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Creating and Evaluating a Project Re- garding Sustainability for Early Child- hood Education

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<p>The purpose of this functional thesis was to create and evaluate educational material of sustainability for early childhood education that would ease the educator's task to teach the subject in child-based premises. Manuscript of a fictional story was created for the base of the educational material, where a girl named Ideya leads the readers through the events that take a stand on real life's ecological issues. The functional part of the thesis consists of five sessions where a chapter of the educational material were read, leading to child-based dialogue and activity related to the chapter's theme.</p> <p>Social pedagogical methods and practices were used in the functional part of the thesis because of its nature; embracing sustainable values such as communality and participation. Moreover, creative methods that were used in the sessions are connected to social pedagogical methods. The sessions were designed by using as sustainable and natural materials as possible. The manuscript and the sessions of the functional part can be used as such in early childhood education, but there are intentions to develop the educational material to a coherent whole with illustrations and activities.</p> <p>Assessment was done by reflecting the theory and practice. The functional part of the thesis was assessed by social pedagogical viewpoints, whereas evaluation of fulfillment of sustainable values is based on children's and personnel's feedback. Children's participation and vigilance indicated that the educational material with activities were of interest to the children. In addition, personnel's feedback was positive and encouraging. The kindergarten teacher of the group helped with the assessment of the sessions and it was a great help to get external evaluation in order to develop the project.</p> <p>It is possible to find educational material of sustainability directed to adults, but as sustainability is something that should be available to everyone it is justified to create material especially for children. To measure the children's assimilation about sustainability is difficult, but the children's commitment to the subjects of educational material was easily observed in the sessions. Along with the process, additional digital material for pedagogical documentation for the working life partner was created. This proves that new complementary ideas were created throughout the process.</p>	
Keywords	sustainability, educational material, social pedagogy, early childhood education, back-to-nature lifestyle, recycling

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<p>Tämän toiminnallisen opinnäytetyön tarkoituksena oli luoda kestävän kehityksen oppimateriaali varhaiskasvatukseen, joka helpottaisi tärkeän ja joskus vaikeankin aiheen esille tuomista lapsilähtöisesti. Oppimateriaalin rungoksi luotiin käsikirjoitus, jossa tyttö nimeltä Ideya johdattaa kuulijaa luonnossa tapahtuvien asioiden äärelle fiktiivisessä ympäristössä, josta kuitenkin on helppo ohjata keskustelua oikean elämän äärelle. Toimintakokonaisuus koostui viidestä toimintakerrasta, joissa kussakin luettiin yksi kappale oppimateriaalista ja lisäksi keskusteltiin aiheesta ja tehtiin aiheen mukainen toiminnallinen tuokio.</p> <p>Sosiaalipedagogiset menetelmät osoittautuivat aihetta sivuaviksi ja vahvistaviksi menetelmiksi, niissä korostuvien luovien menetelmien, keskinäisen hyväksynnän ja yhteisöllisyyden tavoittelemisen vuoksi. Toimintatuokioissa pyrittiin myös käyttämään mahdollisimman luonnollisia tai kierrätystä suosivia materiaaleja. Tarinaa ja toimintatuokioita on mahdollista hyödyntää varhaiskasvatuksessa opinnäytetyötä mukaillen, mutta tavoitteena olisi kehittää oppimateriaalia kokonaiseksi kuvitetuksi kirjaksi tehtävineen.</p> <p>Arviointi koostui teoriaa ja tavoitteita tarkastellen. Toimintatuokioita havainnoitiin sosiaalipedagogisista näkökulmista ja kestävän kehityksen arvojen toteutumista on arvioitu lasten ja henkilökunnan palautteen avulla. Lasten osallistumisen ja tarkkaavaisuuden laadusta pystyi päättämään, että tarina ja toiminta oli mieleenpainuvaa. Henkilökunnan palaute oli positiivista ja rohkaisevaa. Ryhmän lastentarhanopettaja auttoi toimintatuokioiden havainnoinnissa ja ulkopuolisen havainnot antoivat arvokkaan lisän työn kehittämiseen.</p> <p>Oppimateriaalia kestävästä kehityksestä, joka on suunnattu aikuisille, on löydettävissä. Koska kestävä kehitys on kuitenkin aihe, johon kaikkien tulisi tutustua, on lapsille suunnatun materiaalin tarve perusteltua. Lasten sisäistämää oppia kestävästä kehityksestä on vaikeaa mitata, mutta lasten sitoutuminen oppimateriaalissa käsiteltäviin aiheisiin oli selvästi havaittavissa. Toimintatuokioiden ohessa syntyi myös digitaalista oheismateriaalia päiväkodin käyttöön, joka osoittautui suositeltavaksi pedagogisen dokumentoinnin välineeksi. Tämä osoittaa myös, että toiminnan lomassa syntyi uusia täydentäviä ideoita.</p>	
Avainsanat	kestävä kehitys, oppimateriaali, sosiaalipedagogiikka, varhaiskasvatus, luonnollisuus, kierrätys

Contents

1	Introduction	1
2	Sustainability in early childhood education	2
2.1	Methods for reinforcing sustainability in early childhood education	3
2.2	Social pedagogy related to sustainability education	4
2.2.1	Social pedagogy related to early childhood education	4
2.2.2	Methods and tools for social pedagogical work	5
3	Aim for this functional thesis	7
4	Creating the educational material for teaching and learning about sustainability	8
5	Planning the functional part of the thesis	10
6	Implementation of functional part of the thesis	12
6.1	First chapter, where we draw a map and supply for a shop	12
6.2	Second chapter, where we recycle plastic bags and build things	14
6.3	Third chapter, where we get to know the butterflies	16
6.4	Fourth chapter, where we are building seed bombs	19
6.5	Fifth chapter, where the butterflies get to eat special nectar	21
7	Evaluation of the functional thesis	23
7.1	Reflections on the sessions	23
7.2	Social pedagogical methods reinforcing sustainable values	26
7.3	Feedback from the kindergarten	28
7.4	Evaluation of the whole project	29
8	Ethical considerations	31
8.1	Educational material and ethics	31
8.2	Ethical working methods	31
8.3	Consent from kindergarten and parents	32
9	Discussion	32
	References	35
	Appendices	

Appendix 1. Educational material manuscript

Appendix 2. Parent's consent form

Appendix 3. Pre-questions for working life partner

1 Introduction

Sustainability has its place in the National core curriculum for early childhood education and care 2016 (Finnish National Board of Education, 2017), as it states that Early childhood education promotes holistic development, by maintaining equality and equity of children and prevents exclusion, and that early childhood education aims to strengthen the social skills and active citizenship of the children by providing needed knowledge and participation. Continued by the claim that “all activities take into account the necessity of an ecologically, culturally and economically sustainable way of living (Finnish National Board of Education, 2017)”. However, research on sustainable development in early childhood education shows that although in theory it is encouraged to teach such values in early childhood, there is a lack of practical knowledge about the sustainability amongst the educators (Agut, Ull and Minguet, 2014).

This functional thesis questions the quality of sustainability in early childhood education. The materials about sustainable development in early childhood education, that are available, seems to be directed to adults working in early childhood education rather than to the children. Topical and somewhat worrying issues are dealt with on many platforms, but children need a safe environment to point out the issues in warm and age-appropriate ways (Martusewicz, Edmundson and Lupinacci, 2015, p.131; Phillips, 2014). Thus, this functional thesis is aiming to raise the child-based, educational approach about sustainability in early childhood education through creating children’s story for the specific purpose. The topics of the children’s story will appear rather ethical, concerning environmental and social issues.

The attempt for meeting the aim for this functional thesis is done by using the children’s story (which is referred as “educational material” in this paper), and social pedagogical methods as its means are suited to increase social interaction and empathy. Sustainability and social pedagogy seem to be interconnected, since sustainability gives a platform to examine our own behaviours, feelings and sense of belonging in a society (O’Gorman, 2014, p. 271).

The working life partner for this functional thesis is a private kindergarten for children aged 1 to 6 years old. There were held discussions about the nature of the project before the functional part of the thesis was started. As this thesis concentrates mostly on the evaluation of the material that is created for educational purposes, we decided that the

kindergarten stays anonymous in this thesis. The group that participated in the functional part of this thesis were children aged 5 to 6 years old.

First, the meaning of sustainability in early childhood education is opened, followed by the aims of this functional thesis. Thereafter, the functional part is explained with creating the educational material, followed by a plan for the functional thesis and its implementation in practise. Evaluation of the project and feedback from the children and the personnel puts together how the aims of the thesis were met. In the end there will be an ethical consideration and discussion of the project. In appendices there are the manuscripts of the chapters which are used in the functional part of the thesis.

2 Sustainability in early childhood education

The frailty of sustainability is recognised worldwide. (Agut, et al., 2014; Davis and Elliott, 2014, p.6). Social, economic and environmental crises are omnipresent and require immediate acts for sustainability especially in the education sector. Implementing sustainable values to early childhood education has been in the slow lane, evidently as it has not rooted yet in educator's substance (Davis and Elliott, 2014, p.6). Phillips (2014, p.194) defines sustainability as systems that are divided into social and cultural, economic, and political sectors. These systems are human constructed, and we are all surrounded by their influence. Therefore, we are supposed to be "questioning how our actions impact other people, animals, living things, ecosystems and future generations (Phillips, 2014, p.194)". Critical pedagogy that supports participation, empowerment and transformation cultivates citizen participation. "For Freire (1974), the awakening of critical awareness (...) was necessary for education to provoke social change (Phillips, 2014, p.197)." By questioning the practices that we are taught to blindly follow lays the open foundation for multiple perspectives, life narratives and social change in early childhood education (Phillips, pp.197-198).

