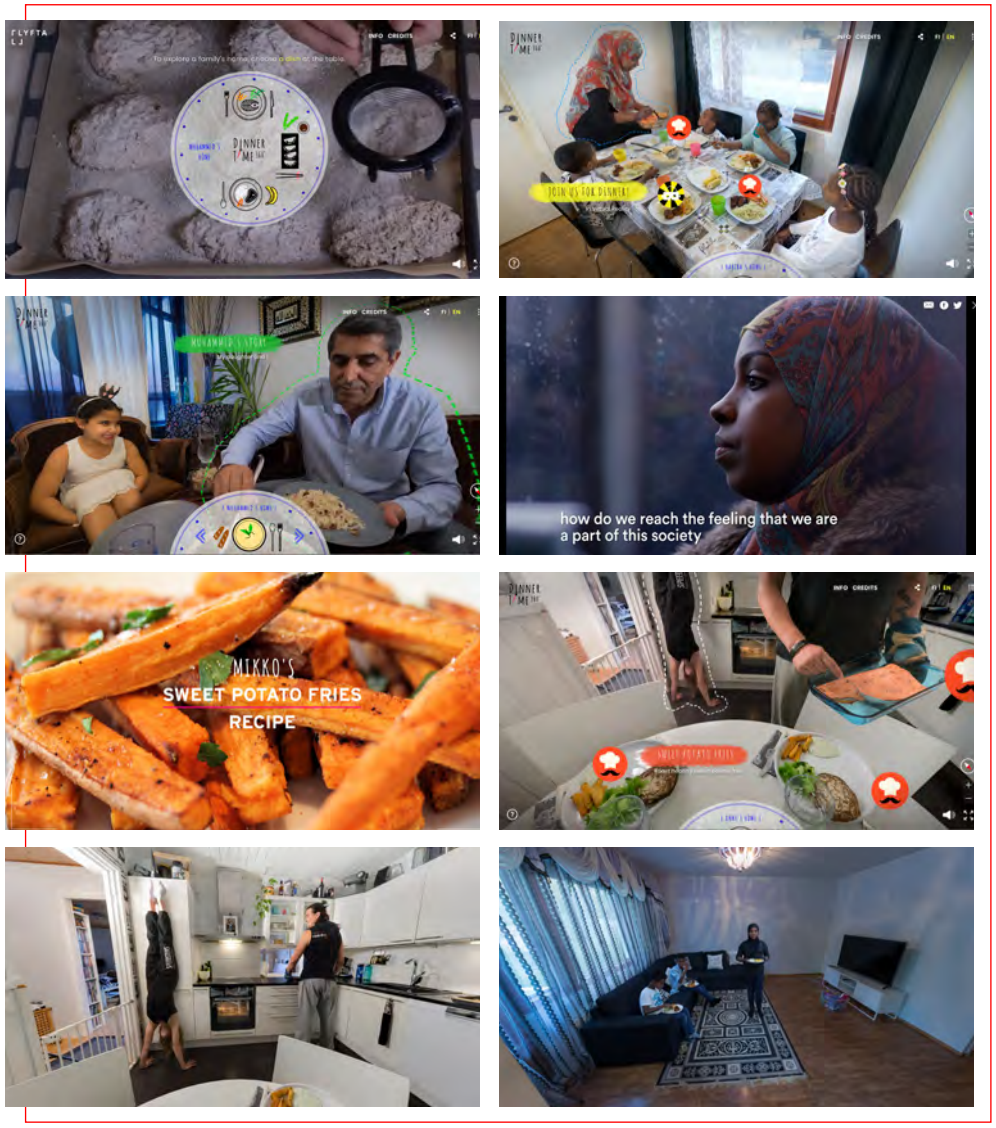
The Lyfta Team

FOX
WE
LOVE
iPad12

What is Dinnertime 360?

Dinnertime 360, three different homes with diverse backgrounds, cuisines, and exciting stories.

Dinnertime 360 is an interactive digital representation of different families' dinner tables in multicultural Finland. The visitor is invited to take part in the daily lives of the families, through films, photos, 360° panoramic pictures, sound, and various multimedia contents. Navigating through the learning environment is intuitive and visitors of all ages can easily master exploring the environment.



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Dinnertime 360 Portrait Gallery

Anni

"I liked weightlifting and decided to continue with it. There are so many challenges that you can never be perfect."

Muhammed

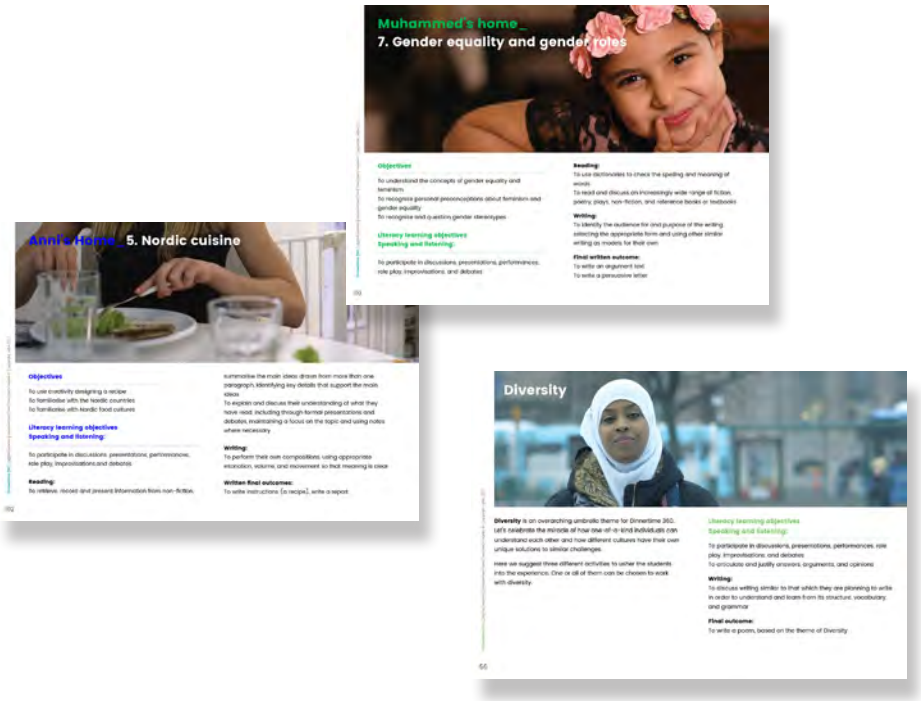
"In the future - only God knows what's going on. I even don't know what will happen tomorrow."

Habiba

"How do we reach the feeling that we are part of this society if we can't get to spend time with other Finns?"

How to use this guide?

The Dinnertime 360 teacher's guide helps teachers to plan and construct their lessons according to the time they have available.



The guide consists of 13 ready-to-use lesson plans as well as theme-based activities. The title of each lesson plan shows the core topic of the lesson. Each lesson contains a variety of activities, some of them tailored for different ages and abilities. This makes the resource flexible, so that the plans can be used regardless of the grade. The lesson plans and learning units can be easily modified by the teacher.

The activities and the pedagogical approach build on the *Finnish National Core Curriculum for Basic Education 2014*. Tables describing the links between the educational content and the curriculum are included in the guide. The teacher can easily see how the lesson plans match the curriculum, and check which transversal competences are developed through each lesson.

The educational content has been designed to cater for the needs of UK schools, with a special focus on global learning and literacy. Multiliteracy is a key skill in our fast-changing world. Through various types of activities encouraging advanced information processing and use of different media and skills, students have the opportunity to work on the themes, consider different perspectives, and develop a

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more holistic approach to phenomena. The literacy learning objectives guide the teacher to easily build lessons that meet the curricular objectives.

The assessment activities can be used before starting Dinnertime 360 and after the final lesson, or after a desired number of lessons. The assessment is designed to help the student plan and prepare for their individual learning journey, and to construct a better understanding of the process.

We encourage teachers to mix and match activities so that they support the general learning goals set for the students.

The keywords, activity type labels, transversal competence areas, challenge level indicators, and time allocation suggestions lead the users swiftly from a given topic or method to a different one.

KEYWORDS

The keywords reflect the themes and content areas prominent in each lesson plan and content creation activity. There are a total of 12 keywords, and each lesson plan features a unique combination of those. The directory gives a great overview of the keyword distribution at a glance.

ACTIVITY TYPE LABEL

The types of methods used in each lesson plan and content creation activity are labelled. There are 12 activity type categories in total. The directory gives an easy overview of the keyword distribution at a glance.

TRANSVERSAL COMPETENCE AREAS

The Finnish National Curriculum recognises seven core skill areas called transversal competences. The prominent competence areas are listed with each lesson plan (T1-T7), which helps the teacher to easily see the links to the competence targets.

CHALLENGE LEVEL

Most of the activities are suitable for students of all ages, and we believe that the teachers are the most skilled experts at fine-tuning the activities to suit their students. However, sometimes the students have not yet reached the stage where they have been taught, for example, enough mathematics to solve a certain problem. Moreover, there are times of higher and lower activity levels, more and less

time to use, dynamic and emergent team spirits, need for differentiation within a group, and so forth. Thus, options are sometimes provided. Choose the purple ***Keep it light*** activity for a lighter exercise and the orange ***Delve deeper*** activity if you want a more in-depth exercise.

TIME ALLOCATION SUGGESTIONS

The lesson plans are designed on a 45-minute structure, and a time allocation suggestion is provided for each activity in the lesson plan. This is useful if the teacher only wants to use parts of a lesson plan. Also, the activities are mostly such that they can easily be either extended or shortened.

TIP

The tips are suggestions for applying what has been learned, or widening or otherwise modifying activities.

FOLLOW-UP

Activities under the follow-up icons suggest ways to delve deeper into a given topic area. Particularly, they offer a variety of literacy learning activities.

CHECK IT OUT!

Few of the activities have right or wrong answers but when they do, the correct answers are given under this heading. More often, however, these sections are more supportive than instructive.

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Content creation media pack

In the Content Creation Media Pack, you'll find different types of media that can be used to create projects based on Dinnertime 360. This gives students an opportunity to express their ideas and reflections, and cement their learning.

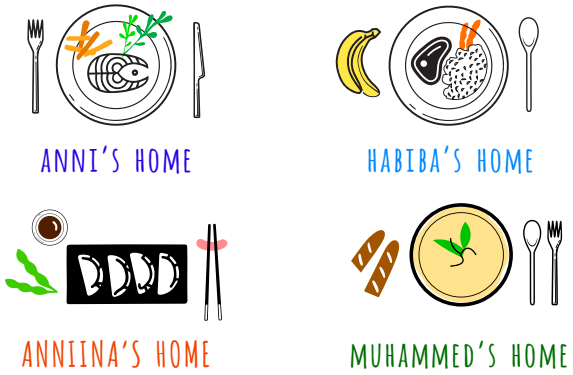
The materials include: photographs, illustrations, graphics, fonts and video clips.

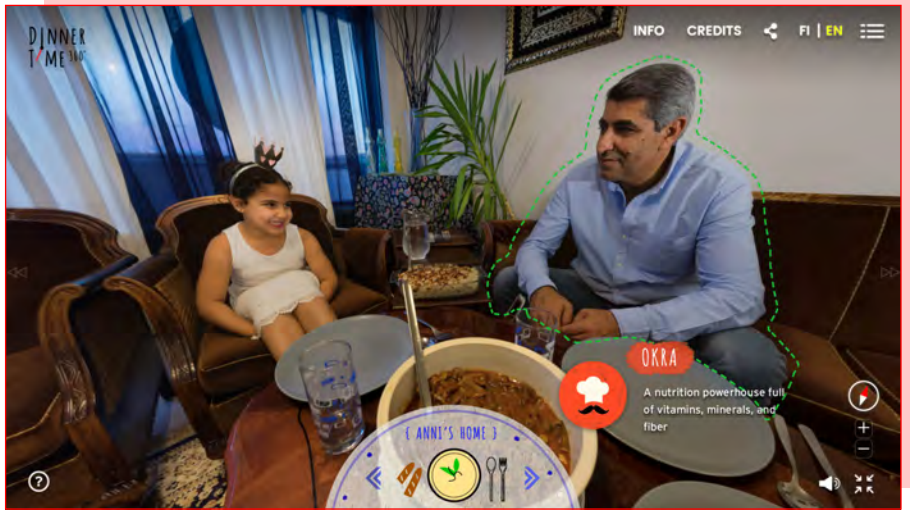
These can be used to build: presentations, reports, booklets, memes, posters, postcards, websites and videos.

The digital content creation media pack can be located within the Lyfta learning platform, on the teacher resources page under 'Dinnertime 360'.

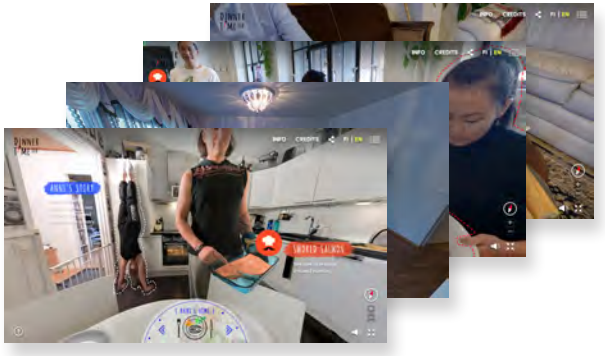
How to use the digital Dinnertime 360?

1 **Choose a dish: Choose one of the dishes and enter a family's home at dinner time.**





2 **Explore the home: Explore the home by dragging your mouse or finger across the screen.**



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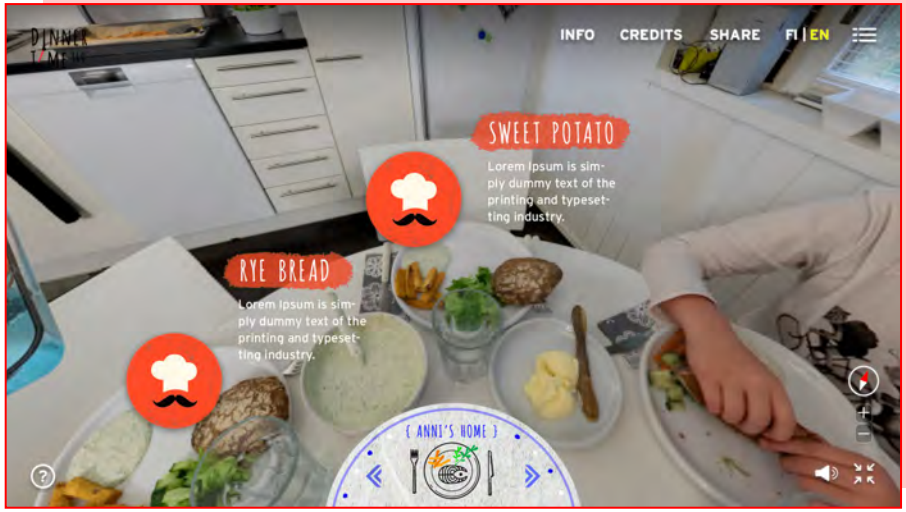
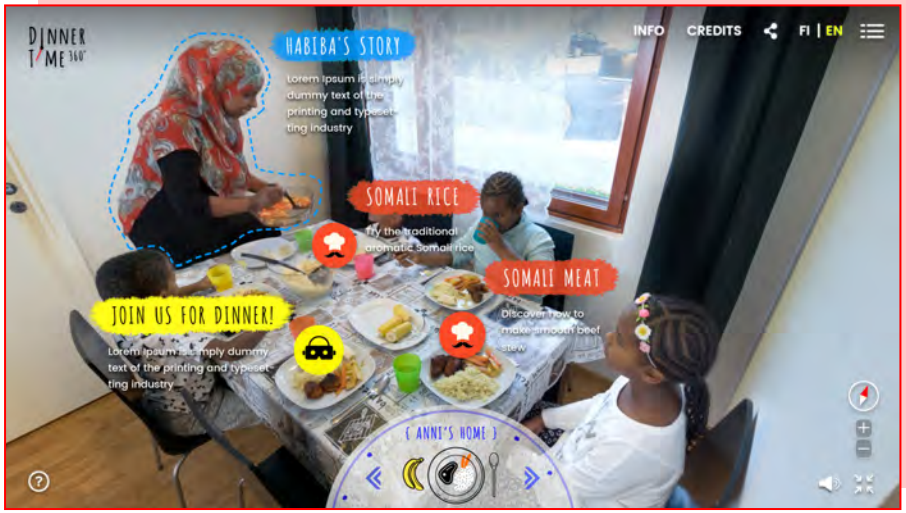


3 **Click the objects and people: Click on the objects and people to hear their stories.**



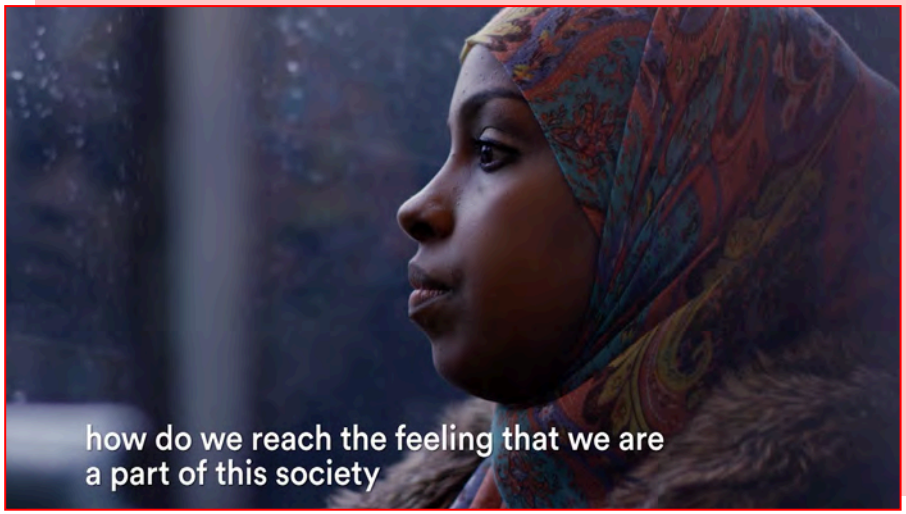
4 **Join the dinner: Join the family for dinner in VR or browser view.**

RECIPES

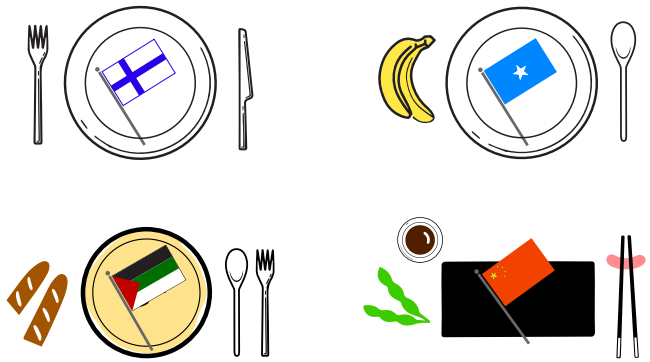
FILMS

VR

How to use the digital Dinnertime 360?



5 **Enjoy the content: Hear the families' stories, explore their homes and learn how to prepare their favourite dishes. The content touches on a wide variety of themes.**



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What themes does Dinnertime 360 cover?

Dinnertime 360 is a great resource for approaching a variety of different phenomena and themes from multiple perspectives. Moreover, apart from transversal topics, the teacher can find plenty of activities to work on content areas related to the objectives of the Finnish National Core Curriculum for Basic Education.

In the Dinnertime 360 digital learning environment, one can interact with different individuals and learn from their stories.

Like all Lyfta stories, Dinnertime 360 encourages global perspectives across the curriculum. Global key themes such as identity and cultural diversity, social justice and human rights, interdependence and globalisation, as well as sustainable futures are intertwined in our philosophy. Dinnertime 360 also builds on the Sustainable Development Goals of the UN Agenda 2030. They are reflected in the activities and focal topics.
Dinnertime 360 and the accompanying learning materials are strongly linked to the following topics:

Perseverance, sports, nutrition, cuisine, discrimination, multiculturalism, diversity, gender equality, gender roles, family.

In addition, the following skills are integrally featured:

- **Key subjects and 21st century themes:**
  Global Awareness, Civic Literacy, Environmental Literacy.
- **Learning and innovation skills:**
  Creativity and innovation, critical thinking and problem

solving, communication and collaboration.

- **Information, media and technology skills:**
  Information literacy, media literacy, ICT.

- **Life and career skills:**
  Flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, leadership and responsibility.

The list of keywords shows the core thematic units that make up the foundations of Dinnertime 360. The 12 keywords are used as the basis for categorising the educational activities. Each keyword comes with a brief explanation of how we interpret it.

Keyword directory

KEYWORD	ACTIVITY/LESSON
CULTURE	A, E, 1, 5, 7, 9, 10, 13
DISCRIMINATION	A, B, H, 11
DIVERSITY	A, B, C, E, F, 5, 6, 7, 10, 12
FAMILY	6, 7, 8, 10
GENDER EQUALITY	B, 7
HEALTH	E, G, 4, 9
NUTRITION	D, E, F, G, H, 4, 5, 9, 10, 13
PERSEVERANCE	1, 2
SOLUTIONS	G, H
SPORTS	1, 3
TEAMWORK	D, 2, 3, 9, 13
WELL-BEING	G, 2, 3, 4, 7, 13

Keyword explained

Culture

Culture means social behaviour and norms found in human societies. As the world is becoming ever more interconnected, the way we understand each other's religions, politics and heritage will determine how successfully we seize future opportunities and adapt to future challenges. Some aspects of human culture, such as respect, sustainable actions, and willingness to deeply understand phenomena, can be shared by everyone despite cultural differences of, for example, religion, taste for specific foods, or norms of clothing.

Discrimination

According to Citizens Advice, if you have been treated unfairly by someone simply because of who you are, this could be direct discrimination. Indirect discrimination is when there is a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others. Recognising different types of discrimination in everyday life is important in order to be able to fight it.

Diversity

Literally, diversity is the condition of having or being composed of differing elements. We know that biodiversity

is the basis of human existence, our life support system. Ecosystems regulate climatic processes, break down wastes and recycle nutrients, filter and purify water, buffer against flooding, maintain soil fertility, purify air, and provide natural resources such as wood, textiles, and, of course, food. Our planet's diverse, thriving ecosystems may seem like permanent fixtures, but they're actually vulnerable to collapse. Just like biodiversity is a huge resource, so is human diversity.

Family

People have many ways of defining a family and what being a part of a family means to them. We respect all definitions, ranging from ones where family refers to two or more persons who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who are usually resident in the same household, to instances where shared goals and values as well as having long-term commitments to one another make up a family.

Gender Equality

The UN Sustainable Development Goal no. 5 reminds us that gender equality is a fundamental human right regardless of where you live. Advancing gender equality is critical to all areas of a healthy society, from reducing poverty to promoting the health, education, protection, and well-being of both girls and boys, women and men.

Health

According to WHO's definition, health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. We believe it's important to recognise how health can be promoted both through individual and community-level action.

Nutrition

In the words of Ban Ki-moon, nutrition is both a maker and a marker of development. Improved nutrition is the platform for progress in health, education, employment, empowerment of women, and the reduction of poverty and inequality, and can lay the foundation for peaceful, secure and stable societies. Also, it's an everyday dimension of all life.

Perseverance

Perseverance is the ability to keep doing something in spite of obstacles. In many cases, obstacles can be seen

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as important tools, revealing room for development. It's useful to realise that, often, the most important goals are not achieved at just one try. Many of the things we take for granted today, such as the same laws for men and for women, were regarded as impossible and unthinkable in the past.

Solutions

A solution is a means of solving a problem or dealing with a difficult situation. A solution-oriented way of thinking can help us gain control of how we approach the problem. Coming up with creative solutions is closely linked with innovation skills.

Sport

In a brilliant quote from WSD, "sport engages the physical and mental abilities of groups and individuals world-wide, whether as fans or participants, as professionals or amateurs. Sport experiences generate a range of complex meanings that are shaped by many factors, including race, ethnicity, gender, and socioeconomic status. To understand the significance of sport more fully, it is necessary to examine the connections between sport and issues such as social mobility, individual achievement, ethnic conflict, nationalism, and the drive for equity."

Teamwork

Teamwork is the process of working collaboratively or cooperatively with a group of people in order to meet a common goal.

Well-being

Well-being refers to the interconnected dimensions of physical, mental, and social well-being. It is a general term for the condition of an individual or group. Sustaining well-being includes choices and activities aimed at achieving physical and mental vitality, social satisfaction, a sense of accomplishment, and personal fulfilment.

Activity type directory

ACTIVITY TYPES	ACTIVITY/LESSON
CONTENT CREATION	1, 2, 4, 9, 13
DEFINITION	F, 7, 9
DISCUSSION	A, B, G, H, 1, 2, 3, 6, 7, 8, 10, 11
EMPATHISING	B, 6, 7, 11, 12
EXPERIMENT	C, D, 5
FORMING AN OPINION	A, G, H, 7, 11
GROUP WORK	D, 2, 3, 9, 13
INFORMATION RETRIEVAL	F, H, 1, 5, 6, 7, 9, 10, 12, 13
INVESTIGATION	E, 4, 9, 13
PHYSICAL ACTIVITY	8, 12
PRESENTATION	G, 5, 7, 9, 13
REFLECTION	A, 4, 7, 8, 11

Activity types explained

Content creation

Content creation refers to students' projects developed based on Dinnertime 360 and related extra resources, where the outcome is a digital or tangible creative product.

Definition

This type of activity requires defining and learning to understand complex concepts.

Discussion

Discussion activities involve various different types of discussion, from teacher-led and focused conversations to more self-organised and investigative discussions.

Empathising

This type of activity builds on stepping into another person's shoes and taking their perspective, sometimes leading to a new and insightful experience.

Experiment

An experiment is a procedure carried out to support, refute, or validate a hypothesis. Experiments provide insights into cause and effect by demonstrating what outcome occurs when a particular factor is manipulated. The hypotheses can be understood broadly, ranging from scientific to "hey, I think

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it might be possible to create a fun poem using my initials as a starting point!"

Forming an opinion

The notion of emotional bias makes visible how prone we are to distortion in cognition and decision-making due to emotional factors. A vast body of research shows that we are inclined to take in information emotionally, not intellectually. For instance, fake news stories get a lot of support because they echo someone's beliefs. The term "post-truth era" involves using our personal beliefs, opinions, and emotions as biased benchmarks for interpreting and qualifying information we typically call news. Forming a justifiable, critical opinion is a skill that can be practiced.

Group work

These activities are collaborative teamwork processes whose aim is to achieve a common goal. (Many activities can be chosen to be done either in groups or individually.)

Information retrieval

Searching for, selecting and applying information are key in these types of tasks.

Investigation

In investigative tasks, students have to either define their own question or challenge, and work towards solving it, or solve a predefined challenge.

Physical activity

These activities involve (light) physical activity.

Presentation

Many activities include sharing ideas, thoughts and information with others. Presentation is a form of communication where a piece of work is shown and explained to an audience.

Reflection

Reflective tasks require consideration of a subject matter, idea, or purpose, and processing it either individually or collectively.

Film synopses

HABIBA'S STORY: We are just a regular Finnish family

What does 30-year-old Finnish-Somali Habiba cook for her seven children?

Habiba talks about cultural identity and equality.

Keywords: Culture, Discrimination, Diversity, Family, Nutrition, Teamwork, Well-being

ANNI'S STORY: Standing still is… just so boring!

What does 15-year-old weightlifter Anni eat to be able to lift 1.5 times her body weight?

Anni is a living example of searching for and finding one's strength.

Keywords: Culture, Diversity, Health, Nutrition, Perseverance, Sports, Teamwork, Well-being

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MUHAMMED'S STORY: My daughter and I

What does Palestinian Muhammed most enjoy doing with his daughter?

Muhammed talks about fatherhood and a family that extends beyond the Finnish borders.

Keywords: Culture, Diversity, Family, Gender equality, Health, Nutrition, Teamwork, Well-being

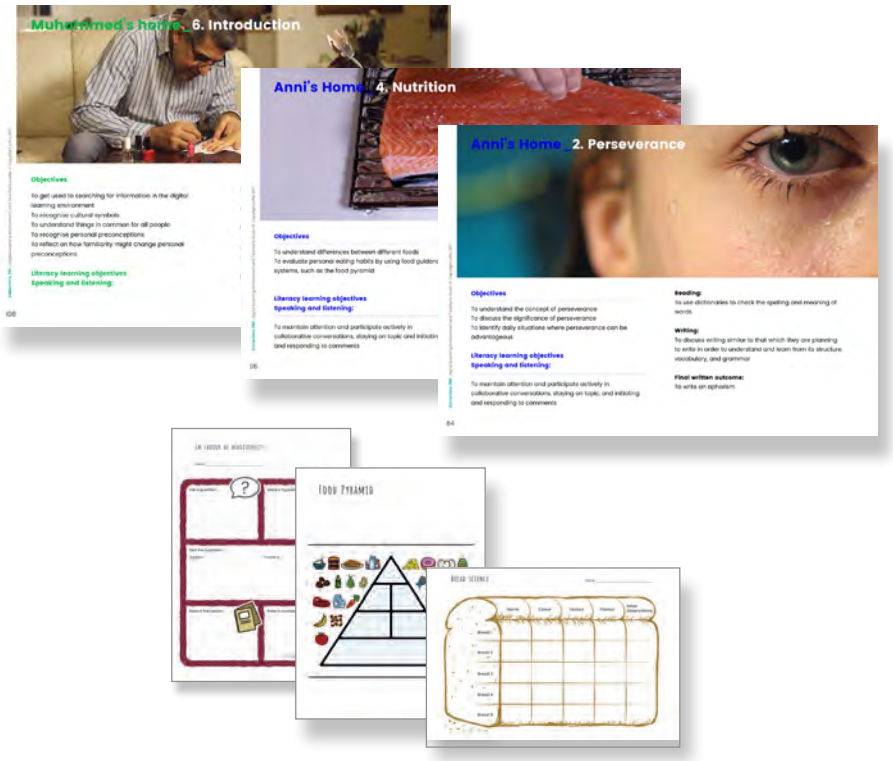
الحمد لله
سبحان الله

2 Methodology

How to use Dinnertime 360 in teaching?
Dinnertime 360 & 21st Century Learning
Dinnertime 360 & Sustainable Development Goals
Dinnertime 360 & Global Citizenship Education
Dinnertime 360 & Curriculum

How to use Dinnertime 360 in teaching?

Dinnertime 360 is a flexible learning experience. The resource can be used in studying a specific topic, or as a more extensive learning unit.



The 13 interdisciplinary lesson plans can be used in whichever order the teacher finds best; according to topics and activity types. The interdisciplinary approach counteracts knowledge fragmentation and isolated skill instruction. It supports goals such as transfer of learning, teaching students to think and reason, and making the educational content more personally relevant to students.

Each lesson plan has a 45-minute outline with proposed time allocation. It's easy — and sometimes recommended — to increase the duration by dedicating more time to some of the activities, or adding activities in between. For shorter sessions, only one or a few activities from a lesson plan can be chosen. There are also many extra tips and suggested follow-up activities, so that desired topics can easily be extended into projects that take up several lessons.

It is also possible to use the films or the content creation activities independently, without the lesson plans, to bring interesting content to regular subject lessons. The possibilities are numerous, so that each teacher can find suitable pathways in different contexts.

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Self-assessment activities

The self-assessment activities can be used before starting work with Dinnertime 360 and after the final lesson, or after a desired number of lessons. The assessment is designed to help the students plan and prepare for their individual learning journey, and to construct a better understanding of the process.

Impact questionnaire

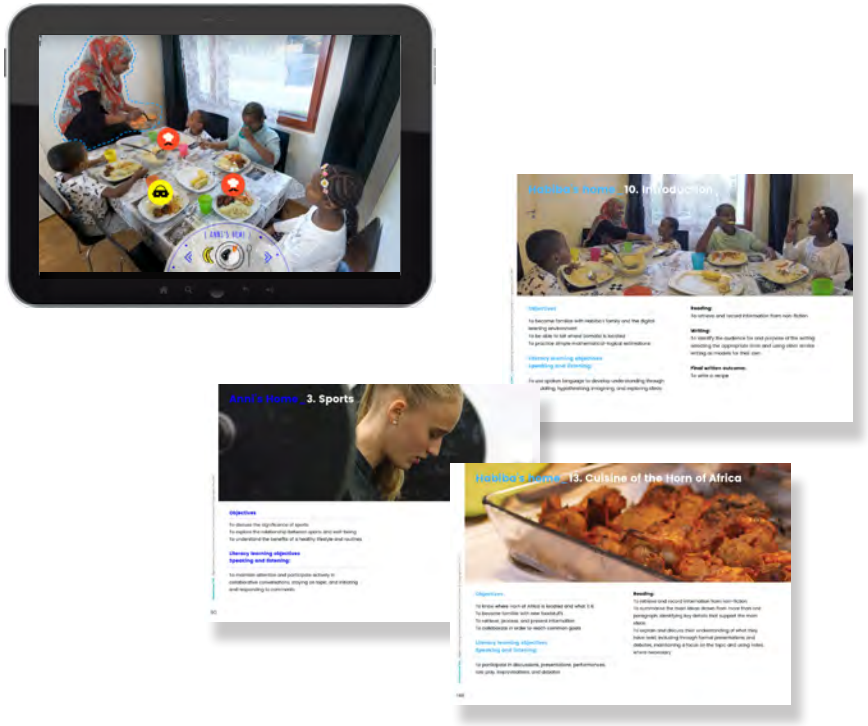
Regardless of whether the self-assesments are taken, we recommend all teachers have their students answer Lyfta's impact questionnaire before embarking on the experience, and after a period of time (e.g. 5—15 lessons) working with Lyfta. The questionnaires help students to recognise, monitor, and evaluate their unique learning journeys.
We also use the data to develop and improve our educational materials and contents.

Before you enter Lyfta storyworlds
Lyfta Impact Questionnaire 1/2: *https://goo.gl/forms/elUfk5y8rzFYXDUR2*

After you have been working with Lyfta storyworlds
Lyfta Impact Questionnaire 2/2: *https://goo.gl/forms/mLhCvq0tjyBiguvC3*

Dinnertime 360 & 21st Century Learning

The skills useful in today's and tomorrow's world have been categorised and approached in a variety of ways.



The term 21st century skills, the way we interpret it, refers to a wide set of knowledge, skills, habits, and attitudes that are believed — by researchers, educators, employers, and others — to be of critical importance to well-being and success in today's world. We acknowledge that a considerable number of related terms, including applied skills, cross-curricular skills, cross-disciplinary skills, interdisciplinary skills, transferable skills, transversal skills, key competences, noncognitive skills, and soft skills come close to our definition of 21st century skills.

We deeply respect the work and insights by educational researchers and educators over many centuries, and consider these values when adopting new approaches. However, we constantly keep up to date with new discoveries linked to learning and pedagogy.

P21, The Partnership for 21st Century Learning, has compiled a categorisation widely used as a reference to 21st century skills. In its Framework for 21st Century Learning, the classification is based on four areas:

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1. Content Knowledge and 21st Century Themes

In addition to specific school subjects, it is believed that schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into the curriculum:

- Global awareness
- Financial, economic, business and entrepreneurial
- literacy
- Civic literacy
- Health literacy
- Environmental literacy

2. Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

3. Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT Literacy

4. Life and Career Skills

- Flexibility & Adaptability
- Initiative & Self Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

Source: *http://www.p21.org/about-us/p21-framework*

Dinnertime 360 is phenomenon-based by nature, and the accompanying educational materials seamlessly echo this approach. The activities encourage students to develop and improve skills useful during their lives as citizens in society, strengthening the basis for lifelong learning.

Dinnertime 360 & Sustainable Development Goals

Like all Lyfta learning experiences, Dinnertime 360 is linked with the UN Sustainable Development Goals of Agenda 2030.