Wider recognition of environmental problems calls for the action of implementing sustainable development as a part of the early childhood education curriculum. Early childhood education is a great platform for sustainable development as values are formed in childhood environments (Agut, et al., 2014). Agut, et al. (2014) point out that sustainability is not a comprehensive part of the curriculum of those studying to become teachers, thus they propose that sustainability ought to be elaborated in teaching guidelines and

course subjects so that it could be assessed equally amongst other subjects. Caring for nature, responsible consumption and maintaining healthy lifestyles are stressed as important values to share with the new generation. Therefore, it is stressed that early childhood educators should include sustainability in their educational work with children as it is essential to strengthen children's sense of ecodpendence (Agut, et al., 2014). It is argued that sustainability ought to be taught in early childhood education without hiding the truth about critical issues such as climate disruptions, food and water security and global financial crises (Davis and Elliott, 2014, p.6), while honouring an age-appropriate approach, laying weight on questions such as: how do our actions impact environment (Phillips, 2014, p.194)? And how to "redefine community as including all beings (Martusewicz, et al., 2015, p.130)"?

2.1 Methods for reinforcing sustainability in early childhood education

As sustainability is a transformative subject, it requires both the environmental aspect as well as the social aspect to be taken into account (Gilbert, Fuller, Palmer and Rose, 2014, pp. 297-8). Children's identities as members of society develop through interpersonal relations such as "studying one's surroundings through small investigation works and work projects" (Agut, et al., 2014). Projects can be used as an "educational strategy" in early childhood education. Sustainable themes are related to everyday chores and therefore easily interwoven into hands-on education when exploring the environment or e.g. learning to switch off the lights when going out of the room. Child-led operations and increased participation together with kindergarten personnel's motivation are premises for sustainable education (Luomi, Paananen, Viberg and Virta, 2010).

Phillips (2014, pp.195-196) studied how stories about social justice affected children's participation in innovative solutions and how he tried to implement playful activities based on children's concerns. A reply from a child in the study was "I want to do real things" which led Phillips (2014) to the conclusion that children are somewhat experiencing limitations on meaningful actions. "Real world contexts may be played with, drawn, built, talked about, but rarely engaged with directly through participation (Phillips, 2014, p.196)". Identity is connected to feelings of belonging, and sustainability is looking for an answer to "what it means to belong to a social and cultural context (Hägglund and Johansson, 2014, p.39)." Therefore, education on sustainability challenges us to regard children as competent to handle critical issues, not only in relation to the environment, but also in relation to issues of value conflicts. These conflicts can support learning about

sustainability, democracy and justice, when children are guided to a respectful approach when dealing with disagreements (Hägglund and Johansson, 2014, pp. 40-41, 44).

Phillips (2014, pp.198, 204) regards storytelling as an opportunity to emphasize the perspectives of others as if one would “walk in the shoes of another”. Storytelling can also be used as means to open dialogue, which can lead to greater learning and understanding about sustainability than the information-based narrative. Phillips (2014, p.205) also points out that it is in the adult’s hands to be an advocate for the children’s initiatives for sustainable ideas and solutions and on the other hand to create relatable stories about sustainability so that children can relate to the issues that are currently meaningful as well as to the issues of the future.

2.2 Social pedagogy related to sustainability education

Nivala and Rynänen (2019, p.299-301) introduce new themes that are expected to be related to social pedagogical topics in the future, eco-social point of view being one significant measure of global well-being. Environmental crises are perceived as causes of insufficient capacity of social work related to the empowerment of less fortunate citizens. Similar critique is directed to the educational field where educational institutes are challenged to promote compassion and responsibility towards living beings and environments. Another sustainable issue that they (Nivala and Rynänen, 2019, p. 307) mention is economy and its global direction; solidarity economy being one suggested direction. They suggest, that education could be used as a platform (opposing the drawback of capitalism) for reviving the natural, dependent relationship we have with nature and with each other.

2.2.1 Social pedagogy related to early childhood education

Literature on social pedagogy is vast, and its theories, methodologies and concepts vary from author to author. Nivala and Rynänen (2019, pp.16, 28, 57) describe the social pedagogical viewpoint as a needed reaction towards today’s individual-centred political and educational practices, which pass on the responsibility to the individuals instead of the society. The general goal of social pedagogical work is related to interaction and dialogue between individuals, societies and communities, observing and supporting the social growth of individuals and the communality of care and education. Thus, some

important goals of social pedagogy in early childhood education are forming relationships and communication between individuals and society, avoiding grouping according to age or profession and promoting equal access for participation (Cameron and Moss, 2011, p.22; Eischsteller and Holthoff, 2011, p. 33; Petrie. 2011, pp. 7,9). “Social pedagogues see themselves as sharing the same “living space” as the people they work with” (Petrie, 2011, p.9), understanding their professional responsibility to respectfully approach any members related to their working field as children learn by modelling – directly and indirectly (Petrie, 2011, p. 10).

Nivala and Ryyänen (2019) describe early childhood educational work through the concept of using “head, heart, and hands”, framing the holistic way of teaching children. Knowledge-based and rational methods are not enough when considering the emotional needs of young children and how they need adults to learn to regulate and handle inner and outer conflicts. Educators and caretakers may find ways to support the children’s development towards altruistic and empathic mindset. Functionality leads to the use of hands in early childhood education and it is an essential part of learning through play and experimenting with different materials (pp.191, 287-8). Early childhood education is a platform for children’s social development. Social pedagogy fits in nonformal operational environments as it supports various social models through participation which strengthens the feelings of belonging and interaction. To become a part of the society, requires skills of an actor in the immediate social, cultural and political surroundings (Nivala and Ryyänen, 2019, p. 239).

2.2.2 Methods and tools for social pedagogical work

The roots of social pedagogical work were formed by actors who did not call themselves or their methods social pedagogical, but they have later been seen as pioneers for social pedagogy due to their co-operative, empowering and participatory concepts. Nivala and Ryyänen (2019, p.187-190) mention Jane Addams and Paolo Freire as two such pioneers, who in their time tried to change the structural forces to be more favourable towards individuals in weaker positions in society by educating, studying and laying practical foundations for every individual to be able to have an influence on their own lives. They (Nivala and Ryyänen, 2019, p.337-8) also explain that the core of social pedagogy is promoting well-being and participation. Defining the well-being is always a result of studying the case carefully as social pedagogy does not have one absolute answer for

well-being. Therefore, it is important to master the social pedagogical theories and “spirit” well before implementing it in practice.

Social pedagogy is described as fluctuating reflection upon reflection (Hegstrup. 2003, p. 78; Kornbeck and Rosendal Jensen, 2012, p. 45). Its main principle as well as dilemma are theories put into action. Storoe (2013, pp.14-15) describes Madsen’s definition of the science of social pedagogy as consisting of “theory, methods and values”, which specify the interconnection between “doing something ordinary and something specific” (Storoe. 2013, p.15). Stephens (2013, 138) claims that social pedagogy aims for improvements in social and individual spheres by individual and collective means. Social pedagogy comes with the intention that “human beings can be educated to have a hand in shaping the social environment...provided they believe they can do so (Stephens, 2013, pp. 142)”.

One important aspect of social pedagogical work is understanding how to interact with and treat the people one is working with. In literature the method has an idiom from German language “Haltung”. (Nivala and Ryyänen, 2019, p.185). It stands for creating an environment for holistic learning within the surroundings. It consists of well-being, learning, relationships and empowerment, completed with the aim to provide a sustainable, positive impact on the life of children with their families. “Haltung expresses an emotional connectedness to other people and a profound respect for their human dignity” (Eischsteller and Holthoff, 2011, p. 36). It is crucial to evaluate a social pedagogue’s work in practice because it is in interactions with clients that a pedagogue’s Haltung comes to light (Nivala and Ryyänen, 2019 pp.185-6). Eischsteller and Holthoff (2011, pp.38-39) presented framework called a “Diamond model”, which describes four areas for social pedagogical work aiming to create positive experiences leading to a daily sense of success for clients. The four areas are 1. Well-being and happiness, 2. Relationships, 3. Holistic learning, and 4. Empowerment. These areas form the four corners of a diamond of “positive experience”. The diamond model therefore suits well with Haltung as it reminds social pedagogues of the aim of their work; connecting the theory and practice, not forgetting the commitment of working towards greater well-being of the clients (Nivala and Ryyänen, 2011, p.186).

Creative methods are closely related to social pedagogical working methods. Creative

methods can open new viewpoints on structural values that we hold self-evident (Nivala and Ryyänen, 2019, p.301). Collective projects ought to enable the commitment, participation and co-operation between the members of the project. “Common third”-method, where “third” stands for being the third party besides the social pedagogue and the client/s. In early childhood education it can mean creative activities that allow the participation of the children and that can be used as a medium when building trust, relationships and self-esteem. The common third can be visual arts, drama or music while empowering the participants to express their feelings as individuals or connections as group members. The activity itself doesn’t have a clear goal, but the common third allows the social pedagogue and the client/s both being operators in a mutual activity. At its best, the relationship between the social pedagogue and the client/s becomes more of a subject-subject-relationship around the activity, instead of a subject-object-relationship where the power structure is more obvious. What matters is that everyone can participate in their own ways. (Nivala and Ryyänen, 2019, pp. 209-210; Petrie, 2011, p. 79-81).

Communality is both a method and an aim in social pedagogical work. One way of developing a sense of community is called sociocultural animation, which stands for motivation to engage in activities that are supporting communality in societies. Social pedagogue can be the initiator of the project or activity, but the aim is that the members of the project become the owners of it in the end and develop the activity towards the need of the society. The process of motivation requires research into the situation of the community, the results of which are then analysed and used as a base for a developmental plan for inspiring activities. Activities are to be done, evaluated and celebrated with the members of the society, and in the end the responsibility of making use of the new model in the future is on the actual members of the society. (Nivala and Ryyänen, 2019, pp. 204-207).