Like all Lyfta learning experiences, Dinnertime 360 is linked with the UN Sustainable Development Goals. The 17 goals were adopted by countries in 2015 to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the coming years.
(Learn more: *http://www.un.org/sustainabledevelopment/sustainable-development-goals/*)

The most prominent themes in common with the SDGs in Dinnertime 360 are

2. Zero hunger

3. Good health and well-being

4. Quality education

5. Gender equality

6. Clean water and sanitation

10. Reduced inequalities

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Dinnertime 360 & Global Citizenship Education

With all Lyfta stories, we want to create an impact for a sustainable future. An integral part of this, also reflected through 21st century learning, is to nurture respect for all.

We wish to strongly contribute to building a sense of belonging to a common humanity and helping students become responsible and active global citizens. Global Citizenship Education, briefly explained, aims to empower learners to assume active roles to face and resolve global challenges, and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world.

In Dinnertime 360, the following philosophical frameworks provide useful tools for global citizens:

- Focusing on solutions and possibilities instead of problems and obstacles
- Encouraging creative thinking

Source: *http://en.unesco.org/gced*

Dinnertime 360 & Curriculum

Many relevant features of the most recent *Finnish National Core Curriculum for Basic Education* are integrated in this guide. The teacher can easily see how the lesson plans match with the curriculum and check which transversal competences are developed through each activity.

The Dinnertime 360 educational material is based on the values of the *Finnish National Core Curriculum for Basic Education*:

- Uniqueness of each pupil and right to a good education
- Humanity, general knowledge and ability, equality and democracy
- Cultural diversity as a richness
- Necessity of a sustainable way of living

Like the Finnish Curriculum, we also recognise the importance and value of assessment. The best methods of assessment can guide the students and encourage them to continue learning and to learn to know themselves better. We provide two types of self-assessments in the teaching material: an initial assessment and a final assessment.

For a detailed explanation on how the assessment links with the *Finnish National Curriculum for Basic Education*, see the see tables 2—5 in the appendix.

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The seven transversal competence areas (T1-T7) form the basis of the curriculum. They aim to guide students towards development as human beings and as citizens. The transversal competences are the following:

Thinking and learning to learn (T1)
Cultural competence, interaction, and expression (T2)
Looking after oneself, managing daily activities, safety (T3)
Multiliteracy (T4)
Information and Communication Technology (ICT) **competence** (T5)
Competence for the world of work, entrepreneurship (T6)
Participation and influence, building a sustainable future (T7)

Table 1 on transversal competence areas and how they are reflected in Dinnertime 360 shows the transversal competences and how they are related to the lesson plans. Each skill is coded with a simple two-character tag consisting of the letter "T" (for transversal) and a number between 1 and 7 (i.e. T1, T5). The tags are shown in the activity information so that the teachers can easily check which competences are associated with the activities within the lesson plans.

picnic
barbecue

Activities for starters

Diversity

We <3 Food

Diversity

Diversity is an overarching umbrella theme for Dinnertime 360. Let's celebrate the miracle of how one-of-a-kind individuals can understand each other and how different cultures have their own unique solutions to similar challenges.

Here we suggest three different activities to usher the students into the experience. One or all of them can be chosen to work with diversity.

Literacy learning objectives

Speaking and listening:
To participate in discussions, presentations, performances, role play, improvisations, and debates
To articulate and justify answers, arguments, and opinions

Writing:
To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar

Final outcome:
To write a poem, based on the theme of Diversity

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Activity A Gallery

Objectives

To understand that it is impossible to tell much about other people only judging by their appearance
To understand that everybody is prejudiced

Transversal competences: T1, T2, T6, T7
Keywords: Culture, Discrimination, Diversity
Activity types: Discussion, Forming an opinion, Reflection

The teacher shows photos of all three protagonists, Habiba, Anni and Muhammed, and asks questions about them. (The Portrait Gallery in the Teacher's Guide comes in handy.)
The students guess the answers based on their impressions looking at the photos.

Not showing the three people's names directs the attention to the images only.

The questions can be for example:

- Who works for a church organisation to prevent radicalisation? (*Habiba*)
- Who is a weightlifter? (*Anni*)
- Who likes ice skating? (*Habiba*)
- Who is good at braiding hair and enjoys cooking dinner at home? (*Muhammed*)

According to her/his future teaching plan, the teacher can decide which of the answers are revealed immediately and

which of them the students will learn later from the films. The teacher will lead a discussion based on the answers of the students.

Suggested questions to spark discussion:

- Do you have a talent or a skill that a person you meet for the first time probably wouldn't guess?
- How would you feel about it if your dad was a ballet dancer? Why? / How would you feel about it if your mum was a truck driver? Why?
- Would you prefer a ruler for your country who was
  a) a young, highly educated female with a multi-ethnic background, or
  b) a 50-year old native male who had been involved in politics for several decades? Why?

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Activity B Privilege talk

Objectives

To understand what privilege is
To recognise privilege in society and personal life
To understand consequences of being privileged or underprivileged

Transversal competences: T2, T7
Keywords: Discrimination, Diversity, Gender equality
Activity types: Discussion, Empathising

Create an online questionnaire that simulates the Privilege Walk, or use one of the questionnaires created by us.

The Privilege Walk is a social experiment designed to visually represent privilege and create awareness and understanding among participants and viewers. (Google it if you want to learn more!)

It goes without saying that we want students to feel safe and at ease. A modified quiz version of the Privilege Walk is a method that doesn't expose sensitive answers to common view.

NB! However, these questions raise sensitive issues that might bring up uncomfortable feelings for some children; especially questions relating to poverty and religious or racial discrimination. It is quite possible that they have never discussed such issues before. They may have experienced discrimination but not told anyone. Using these materials with a class would need careful handling by the teacher.

Privilege questionnaire 1: *https://goo.gl/forms/UVHqf31wrl5Jh4nt2* (20 questions)

Delve deeper: **Privilege questionnaire 2:** *https://goo.gl/forms/vky2WTauey2son1e2* (40 questions)

Delve deeper: **Recognise your privilege_Questionnaire:**
https://goo.gl/forms/Knc11g5RXdrJHjLV2 (With information)

> Privilege is an advantage that only one person or group of people has, usually because of their position or because they are rich.
> ***Source:*** *Cambridge English Dictionary*

The activity is wrapped up with a teacher-led discussion.

Suggested questions to spark discussion:

- What social identities (race, class, sex, gender, sexual orientation, age, ability, religion) of yours hold privilege in our country?
- Is it easy for you to recognize your privileges?
- What is your first memory of your privilege?
- How do you currently use your privilege? Who benefits?

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Activity C Poems on diversity

Objectives

To understand diversity
To apply thoughts on diversity in creative activity

Transversal competences: T4
Keywords: Diversity
Activity types: Experiment

This activity can be used as follow-up activity for Activity B.

Students write poems about diversity. They can, of course, be given the freedom to create the poems in their preferred way. However, there are different options here to suggest other ways of doing this activity, if free writing isn't the preferred option.

For a quick and easy exercise, an online poem generator can be used. Coming up with suitable words related to diversity adds an extra challenge. *http://www.runokone.com/makeapoem/index.php*

To create a poem inspired by this specific topic, students can be given different texts about diversity. From those texts, they can either clip or choose words according to a pattern. The pattern can be e.g.

- Choose between eight and ten words and create your poem around them.
- Choose every 10th word and create your poem around them.
- Pick up (10 first) words starting with the letter G and create your poem around them.

Using rhymes can provide a way of writing fun poems. It

limits the number of suitable words and can thus help the creative process.

Acrostic poems: For a loose framework, students can write the poem around their name, writing the name vertically and using the letters in, or to initiate, lines.

For a differentiated activity, students can choose whether they will only use their first name or the entire name.

Jamming on my ukulele the other night
A sudden thought shook
Me.
Even if I play a song, will that
Song be same for everyone who hears it?

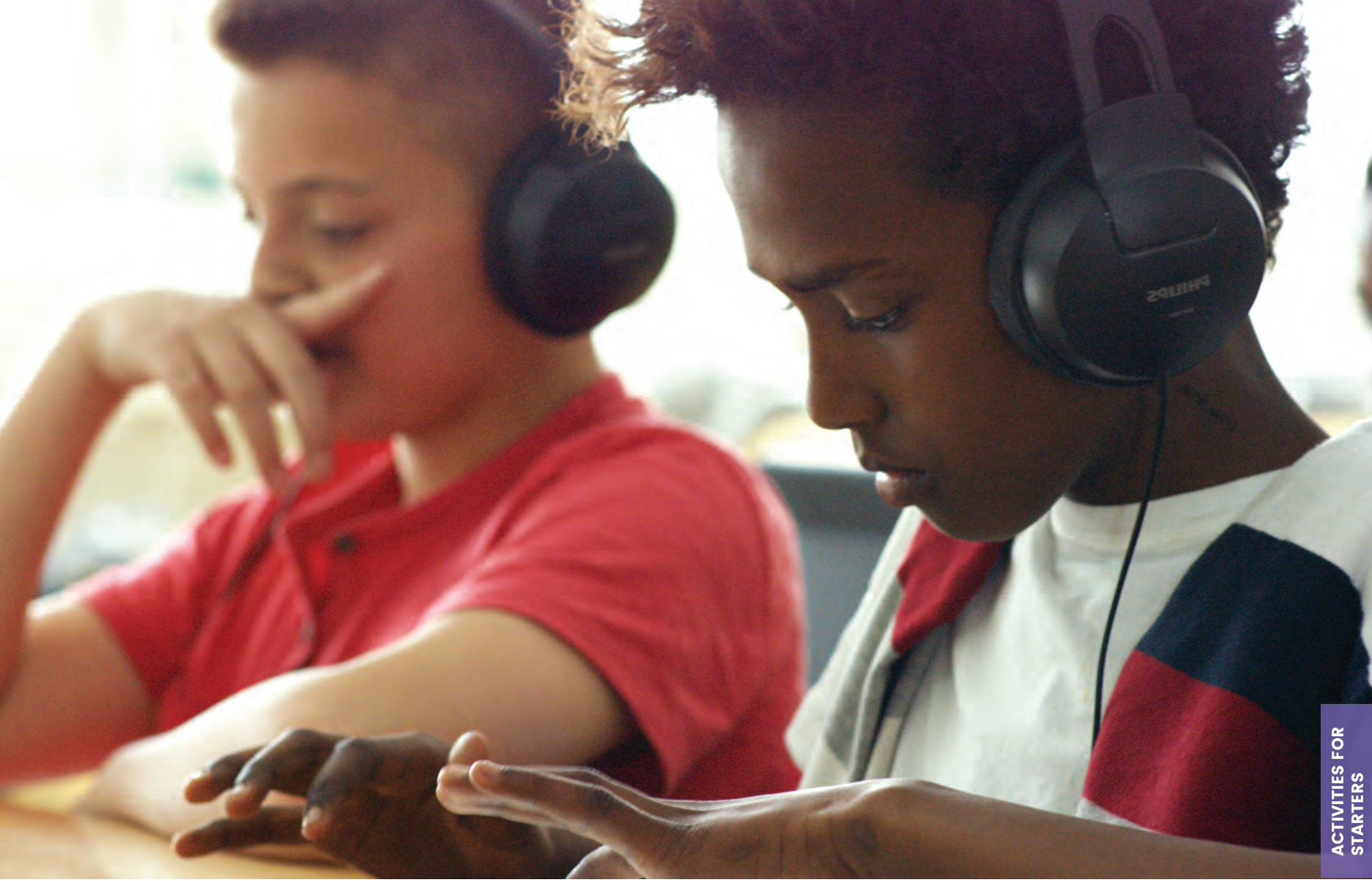
Barely.
Oh lo and behold, we all hear a different song in the same song.
Neat, smiled I, how altogether
Dashingly amazing!
***
on a Journey to the butcher's
I met a cow who wAnted to have a word.
'i want to have a word', she said to Me.

'ok', I said to hEr.
she, the cow, I mean, waS called birgitta.

we talked for two solid hours, Birgitta and I,
abOut how she was fed up with the rooster
aNd about how I loved eggs.
now we are friends, birgitta and I, and we play
Domino together on sundays.

For inspiration before writing their own poetry, or for comparison afterwards, the students can have a look at poetry created by students at Aberlady Primary School in the UK:

P5/6 POEMS CELEBRATING 'DIVERSITY'
http://www.edubuzz.org/aberlady/2009/09/p56-poems-celebrating-diversity



We <3 Food

In addition to diversity, cuisine and the cultural dimensions of food as well as enjoying it form another theme that is present throughout the experience. Here we suggest five different activities to work with the topics of food, food security, nutrition, and food waste. One or all of them can be chosen to work with the theme.

Literacy learning objectives

Speaking and listening:
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
To maintain attention and participate actively in collaborative conversations
To stay on topic and initiate and respond to comments
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Reading:
To retrieve, record, and present information from non-fiction
To use dictionaries to check the spelling and meaning of words

Writing:
To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Final written outcomes:
To write a set of instructions
To design a poster about reducing food waste

Activity D Bread science

Objectives

To understand the cultural and historical importance of bread
To understand how experimenting can lead to learning
To understand the concept and value of the scientific method

Transversal competences: T1, T2, T5
Keywords: Nutrition, teamwork
Activity types: Experiment, Group work

As a pre-activity, students can be asked to study the history of bread: *https://en.wikipedia.org/wiki/History_of_bread*

Teacher and/or students bring different types of bread to the school.

Individually/in pairs/in groups, the students study the different breads and write down their observations. Describe how the bread looks, feels, smells, and tastes.

Searching for inspiration? The Flour Advisory Bureau provides a list of different breads: *http://fabflour.co.uk/fab-bread/types-of-bread/*

Students can use **the provided table** to fill in the information of the different types of bread.

Then, students work in (5) groups to experiment making different dough mixtures. Before starting the experiment, they are given the instructions. Based on the instructions, they formulate a hypothesis to anticipate

1. what happens to the dough in 1, 3, 24, and 48 hours' time, and
2. what kind of bread will the dough produce if baked immediately after the dough has been mixed, and in 1, 3, 24, and 48 hours' time.

Suggested group assignments:

Group 1:
Mix together 500 g flour, 10 g fresh yeast, 2 tsp salt, and 300 ml water.

Group 2:
Mix together 500 g flour, 10 g fresh yeast, 3 tbsp honey, 2 tsp salt, and 300 ml water.

Group 3:
Mix together 500 g flour, 1 tsp soda, 2 tsp salt, and 300 ml water.

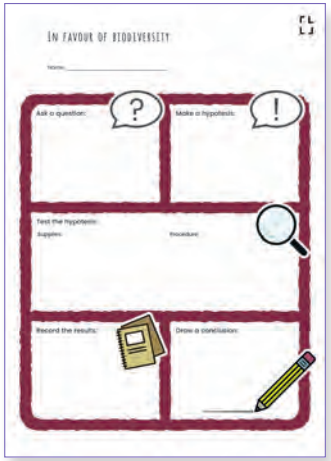
Group 4:
Mix together 500 g flour, 100 g sourdough starter, 2 tsp salt, and 300 ml water.

Group 5:
Mix together 500 g flour, 2 tsp salt, and 300 ml water.

Common instructions for all groups:

Divide the dough into five equal parts. Bake each small bread according to the following instructions: first of them immediately, second after an hour, third after 3 hours, fourth after 24 hours, and fifth after 48 hours. Bake each small bread for 15–20 minutes at 220°C/fan 200°C/gas 7.

Students can use **the provided template** to practice using the scientific method in their experiment.



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Activity E In favour of biodiversity

Objectives

To understand connections between food and biodiversity
To recognise culture-specific dishes and food stuffs
To recognise agency in promoting beneficial attitudes to food

Transversal competences: T1, T2, T5, T7
Keywords: Culture, Diversity, Health, Nutrition
Activity types: Investigation

Background information:

The Slow Food Foundation for Biodiversity promotes a model of agriculture that is based on local biodiversity and respect for the land and the local culture. The ideology is in harmony with the environment and aims to provide access to good, clean, and fair food for all communities.

One of the Slow Food projects is called the Ark of Taste. The Ark travels the world collecting small-scale quality productions that belong to the cultures, history and traditions of the entire planet: a heritage of fruits, vegetables, animal breeds, cheeses, breads, sweets, and cured meats, among other things.

Source: *Slow Food Foundation for Biodiversity. https://www.fondazioneslowfood.com/en/*

The students get a moment to freely explore the Slow Food website.

Then, the students navigate to the Ark of Taste page (*https://www.fondazioneslowfood.com/en/what-we-do/the-ark-of-taste/*). They can be given a certain country/region to study, or they can select the countries according to their interest.

Once the students are familiar with the Ark, they study the

products listed in the Ark from their region, and then work in groups to think of local product(s) that they would like to add to the Ark. The objective of the ark is 'to point out the existence of these products, draw attention to the risk of their extinction within a few generations, [and] invite everyone to take action to help protect them'.

Once all groups have decided the product(s) to suggest, the class can decide which of them to nominate on the website, so that they could be actually added to the Ark.

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Activity F Food etymologies

Objectives

To understand the concept and value of etymology
To become familiar with different languages
To recognise how the languages interact locally and globally

Transversal competences: T1, T2, T4, T7
Keywords: Diversity, Nutrition
Activity types: Definition, Information retrieval

Using an etymological dictionary, such as *http://www.etymonline.com/index.php*, students search for etymologies of a number of different foodstuffs.

Students work in groups and discuss why they think the names originate from certain languages.

Handout template

Check it out!

Avocado — *Nahuatl (Aztecan)*
Biscuit — *Old French*
Broccoli — *Italian*
Chocolate — *Nahuatl (Aztecan)*
Corn — *Old English*
Ketchup — *Chinese*
Hummus — *Latin*
Hamburger — *German*
Kiwi — *Maori*
Noodle — *German*
Okra — *Twi (A West African language)*
Orange — *Old French*
Paprika — *Greece*
Soup — *French*
Vanilla — *Spanish*
Wonton — *Cantonese*
Tomato — *Nahuatl (Aztecan)*

Then, students guess which foodstuffs the descriptions apply to.

Check it out!

This native American food is also called an 'alligator pear':
avocado
This sauce can be translated from Chinese as 'brine of fish':
ketchup
This Middle-Eastern food can be translated as 'vegetable mould':
hummus
In New Zealand this fruit is known as 'Chinese gooseberry':
kiwi
From Spanish, it can be translated as 'little pod':
vanilla

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Activity G Food waste

Objectives

To become aware of food waste
To recognise agency in responding to the current food waste situation
To identify ways to reduce food waste

Transversal competences: T1, T4, T7
Keywords: Health, Nutrition, Solutions, Well-being
Activity types: Discussion, Forming an opinion

'**Around 88 million tonnes of food are wasted annually in the EU.**' *(The EU)*

'**Cutting food waste by a quarter would mean enough for everyone.**' *(The UN)*

Students discuss the pieces of information.

Suggested questions to spark discussion:

- Why do you think we waste so much food?
- How much less food waste should each EU citizen produce annually to eliminate food waste in the EU?
  (88 000 000 000 kg/743 000 000 people ≈ 118 kg per person)
- How could food waste be effectively reduced?

Working in groups, the students come up with 1 to 3 different solutions for reducing food waste. The solutions are designed into posters so that they can be presented and displayed in the classroom/school.

Here are some ideas on how to reduce food waste:

- Check with your belly how hungry you are, usually we order more food than we can actually eat.
- Don't discriminate fruits and vegetables because of their looks! Buy funny looking products since many fruits and vegetables are thrown away because they don't look 'nice' or they're not 'symmetric', even though they are just the same inside.
- Donate! If the food is good or even if it's about to expire, you can always donate it. There are many food banks that will accept your food, and if it's expired many farmers also accept it to feed some animals or add to a compost heap.
- Go to restaurants that cook and serve food that is about to expire. Finnish examples: *http://www.goodnewsfinland.com/feature/finnish-startups-turn-food-waste-into-great-taste/*
- Buy food that is about to expire and save some money! There are several apps that connect you with restaurants that are selling their food for a lower price because it is close to the expiration date or the restaurant is about to close and still has food left. It is a win-win situation! Check out *https://www.theguardian.com/sustainable-business/2017/feb/06/food-waste-apps-global-technology-leftovers-landfill* and think if you could see yourself using such apps.

For more inspiration & information

http://www.thinkeatsave.org/
https://greatist.com/health/how-to-ways-reduce-food-waste

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Activity H Food security

Objectives

To understand the concept of food security
To recognise food security in everyday life
To understand food security in global contexts

Transversal competences: T1, T4, T7
Keywords: Discrimination, Health, Nutrition, solutions
Activity types: Discussion, Forming an opinion, Information retrieval

The teacher asks what 'food security' might mean.

> **Food security** exists when all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food which meets their dietary needs, and food preferences for an active and healthy life. Household food security is the application of this concept to the family level, with individuals within households as the focus of concern.
>
> **Food insecurity** exists when people do not have adequate physical, social, or economic access to food as defined above.
> ***Source:*** *Food and Agriculture Organization of the United Nations (FAO)*

To delve deeper into the term food security and what it implies, the teacher provides the students with example situations. Working in groups, the students discuss each example, debating and agreeing on their relation to food security.

Situations:
- Limited access to fresh water
- Putting milk into fridge right after drinking it
- The majority of a country's inhabitants are undernourished
- A dry summer destroys a village's crops
- Buying imported cereals from a supermarket
- A family member migrates to another area to work
- Buying a food product whose package is dented
- Climate change

Check it out!

***Delve deeper:* Situations with comments**

Limited access to fresh water

Global health experts are recognizing that food security challenges cannot be met until safe drinking water, sanitation, and hygiene (WASH) are available in the world's poorest communities.

Putting milk into fridge right after drinking it

Foods that require refrigeration should be put in the refrigerator as soon as you get them home. Stick to the 'two-hour rule' for leaving items needing refrigeration out at room temperature. Don't leave foods that require refrigeration to sit at room temperature for more than two hours — one hour if the air temperature is above 90° F. Also, when putting food away, don't crowd the refrigerator or freezer so tightly that air can't circulate.

Three-quarters of the world's homes have a fridge — an appliance that can revolutionise a family's life. However, keep in mind that not everyone has one.

Fridge ownership around the world

76% Global average
65% Asia Pacific
99% Europe and North America
87% Latin America
63% Middle East and Africa
Ownership in China has leapt from 24% in 1994 to 88% 2014.
27 % India
23% of homes in the US have 2 or more fridges

Source: *Euromonitor*

The majority of a country's inhabitants are undernourished

The number of hungry people in the world has dropped to 795 million in 2015 – 216 million fewer than in 1990–92 – yet every day too many men and women across the globe struggle to feed their children a nutritious meal. In a world where we produce enough food to feed everyone, one in nine people still go to bed on an empty stomach each night. Even

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more – one in three – suffer from some form of malnutrition. Eradicating hunger and malnutrition is one of the great challenges of our time. Not only do the consequences of not enough – or the wrong – food cause suffering and poor health, they also slow progress in many other areas of development like education and employment.

A dry summer destroys a village's crops

The severeness of the problem depends on the nature of the overall food system that the village relies on. If they usually sell the crops, the loss is likely to be primarily economic. This might, in turn, affect the villagers' possibilities to buy enough food. In some countries the social security system covers farmers who experience such setbacks. If the event becomes frequent, the effects are more dramatic.

Buying imported cereals from a supermarket

When food becomes scarce, hygiene, safety, and nutrition are often ignored as people shift to less nutritious diets and consume more 'unsafe foods' — in which chemical, microbiological, zoonotic and other hazards pose a health risk.

A family member migrates to another area to work

Remittances (family/friends overseas sending money home) have had a big impact on improving food security. When a family member migrates elsewhere to work, they can send money to help their family through a drought/disaster/tough time.

Buying a food product whose package is dented

Food security is the main outcome and the principal policy objective of the food systems. The food systems consist of four types of activities: producing, processing and packaging, distributing and retailing, and consuming food. All these categories comprise social, economic, political and environmental dimensions.

In some cases (e.g. with aluminium cans), a damage to the package might harm the food content. However, if the content is unaffected by the damage (e.g. detrition on a package of oats), it may be a climate-smart choice since such products are more likely to end up as food waste.

Climate change

Climate change affects all dimensions of food security and nutrition:

Food availability: Changes in climatic conditions have already affected the production of some staple crops, and future climate change threatens to exacerbate this. Higher temperatures will have an impact on yields while changes in rainfall could affect both crop quality and quantity.

Food access: Climate change could increase the prices of major crops in some regions. For the most vulnerable people, lower agricultural output means lower incomes. Under these conditions, the poorest people — who already use most of their income on food — sacrifice additional income and other assets to meet their nutritional requirements, or resort to poor coping strategies.

Food utilization: Climate-related risks affect calorie intake, particularly in areas where chronic food insecurity is already a significant problem. Changing climatic conditions could also create a vicious cycle of disease and hunger. Nutrition is likely to be affected by climate change through related impacts on food security, dietary diversity, care practices, and health.

Food stability: The climatic variability produced by more frequent and intense weather events can upset the stability of individuals' and governments' food security strategies, creating fluctuations in food availability, access, and utilization.

The list of situations can be printed on one side with the comments on the other, and each group can be given a worksheet.

Resources:
https://www.wfp.org
https://www.globalcitizen.org
http://www.who.int/foodsafety/en/
http://www.sustainabletable.org/280/food-security-food-access

Follow-up: The Five Keys to Safer Food

This activity can be done as a continuation of the first one. The teacher shares the link below, where the students find five keys to safer food.

Prevention of Foodborne Disease: *The Five Keys to Safer Food* (by WHO)
http://www.who.int/foodsafety/areas_work/food-hygiene/5keys-brochure.pdf?ua=1

In five groups, the students work with each key. As there are five keys, all five groups work with a different key.

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Instruction writing

The students' task is to create an easy instruction for other students like them, using drawings, memes, etc. of how to follow the recommendations for food safety of the keys.

An example of an instruction.

Key: Keep clean

Wash your hands!

Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water.

Enjoy washing!

SCUBAPRO

Lesson Plans

Anni's home
Muhammed's home
Habiba's home

Anni's Home_1. Introduction

Objectives

To feel comfortable using the digital learning environment during the lessons with Dinnertime 360
To become familiar with the Dinnertime 360 digital learning environment
To learn to know Anni and her home and family

Literacy learning objectives

Speaking and listening:
To participate in discussions, presentations, performances, role play, improvisations, and debates

Writing:
To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:
To write an article for a magazine

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Outline of the lesson (45 min)

1. **Tuning in: How to navigate DT 360?** (5 min)
2. **Meet Anni** (10 min)
3. **Exploring Anni's home** (10 min)
4. **Interview with Anni** (20 min)

Transversal competences: T2, T4, T5
Keywords: Culture, Perseverance, Sports
Activity types: Content creation, Discussion, Information retrieval

This lesson is designed to provide an introduction to using the Dinnertime 360 digital learning environment. Especially if you are planning to go through all of the lesson plans, this is a good place to start.

1. Tuning in: How to navigate DT 360?

The teacher shows how to navigate in the digital learning environment on a big screen, using Anni's home to exemplify different functionalities.

Suggested questions to spark discussion:

- Does the kitchen look like the kitchen in your home?
- What is similar? What is different?
- Does your family usually eat together?
- Do you ever make food at home yourself?

2. Meet Anni

The teacher explains that the class is going to watch the film about Anni. While watching the film, the students write down 2–4 questions they would like to ask Anni. The questions are needed in a later activity.
The film is discussed briefly together.

Suggested questions to spark discussion:

- Anni spends a lot of time training. Could you see yourself having an equally time-consuming hobby?
- Do you ever feel like you have too much to do after school?
- How do you manage scheduling your daily activities?

3. Exploring Anni's home

Students get a moment to freely explore Anni's home on computers and/or VR headsets. They can ask questions about the functionalities, if necessary.

The students can use VR headsets or browsers to experience being seated at Anni's dinner table.

4. Role-play: Interview with Anni

Working in pairs, the students play a brief role play. First, one of the two is a journalist interviewing Anni. The 'journalist' uses the questions already jotted down. Once 'Anni' has answered the questions, the students switch roles.

This short video clip gives tips on how to conduct a good interview: *http://www.bbc.co.uk/cbbc/watch/bp-how-to-interview-sport-stars*

Writing a magazine article

As a follow-up activity, the students can write short articles based on the interviews, with pictures and captions.

Writing: Students use their questions and answers to write out their interview. For yr 3/4, use speech bubbles, and direct speech (include speech punctuation and speech verbs).

For yr 5/6, children could write a magazine article about Anni, including key facts about her life. Use direct/reported speech. To do this, first compare a selection of written reports and magazine articles, identifying fact, opinion, and bias.

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The articles can be compiled in a blog or a magazine format. The class can discuss central observations: Were there many different perspectives or did most of the students come up with similar questions? Which role was easier?

Learning takes place when activities are engaging and memorable. Role play is an effective learning tool as it encourages children to actively participate in their learning. Realia and props can really bring a role-play to life. For example, a simple notepad and pen for the students playing the journalists, and sports vests/jackets for the students playing Anni can make it easier to get into the role — and potentially make more interesting illustrations for the articles.

Anni's Home _ 2. Perseverance

Objectives

To understand the concept of perseverance
To discuss the significance of perseverance
To identify daily situations where perseverance can be advantageous

Literacy learning objectives

Speaking and listening:
To maintain attention and participate actively in collaborative conversations, staying on topic, and initiating and responding to comments

Reading:
To use dictionaries to check the spelling and meaning of words

Writing:
To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar

Final written outcome:
To write an aphorism

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Outline of the lesson (45 min)

1. Tuning in: Defining perseverance (10 min)
2. Perseverant emojis (15 min)
3. Persevering to succeed (15 min)
4. Daily perseverance (5 min)

Transversal competences: T1, T4, T6
Keywords: Perseverance, Teamwork, Well-being
Activity types: Content creation, Discussion, Group work

1. Tuning in: Defining perseverance

What is perseverance? Look for the word in a dictionary and discuss it with your partner.

Link to *BLP's* (Building Learning Power) *4 Rs* (Resilience, Resourcefulness, Reflectiveness and Reciprocity).
Which learning power would you use if you were showing perseverance?

See *www.buildinglearningpower.com*

Suggested questions to spark discussion:

- Is there someone in your class/family you find especially perseverant?
- Are you perseverant?
- Can you give an example of a situation where someone showed perseverance?
- Do you think perseverance is always a good thing?

2. Perseverant emojis

This activity is ideal for (yr 5/6).

The students first discuss in pairs/small groups. Which standard emojis (can) express perseverance? In what kinds of situations? How?

Then, they create their own emojis (1 per pair/group) expressing either perseverance, or something they think needs its own emoji but doesn't yet have it.

E.g. an activity (yoga), traditional food (Finnish Karelian pasty), an emotion (embarrassment)

The emojis are drawn/printed on posters and arranged for display. A student from each pair/group explains the thinking behind the emoji. The class can vote for the most useful emoji.

The activity is wrapped up in a class discussion.

Suggested questions to spark discussion:

- Did you find useful new emojis?
- Do you use emojis?
- What is a good emoji like?
- Why are the emojis useful?
- Are there any problems linked to using emojis?
- Do you think people from different cultures use emojis in different ways?

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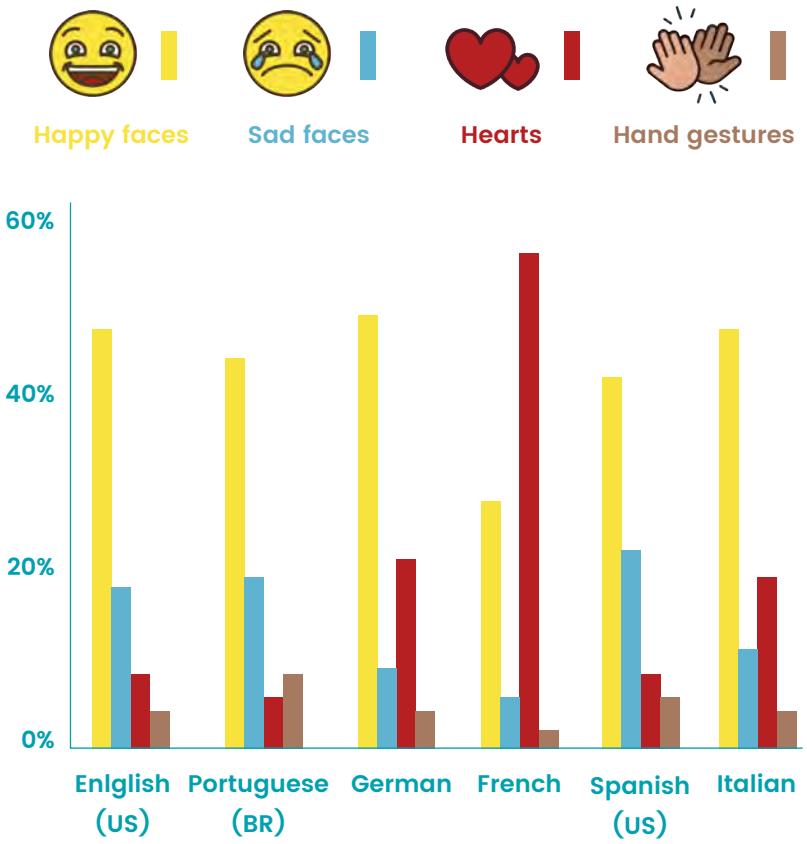
A report by Swiftkey, a British software company, who trawled through 'more than 1bn pieces of emoji data' to extract trends in global emoji use across speakers of 16 different languages: *https://blog.swiftkey.com/americans-love-skulls-brazilians-love-cats-swiftkey-emoji-meanings-report*



3. Persevering to succeed

The students have a moment to think of the last time they succeeded in achieving something they really wanted to achieve.

Then, they work with a partner to discuss the following: Share your success story with your partner.

- Tell your partner how you felt when you achieved your goal?
- Tell your partner how you would have felt if you hadn't succeeded?
- Would you have given up?
- Once they have shared their experiences, the students think of how Anni has become so successful in weightlifting.
- What has helped Anni to become a successful weightlifter?
- Do you think she gives up easily?

Writing aphorisms:

Finally, the pair summarises their discussion in an aphorism about perseverance.
The aphorisms can be shared displaying them on the classroom's walls.

An aphorism (from Greek ἀφορισμός: aphorismos, 'delimitation', 'distinction', 'definition') can be a terse saying, expressing a general truth or principle, or it can be an astute observation (***source:*** *Wikipedia*).

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Examples:

"Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody."

- Henry Wadsworth Longfellow

"I hold a doctrine, to which I owe not much, indeed, but all the little I ever had, namely, that with ordinary talent and extraordinary perseverance, all things are attainable."

- Sir T. F. Buxton

"Great works are performed not by strength, but by perseverance."

- Samuel Johnson

"Obstacles cannot crush me. Every obstacle yields to stern resolve. He who is fixed to a star does not change his mind."

- Leonardo da Vinci

4. Daily perseverance

Doing sports it is important to be perseverant. Think about your everyday life. In what kinds of situations do you need perseverance?

Anni's Home _ 3. Sports

Objectives

To discuss the significance of sports
To explore the relationship between sports and well-being
To understand the benefits of a healthy lifestyle and routines

Literacy learning objectives

Speaking and listening:
To maintain attention and participate actively in collaborative conversations, staying on topic, and initiating and responding to comments

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Outline of the lesson (45 min)

1. Tuning in: Our sports (15 min)
2. Best sports lesson ever! (15 min)
3. Anni's sports (10 min)
4. Pass it on! (5 min)

Transversal competences: T1, T2, T3
Keywords: Sports, Teamwork, Well-being
Activity types: Discussion, Group work

For connections with the P.E. programmes of study, check out: *https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study*

1. Tuning in: Our sports

The class is given the assignment to find out what sports the students in the class do.

Keep it light

Everyone names the sports they do on a regular basis at least once a week. A secretary chosen by the class lists the sports and their frequencies. The students can create a tally chart.

The results are discussed briefly.

Suggested questions to spark discussion:

- Do you think practicing sports is important? Why?
- Do you like doing sports? Do you like watching sports on TV?
- Which sports would you like to try?