3 Aim for this functional thesis

Sustainable values seem to be ambitious for today’s life, in which case the question is: How can early childhood educators bring these values into effect? The challenge is huge as we have become distant from our ancestors’ knowledge about co-habitating in local ecologies as we have concentrated on technological development (Davis and Elliott, 2014, p. 6; Ritchie, 2014, p. 49) which might, as Agut, et al. (2014) addresses it, be the

reason for the lack of teacher's ability to transfer the knowledge of sustainability to the children.

The aim for this functional thesis is to inspire educators to teach the methods and values of sustainability in early childhood education. To ease the burden of educators individually create their material for sustainability education, the idea came to gather material child-based premises so that it would be comprehensive; both for educators to teach, and for children to get interested of issues around sustainability. Storytelling is widely used in education and Phillips (2014) advocates storytelling being great way to promote sustainable values amongst the children. Therefore, the educational material is based on a children's story.

4 Creating the educational material for teaching and learning about sustainability

The idea for creating this educational material didn't come at once. It started with an idea of creating a children's book about an ordinary girl who lives in an unordinary village where there is no place for greediness or quarrelling. The norm of the village is caring and sharing. The idea of the children's book evolved and now the main character is a girl named Ideya. She is the guide throughout the story about the village that lives in harmony and spreads good will and caring. Trials are also present in the book in the form of pollution and other catastrophes happening in the world. They affect the village, but the villagers try to find the means to cope with them.

I introduced the idea to a writer and student of literature Aili Pikkupeura, who became my co-writer for creating this educational material. Our mutual values and visions complemented each other and creating the village has become a very joyous journey. We wanted to see if Ideya could become a little teacher of dialogue about sustainable development in early childhood and primary school education. We wanted to give grounds for discussions and inspiration for learning and trying new things, not only for children but for educators as well. We wanted to implement an environment of utopia in the story so that everyone, from children to elders, could compare the life we live to a life where caring and sharing is a norm. This would make a contrast to consumer cultures with eurocentric and ethnocentric values (Martusewicz, et al., 2015, pp. 254-255). The comparison leads to the questions: How are the villagers coping with everyday life? Why are they willing to

share? Every chapter of the educational material has its own theme and in addition there are ideas provided for educators that give opportunities for interaction and further examination regarding the covered topics.

Reading the metaphorical description about social pedagogical work as “creating a thriving garden for children” (Eischsteller and Holthoff, 2011, p. 33) gave me the validation that the imaginary milieu of the educational material has a scientific base in early childhood education. Garden is referring to the village in the educational material I am working on – an environment of care and sharing that inspires to learn about sustainability. Eischsteller and Holthoff (2011, pp. 34, 38) illustrate the valuable and holistic human being with the potential to achieve desired outcomes through the “Diamond model” of social pedagogy consisting of relationships, empowerment, holistic learning, well-being and happiness which can be used as a “compass” while reaching the social pedagogical goal of “experiences that have a long-term positive impact on their lives” (Eischsteller and Holthoff, 2011, p. 38). In the educational material I have used empowering relationships that promote learning and sharing together to gain well-being for the whole society as an example of how to take care of each other, and thus promote sustainability. Relationships in the educational material consist of mutual respect and dialogue (Petrie, 2011, p. 10). Elders are advising but also listening to and learning from younger ones. There is no blaming but a solution seeking approach which is much more productive in practice (Petrie, 2011, pp. 135, 137). The imaginary description of the milieu in the story includes the environmental concern of the reality we are facing, but it is described “from a distance”, so that the positive, hope-evoking elements are on focus.

The educational material highlights the problems such as pollution in our oceans and nature as well as helping each other and working as a team. I found many mutual values in National core curriculum for early childhood education and care 2016 (Finnish National Board of Education, 2017, section 2.4) that are also present in the educational material. It states that “the principles of a sustainable way of living are followed in early childhood education and care, taking its social, cultural, economic and ecological dimensions into account (Finnish National Board of Education, 2017).” The storyline of the educational material contains concepts of ecosocial knowledge and ecological sustainability linked with thought awakening events like cleaning the shore of plastic rubbish and finding natural environments for polluted butterflies. It gives ideas about planting and using the plants for promoting healthy environments.

National core curriculum for early childhood education and care 2016 (Finnish National Board of Education, 2017) addresses early childhood educators to promote and guide the children for values and ideals, which “strive for truth, goodness, beauty, justice and peace (Finnish National Board of Education, 2017).” The village is described in the educational material: “Just like the items in Lulu’s shop, the people of the village lived in harmony with each other. Many people had come to the village, but not one of them had wanted to leave it.” This mentality promotes the care that society ought to show towards its citizens so that there is space and care for everyone.

Today’s pedagogies are increasingly technologized and local ecological knowledge such as connection with nature and how to live according to nature’s cycles is held only by the few Indigenous people whom the majority of urban settlers have distanced themselves from (Ritchie, 2014, pp. 49-50). An alternative view to technologized, ego-centric learning is offered in the story of the educational material; its elders are guiding the active citizens of all ages and genders to be sensitive and responsive towards our ecosystem. Educational material invites readers to reflect on our “thinking and behaviours, while recovering and renewing traditional, non-commodified cultural patterns (Ritchie, 2014, p. 51)”. Martusewicz, et al. (2015, p. 130) emphasize the matter that the content of sustainability can be overwhelming especially for young learners. They (Martusewicz, et al. 2015) suggest starting off by familiarising them with the surrounding nature and our dependency on it by creating caring relationships through investigating and sharing stories about our surroundings.

5 Planning the functional part of the thesis

There was a meeting arranged with the working life partner before the actual plan for the functional part. I had preliminary questions for the personnel about how sustainability can be seen in their kindergarten and curriculum. (The questions are listed in appendices.) They were recycling bio-waste and paper. Recycled materials were preferred when doing crafts. In cooking and cleaning they preferred ecological materials and they only served vegetarian food in the kindergarten.

To the question about the main reason to choose a specific story for the children the answers were following:

1. Morality

2. Ethicality
3. Supporting social skills
4. Children's preferences
5. Availability

When asked about the influence that the stories had on the children and if the stories had "real life" passages for teaching the children ethical and moral issues the reception was very positive and it seemed that it was easy to have conversations with the children relating to the stories that had been read lately. When asked if they would be interested in using a book designed for teaching sustainability the answer was very positive, remarking that it is through stories that children learn about new topics.

My plan is to facilitate the sessions so that there is coherent content but also opportunities to improvise. Each session contains one chapter of the above-mentioned educational material created for this purpose. Chapters are related to sustainable issues and some questions related to those issues, such as: How do we treat our neighbours and how do we come across to them? How does littering affect the environment, how should nature be treated and what can we gain from nature? Moreover, I have planned one functional part for each session including crafts and other activities. Activities are designed so that they support the connection between the children and the facilitator, where children are being regarded as capable "subject of rights". The facilitator is the guide of the activities and promotes an attitude of respect, solidarity and dialogue, which supports learning and problem solving and where mistakes are a part of the process and accepted as a way to gain knowledge (Moss, 2011, pp.164-165). Materials are chosen by sustainable criteria; crayons made of beeswax and recycled materials for crafts are used as well as knowledge gained from the website of Useful Plant Association (<https://hyotykasviyhdistys.fi/>) where the original flora of Finnish nature is preserved.

To evaluate how the educational material inspires the children notes and recordings are taken. The kindergarten teacher of the group attends the sessions and her presence there is supposed to be as natural as possible, meaning she can participate if needed. She offers me her help in observing the children's participation. This is very helpful as she knows the children and they will feel safe when their teacher is present. Pedagogical documentation and the use of the documentation are important in early childhood education. Pedagogical documentation is an essential tool for early educators in following

pedagogical development (Finnish National Board of Education, 2017). Without documentation there are no materials to observe and to use when planning the methods for development.

6 Implementation of functional part of the thesis

The functional part was arranged in the kindergarten on Fridays. The time arranged for each of the five sessions was 1,5 hours. Within that time, a chapter of the educational material was meant to be read, a discussion about the subject had and an activity related to the subject arranged. (The sessions are named by the themes of the chapters.)

6.1 First chapter, where we draw a map and supply for a shop

The first session began by reading the introduction chapter of the book which describes the village and its inhabitants. The village is a fictive place where everyone lives in harmony with each other. After the story the children were asked if they knew their neighbours and what they used to do with them if they did. We had a lively discussion about their neighbours and the activities they did together. Beeswax colours were used to draw a map. Everyone could do their own house on the large piece of paper on the floor. The aim was that we all could blend in each other's pictures naturally without having a feeling of "own territory".

I sat down with them and asked them some further questions about what a good neighbour is and whether it is important to keep good relations with the neighbours. Children were quick to draw their plots and I started to draw a shop on the paper. I was verbalising what I was doing and referred my idea to the shop in the story. The shop is an exchange shop, so I asked the children if they were used to exchanging or giving out their things. One girl told that she had given out one of her dresses. It was somewhat more difficult for them to give examples of exchanging. The kindergarten teacher gave them an example of how they were exchanging the colours while drawing.

I started to make roads from the shop to every child's house. The children also drew roads all over the map and they drew some cars and people on the roads as well. In the

middle we drew the kindergarten and two of the children even walked the roads to the kindergarten and said: “we cannot fit in here, it’s too small”!

The children were well concentrated on their drawings and they started to draw berries and vegetables on to their plots. I drew some baskets around my shop and told that I would like to exchange their goods at my shop and drew some berries in one basket. Soon the children came and wanted to fill the baskets with their goods. There were potatoes, peas, different berries and chocolate. One of the children said that she will buy all the goods from the shop but then I told her that it is not possible if she doesn’t replace the goods with something. The children then talked about the shops they used to go to with their families and said that they could only buy with money there.



Figure 1. The shop and the shop keeper and baskets full of items.