Delve deeper

The students work in groups of 5–6 where they plan an effective way to gather information about the sports the students in the class do. Before starting the discussion, assign the following roles:

A facilitator
A quality checker
A scribe
A time-keeper
A resource manager
A team rep./Chairperson

(see Collaborative learning role cards. These can also easily be adapted to suit the needs of the group.)

Students plan how to

1) collect the information and
2) how to present the information.

Each group explains their plan to others. The class selects the best suggestion and the information is collected accordingly.

The results are discussed briefly.

Suggested questions to spark discussion:

- Do you think practicing sports is important? Why?
- Which sports would you like to try?
- ***NB!*** This activity might take some extra time if the students decide to make a questionnaire or use an online poll, for example.

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2. Best sports lesson ever!

Students work in pairs or groups and design the sports lesson of their dreams.

Keep it light

Students write a plan for one lesson.

As a follow-up activity, the students can actually carry out (some of) the lessons.

Delve deeper

Students create a plan for a session that can take anything between one lesson to an entire school day. They plan the activities in detail so that they could actually lead the lessons.

As a follow-up activity, the students can actually carry out (some of) the lessons.

3. Anni's sports

If the class hasn't seen the film about Anni yet, the film is watched together.

Students discuss in small groups:

- What are the sports that Anni practices?
- Why do you think Anni has become so interested in her sports?
- In general, what kinds of factors do you think motivate athletes to engage in sports?
- How, in your opinion, does an active lifestyle affect well-being?

4. Pass it on!

Students stand in a circle. The teacher or one of the students acts as a caller. S/he decides who will start, and gives that person an object, e.g. a toy animal or a ball, that can be easily passed on in the circle.

The caller then gives instructions, e.g. 'Name a famous football player and pass it on!' After saying a name, the person holding the object passes it on as quickly as possible, and the caller gives another task.

The game continues until the round is full, or during a given period of time, e.g. 3 minutes. In the latter case, the number of answers can be counted, so that if the activity is repeated the speed can be compared.

Suggested tasks:

- *Name your favourite vegetable and pass it on!*
- *Name your favourite sport and pass it on!*
- *Name an athlete you respect and pass it on!*
- *Name an Olympic sport and pass it on!*
- *Name an indoor sport and pass it on!*
- *Name a winter sport and pass it on!*
- *Name a healthy snack and pass it on!*

A funny object adds a nice sense of play in this simple game. Instead of 'Pass it on', it could be 'Pass the panda'/'Pass the unicorn', etc.

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Anni's Home_ 4. Nutrition

Objectives

To understand differences between different foods
To evaluate personal eating habits by using food guidance systems, such as the food pyramid

Literacy learning objectives

Speaking and listening:
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading:
To retrieve and record information from non-fiction

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Outline of the lesson (45 min)

1. Tuning in: Favourite foods (10 min)
2. My food pyramid (35 min)

Transversal competences: T1, T3
Keywords: Health, Nutrition, Well-being
Activity types: Content creation, Investigation

Link to Year 3 Science PoS: Keeping Healthy, a Balanced diet

1. Tuning in: Favourite foods

Students write a list of their favourite foods (1–3).

Once the lists are complete, the teacher asks the class how 'healthy' and 'unhealthy' food can be defined.

The students can review their lists and consider if their favourite foods are healthy or not, and why.

Healthy food

Any food believed to be 'good for you', especially if high in fibre, natural vitamins, fructose, etc. Healthy foods may reduce cholesterol, reduce atherosclerosis and risk of stroke, help control glucose, halt progression of osteoporosis, and reduce the risk of infections, cancer.

Unhealthy food

Any food that is not regarded as being conducive to maintaining health. Unhealthy foods include fats (especially of animal origin), 'fast' foods (which are low in fibre and vitamins), foods high in salt and tropical oils (e.g.fried potato crisps/chips), and cream-based ('white') sauces (which are high in fat).

Source: *Segen's Medical Dictionary*

For a more detailed info package, the World Health Organisation has a comprehensive summary on healthy diet: *http://www.who.int/mediacentre/factsheets/fs394/en/*

This BBC video clip talks about the 5 types of food: *http://www.bbc.co.uk/education/clips/zytjmp3*

2. My food pyramid

Food Pyramid is a nutrition education tool that promotes nutritional recommendations on the kinds and amounts of food to eat each day to create a healthy diet routine.

Each student gets a food pyramid template and fills it in according to their own eating habits. The largest sections are for the most frequent foods and the smallest for the least frequent.

Keep it light

Working in small groups, the students discuss how healthy their food pyramids are and compare them with each other, recognising similarities and differences.

Delve deeper

Once the pyramid is ready, the student studies the World Health Organisation's 5 keys to a healthy diet and evaluates how healthy her/his personal pyramid is.

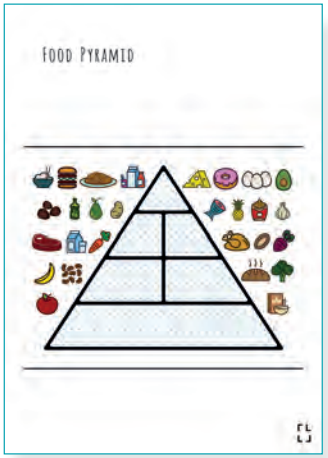
http://www.who.int/nutrition/topics/5keys_healthydiet/en/

Finally, the students discuss and compare their analyses in small groups.
To conclude, the teacher shows a picture of a food pyramid. The class discusses the pyramid and their thoughts.

Suggested questions to spark discussion:

- What are the main differences between your pyramid and the pyramid that the teacher is showing?
- Are fats and sugars always unhealthy?
- Do you agree with the model? How could it be modified?
- Do you think the model is a useful tool for building a healthy diet routine?

The American Center for Nutrition Policy and Promotion has an easily readable pyramid model: *https://www.cnpp.usda.gov/FGP*
Find **a printable template** here!



Anni's Home _ 5. Nordic cuisine

Objectives

To use creativity designing a recipe
To familiarise with the Nordic countries
To familiarise with Nordic food cultures

Literacy learning objectives

Speaking and listening:
To participate in discussions, presentations, performances, role play, improvisations,and debates

Reading:
To retrieve, record and present information from non-fiction, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Writing:
To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Written final outcomes:
To write instructions (a recipe), write a report

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Outline of the lesson (45 min)

1. Tuning in: Innovative recipes (15 min)
2. The Nordics (5 min)
3. Foods of the North (25 min)

Transversal competences: T3
Keywords: Culture, Diversity, Nutrition
Activity types: Experiment, Information retrieval

1. Tuning in: Innovative recipes

Each student gets 4 pieces of paper and writes one food ingredient on each of them.

The ingredients can either be chosen freely, or represent a certain type of food, e.g. vegan ingredients/healthy ingredients/domestic ingredients.

All pieces of paper are collected in a bag/box and redistributed randomly so that everyone gets 4 new pieces of paper.

The students will then create a recipe including all 4 ingredients they got.

Before they start writing, students examine the selection of recipes on Dinnertime 360 and note the key features (e.g chronological order, imperative verbs, numbered/bullet points, illustrations). They then write their own 4 ingredient recipe, using the key features as success criteria.

The recipes can be compiled into a class recipe book.

This short BBC video clip also models how to write an effective recipe.
http://www.bbc.co.uk/education/clips/z8c6rdm

Unique recipe book

Students can try out the recipes either individually or with a partner. Photo or video reports can be shared, e.g. on a class blog and compiled into a class recipe book.

2. The Nordics

The teacher asks the students what they know about the Nordic Countries. What is the relation between the Nordic countries and Scandinavia? The teacher shows the Nordic Countries on a World Map.

Scandinavia, historically Scandia, part of northern Europe, is generally held to consist of the two countries of the Scandinavian Peninsula, Norway and Sweden, with the addition of Denmark. Some authorities argue for the inclusion of Finland on geologic and economic grounds, and of Iceland and the Faroe Islands on the grounds that their inhabitants speak North Germanic (or Scandinavian) languages related to those of Norway and Sweden.

The term Norden, or Nordic countries, has also come into use to denote **Denmark, Finland, Iceland, Norway, and Sweden**, a group of countries that have affinities with one another and are distinct from the rest of continental Europe. Among their distinguishing characteristics are thinly populated northern regions, a relative wealth of fish resources, long life expectancies, and high levels of literacy.

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Source: *Encyclopædia Britannica*

Then, the teacher asks a few questions about the Nordic Countries. Students can use non-fiction books or the internet to research their answers. Information could be recorded as a mind-map.

About mind maps: *http://www.tonybuzan.com/about/mind-mapping/*

Suggested questions:

- What are the the capitals of the Nordic countries called?
- How many people live in the Nordic countries?
- Which characteristics do you think the Nordic countries have in common?

Capital cities

Denmark: Copenhagen
Finland: Helsinki
Iceland: Reykjavík
Norway: Oslo
Sweden: Stockholm

Population

Denmark: 5.7 million
Finland: 5.5 million
Iceland: 334 000
Norway: 5.2 million
Sweden: 9.9 million
Total: approximately 27 million

Nordic countries have historically been one of the most socially progressive cultures in the world and culture is one of the main components of co-operation between the Nordic countries. The policies of the Nordic countries with respect to cultural life, mass media, and religion have many shared values and features in common. However, some differences may be pointed out; for instance, cultural institutions arising from historical circumstances. In both Denmark and Sweden, there are cultural institutions with roots in the traditions of the royal courts. In these countries, national institutions formed the foundation of cultural life at an early stage while, in Norway, cultural institutions began to form later.

Source: *Wikipedia*

3. Foods of the North

Working in nine groups, the students research the food culture of a specific Nordic area, and use a mind map to organize their notes.

Denmark
Faroe Islands
Finland
Greenland
Iceland
Norway
Sami regions
Sweden
Åland

Report writing/Presentation

Each group then uses their notes to write a report on the food culture of their area. They also search a recipe for some very traditional food and for a food they think sounds delicious. They then use their report to make a short presentation to the rest of the class.

The groups give their presentations and, time allowing, describe the recipes.

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Muhammed's home_ 6. Introduction

Objectives

To get used to searching for information in the digital learning environment
To recognise cultural symbols
To understand things in common for all people
To recognise personal preconceptions
To reflect on how familiarity might change personal preconceptions

Literacy learning objectives

Speaking and listening:

To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas
To consider and evaluate different viewpoints, attending to and building on the contributions of others

Writing:

To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:

To write a letter

Outline of the lesson (45 min)

1. Tuning in: Meet Muhammed and Amina (5 min)
2. Exploring Muhammed's home (25 min)
3. My daughter and I (15 min)

Transversal competences: T1, T2, T4, T5
Keywords: Diversity, Family
Activity types: Discussion, Empathising, Information retrieval

1. Tuning in: Meet Muhammed and Amina

Muhammed's story is called 'My daughter and I'.

The teacher leads a class discussion on what the students think Muhammed's story might be about.

2. Exploring Muhammed's home

Students explore Muhammed's home, but do not watch the film yet.

They can either explore freely or answer questions (such as):

- What does Muhammed's home tell you about his background?
- What can you tell about the role of the family for Muhammed?
- Can you tell that Muhammed lives in Finland?
- What is Muhammed's home like compared with your home?
- Does the dinner look similar to what you usually have for dinner?
- What do you think Muhammed might do for work? How old might his daughter, Amina, be?
- Could you see yourself having common ground with Muhammed?

For example:

1. Discussion in Arabic, religious texts in Arabic, statue of Palestine/Israel, Middle-Eastern style food and objects
2. Many portraits, eating together with his daughter
3. Not necessarily, but many things are typical of Finnish households

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3. My daughter and I

The class watches the film together.

After watching, the teacher leads a reflective discussion on if/how the film has changed their presuppositions.

Suggested questions to spark discussion:

- What did you learn about Muhammed's and Amina's background?
- Do you have any personal connection with Palestine?
- Do you feel like your thoughts about Muhammed changed after seeing the film?
- What would you like to say to Muhammed if you met him?

Letter writing

Students write down 3 questions/statements of their own based on the film.

They then write a letter to Muhammed, including their 3 questions/statements and giving a personal response to his life circumstances.

Muhammed's home_
7. Gender equality and gender roles

Objectives

To understand the concepts of gender equality and feminism
To recognise personal preconceptions about feminism and gender equality
To recognise and question gender stereotypes

Literacy learning objectives

Speaking and listening:
To participate in discussions, presentations, performances, role play, improvisations, and debates

Reading:
To use dictionaries to check the spelling and meaning of words
To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks

Writing:
To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:
To write an argument text
To write a persuasive letter

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Outline of the lesson (45 min)

1. Tuning in: opinion line (20 min)
2. Mohammed's family and gender roles (15 min)
3. In my family… (10 min)

Transversal competences: T1, T2, T7
Keywords: Culture, Diversity, Family, Gender equality, Well-being
Activity types: Definition, Discussion, Empathising, Forming an opinion, Information retrieval

1. Tuning in: Opinion line

First, the teacher checks the student's understanding of key vocabulary (e.g. feminist, gender equality). Students look up words in a dictionary and discuss definitions.

The students then stand up and are instructed that one end of the classroom (or other suitable space) represents 'completely agree' and the other 'completely disagree', and that there is an opinion continuum between them.

Then, the teacher or one of the students says statements, and the students position them in a location that represents their opinion on the statement.

Suggested statements:

- *A man can be a feminist.*
- *Gender equality is very important.*
- *Feminism is very important.*
- *I am a feminist.*
- *I think that my school is equal in terms of gender.*
- *I think that my country is equal in terms of gender.*
- *I think I know what 'gender equality' means.*
- *I think I know what 'feminism' means.*

Delve deeper

After each statement positioning, the students either discuss with the people standing nearby, or the teacher/caller interviews students in different locations of the line.

The concepts of 'gender equality' and 'feminism' are discussed, after which the teacher can ask whether this changed any opinions.

Equality between women and men (gender equality) refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys.

Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs, and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

Source: *The UN*

Feminism is the belief that women should be allowed the same rights, power, and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state.

Source: *Cambridge English Dictionary*

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2. Muhammed's family and gender roles

Muhammed is a single parent and a taxi driver. The teacher asks if the students think these roles are gender neutral or not.

The teacher writes/calls out different types of professions. In small groups, the students discuss whether each of them has gender stereotypes attached to them and, if so, what they are like. Why do they exist?

The professions can be e.g.:

Firefighter
Teacher
Cleaner
Pilot
Nurse
Doctor
Singer
Writer
Chef
Bus driver
Coder
Sales assistant

Delve deeper

We Should All Be Feminists

In the class or as homework, students can read, and later discuss, the Guardian's article on how Sweden decided to give all 16-year-olds Chimamanda Ngozi Adichie's *We Should All Be Feminists*. https://www.theguardian.com/books/2015/dec/04/every-16-year-old-in-sweden-to-receive-copy-of-we-should-all-be-feminists

3. In my family…

Students are given three papers/cards in three different colours. Each colour represents some of the following:

Mum
Dad
My sibling

NB! Not all families might have all of these, and some families might include some other people, such as a step-parent, two mums, etc. Thus, the teacher can ask if the students have any questions or comments before starting the activity.

The teacher or one of the students reads out different statements, and the students raise the colour that best describes the situation in their own family.

The statements can be e.g.:

In my family…

… this person usually takes out the rubbish.
… this person usually wakes up first.
… this person usually prepares the dinner.
… this person usually cleans.
… this person usually spends most time at home.
… this person usually does the grocery shopping.
… this person usually spends most time on social media.
… this person usually reads the most.

To conclude, the activity is discussed briefly together. One discussion topic can be whether there are any role stereotypes associated with being a child.

Class debate

Identify features of argument texts and discuss differences between facts and opinions.
Find out how to present opinions as if they were facts, and how to make a point persuasively.
Study formal and informal speech.

Hold a live debate around gender equality (see sample questions below). Children work individually and in pairs/groups to prepare and present their point of view.

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Sample questions could include:

1. Should a woman's place be in the home?
2. Should girls and boys be able to wear the same school uniform?

http://www.bbc.co.uk/news/uk-england-devon-40364632

1. Is pink a girls' colour?
2. Should men and women be paid the same?

Follow up: Balanced argument

Following the class debate, students can consider the different sides of the argument to write a balanced argument text.

Follow up: Persuasive letter

Alternatively, students can present their point of view in the form of a letter, linking points persuasively and selecting the style and vocabulary appropriate to the reader.

Muhammed's home_8. Family

Objectives

To recognise different types of families
To understand how a family unit can be defined
To recognise some of the typical and unique features of one's own family

Literacy learning objectives

Speaking and listening:
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Writing:
To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:
To write a recount

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Outline of the lesson (45 min)

1. Tuning in: Different families (15 min)
2. Muhammed's family (10 min)
3. Me and my family (20 min)

Transversal competences: T1, T2
Keywords: Family
Activity types: Discussion, Physical activity, Reflection

1. Tuning in: Different families

Keep it light

The teacher shows pictures of different types of families. Each student has a post-it sticker, which s/he attaches near the picture that most closely represents the type of family s/he has. The class will comment on the distribution.

For example, there can be six different pictures: of a single-parent family, blended family, rainbow family, nuclear family and extended family, a couple (no children family).

The conception of a 'typical' family is discussed together. What do students understand by 'a typical family'? Does such a thing exist? Is there something in common with all families? Are there any cultural differences as to 'typical' families? What different types of families are there?

Delve deeper

Students are asked to make a drawing of their family in a given time (e.g. 5 minutes). After that, they work in small groups to talk about the drawings. The teacher asks the students to think if they have a 'typical' family or not.

2. Muhammed's family

Muhammed lives alone with his daughter Amina. In pairs/small groups, the students discuss the factors that resulted in this situation.

The film can be watched together, especially if not seen before.

Suggested questions to spark discussion:

- How do you think Amina's and Muhammed's lives would be different if Amina's mother was still alive?
- If Muhammed and Amina had a pet, do you think it would be part of the family?
- Do you think that family members living in other countries can be emotionally close?

3. Me and my family

Keep it light

Students think of a good memory about their family. They then draw a picture (can be abstract or realistic) or find a natural object (e.g. a leaf, pebble, stick) that reminds them of that memory.