At the end of the session I asked them to take one picture each. I said that they can take a picture of the most interesting thing they see on the map. Each one of them took a picture (mainly of their own part of the picture) and I sensed that they all were satisfied with our work together.



Figure 2. House with balcony and playground.

The picture above is taken by one of the children from the group. They mainly took pictures of the parts they made themselves.

6.2 Second chapter, where we recycle plastic bags and build things

We started the session with greetings and remembering the previous session, and the children who hadn't attended the previous session were eager to draw a map like we did last time. The map had been hung on the wall and it seemed that they had liked it. This time we read the chapter where the girl named Ideya was introduced and where she went to the shore to find seashells but found a man collecting waste and building things from the waste. Ideya also collected some plastic waste and made a bag for herself.

After the story I asked the children if they knew about recycling and they told that they did recycle paper and bio waste at the kindergarten. At home they didn't seem to have the habit of doing it (at least not intentionally). I wanted to give them the experience of building without materials and asked them to be the material for my fence. I arranged them side by side and asked one of them to help me in arranging and binding the hands

around their shoulders so that they were tightened fast together so the fence would be strong. After that I took my paint roller and started rolling invisible paint on my fence. The children could choose the colour they wanted to be painted with. My helper could then paint the other side of the fence.



Figure 3. Painting the bridge with “magic”- paint roller.

Then I gave the turn to the next pair of builders and they built a house. The children seemed to really get into the play and especially the painting was enjoyable both for the painter and for the one being painted. Lastly, they wanted me to paint all of them again, as they were lying down on the floor as a bridge. They were very receptive of the activity, so much so that I even felt a bit lost sometimes, but when I saw that they were serious and seemed to enjoy the activity I just let it flow. The children seemed very relaxed after this playtime.

After playtime I asked them if they remembered what the girl was doing at the shore. They answered me that the girl was making a bag for herself. So, I told them that we could help the girl with that and brought out a plastic bag. One child went to get scissors as he was asked to do. Then I showed them that I had started to crochet a round thing with the plastic yarn. I showed them how to cut the plastic bag to make more yarn and how to bind the pieces of plastic together for a long piece of yarn.



Figure 4. Plastic bag yarn.

My idea for this activity was that we were all doing something together and that we were all participating and doing what we could.

6.3 Third chapter, where we get to know the butterflies

Our third session was arranged in another room. We used a table as we needed to do some painting and cutting plastic. Children were excited when they saw that the basket that we started last week was now ready. “What are we doing today”? they were asking and wanted to see inside the basket where I had some materials for this time. They saw the nail polish and were even more excited. I had to tell them that I had decided not to use the nail polish for our project this time as I had tried it at home and the smell was too strong and I was afraid that some of us would feel sick because of the smell. One girl said that her “brain hurts” as the butterfly that I had made last night still smelled very strongly.



Figure 5. Basket made of plastic bag yarn.

We decided to use acrylic paint instead of nail polish. It became a bit messier and the children needed more help with filling the cups with paint and finding brushes that were used with the same colour. The reason I wanted to use nail polish is the nail polish brush comes together with the polish and the idea of recycling old nail polishes.

When we read the story, I already missed the feeling of togetherness and I felt that we were not able to create a relaxed atmosphere. Anyhow, the children listened to the story and were eager to start the crafting.

While working with the butterflies, it was difficult to see who needed help and who tried to have contact with me. I put the children in pairs to make the butterflies and others were colouring “cycle of butterfly” colouring pictures. I felt that in the previous sessions the way we were sitting on the floor in the circle had created a certain atmosphere, which was difficult to sense at this time. It was difficult for me to observe all the children and the kindergarten teacher had also noted that one child had raised their hand in order to get a turn to speak but I had not noticed it.

The result of our crafting was satisfying for both the children and me. I had to improvise with the painting, and the cutting of the plastic (a package of spinach pancakes) was harder than I had expected so I had to cut almost everyone's butterflies. In painting and using glitter the children could participate independently. Transparent plastic was nice with acrylic paint as it has a see-through-effect in it. Also, acrylic paint dried quickly.



Figure 6. Plastic butterflies and making them fly.

While we had been doing the craft, I had said that in the end of the session we could try how the butterflies fly like paper airplanes. In the end I forgot all about the flying but luckily the kindergarten teacher arranged that for them. I took some videos while she gave them turns with three tries for each. This session taught me a lot. I experienced the limited resources and also the smooth intervention from the kindergarten teacher who was observing my sessions. I learnt from her ways of controlling the group even though she was not the facilitator and she respected my work while helping me. Also, even though in this session improvising was needed, and things were little chaotic at some point, I managed it with the mindset that not everything is supposed to be perfect.

6.4 Fourth chapter, where we are building seed bombs

This time I arranged the session on the floor although a table would normally be my first choice. The reason for this was the sense of inclusiveness instead of a setting that requires individual guidance. This way we could all be at the same level and everyone could see what was being done. The third session was arranged around the table and I felt that the children were mainly waiting for their turn instead of being included in the activity the whole time. Working on the floor together in a circle felt like the most natural way for me, and I was able to reach the atmosphere where everyone was equally involved.

This time, in the story, the girl went to the exchange shop. The shopkeeper had knowledge on natural remedies and herbs. She suspected that the plastic where the butterflies had been in as cocoons had affected their natural development. She offered Ideya some seed bombs that she could throw in the wastelands so that the seeds could become flowers that would benefit butterflies in the future.

The children wanted to hear more of the story and one child was expressing that she fancied the poems and that she could listen to the poems only (in the end of every session there is a poem about helping one another and about how to be a good member of society). It was obvious that the children paid attention to the story and even though our activity took most of their concentration this time it was nice to get feedback on the story as well. In the story the seed bombs were in paper bags, and I had paper bags for all the children. First the children got to colour their paper bags with the beeswax colours. They remembered the colours from the first session. We made seed bombs out of soil, clay and seeds. I had been to the Association for Useful Plants' shop (Hyötykasviyhdistys) to buy plants that attract butterflies. They have a lot of information about plants and their use on their website (www.hyotykasviyhdistys.fi). I chose five different plants: Thyme, oregano, hyssop, purple echinacea and common pearly everlasting. I wanted to ensure that the seeds were suitable for the Finnish environment and therefore I bought them from Hyötykasviyhdistys.



Figure 7. Making seed bombs.

We planted the same seeds in eggshells as well so that the children could see what kind of plants they had planted and maybe get to taste some herbs such as thyme and oregano. This time there were only three participants, so we planted one type of seed each. Me and the kindergarten teacher got to plant too.



Figure 8. Readymade seed bombs in the front and herb samples in the eggshells.

I got very positive feedback this time both from the children and the kindergarten teacher, and the children said that they were sad that I would only come to do activities with them once more. They said that we were always doing nice things together.

6.5 Fifth chapter, where the butterflies get to eat special nectar

For the last session I had prepared a summary of all the chapters that we had been going through in the past five weeks. After every summary I asked if the children remembered what we had been doing and I was surprised at how well they remembered. Even some children that had not been present could remember as they had seen or heard about the activities afterwards.

When I read the last chapter, the children were listening, but two of the children wanted to ask something and raised their hands. I signalled with my hand that they should put their hands down as I didn't want to answer questions in the middle of the chapter. I think it was a bit confusing; we had just been reading and reflecting on the story, so they wanted to continue in the same way.

After the story I told them that we could now create the ending together - What would be happening next to the girl and the butterflies? We made a circle, and everyone had their turn to continue the story by adding one word at a time.

“Sitten - kävi - perhoset - syö - nektaria - kukasta - imee - ahnaasti - jotain - mettä”

“Then - happened - butterflies - eat - nectar - from flower - sucking - ravenously - some - nectar”

“Kun - perhonen - imee - mettä - kukkaa - kukka - kasvaa - isommaksi - kuin ikinä”

“When - butterfly - is sucking - nectar - flower - the flower - grow - bigger - than ever”

“Ampiaiset - imee - mettä - ja tulee - puu - puu - kasvaa - kotilosta kuoriutuu perhonen - joka - on - sininen”

“Wasps - are sucking - the nectar - and comes - a tree - the tree - grows - cocoon becomes a butterfly - which - is - blue”

We read the stories a couple of times afterwards. I gave them feedback on the storyline as I felt that they used the theme of the story nicely. Then I asked them to draw the

ending of the story. We used one big paper again and I told them that they could use their space and if the pictures would overlap it would not be a bad thing. They started to draw immediately and seemed to be content with the instructions. I further explained to them that if they drew similar things it would also be fine. We could read the picture just like a cartoon. The children seemed to enjoy drawing just as they had done the first time. Therefore, I chose the same method to close the sessions.



Figure 9. End of the story.

One incident of overlapping of two drawings was bothering one child. I told them that we still knew what was behind the other drawing and that when we look from the window, we also know that there is something behind the houses for example. I tried to make them comfortable with overlapping each other's drawings and creating the picture together. I felt that they were very open and easy to convince, and I guess that this is not always the case with every group.

When they were finished with their drawings (me and the kindergarten teacher had to limit the drawing in the end as they would have just gone on with it). They had a chance to tell about their drawings one by one. The kindergarten teacher recorded their stories

and wanted to send the tape to the parents. Their stories were very content, and they had taken on many things from the story.

7 Evaluation of the functional thesis

In this study the evaluation concentrates for reinforcing and developing sustainability as an educational subject. As the social pedagogical methods are used in this functional thesis it is relevant to mention social pedagogical research being always present in the evaluation of the work done with clients, meaning the evaluation of the working methods used within a project or a development process (Nivala and Rynnänen, 2019, p. 311). Social pedagogical research is often concentrating on developing social and pedagogical issues in theoretical and practical manner (Nivala and Rynnänen, 2019, p. 324). Thus, it is ideal for this functional thesis.

7.1 Reflections on the sessions

The reflections are divided by reflecting on each session based on my notes and after the evaluation of social pedagogical working methods. These reflections are based on my notes of the sessions and reflecting the theory to the practice. They are divided by sessions to make parallel evaluation easier for each session.

In the first session we did a map of the village as we had read about the village in our story time. It was inspirational for the children and also inspirational for me to see that the children would just go on with drawing the map and the imaginary world developed rapidly while we were sitting down and drawing the village. Creativity and a co-operative attitude could be seen in the drawing and in how it evolved into a coherent map of a village with houses, gardens and the exchange shop where we drew different items that we “produced” in our gardens. I took the initiative to draw the shop and baskets outside the shop where the children could draw their items. To unite the children’s houses, I started to draw roads from the shop to each house and soon the children were drawing roads here and there in the map. They even tried to walk the roads to different houses and felt that it was difficult as they were too big to enter the houses. This collective project gave possibilities to deepen the subject covered in the educational material and to engage in the children’s play and conversations about their values and experiences of

neighbour relations (Moss, 2011, p. 170). Fleer (2015) shares an insight on the importance of the adults' emotional involvement in the playtime. She suggests that adults should be taking part in playtime as characters that can contribute higher form of play to bring some new levels into children's awareness. I noticed that as I was engaged in the same activity with them, I could give ideas to the children naturally without being authoritative. The children were immersed in their drawing. I sensed that we all were working on the same idea and they were receptive to the suggestions I made.

The method used in the second session focused on recycling. Therefore, the use of materials was minimized, and we concentrated on imaginary play and making our material completely from recycled plastic bags. Phillips (2014) suggests that storytelling deepens the dialogue around the subject. It seemed that the children opened up with their own experiences and ideas about recycling through the story we had read together. While we were doing the activities the children often referred to the story and tried to imagine how it would continue. During this session, I could sense the *haltung* and common third as the children took the play to the direction that they were ready and inspired to take it. We were a team working and I could encourage the children to continue with the activity without taking the position of a leader. The building part of the session was unexpectedly popular. I had thought that it might be a bit boring. In the end we were concentrating on cutting the plastic bags and making the weft thread while sitting on the floor in a circle. I can really recommend this type of a set up for working with children. It promotes the sense of belonging.

The third session was arranged at the table and I could sense some frustration and difficulties in concentration as the situation was more of a from-above-to-down kind of an arrangement (Ahlstrand, 2017; Kumpulainen, Krokfors, Lipponen, Tissari, Hilppö and Rajala, 2010) and everyone were producing their own thing. In our first two sessions we had been working together and in the third session everyone made their own butterfly. I noticed that the connection between me and the children was at its highest in the first two sessions. I assume that my actual participation in the activities, instead of leading the activity, increased the empathy. Empathy can be developed e.g. through stories and creative methods (Raatikainen, Rauhala and Mäenpää, 2017, p. 115).

I wanted to observe the next sessions as I chose to use collective working methods and use the floor for our activities instead of a table. My aim in this project is to facilitate the

sessions so that we learn to see each other as equals in the learning processes and therefore I as a facilitator try to keep myself on the same “level” with the children (Petrie, 2011, pp. 76-77) Working on the floor made me part of the team rather than being the leader of the project. Sustainability calls for broadening the students’ social perspectives (Gilbert, et al., 2014, pp. 297-298). Thus, I wanted to create the activities in such a way that we would be doing mutual projects instead of individual projects. Part of sustainable development education is to learn how to work in a group in creative and rewarding ways (Finnish National Board of Education, 2017) and therefore, activities aim for joyous projects, creating things together for mutual good. The third session was the greatest lesson for me as a facilitator as I learned how the arrangement of the learning situation affected the group work and how improvising is sometimes difficult. Nevertheless, my experience was that the children did not find the activity as hard as I did myself.

The fourth session was about the ecosystem and about asking for advice. Planting seeds and making seed bombs was taking the children’s concentration and they were really interested in the topic. The strange behaviour of the butterflies was embedded in the story in a humorous way, enabling the transition to the reality of the dangers of plastic waste. The story also gives an example of asking advice from the elders of the community and the dialogue in this chapter encourages pondering upon the effects of our actions on our environment now and later (Phillips, 2014, p.194; Ritchie, 2014, p. 51).

The children were very concentrated, and I felt the common third and *haltung* being present during this session. There was a difference between the method from the third session’s individual work and the session this time we all were working together and on the “same level” on the floor. The children were obviously used to my presence and the continuum of the story.

I chose to use the same method for closing our project that I had used in the first session, yet I used more drama-based methods in the last session as the children were interested and to my surprise remembered the story quite in detail after each week and asked relevant questions about the next chapters. Heikkinen (2005, p. 205) has listed “one word at a time” – method as a way to start a process. It turned out to be an encouraging way to enable participation even for the shy individuals. Collective drawing is considered to be a drama-based method, which gives a deeper layer for sharing ideas and findings on the subject (Heikkinen, 2005, p. 207). Also, this type of closing worked well for me as I had to sum up the 5 last chapters; the educational material has 10 chapters and we only

had 5 sessions which I wanted to end in a meaningful way. By this method they got a meaningful end to the story and good practise of drama as well. In the last session one child said that s/he did not want to participate in the storytelling part of the session. We had drawn the ending for the story, and I asked the children to tell about their drawings one by one. When I wanted to give out the first turn, one child hurried to say that s/he wants to be the first one, but I had already given the turn to another child. The child got upset and went under a piece of furniture. The piece of furniture made disturbing sounds while s/he was making him-/herself comfortable there. I put my hand on his/her back and told him/her that the sounds are disturbing the others who are telling their stories. When the child's turn came, s/he came and presented their picture without hesitation. I gave some attention to the child but still remained concentrated on the others' presentations. I tried to give the child my physical attention by petting the child's back so that s/he felt that s/he is noticed but I didn't give much attention to the child's behaviour. I used my intuition which led me to try using the touch. I was happy when s/he got her-/himself together and wanted to do his/her presentation at last. Afterwards I gave the child positive feedback on her/his presentation.

7.2 Social pedagogical methods reinforcing sustainable values

In my sessions I could point out several competencies that I managed to take in to account. I had some reflecting and educational aspects in every session. Participation was the aim for all the activities. When planning the sessions, I tried to take into consideration that it should be possible to involve all the children in the activities. I was prepared to leave an open space for those children not wanting to participate but in every session all the children present wanted to actively participate. I wanted to have some space for open interaction and a safe environment for expressing oneself by encouragement and by keeping the dialogue going. I kept the dialogue going by asking open questions and trying not to overlook any answers but instead trying to find ways from all the answers to go to the direction that I wanted the sessions to go to. Sustainability was the core element in the sessions and the four aspects - social, cultural, economic and political - were covered particularly by questioning our impact as citizens and as parts of the ecosystem having an effect on the future (Phillips, 2014, p.194). Sustainability is interrelated with social pedagogy as we are moving towards ecosocial changes and social pedagogy has its values within communality and ecological well-being rather than concentrating only on an individual's well-being (Nivala and Rynnänen, 2019, pp. 299-300).

Aesthetic methods were heavily included in the sessions as visual and linguistic experiences allow children to create new connections between various elements, hence activating learning processes (Moss, 2011, p.168). Aesthetic methods were designed to lead them towards sustainable thinking. Crocheting from plastic bag yarn, drawing with beeswax crayons and colouring plastic trash butterflies after storytelling were some of our activities. The goal for these activities was to awaken the children's senses and for them to examine their own participation and belonging in the society by inspiring them to do things for their environment. Sharing and caring for the nature and neighbours were also included in the activities, promoting the empathetic participation in the society (O'Gorman, 2014, p. 271).

Common third was present in every session except the third session where we were doing individual crafts (butterfly craft and colouring). It was clear how the "missing" of the third party affected my goal for participative and collective reflection on sustainability. The activity became more object-subject-oriented than subject-subject-oriented, something that Nivala and Rynnänen (2019) conceptualize in their text about the aim of using the *common third* – method in social pedagogical work. I felt that the *common third* and *haltung* were present whenever I allowed them to be present in my work with the children. That proves the proposition by Nivala and Rynnänen (2019) correct when they claim that it is through interaction with client/s that social pedagogue's *haltung* can be observed. I also observed that *haltung* and the *common third* supported each other and always existed together.

When I was observing my work and the material through the Diamond model (Eischsteller and Holthoff, 2011, pp.38-39) it was obvious that a positive experience was the aim of all the activities by supporting the children's holistic learning about well-being through relationships.

I would recommend this type of project work as a part of learning about sustainability. The combination of a story and activities clearly supports children's learning and commitment for activities. Phillips (2014, p.198) has also observed the power of stories about injustices awakening the children's motivation for action towards social change.

7.3 Feedback from the kindergarten

I was always gladly received by the children and the kindergarten workers and it was easy for me to fit in the group and the environment. At the end of our last session the children got the opportunity to give feedback. They all got four stamps to give and there were four fields in the chart. We talked about feedback and the meaning of it and first they answered what they thought feedback (palaute) was. They answered: “to return” (palauttaa) and “to answer” (vastata). I told that they had the right impression but then I opened the concept of feedback more. I told them that they could give me their thoughts on the sessions and then I explained what all the symbols in the chart meant.