The memories can be shared in pairs/small groups. A couple of students who want to can share their memory with the entire class. One option is to ask a few students to volunteer to share someone else's story which they found touching or interesting. The students should remember to respect their own and others' memories.

Recount writing

Students write a recount of their special memory.
This short video clip models how to write a recount:
http://www.bbc.co.uk/education/clips/zqqr9j6

Delve deeper

There is a simple ladder scale on the floor/ground. The teacher or one of the students calls out statements. If they are true for a student, s/he takes a step forward. At the end of the activity, the general distribution of the class is analysed briefly.

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The statements can be e.g.:

1. My entire family spends time together daily.
2. I like travelling with my family.
3. I can share anything with one of my parents or with both of them.
4. Family is one of the most important things in my life.
5. I would rather have good relations with my family throughout the rest of my life than get a lot of money.
6. If I had to choose, I would rather have a family dinner than go to a party with some not-so-close friends.
7. When I buy gifts (for Christmas/Bar Mitzvah/birthdays etc.), I want my family members to have the nicest gifts.
8. I can remember my parents' years of birth.
9. I can remember the names of all my grandparents.
10. I can remember the names of all my great grandparents.

Masking tape or other easily removable tape can be used to make the scale indoors. Outdoors, the scale can be drawn in sand with a stick.

10
9
8
7
6
5
4
3
2
1

Students

Muhammed's home_9. Middle-Eastern cuisine

Objectives

To geographically understand the Middle East region
To start recognising the unique Middle-Eastern cultures
To evaluate previous knowledge on Middle-Eastern food culture
To understand the width of food culture, including etiquette

Literacy learning objectives

Speaking and listening:
To ask relevant questions to extend their understanding and knowledgeand responding to comments

Reading:
To retrieve, record and present information from non-fiction

Writing:
To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:
To write a menu, recipe and/or etiquette guide

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Outline of the lesson (45 min)

1. Tuning in: (N)ever heard? (10 min)
2. Greetings from the Middle East (15 min)
3. inner visit to the Middle East (20 min)

Transversal competences: T3
Keywords: Culture, Health, Nutrition, Teamwork
Activity types: Content creation, Definition, Information retrieval, Investigation, Presentation

1. Tuning in: (N)ever heard?

Keep it light

Teacher shows names of some Middle-Eastern dishes, one at a time. The class share their knowledge of the dishes.

For a cool slideshow with names, pictures and additional information about the dishes, click here: *https://docs.google.com/presentation/d/1bYGVIr5Ek2NzkdXp4hnYXb0kLJv_3S61WRhMZDs9hwQ/edit?usp=sharing*

Delve deeper

Each student or group of students get a list of Middle-Eastern dishes. Working individually, students first identify the ones that sound familiar and then discuss the 'results' with a partner/group.

Working in groups, the students can discuss while doing the activity, and share their results in a general class discussion.

Handout

MIDDLE-EASTERN CUISINE

Here you have a list with some typical Middle-Eastern dishes. Tick off the ones you are familiar with or have heard about.

- ☐ Hummus
- ☐ Baba ganoush
- ☐ Dolma
- ☐ Baklava
- ☐ Tabbouleh
- ☐ Falafel
- ☐ Shakshuka
- ☐ Tahchin
- ☐ Pita bread
- ☐ Ful medames
- ☐ Knafeh
- ☐ Umm ali
- ☐ Manakeesh
- ☐ Grilled halloumi
- ☐ Fattoush

Based on the knowledge that you might have about Middle-Eastern cuisine, do you think some important dishes are missing? Did you make any other interesting observations concerning the list in general?

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Mini Vocabulary of Middle-Eastern Food Culture

Mezze
an appetizer in Greek or Middle-Eastern cuisine

Ramadan
the ninth month of the Muslim year, during which strict fasting is observed from sunrise to sunset

Tahini
paste or sauce made from ground sesame seeds

Za'atar
a condiment made from any of aromatic culinary herbs (especially thyme) singly or in combination, with dried sumac, toasted sesame seeds and salt

2. Greetings from the Middle East

The teacher asks the students to remind themselves of where Muhammed was born.

The teacher can explain that Israel and the Palestinian territories are part of a region called the Middle East.

In pairs or small groups, the students write down 5 questions they would like to find the answers to, and search for information about the Middle East online or in the school library.

After a quick information search, each pair/group is randomly given a number (from 1 up to the number of groups). The group who gets number 1 will go first and explain what they found in one minute. Group with number 2 will go next, adding information not previously mentioned. This goes on until every group has had the opportunity to add more information.

3. Dinner visit to the Middle East

Working in small groups, students choose a country or region from the Middle East region that they're interested to learn more about.

They search for information about the typical dishes and dinner etiquette in that country/region using non-fiction books and the Internet, and plan a dinner in the style of that country. Children organise their findings as a mind map.

Writing a menu, recipe and etiquette guide

Students use their notes to design a menu, write recipes, and an etiquette guide.
As a class, look at a range of menus, recipes, and guides/ leaflets first, as a model for writing.

Time allowing, each group presents their dinner plan to others, and explains the appropriate dinner etiquette.

To share information in a nicely visual way, there are useful resources such as Canva: *https://www.canva.com/*

Our dinners

The groups can actually prepare the dinners, perhaps inviting family members and/or friends to join. In addition to the dishes and etiquette, they can also think about the decorations, clothing, music, etc. The dinner parties can be documented using a 360-camera or mobile phone video, for example.

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Habiba's home _10. Introduction

Objectives

To become familiar with Habiba's family and the digital learning environment
To be able to tell where Somalia is located
To practice simple mathematical-logical estimations

Literacy learning objectives

Speaking and listening:
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Reading:
To retrieve and record information from non-fiction

Writing:
To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:
To write a recipe

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Outline of the lesson (45 min)

1. Tuning in: Welcome to Habiba's home (20 min)
2. Join the dinner! (15 min)
3. A taste of Eastern Africa (10 min)

Transversal competences: T3
Keywords: Culture, Health, Nutrition, Teamwork
Activity types: Content creation, Definition, Information retrieval, Investigation, Presentation

1. Tuning in: Welcome to Habiba's home

The students explore Habiba's home (not watching the film yet) and prepare to discuss the following questions:

- All of Habiba's children have gathered for dinner. How many children does she have? (7) Do you know any families with as many or more children?
- If you were seated on the empty seat, what would you like to talk about with Habiba and her family?
- Habiba's story is called 'We are just a regular Finnish family'. What do you think the story is about?

2. Join the dinner!

The students use VR headsets or a browser to join the dinner with Habiba's family and prepare to discuss the following questions:

- How many languages do you hear in Habiba's home? (2: Somali and Finnish)
- What do the family members talk about?
- What is different compared with your family dinners?
- What is similar compared with your family dinners?
- The activity is wrapped up in a group/class discussion.

3. A taste of Eastern Africa

First, the teacher asks where Habiba's country of origin, Somalia, is located. The class can look up the location on a map.

Students then watch how Habiba prepares the Somali-style meat stew. They are asked to estimate:

- How much meat does Habiba need to prepare the stew?
- How much time does it take her to prepare the entire dinner?

Usually 100–150 grams of meat is reserved per person. Since Habiba's family members are mostly young children, they probably won't eat very much. 100 g of meat x 8 family members = 800 g.

The meat takes 1 hour to cook and 10 minutes to roast. While the meat is cooking, Habiba can prepare the rice, bananas, and vegetables. It probably takes some 1.5 hours including preparations.

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Instruction writing: How to make Somali-style meat stew

Students watch the video and write notes as they watch. The teacher can pause the video, so that students have time to write down all the ingredients and method.

They then write out their notes into a recipe for Somali-style meat stew.

When finished, students share their recipes. They compare recipes with a partner. What is similar/different about your recipes?

Habiba's home _ 11. Discrimination

Objectives

To understand what is and is not discrimination
To recognise different forms of discrimination in everyday settings
To understand what kinds of consequences discrimination can have
To identify personal agency in counteracting discrimination

Literacy learning objectives

Speaking and listening:
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Reading:
To use dictionaries to check the spelling and meaning of words

Writing:
To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Final written outcome:
To create a persuasive advert
To write a letter

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Outline of the lesson (45 min)

1. Tuning in: Discrimination? (10 min)
2. Discrimination :((15 min)
3. Habiba's story (10 min)
4. Letter of encouragement (10 min)

Transversal competences: T1, T2, T4
Keywords: Discrimination
Activity types: Discussion, Empathising, Forming an opinion, Reflection

1. Tuning in: Discrimination?

Keep it light

The teacher writes the capitals D I S C R I M I N A T I O N scrambled on the board. If the students are young, the word can just simply be written from end to beginning.

Students try to recognise the scrambled word. Once the word is found, its definition is discussed. Students can look up the word discrimination in the dictionary.

Delve deeper

The teacher asks everyone in the class except for the students with a certain quality (e.g. black shirt, long hair, older sibling) to stand up. The teacher then distributes to those sitting an item of distinction (e.g. fruit, sticker, pen) congratulating them on a great choice. Once they have all received the acknowledgement, the teacher asks everyone to sit down.

Then, the teacher asks the class why they think that some of the students were chosen.

Next, the teacher asks the chosen students how the recognition made them feel.

Finally, the teacher asks the rest of the students how it made them feel to be asked to stand up and then be ignored.

After the discussion, the teacher explain that it is actually illegal to treat people unequally based on the group, class, or category to which the person is perceived to belong rather than on individual attributes. To conclude, everyone gets the kind of item that only some of the students got earlier.

NB! The quality should be sensitively chosen, so that no potential existing social divisions are reinforced. If there is an ongoing situation involving discrimination in the class, we suggest an optional activity.

Discrimination: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Source: *Oxford English Dictionary*

A comprehensive additional resource: All different all equal, European youth campaign against racism, xenophobia, anti-Semitism, and intolerance. Educational pack. Council of Europe *https://rm.coe.int/1680700aac*

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2. Discrimination :(

The teacher shows the following definition of discrimination:

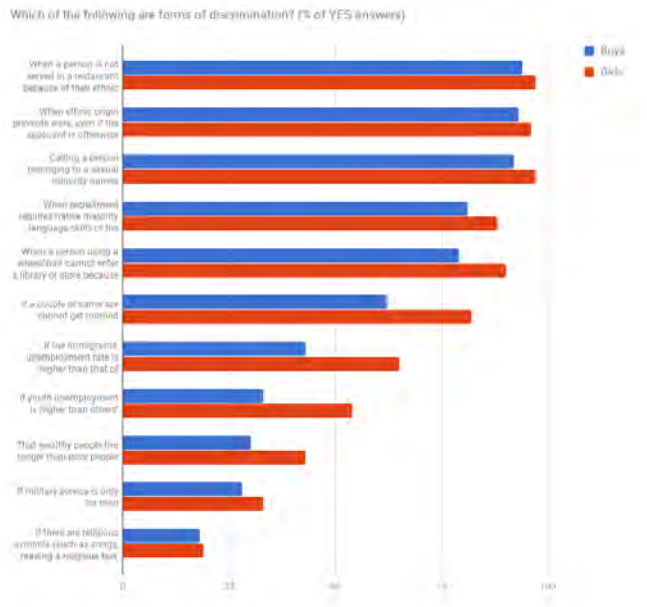
'Typically, discrimination is different treatment of people because they belong (or they are assumed to belong) to a certain group, such as professing a certain religion or belonging to a sexual minority. Often the underlying factor behind discrimination comprises prejudices which are generalized to apply to all persons who belong to such a group. Discrimination may be a single word or situation, or it can be a consequence of the structures of society.'

Keep it light

Working in pairs or in small groups, students define what they think discrimination is and what it isn't.

Handout template

For comparison, students can study how Finnish youth felt about the above mentioned in a 2014 survey.



Source: *Finnish State Youth Agency. Youth Barometer 2014. https://tietoanuorista.fi/wp-content/uploads/2015/03/Nuorisobarometri_2014_web.pdf*

The Youth Barometer, published on an annual basis, measures the values and attitudes of Finns aged 15 to 29 years. The Youth Barometer covers issues that are topical for the young.

The answers of the class can be compiled into a similar table, which makes the comparison possible also at class level. What can differences/similarities reveal?

The information from the Finnish youth barometer can be used as a discussion starter.

Suggested questions to spark discussion:

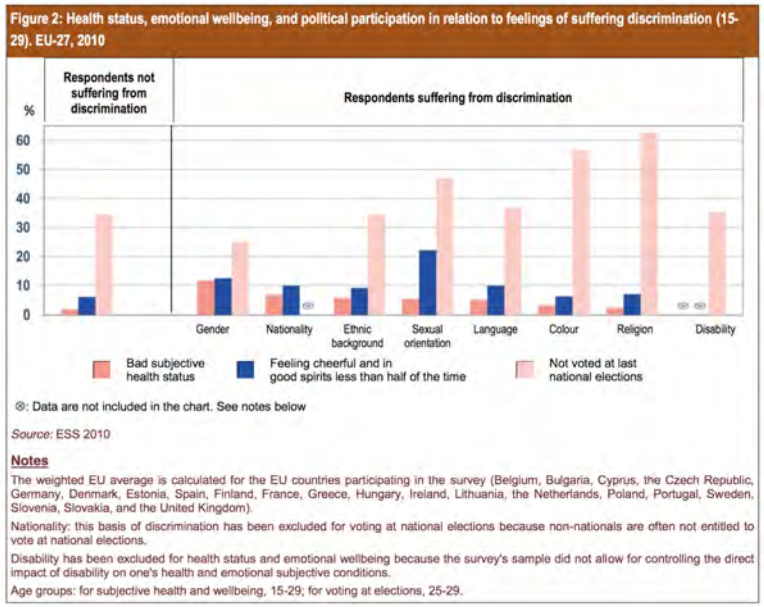
- What do you find most interesting about the answers?
- Why do you think girls in general seem to be more likely to regard something as discrimination than boys?
- What kind of a long-term impact can discrimination potentially cause?

Delve deeper

The students are shown the statistic below. In small groups, they analyse the graph, defining long-term impacts of discrimination.

After a given time (e.g. 10 minutes) each group joins another group, and they compare their analyses.

Finally, the main ideas are summarised in a class discussion.



Source: *http://eacea.ec.europa.eu/youth/tools/documents/social_exclusion_and_youth_work.pdf*

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Useful background information:

Chronic and repetitive experiences of discrimination (based on various individual characteristics such as ethnic background, gender, sexual orientation, religion, language) increase the probability of experiencing social exclusion. The literature and available data indicate that not only objective discrimination leads to worsening living and health conditions, but also the subjective feeling of being discriminated against, negatively affect young people's quality of life, health, and motivation to participate in political and cultural life (Gee and Walsemann, 2009).

The concept of social exclusion includes not only the traditional dimension of poverty, but also the multidimensional aspects of material and non-material deprivation, their interrelationships, and the dynamics of social, economic, and political marginalisation that result.

On one hand, the aspects of social exclusion describe the social, political, and economic deprivation suffered by marginalised individuals. This deprivation can be read in terms of an imposed inability to enjoy fundamental human rights, such as the right to education, the right to work and to a fair remuneration, the right to health and well-being, and the right to vote and to stand for elections (UNDP, 2007).

On the other hand, the determinants of social exclusion illustrate the confluent economic and social processes, the cumulative effect of which leads to experiencing marginalisation (Estivill, 2003).

Source: *http://eacea.ec.europa.eu/youth/tools/documents/social_exclusion_and_youth_work.pdf*

3. Habiba's story

Students watch the film about Habiba.

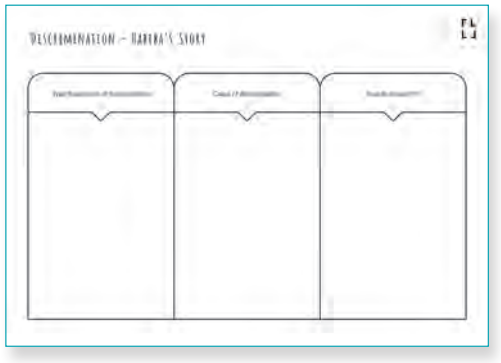
Before watching, the teacher asks students to pay attention to:

- What types or experiences of discrimination does Habiba mention?

After watching, the teacher asks students to think:

- In your opinion, what could help prevent discrimination?

The students can use **a form** like this to take notes and use to support discussion.



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For example:

Type/Experience of discrimination	Cause of discrimination	How to prevent it?
Feeling like you don't belong in a group	Confusion of self-identity; feeling that one has to prove something (e.g. being happy or strong) to others	Everyone should see others as individuals and seek to understand each other
Facing social difficulties in meeting societal norms (e.g. if one can't study, work or find a place to live)	Social exclusion	Work with the families and individuals to prevent marginalisation (like Habiba does in an NGO)
Separate institutions for different groups of people (e.g. separate youth centers for immigrants)	Feeling of detachment and separateness; not learning to know people from different backgrounds	Integrating activities for everybody to promote mutual familiarity and understanding
Hostile atmosphere towards difference	Worry, anxiety	Getting to know people from different backgrounds compared to one's own to promote empathy and understanding
Being treated differently because of a difference (e.g. nobody sitting next to you in a bus)	WDepression; feeling of being somehow faulty	Not giving up; seeing the purpose of encouraging especially new generations to know their rights and responsibilities
Based on religion, skin colour or culture	Social exclusion	Accepting everyone equally despite their backgrounds

3. Letter of encouragement

Students think of someone they know has been/is being discriminated in one way or the other. They write a letter to that person. If they want to, they can actually send the letters.

Prior to writing their letters, students can examine a range of letters and pick out the key features. They use these as a model for their own letter writing.

Roleplay

Children create a short piece of drama around the topic of discrimination. It could be based around the scene when Habiba is sitting on the bus and no one will sit next to her.

Advert

Create an advert persuading people to respect differences. This could be a written advert, featuring a catchy slogan, persuasive language, and alliteration.
Or it could be presented as a TV advert, including a catchy jingle.

Children examine a range of adverts first and discuss the key features of successful adverts.