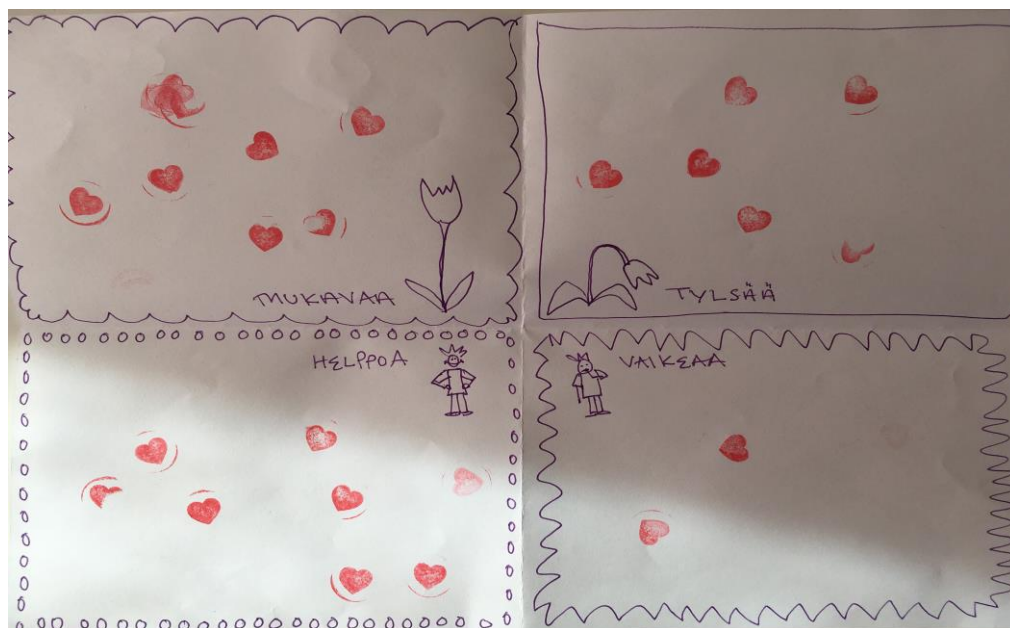


Figure 10. Feedback chart.

Results of voting:

- Nice (7)
- Boring (6)
- Easy (8)
- Difficult (2)

The results of the vote give the impression that the sessions were liked and easy to participate in but also a bit boring for some. The sessions were not seen as very difficult.

When I counted the votes, I got 23 votes from five children, so we cannot fully trust the results as there are three extra votes on the paper. Also, I sensed that this feedback exercise was slightly difficult (although the children seemed to like it) as it was challenging to vote in so many different areas.

The kindergarten teacher gave me good feedback on the activities and told me that she had also learned new things and that the parents had also been happy with the activities that the children had been doing. One of the parents also personally told me that her child had been talking about the sessions at home. The manager of the kindergarten also told me that the story and activities covered topical issues and was suitable for the age group of 5-6 years old. She was interested in buying the book for the kindergarten when I get it finished. This was one of the questions that I wanted to ask her, but she answered before I even asked. It gave me confidence to finish my project with the book. In the kindergarten teacher's notes I could see that I had missed some of the children's attempts to be heard. This is obviously something that I must pay attention to in the future.

7.4 Evaluation of the whole project

The educational material supports an altruistic way of life as the members of the society are actively caring about the nature and the well-being of others. It was lovely to experience how the children combined the story as educational material and the activities for their learning. They asked relevant questions and it was clear that they had been introduced to ethical questions before. However, it requires sincere commitment to the subject from the educator as well as social pedagogical skills (e.g. *haltung*) to be able to convey the values and virtues to the children. I would suggest using more drama-based education related to the story in the educational material than I used. Drama-based education show that it is a great way to educate about group cohesion and understanding the effect individuals have as active citizens (Heikkinen, 2005).

The educational material was proven to function well as a base for teaching sustainable values to the children. Especially the activity where the seed bombs were made showed to be something that children were able to do something "real" for environment. Other real-life passages were easy to find from the text and if there would have been more time, it would be easy to start other "real-life-projects" based on the story in educational

material. Yet, children's questions and other activities based on the story helped to keep the focus on issues of sustainability.

The sessions were coherent and even as we were trying various different activities related to the story, we managed to keep the storyline clear. The last session was a proof for me about that since children remembered the storyline and had been wondering how the story would end. They had gained knowledge on butterflies and on how to create a healthy environment for them. They had also thought about the girl in the story and about the relationships between the villagers. I found that the children were committed to the activities and that they had been talking about the sessions with each other as well. They worked together naturally, which I assume they have done before as well, but I saw the difference between the settings of the different sessions, as in the third session the work was done more individually.

Improvement ideas for the educational material would be promoting diversity more than that there is no specific description of any villagers being "different" or "foreign". Rather, they are accepted as they are; members of a diverse society. Illustrations for the book would make the diversity more visible and thus highlight diversity as something that does not need to be described. Links provided to educational material such as articles on phenomena and events from real life that are actually taking place and are taking small steps towards sustainable development and caring for one another. These improvements could raise child-led questions and reflections to open discussions.

Documentation was meant to be done by the children, but in some of the activities the children were so driven by the results that it was somewhat challenging to take them out of one activity to the other (which is more adult-centred documentation). Anyhow, I made a website about the sessions and named every session after a chapter of the story. I shared the website with the personnel, and they could use it as an inspirational tool or show the activities to the parents in the parents' meeting. I gathered some useful links on the website as well. I found it very useful to gather the sessions under one site and it was also easy to share with others (one just has to remember not to make any documents public where the confidentiality boundaries are exceeded). I do recommend this documentation method for others and will be using it in the future with different projects as well.

8 Ethical considerations

8.1 Educational material and ethics

The aim for this functional thesis was to offer educational material for sustainability. Sustainability deals with ethical issues and therefore it is important that the educational material is ethically proven. As the educational material has a meaningful purpose to be used in ethical means promoting children's sense of belonging and being active citizens the responsibility of the interpretation of the material and its values is transferred to the reader, as Mills (2014, p.10) states: "just as writers must exercise ethical responsibility in how they write, readers must exercise ethical responsibility in how they read".

The ethical issue related to the age-appropriate approach has been evaluated along the process of creating the educational material itself. The educational material is describing the village without greediness and hostility and instead introducing functioning communication and communality. Mills (2014, p. 9) endorses positive examples of interactions in children's literature, rather than "vivid (often comic) presentations of prejudice that inspire imitation". She also empathizes that it could be more beneficial "to write about the world more as we wish it were than as we fear it to be (Mills, 2014, p. 9)." These guidelines have been followed while writing the story for the educational material.

8.2 Ethical working methods

Ethical working methods are crucial in early childhood education. Storoe (2013) defines the most important tool for social pedagogue being himself. Ethical correctness and a professional, reflective attitude are required on the working field that lays open for changes (Storoe, 2013, p. 71). Interaction with a client and the client's circumstances and environment are present in a social pedagogue's work. His actions can be directed towards the client himself or towards the environment, aiming to promote the client's integration and empowering them to have greater access to the society (Eriksson and Markström, 2003, pp. 14, 22). As a social pedagogue uses himself as a tool (Storoe, 2013) it is important to define the private matters that are not to be shared in the professional field. Adding some personal elements can help others in creating a natural, professional relationship with the social pedagogue (Petrie, 2011, p.9). Self-development and life-long learning fall into a social pedagogue's competences (Cameron and Moss.

2011, p.22; Storoe, 2013, p.76) as these competences are important for understanding societal changes and their effects on individuals.

8.3 Consent from kindergarten and parents

Before I started my functional part, I had communicated with the kindergarten teacher and manager about the plan and asked for their consent to use the material in my thesis. I also collected written consent from the parents of the children of the group I was working with. All the parents gave their consent by signing a paper in which I explained the character of the work I would be doing with their children.

9 Discussion

Time used for this functional thesis ran over the expected schedule. Creating the educational material was the first task and its evaluating could not be done without implementing the educational material into practice. Educational material needed to be evaluated ethically along the whole process and its functionality required professional competence and theoretical viewpoints to be considered. There could have been more activities where children would have done real-life activities, nevertheless the manuscript of the educational material was clearly directed to the children so that educator's task was to be a facilitator for the activities. Although, it was difficult to measure children's assimilation of sustainable matters, it showed that children had adopted sustainable topics to their plays and to share with their parents. The project succeeded by evolving along the way and will hopefully continue developing after this thesis.

Even the schedule exceeded the expected time frame, there were a lot of ideas that could be done as projects with children. There were given time for 1,5 hours once in a week with unfamiliar group of children, so relatively we succeeded to do many small projects in given premises. The positive conclusion about the educational material is that it offers passages to projects that inspires and opens possibilities to deepen the projects if there would be enough time to use.

The aims of this functional thesis were not completely met as the educational material has not been used by any other educator as me who have created the educational material. The following research could be done with teachers who does not have relation with sustainable areas, to see if they would get inspired to teach children sustainable values with a deeper sense. However, the personnel showed their interest about the educational material with intention to purchase it when it is published. They have also been consulting me afterwards regarding sustainable ideas and links to use in their projects and expressed that the commitment for sustainable education has strengthen since I made my thesis at their kindergarten.

The preliminary questions for the kindergarten personnel had foreseeable answers of the quality of sustainability in the kindergarten. Recycling was the only participative activity that led the children in sustainable activities as I assume that is the case in most of the kindergartens. The very positive was that they were reading and reflecting stories with ethical questions with children and I could sense that it has had impact on the children's comprehension skills as they were really concentrated when reading the stories and discussed about the contents with them. These findings validate the need of child-based material for teaching the sustainable values. Children need to hear about the environmental condition in the best suitable ways for them so that they can be prepared for the lifestyle changes that are required to enable the balance in the earth.

The whole project was coherent and fruitful as it opened some new useful methods and proposals along the way. One of the methods that supports pedagogical documentation was the website that could be shared with personnel and parents of the children. This method connects the parents and their children's learning experiences so that they can continue learning about sustainability or other subjects together at their free time. This method would act as booster for participation for families and kindergarten creating stronger bond between the two worlds (home and kindergarten) of the children.

Social pedagogical methods gave me insight to interconnect with the children. My purpose was to transfer the themes of the educational material to the children so that they could use the knowledge for their personal growth in sustainable areas. It helped me to focus on the social aspect of learning and distinguish between the activities that supports mutual learning from activities that suits for individual learning. Also, social pedagogy was a successful tool with its theories and values, and I would like to propose that the weight of responsibility for a Bachelor of Social Services who works in early childhood

education (varhaiskasvatuksen sosionomi) could be on sustainable areas, such as exploring the community and dialogue and interaction with environments. Sustainability is often mentioned in the context of curriculums for education, but the actual protocol seems to be obscure. I wish to witness sustainability being settled into the core of education together with other main subjects. Moreover, I agree with the proposal of Nivala and Rynnänen (2019, p.336) that the social pedagogy suits the work in early childhood education, yet it requires more discussion and academic acknowledging around the subject.

The process of this functional thesis has strengthened the commitment I have had for sustainability and teaching the subject to the children and other educators. I sincerely hope to see sustainability becoming a comprehensive and valuable subject for children and for those studying to become teachers in the future. I will continue to work with the educational material for sustainability and would like to use the material with children in the future.

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Educational material manuscript

1. luku

Olipa kerran, ja on ehkä vieläkin, jossain kaukana täältä kylä. Kaikki tiesivät kylän alkavan rannasta, mutta se saattoi olla suuren suuri tai pienen pieni - juuri sinulle sopivan kokoinen. Kenenkään kylän asukkaan ei ollut koskaan tarvinnut lähteä niin kauas, että rajat olisivat tulleet vastaan.

Elämä kylässä oli mukavaa, sillä sen asukkaat auttoivat toinen toisiaan. Kaikkihan ovat hyviä erilaisissa jutuissa - eikä kukaan osaa ihan kaikkea.

Esimerkiksi Mary osasi hoitaa kaikenlaisia eläimiä. Hänen miehensä David taas osasi rakentaa melkein mitä vaan. Isoihin rakennustöihin ja projekteihin osallistuivat kaikki - myös lapset.

Musan ja Abdoun perhe kasvatti kasviksia, jotka he sitten veivät Lulu- rouvan kaupalle. Lulun kaupassa kylän asukkaat voivat vaihtaa tarpeettomaksi käyneitä tavaroitaan sellaisiin, mitä he tarvitsivat. Siellä oli aina kaikenlaista: kattilasta mattoihin ja porkkanoista porakoneisiin. Kaikki sulassa sovussa keskenään.

Kylän ainoan auton omisti Taksikuski, joka kuljetti kyläläisiä paikasta toiseen ja jos matkustajia ei näkynyt, hänet kutsuttiin aina, milloin mihinkin perheeseen syömään tai juomaan teetä, lepäämään ja leikkimään.

Kylän johtaja, Presidentti, huolehti kylän asukkaista kuin omista lapsistaan. Hän pyöräili usein kiireisenä paikasta toiseen hoitamassa kaikenlaisia asioita. Kyläläiset vuorostaan pitivät presidentistä huolta, eivätkä halunneet huolestuttaa tätä turhaan. Aivan kuten Lulun kaupassa tavarat, niin myös kylässä ihmiset olivat kaikki sulassa sovussa keskenään. Moni oli kylään tullut, mutta kukaan ei vielä ollut halunnut lähteä sieltä pois.

*On kykyjä, taitoja monen monta
Kaiken osaaminen on yhdelle mahdotonta
Samanlaisia olla ei tarvitsekaan;
Fiksut sovussa auttavat toisiaan
Vanhemmat ohjaavat ja kuuntelee pientä
Uudet taidot tuokoot kaikille hyvää mieltä*

2. luku

Kylässä asui myös pieni tyttö nimeltään Ideya - tämä tarina alkaa siitä, kun Ideya päätti aikaisin eräänä aamuna lähteä meren rantaan.

Aamu oli kaunis ja aurinkoinen - Ideyasta oli hauska katsella lintujen lentelyä taivaalla uiskentelevien pilvenhattaroiden seassa. Meren aallot pyyhkivät rantaa ja Ideya mietti jo kuinka hauskaa, olisi kahlata lämpimässä vedessä simpukoita etsien, kun hän yhtäkkiä huomasi, ettei aallokko tuonutkaan rantaan pelkkiä simpukoita - meressä kellui myös kaikenlaisia roskia, ja ne päätyivät rantaan aaltojen mukana.

Ideyalle tuli paha mieli - hän muisti kuulleensa, että mereen ajautuvat roskat voivat vahingoittaa meren eläimiä ja mietti, mitä asialle tekisi. Silloin hän kuitenkin huomasi rannalla edes takaisin kävelevän miehen. Mies keräsi roskia rannalta isoon kasaan. Kasan viereen hän oli rakennellut roskista hauskannäköisiä, värikkäitä asetelmia. Kiinnostuneena Ideya kipitti pitkin rantaan miehen luo.

“Miksi sinä keräät roskia?” Ideya kysyi, kurkistellen samalla uteliaana miehen selän takana kohoavaa roskakasaa. Noh, minä teen niistä tällaisia taideteoksia”, mies kertoi ystävällisesti hymyillen. Ideya huomasi, että roskakasan vieressä oli jo puolivalmiina erilaisia eläimiä muistuttavia patsaita - ja toden totta, kun hän katsoi tarkemmin, hän huomasi, että ne rakentuivat erilaisista roskista. Mies viittasi rakentamiinsa eläimiin, ”teen eläimiä roskista, sillä roskat vahingoittavat eläimiä ja luontoa”, hän selitti. Ideya nyökkäsi vakavana. Hän alkoi kertoa miehelle, että oli joskus ollut mukana auttamassa, kun rantaan ajautuneita, vahingoittuneita eläimiä kuljetettiin taksilla Maryn luokse. Maryn eläintalossa kaikki vahingoittuneet eläimet merileijonasta mehiläiseen hoidettiin kuntoon ja vapautettiin sitten taas takaisin luontoon. Joskus eläimet eivät kuitenkaan toipuneet kokonaan - silloin ainoaksi vaihtoehdoksi jäi löytää niille sellainen koti, jossa ne saattoivat elää ihmisten avulla. Mies kuunteli Ideyan juttelua puuhastellen samalla suuren veistoksen parissa.

Ideya oli jutellessaan melkein huomaamattaan kerännyt itselleen sylillisen kaikenlaista muovijätettä. Hän istahti rannalle ja alkoi punoa muovin riekaleita yhteen, päättäen tehdä niistä itselleen laukun. Miehen rakennelma vuorostaan koostui vanhoista auton osista.

“Eikö olekin kummallista, että tällaistakin voi löytää merestä?” Mies totesi. Hänen veistoksensa alkoi olla valmis. Se muistutti suurta, värikkästä lehmää.

“Hieno lehmä!” Ideya hihkaisi, ja heitti valmiin laukkunsa olalleen ja vilkutti miehelle lähtiessään rantatietä kylälle päin.

“Hieno laukku!” Mies vastasi virnistäen, ja heilautti kättään hyvästiksi.

*Voi rannalla roskista olla haittaa
Jos roskikseen niitä ei malta laittaa
Toisen roska voi aarre ollakin oma
Josta syntyy lehmä tai laukkukin soma
Muista kierrättää roskat, sotkua välttä,
Kiitosta saat monelta eläinystävältä*

3. luku

Ideya käveli ajatuksissaan kylää kohti, kun hän yhtäkkiä tunsu olkalaukkunsa nykivän kummallisesti. "liik! Miksi se liikkuu!" Ideya huudahti, melkein tiputtaen koko laukun. Silloin hän kuitenkin huomasi, että muoviin, josta laukku oli punottu, oli tarttunut kummallisia pötkylöitä. Ideya oli juuri koskemaisillaan yhtä niistä, kun se räsähti auki ja sen sisältä kiemurteli esiin perhonen. "Mitä ihmettä, sehän oli perhosen kotelo!" Hän henkäisi katsellessaan, kuinka perhonen nousi varovaisesti ilmaan uusilla siivillään. Perhonen oli kaunis ja sitä katsellessaan Ideya ei huomannut kuinka muutkin kotelot kuoriutuivat - hän hämmästyti kovasti kääntyessään katsomaan, ja huomattessaan, että hänen päänsä ympärillä lepatti nyt perhosia jo kokonainen parvi.

"Oi! Ovatpa ne kauniita!" Ideya ajatteli ihailleen. Hän ei ollut koskaan aikaisemmin nähnyt tällaisia perhosia. Ihmeekseen hän huomasi, etteivät perhoset lentäneet pois, vaan seurasivat häntä kuin pitkä lepattava huntu. Ideya tanssahteli edestakaisin leikitellen hetken perhosten kanssa

Mutta kun hän pysähtyi vetämään hetkeksi henkeä, kuuli hän perhosparvesta kummallista, supattavaa ääntä. Ideya tuijotti hyönteisiä hämmästyneenä - ne olivat alkaneet liidellä ilmassa muodostaen erilaisia kuvioita, aivan kuin ne olisivat halunneet saada hänen huomionsa heräämään. Hän keskittyi oikein kovasti kuuntelemaan perhosten supinaa, ja alkoi erottaa sanan sieltä, toisen täältä. Hän ravisti päätään epäuskoisena - puhuvan papukaijan hän oli kerran nähnyt mutta puhuvat hyönteiset olivat ihan uusi juttu. "Osaisivatkohan ne vastata kysymyksiin?" Ideya mietti, ja päätti kokeilla asiaa heti. "Hei perhoset, minä olen Ideya," hän tervehti kohteliaasti. Perhoset suhisivat vastaukseksi. "Tämä ei toimi näin," Ideya mietti, "enhän minä saa selvää niiden puheesta, jos ne kaikki puhuvat yhtäaikaan."

"Onko sinulla nimeä?" Ideya kysyi ensimmäiseksi kuoriutuneelta perhoselta.