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We thought of some words to describe hedgehogs.
funny
prickly
tickly
crawly
bang!

Habiba's home_12. Diversity and multiculturalism

Objectives

To study the concept of nationality
To recognise the role and nature of different communities
To identify one's important communities

Literacy learning objectives

Speaking and listening:
To participate in discussions, presentations, performances, role play, improvisations, and debates

Reading:
To listen to and discuss a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks
To draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence

Writing:
To describe settings, characters, and atmosphere, integrating dialogue to convey character and advance the action in narratives

Final written outcome:
To write a short story or to write a diary entry

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Outline of the lesson (45 min)

1. Tuning in: The nature of nationality (10 min)
2. Map of me (10 min)
3. Who's me? Who's we? (15 min)
4. Human Dominoes (10 min)

Transversal competences: T1, T2
Keywords: Diversity
Activity types: Empathising, Information retrieval, Physical activity

1. Tuning in: The nature of nationality

The Teacher asks the students to remind themselves of Habiba and her family (or the class watches the film about Habiba if not done before).

Students share their thoughts on the following questions:

- Do you think Habiba is more Somalian or Finnish? Why?
- Do you think Habiba's children, who are all born in Finland, would still be Somalian even if they never visited Somalia? Why?
- How do you think Habiba would answer these questions? Why?

Why do people move to another country?

Students look up key vocabulary in a dictionary:

immigrant
refugee
emigrate

As a class, students discuss reasons why someone might move to another country. Are they or are any family members from another country? Do they have any family members who have moved abroad (emigrated)?

Discuss the differences between an immigrant and a refugee.

Read the story of Kunkush the refugee cat. (An incredible true story of a cat who was smuggled onto an inflatable boat and travelled from Iraq, via Turkey across the Aegean sea to Greece with his family in 2015. He was separated from his family in Greece but found by a volunteer and eventually reunited.) *https://www.lostandfoundcat.com*

Comprehension questions:

1. Why had Kunkush and his family left Iraq?
2. How do you think his family felt about leaving their home?
3. How do you think they felt when Kunkush was lost?/ found?
4. Have you ever had a pet that disappeared and was later found again?

Roleplay

In pairs, students take the role of one of the family members in the story. Which parts of the story would they be unable to tell?

Then, interview each family member, the other students asking questions and noting down the answers.

Story writing

Students write the story from the point of view of their chosen family member, imagining how they would have felt to leave their home and travel across the sea in a tiny boat. Include their feelings about losing Kunkush and what it was like to be reunited with him again.
Younger children could write theirs as a storyboard with pictures.

Or

Diary writing

Students write a diary entry as their chosen family member.

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2. Map of me

Students identify different groups/communities they are part of.

They can either draw symbols/icons presenting those groups, or just simply list them.

For an easier version, students can be given symbols representing different types of communities. Write down the groups that you belong to (family, school, clubs, Finland, World citizen…)

Activity template

Map of me

Tick the communities you feel like you belong to, and add your own.

3. Who's me? Who's we?

Working in groups, students discuss the different communities each member is part of.

Keep it light

Students discuss the following questions:

- Do the people from the different communities mostly know each other or not?
- Are there some things you usually do in some of the groups but never in others? What are they?
- Are all of the communities equally important to you? Do you personally know everyone in your communities?

Delve deeper

Drama

Students select one of the groups, and make a short drama scene showing a typical situation displaying that group.

They act out the scene in front of the rest of the class, who then try to guess what community they just saw presented.

To wrap up, the teacher leads a class discussion on the different roles and identities that different communities might imply.

Suggested questions to spark discussion:

- Do you behave in the same way in all your communities? Why?
- Which communities do we all in this classroom belong to?
- Are there any communities you would like to belong to but you don't?
- Is it important to belong to different communities?

4. Human dominoes

One of the students starts by telling something about her/himself. One of the students who share the same trait takes her/his right hand, and then tells something about her/himself. This continues in turns until everyone is standing hand in hand.

The class can then close the line into a circle (the last student to have joined taking the first student's hand). The activity can be wrapped up by coming up with a trait that is shared by everyone in the class.

To make the activity easier, the students can be given some examples of 'domino information',

For example:

I have a dog.
I like baking.
I think I'm good at maths.
I would love to travel to Paris.
I've never tried bowling.

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Habiba's home _ 13. Cuisine of the Horn of Africa

Objectives

To know where Horn of Africa is located and what it is
To become familiar with new foodstuffs
To retrieve, process, and present information
To collaborate in order to reach common goals

Literacy learning objectives

Speaking and listening:
To participate in discussions, presentations, performances, role play, improvisations, and debates

Reading:
To retrieve and record information from non-fiction
To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

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Outline of the lesson (45 min)

1. Tuning in: What?! Where? (20 min)
2. Food expeditions (15 min)
3. 'New' food calendar (10 min)

Transversal competences: T3
Keywords: Culture, Nutrition, Teamwork, Well-being
Activity types: Content creation, Information retrieval, Presentation

1. Tuning in: What?! Where?

The teacher asks the students to find out what the Horn of Africa is. Once the students know which countries are there, they discuss what they already know about the region.

The Horn of Africa denotes the region containing the countries of Somalia, Ethiopia, Djibouti, and Eritrea.

Working in four groups, the students search for more information on one of the countries (country per group), using non-fiction books and the Internet.

They agree on the most essential information and take notes.

After this, the students form new groups, this time consisting of four members, who are all experts on different countries. Each expert will briefly talk about their country (using their notes) so that in the end everyone knows something about each of the four countries in the Horn of Africa.

2. Food expeditions

Again, students work in four groups. This time, the students search for more information about the food culture in one of the countries (country per group).

Each group presents the food culture of their country, with every group member taking turns to share a piece of information.

To make the activity fun and perhaps less stressful, each student can only be given one sentence to say. In this way, they will also have to practise summarising the very essential information (e.g. population size, form of governance, official languages, etc.).

A nice way of presenting the information for inspiration: *https://www.youtube.com watch?v=TGx8rjgdIXk&list=PLvFsG9gYFxY8uSNHPYIruX_w5l6lr1wyn*

To wrap up, the teacher can ask e.g.:

- Is there anything common to the cuisines of the Horn of Africa in general?
- Have you ever tasted food typical of the region?
- Are there any restaurants nearby serving that type of food?
- Did you encounter any foodstuffs you had never heard of before?

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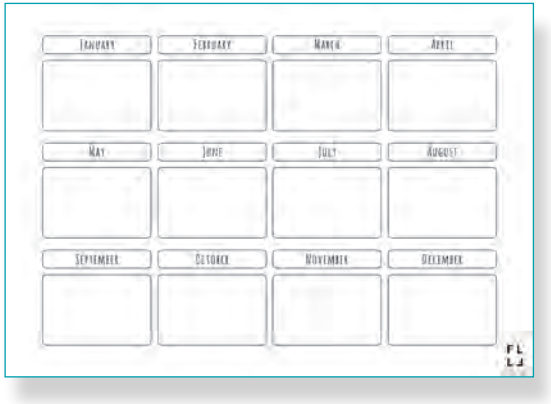
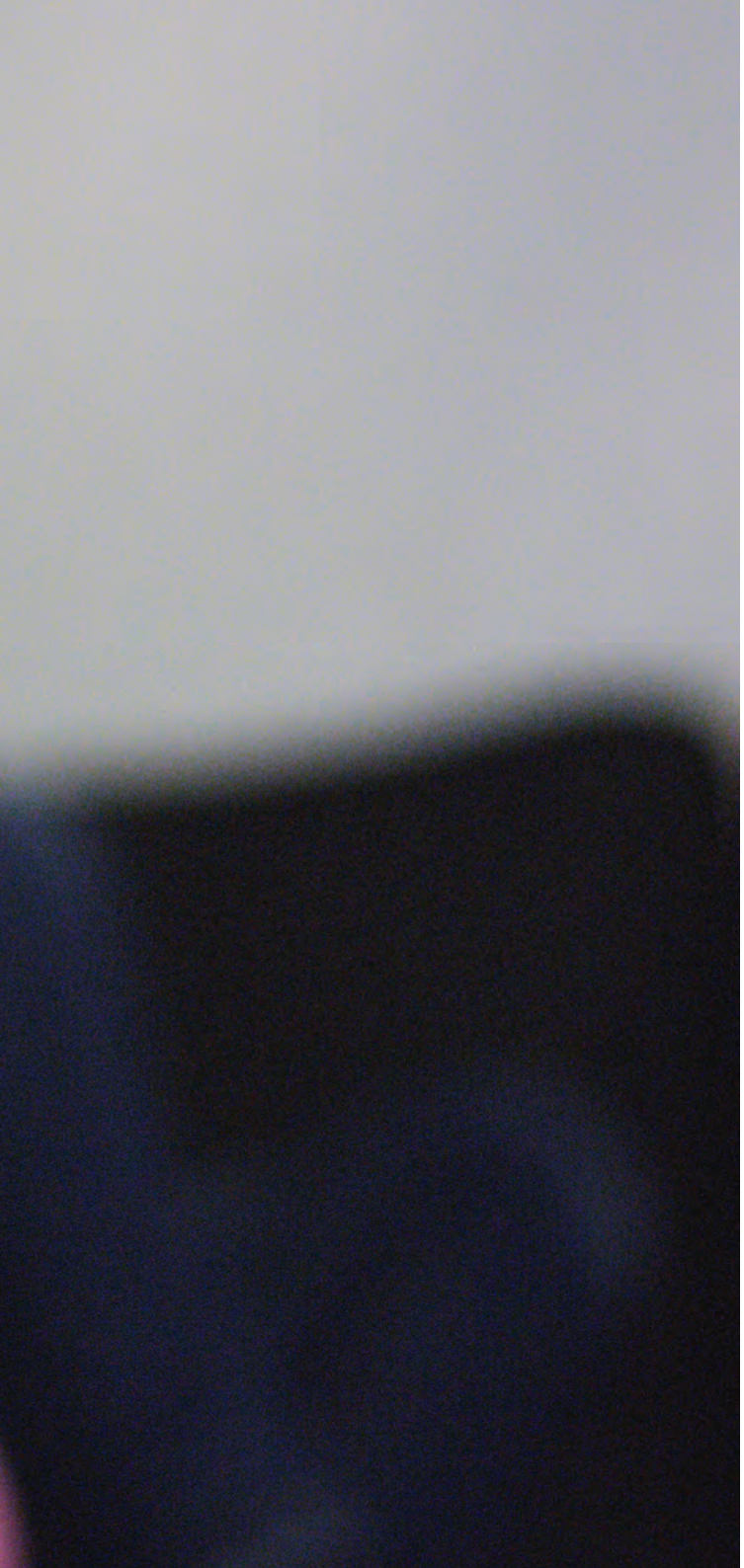
3. 'New' food calendar

Working in 12 groups/pairs, students search for a vegetables/berry/fruit they have never heard of before.

The foods are collected in a calendar, where each one of them gets its own month. The class can either collectively learn about one of the foods each month, or students can do their own food projects which can be shared through video/ photos.

Students can design their own calendar, or decorate **the provided template**.





Appendix

Self-assessment materials

Table: Transversal competence areas & Dinnertime 360

Table: Underlying values of basic education & Dinnertime 360

Table: Assessment of basic education & Dinnertime 360

Handout templates

Table 1. Transversal competence areas and how they are reflected in Dinnertime 360.

Transversal competence area		Dinnertime 360
T1	**Thinking and learning to learn**	The Dinnertime 360 material encourages students to construct knowledge through connections built between their personal experiences and the content they experience. The teacher is a facilitator, whom the various activities including discussion, reflection, investigation, reasoning, and argumentation, support. Students are supported in recognising learning and understanding their personal qualities as well as their individual learning processes.
T2	**Cultural competence, interaction, and self-expression**	We all live in very diverse societies, in terms of culture, religion, language, social status, etc. With Dinnertime 360, students can meet people from different backgrounds, understanding and appreciating the uniqueness of all. The activities are also designed to support the students in understanding their personal motives, recognising personal identities, and creating a positive relationship with the environment. We have wanted to build a safe space where the students will have the opportunity to express themselves in a positive, non-judgmental, constructive, and respectful way.

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Transversal competence area		Dinnertime 360
T3	**Taking care of oneself and managing daily life**	Daily life skills are many more than we often consciously recognise, and students should learn to master them. Health and nutrition make up one of the most important skill areas that cannot be effectively acquired merely through experience. In Dinnertime 360, well-being is a prominent theme. The students are guided to discuss and reflect critically about well-being in general and in their own lives.
T4	**Multiliteracy**	Successfully carrying out most of the activities requires interpreting, integrating and applying various types of information. Being guided to recognise underlying motives, values and assumptions helps develop various multiliteracy skills as well as learning skills and critical thinking. A rich textual environment is a precondition to developing this transversal skill. The digital learning environment in itself is a stimulating textual context, and more is added in the educational materials.

Transversal competence area		Dinnertime 360
T5	**ICT Competence**	Exploring Dinnertime 360, students organically develop ICT competence in four ways: 1) Understanding functional principles of ICT applications; 2) Using ICT applications in a responsible way; 3) Using ICT applications interactively and in managing information; 4) Increasing practical experience using ICT applications. In the Dinnertime 360 learning environment, students can use different kinds of emerging technologies (e.g. virtual reality and 360°) and traditional technology, such as using search engines and different softwares, to create projects.
T6	**Working life competence and entrepreneurship**	Dinnertime 360 encourages students to develop a positive attitude towards working and reflect on their personal future plans. Topics such as self-efficacy, the ability to evaluate one's capacity to succeed in specific situations or accomplish a task, help students strengthen their self-knowledge. Many activities require using teamwork strategies, whereas others are based working independently.

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Transversal competence area		Dinnertime 360
T7	**Participation, involvement, and building a sustainable future**	Sustainable Development Goals are one of the cornerstones of this educational material. Students are constantly encouraged to reflect upon their own experience and the world they live in. The activities help students understand sustainability and the impact of their choices and decisions.

Table 2. Underlying values of basic education. (2.2, p. 15)*

Uniqueness of each pupil and right to a good education

Finnish Curriculum	Dinnertime 360
"They also need to feel that the community cares about their learning and well-being. Equally important are the experiences of participation and opportunities for working together with others to advance the functioning and welfare of the community."	Dinnertime 360 introduces the students to a wide variety of diverse communities that they can learn from and interact with. The activities encourage group work and participation.
"While learning, the pupils are building their identity, their understanding of humanity, worldview and philosophy of life and finding their place in the world. At the same time, they come to understand themselves, other people, the society, the environment and different cultures."	Dinnertime 360 is a digital environment where students can interact with different cultures and understand them. The experience will help them to understand who they are and their role in society and in the world.

** Numbering and headlines from the Curriculum*

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Finnish Curriculum	Dinnertime 360
“Discussions of values with the pupils guide the pupils to recognise values and attitudes they encounter and to also think about them critically. The pupils are supported in building their personal value systems.”	The lesson plans offer a multitude of activities where the students, with guidance from the teacher, discuss a great variety of topics, such as diversity, gender equality, family and nutrition. This will support critical thinking skills and encourage students to look for more information.
“Respectful attitude towards different religions, views, traditions and conceptions of education lays the foundation for constructive interaction.”	Dinnertime 360 offers the perfect environment for the students to interact with people from various cultural backgrounds. Through the learning activities, students will be able to understand the individuals, and develop an open mind and respect towards them.

Humanity, general knowledge and ability, equality and democracy

Finnish Curriculum	Dinnertime 360
"Knowledge and ability also means that individuals and communities are capable of making decisions based on ethical reflection, putting themselves in the place of another person, and consideration based on knowledge."	With activities like role-play, discussions and human dominoes, students develop their sense of empathy and understanding. They will be able to better understand their actions and emotions as well as the actions and emotions of others. They will be encouraged to think and make decisions in a critical way.
"They are able to use information critically. An effort towards self-regulation and accepting responsibility for our own development and well-being are also part of general knowledge and ability."	We believe that discussions are important in developing crucial skills, such as critical thinking, and to teach students to infer and recognise their potential. Moreover, group work activities will help students develop self-regulated learning skills, such as planning, setting goals, and reflecting on their own learning and self-efficacy.

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Finnish Curriculum	Dinnertime 360
“Basic education is built on respect for life and human rights. It directs the pupils to defend these values and to appreciate the inviolability of human dignity. Basic education promotes well-being, the goals and extensive principles of equality and equity. Education contributes to promoting economic, social, regional and gender equality.”	All the activities of Dinnertime 360 build on these values and on the Sustainable Development Goals (Agenda 2030).

Cultural diversity as a richness

Finnish Curriculum	Dinnertime 360
"Basic education is built on a diverse Finnish cultural heritage. It has taken shape and is being formed in interaction between different cultures."	Dinnertime 360 offers the opportunity to interact with Finnish families from different cultural backgrounds, encouraging the students to consider how multicultural their country and its heritage are.
"It also reinforces creativity and respect for cultural diversity and promotes interaction within and between cultures, thus laying a foundation for culturally sustainable development."	Students get the chance to sit at the dinner tables of different families in a virtual reality experience and through 360° pictures. Activities, such as exploring cuisine from all over the world, support the development of creativity and respect for other cultures.

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Finnish Curriculum	Dinnertime 360
“Basic education lays the foundation for global citizenship that respects human rights and encourages the pupils to act for positive change.”	Global citizenship and respect for human rights are core values of the experience. All the activities build on the Sustainable Development Goals, helping students to critically evaluate ethnocentric ideologies and develop a global citizenship that respects and understands cultures different from theirs.

Table 3. The conception of learning. (2.3, p. 17)*

Finnish Curriculum	Dinnertime 360
"While acquiring new knowledge and skills, the pupils learn to reflect on their learning, experiences and emotions. Positive emotional experiences, the joy of learning and creative activities promote learning and inspire the pupils to develop their competence."	Students are encouraged to reflect throughout the experience. Self-regulated learning is put into practice, not only by reflection, but also by setting goals, planning how to carry out the activities and monitoring one's unique learning process. Learning and understanding are supported with positive attitudes and examples.
"Learning takes place in interaction with other pupils, the teachers and other adults, and various communities and learning environments. It involves doing things alone and together, thinking, planning and exploring, and assessing these processes in a versatile manner."	Dinnertime 360 facilitates the interaction with diverse communities. Also, thanks to the virtual reality function, students are able to interact with people they might otherwise not meet, and learn in authentic settings. Natural connections are made between the learning activities and their own experiences, supporting lifelong learning.

** Numbering and headlines from the Curriculum*

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Finnish Curriculum	Dinnertime 360
"Learning together promotes the pupils' skills in creative and critical thinking and problem-solving and their ability to understand different viewpoints. It also supports pupils in expanding their objects of interest. Learning is diverse and connected to the content to be learnt, to the time and place."	The learning activities include both individual and group work, and the stories of the films and the activities encourage the students to develop their curiosity and expand their interests.
"Developing the learning-to-learn skills lays the foundation for goal-oriented and lifelong learning. The pupils are thus guided in becoming aware of their personal ways of learning and using this knowledge to promote their own learning. Pupils who are aware of and responsible for their learning processes will increasingly learn self-regulation. During the learning process, they learn working and thinking skills and practise anticipating and planning the various stages of learning."	Throughout the activities, students are encouraged to reflect on their own learning and personal experiences, and to get to know themselves better. Working in groups promotes the development of different working and learning strategies, such as setting goals, reflecting, and planning.

Finnish Curriculum	Dinnertime 360
“The interests, appraisals, working approaches and emotions of the pupils, as well as their experiences and ideas of themselves as learners, influence their learning processes and motivation.”	The approach of the activities encourage the students to be curious and empathetic. In that way, they can learn to better understand their emotions, as well as the emotions of other members of their communities.

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Table 4. Nature and general principles of assessment. (6.2, p. 50)*

Basing assessment on objectives and criteria

Finnish Curriculum	Dinnertime 360
"The pupils and their achievements are not compared to those of other pupils, and the assessment shall not focus on the pupil's personality, temperament or other personal characteristics. The teachers ensure that the pupils are aware of the objectives and assessment criteria."	The learners' skills and their development is the focus of assessment. Dinnertime 360 comes with self-assessments whose primary purpose is to help students recognise personal strengths and development.
"Reflecting on the objectives and examining their personal learning in proportion to the objectives is also an important part of developing the pupils' self-assessment skills."	There are two assessment activities provided in the teacher's guide. The initial assessment gives the students information about the learning objectives and the framework of assessment. The final assessment helps the students understand and reflect upon the level of their knowledge and skills as well as how their skills have improved over the learning process.

** Numbering and headlines from the Curriculum*

Developing the predictions for self-assessment

Finnish Curriculum	Dinnertime 360
"Education develops the pupils' capacity for self-assessment by giving space for reflecting on their learning and progress and by developing self-assessment skills."	The assessment supports the development of students' self-assessment skills, as they are encouraged to assess themselves and reflect on their learning throughout the whole learning experience.
"Both as individuals and as group, the pupils are guided in observing their learning and its progress, and taking note of factors that affect them."	The assessment guides the students to reflect upon the learning process and the factors that influence that process, both in teamwork situations and on an individual level.

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Table 5. Assessment objects. (6.3, p. 51)*

Learning as an object of assessment

Finnish Curriculum	Dinnertime 360
"The assessment of learning comprises assessment of progress in learning and achievement level as well as provision of feedback on these aspects. Progress is examined in proportion to earlier achievement and the set of objectives."	The initial and final assessments guide the students to both anticipate and evaluate the different stages of their own learning process and the course of learning.

** Numbering and headlines from the Curriculum*

Working skills as an object of assessment

Finnish Curriculum	Dinnertime 360
"The instruction supports the pupils' skills in working independently and together. The working skills also include skills in planning, regulating and assessing one's own work, acting responsibly and trying one's best, and engaging in constructive interaction."	Assessment encourages the students to detect and make use of various ways of working, as well as to use self-regulatory skills so that they can learn more about the way they learn and the processes of learning.

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Dinnertime 360 - Initial assessment 1/2

Name:_____

You are about to enter Dinnertime 360, a digital learning environment that comes with a great variety of different activities. You will learn about a range of things, but first and foremost you are encouraged to stay curious and creative. Please take a moment to fill in this self-assessment and get tuned in!

Initial assessment

completely agree

agree

somewhat agree

disagree

completely disagree

My skills

I participate in group work.

When doing group work, I also let my groupmates participate.

I know how to search for information about different things.

My knowledge

I clearly understand what I already know and what I still need to learn about a new thing.

I know what a culture is.

I know that this country is the home of many who were not born here.

I know how to successfully work in a group.

I can tell features specific to my culture(s).

Dinnertime 360 - Initial assessment 2/2

Name:_____

Expectations

Here is a list of topics and skills associated with Dinnertime 360.
Select the ones you would like to learn more about.

- ☐ Civic literacy
- ☐ Communication
- ☐ Creativity
- ☐ Critical thinking
- ☐ Cross-cultural skills
- ☐ Cuisine
- ☐ Discrimination
- ☐ Diversity
- ☐ Environmental literacy
- ☐ Family
- ☐ Flexibility and adaptability
- ☐ Gender equality
- ☐ Gender roles
- ☐ Global awareness
- ☐ Information literacy
- ☐ Innovation
- ☐ Interactive and communicational technology
- ☐ Leadership
- ☐ Media literacy
- ☐ Multiculturalism
- ☐ Nutrition
- ☐ Perseverance
- ☐ Problem solving
- ☐ Responsibility
- ☐ Self-directedness
- ☐ Social skills
- ☐ Sports
- ☐ Teamwork

If you want to share any thoughts, this space is reserved for that purpose!

DINNERTIME 360 - FINAL ASSESSMENT 1/2

Name:_____

You are now familiar with the stories of Dinnertime 360. This time, please take a moment to assess your learning experience.

How many lessons have you been working with Dinnertime 360?

1-3

4-10

More than 10

Final assessment

completely agree

agree

somewhat agree

disagree

completely disagree

My activity

I participate in group work.

Everyone in my group(s) participated in the group work.

We talked about interesting topics.

New skills

I learned to work better in groups.

I learned more about culture.

I learned more about different lifestyles.

I met the kind of people I hadn't met before.

I learned more about stereotypes.

I learned how to communicate in a constructive and effective way.

What kinds of things affected your learning?
Would you have hoped for more guidance or support in some of the activities?

Dinnertime 360 - Final assessment 2/2

Name:_____

Select the skills you used once or several times.

- [ ] Select the skills you used once or several times.
- [ ] I searched for information to complete an assignment.
- [ ] I selected relevant pieces of information from a great amount of information.
- [ ] I deduced answers based on the information I found.
- [ ] I searched for information about a topic from different sources (e.g. digital Dinnertime 360, Internet, information books, teacher).
- [ ] I used a computer to find information.
- [ ] I solved problems.
- [ ] I managed to complete a task that felt was difficult in the beginning.
- [ ] I compared the new information I learned with what I knew before.
- [ ] I worked independently.
- [ ] I worked together with a classmate and/or with a group.
- [ ] I listened to others' opinions and ideas.
- [ ] I encouraged others to share their thoughts and ideas.
- [ ] I expressed my opinion about someone else's idea.
- [ ] I encouraged others to share their thoughts and ideas.
- [ ] I expressed my opinion about someone else's idea.

Working with Dinnertime 360

What was difficult about working with Dinnertime 360? Why?

What would you like to be changed in Dinnertime 360? Why?

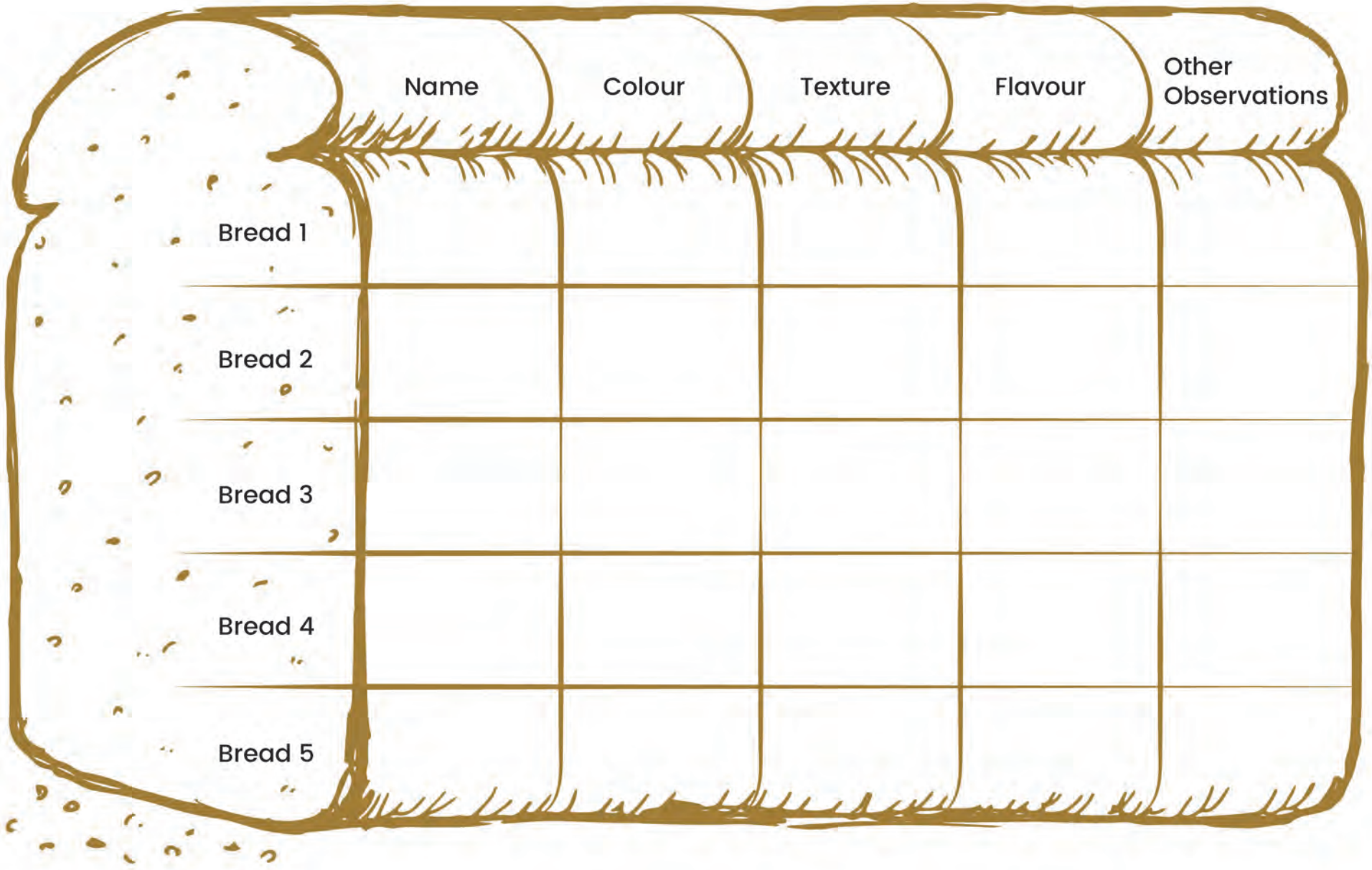
What was best about working with Dinnertime 360? Why?

If you want to share any thoughts, this space is reserved for that purpose.

Thank you!

Bread Science

Name:_____



	Name	Colour	Texture	Flavour	Other Observations
Bread 1					
Bread 2					
Bread 3					
Bread 4					
Bread 5					

In favour of biodiversity

Name:_____

Ask a question:

Make a hypotesis:

Test the hypotesis:

Supplies:

Procedure:

Record the results:

Draw a conclusion:

_____

Food Etymologies

Name:_____

Avocado: _____

Biscuit: _____

Broccoli: _____

Chocolate: _____

Corn: _____

Ketchup: _____

Hummus: _____

Hamburger: _____

Kiwi: _____

Noodle: _____

Okra: _____

Orange: _____

Paprika: _____

Soup: _____

Vanilla: _____

Wonton: _____

Tomato: _____

This native American food is also called an '**alligator pear**': _____

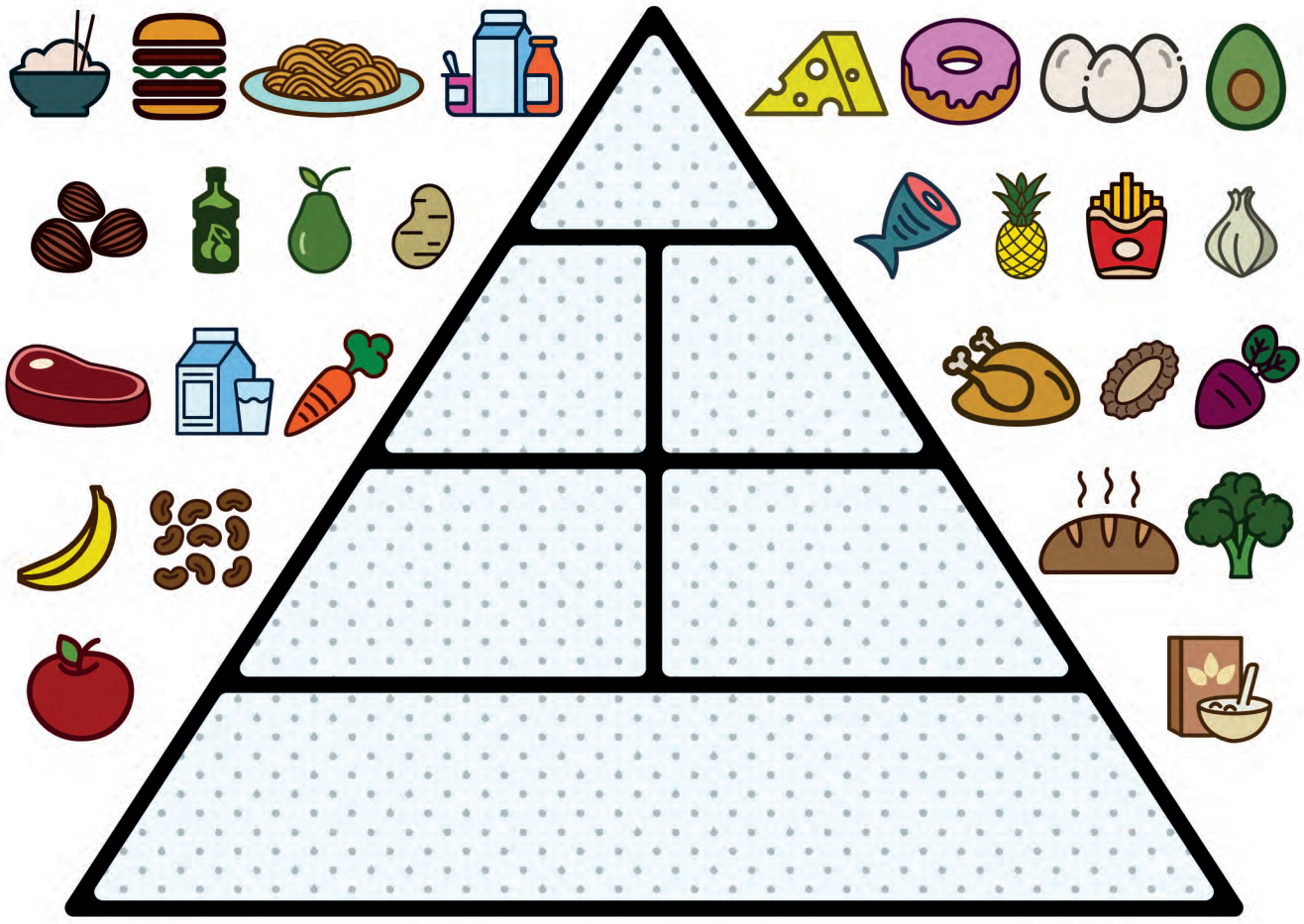
This sauce can be translated from Chinese as '**brine of fish**': _____

This Middle-Eastern food can be translated as '**vegetable mould**': _____

In New Zealand this fruit is known as '**Chinese gooseberry**': _____

From Spanish, it can be translated as '**little pod**': _____

Food Pyramid



Middle-Eastern cuisine

Name:_____

Here you have a list with some typical Middle-Eastern dishes. Tick off the ones you are familiar with or have heard about.

- ☐ Hummus
- ☐ Baba ganoush
- ☐ Dolma
- ☐ Baklava
- ☐ Tabbouleh
- ☐ Falafel
- ☐ Shakshuka
- ☐ Tahchin
- ☐ Pita bread
- ☐ Ful medames
- ☐ Knafeh
- ☐ Umm ali
- ☐ Manakeesh
- ☐ Grilled halloumi
- ☐ Fattoush

Based on the knowledge that you might have about Middle-Eastern cuisine, do you think some important dishes are missing?

Did you make any other interesting observations concerning the list in general?

Discrimination

Name:_____

	Not discrimination	Discrimination
When a person is not served in a restaurant because of their ethnic background	○	○
When ethnic origin prevents work, even if the applicant is otherwise qualified for the job s/he applied for	○	○
Calling a person belonging to a sexual minority names	○	○
When recruitment requires native majority language skills of the country where the job is applied for, although it is not imperative in regard to successfully doing the work	○	○
When a person using a wheelchair cannot enter a library or store because of stairs	○	○
If a couple of same sex cannot get married	○	○
If the immigrants' unemployment rate is higher than that of others	○	○
If youth unemployment is higher than others'	○	○
That wealthy people live longer than poor people	○	○
If national military service is only obligatory for men	○	○
If there are religious symbols (such as songs, reading a religious text, religious images) at school events	○	○

Discrimination - Habiba's Story

Type/Experience of discrimination	Cause of discrimination	How to prevent it?

Map Of Me

Tick the communities you feel like you belong to, and add your own.

☐

People who live in my town

☐

People who share same interests with me

☐

Social media communities

☐

My family

☐

My friends

☐

People who like the same type of music

☐

My country

☐

People I game with

☐

My school

☐

Sports team

_____ _____ _____ _____ _____

January	February	March	April
May	**June**	**July**	**August**
September	**October**	**November**	**December**

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