"Mmmmmmmnimi?" Perhonen supisi - se ei selvästikään tiennyt omaa nimeään, saati sitten mitä nimi tarkoitti. "Hyvä on," Ideya mietti, "sittenhän minä voin antaa niille nimet itse!" Ideya piti nimien keksimisestä ja päätti laskea perhoset tietääkseen, montako nimeä hän tarvitsisi:

"Yksi, kaksi, kolme, neljä, viisi, kuusi, seitsemän, kahdeksan, yhdeksän, kymmenen!"

Hän laski, ja osoitti yhtä perhosista: "sinun nimesi on ..."

"Mmmmmkymmenen!" perhonen hihkaisi! "Yhdeksän!" "Kahdeksan!", "Seitsemän!"

, "Kuusi!" "Viisi!", "Neljä!", "Kolme!", "Kaksi!", "Yksi!" Hihkuivat perhoset vuoron perään. "Eikä! Eivät kai numerot voi olla nimiä?" Ideya koitti selittää, mutta riemastuneet perhoset sirkuttivat uusia numeronimiään niin innoissaan, ettei Ideya halunnut pilata niiden iloa. "Selvä, olkaa sitten numeroita," hän naurahti, ja jatkoi matkaansa jatkuvasti höpötävän perhosvanan saattelemana kylää kohti.

*Osaa joskus elämä yllättää
Esitellä monta uutta ystävää
Oppiminenkin on silloin haus Kempaa,
Kun toisten kanssa sen jakaa saa
Näin matkaa yhdessä jatketaan
Ja uusia juttuja kokeillaan*

4. luku

Ideya saapui kylään perhosten ympäröimänä. Hän suuntasi kulkunsa kohti Lulun vaihtotavarapuotia. "Lulu on tosi viisas," Ideya pohti, "ehkä hän osaa kertoa minulle perhostakin."

Ideya muisti kuinka Lulu oli monesti keksinyt ratkaisun kyläläisten pulmiin. Jopa Presidentti tuli usein pyytämään Lululta neuvoa. Kaupassa oli melkein aina asiakkaita - vaikkeivat he välttämättä kauppaa käyneet: kyläläiset viihtyivät Lulun luona ja tapasivat siellä toisiaan huvin vuoksi. Lulusta oli apua silloinkin, kun joku kyläläisistä sairastui. Hän nimittäin kasvatti kaupan takapihalla kaikenlaisia yrtejä, joita hän kuivatti lääkkeeksi ja puutarhan maustekasveista saivat kaikki osansa.

Ideya avasi kaupan oven ja astui sisään perhosten edelleen supatellessa ympärillään. Lulu istui myyntitiskin takana. Huomatessaan tulijan hän nousi ylös ja työnsi huvittuneesti virnistäen kaulanauhassa roikkuvat silmälasit nenälleen. "Kappas Ideya!" Hän huudahti, läimäyttäen kätensä leikkisästi yhteen, "olet näemmä saanut uusia ystäviä." Lulun silmät tuikkivat iloisesti silmälasien takaa hänen puhuessaan. "Joo," Ideya vastasi virnistäen takaisin, "ihan yllättäen. Nämä perhoset kuoriutuivat koteloista, joita oli tarttunut tähän laukkuun, jonka tein," Ideya jatkoi, näyttäen ylpeänä Lululle tekelettään. Lulu otti laukun käteensä - silloin perhoset lennähtivät Lulua kohti kuin puolustaakseen laukkuja. "Rauhoittukaapas nyt, en minä sitä riko," Lulu rauhoitteli perhosia nauraen, "kunhan katson," hän vakuutti ja tutki laukkuja mietteliäänä. "Hienosti tehty laukku Ideya," Lulu totesi. Ideya hymyili tyytyväisenä, "nämä eivät kuitenkaan näytä ihan tavallisilta perhosilta."

"Eivät ne olekaan," Ideya vastasi "ne puhuvat". "Puhuvat?" Toisti Lulu hämmentyneenä "onpa erikoista..." Hän mutisi edelleen laukkuja katsellen. "Yksi!", "Kaksi!", "Kolme!" Huuilivat perhoset, kuin osoittaakseen että todella osasivat. "Niin on. Halusinkin kysyä miksi ne niin tekevät?" Ideya kysyi. Lulu ojensi laukun takaisin Ideyalle ja istahti takaisin myyntitiskin taakse. Perhoset lehahtivat samassa takaisin Ideyan luo. "Luulen että perhosten erikoinen kyky johtuu muovista." Lulu sanoi, nojaten taaksepäin tuolissaan. "Perhosen toukat elävät normaalisti kasvien lehdeillä, nämä kuitenkin ovat kasvaneet selvästi hyvin luonnottomassa ympäristössä, kaikenlaisten muovien keskellä. Joku kemikaali on vaikuttanut niihin näin," hän selitti. Ideya huolestui kovasti tämän kuullessaan "ovatko perhoset sairaita?" hän kysyi ojentaen kätensä niin, että perhonen nieltä Kolme sai istahtaa hänen sormelleen. Perhosetkin näyttivät melkein huolestuneilta. "Voimme varmasti auttaa niitä, mutta tarvitset apua." Lulu hymyili. Hän kumartui ottamaan hyllystä pienen, ruskean paperipussin, "tässä, ota nämä siemenpommit - kun heität ne maahan, niistä kasvaa perhosille sopivia kukkia. Mene kuitenkin ensin Maryn luo - hänellä pitäisi olla perhosille sopivaa erikoisnektaria varastossa." Ideya laittoi paperipussin laukkuun, kiitti Lulua, ja jatkoi matkaa.

*Viisautta, rohkeutta, elämän voimaa
Ei saavuttaa voi, jos toisia soimaa
Koetetaan ymmärtää toisiamme
Uskomme hyvään ja selvitämme:
Onko pulassa yksi vai kuinka monta?
Miten auttaisin ystävää tai tuntematonta?*

5. luku

Ideya oli matkalla Maryn eläintalolle viemään perhosia hoitoon. Veljekset, Musa & Abdou pelasivat kalahaa tien varressa, kun Ideya kulki siitä ohi kasseineen ja perhosi-
neen.

“Moi Ideya! Mihin menet?” Abdou huusi ja heilutti iloisesti. “Onko sulla nälkä,” Musa li-
säsi, “tuu meille syömään!” Ideyan teki kovasti mieli lähteä ystäviensä kotiin, mutta hän
oli päättänyt, että menee suoraan Maryn luokse, koska oli huolissaan perhosistaan. Ne
olivat käyneet vähitellen vaisuiksi. Musa ja Abdou päättivät lähteä Ideyan mukaan ja he
ehdottivat Taksikuskin kyytiä, ja pian he olivatkin perillä Maryn eläintalolla.

“Hei Mary!” Ideya huusi iloisesti nähdessään Maryn puutarhassaan.

“Ideya! Pojat! “Mary hämmästeli ja halasi lapsia. “Mistä ihmeestä te tänne tupsahditte!
Ja mitä ihmettä...” Hän lisäsi huomattessaan perhoset, jotka olivat nyt asettuneet lepää-
mään Ideyan hiuksiin. “Selitän kohta,” Ideya sanoi, hän ei halunnut enää hukata het-
keäkään. Perhoset olivat käyneet taas vaisuiksi. “Osaatko auttaa näitä? Ne kuoriutuivat
kotiloista, joita oli tarttunut tähän laukkuun. Se on muovia ja Lulu sanoi, että se on jo-
tenkin vaikuttanut perhosiin. Hän sanoi, että ne tarvitsevat erikoisnektaria.”

“Onneksi minulla on vielä nektaria varastossa!” Hän kiiruhti etsimään oikean nektari-
pullon puutarhassa nököttävästä vajasta. Vajasta kuului kolinaa ja kalsketta mutta lo-
pulta Mary ilmaantui kaunis lasinen pullo täynnä oranssia nektaria kädessään. “Löytyi!”
Hän hihkaisi iloisesti. Mary kaatoi lautaselle hieman nektaria ja Ideya nosti pari per-
hosta pois tukastaan: “Katsokaa perhoset! Nyt saatte syödä!” Hän sanoi ja toivoi ko-
vasti, että perhoset suostuisivat maistamaan nektaria. Perhoset joivat nektaria pillimäi-
sillä kielillään ja niiden voimat alkoivat palautua. Ne lepattelivät taas iloisesti Ideyan
ympäriällä.

“Ne näyttävät olevan hyvin kiintyneitä sinuun Ideya. Ehkä sinun pitäisi viedä ne kotiin
toistaiseksi.” Mary sanoi. Ideya huokaisi:” mutta osaanko minä hoitaa niitä oikein?” Hän
kysyi huolissaan. “Varmasti osaat, “Mary hymyili. Hän ojensi nektaripullon Ideyalle.
“Ota tämä mukaan ja anna niille vähän aamulla ja illalla. Niiden on kuitenkin opittava
keräämään nektaria itse mahdollisimman pian.” Laittaessaan pulloa laukkuun, ideya
muisti siemenpommit. “Ai niin, hän sanoi: Lulu sanoi, että näistä kasvaisi perhosille so-
pivia kasveja!” Hän selitti Marylle. Mary nyökkäsi: “Sitten sinun on vaan löydettävä niille
sopiva kasvupaikka.” Hän sanoi hymyillen.

Samassa he kuulivat auton kaartavan Maryn pihaan. Taksikuski oli unohtanut eväänsä
Maryn pihalle ja oli tullut niitä hakemaan. Nyt lapset saisivat kyydin takaisin kotiin!
Lapset hyvästelivät Maryn ja lähtivät kotimatkalle. He heittelivät mennessään siemen-
pommit joutomaalle auton ikkunasta - Lulu oli sanonut, että ne itäisivät missä vain: jo-
ten lapset koittivat tähdätä mahdollisimman laajalle alueelle: pojat kilpailivat siitä, kuka
saisi pomminsa lentämään mahdollisimman kauas, Ideya taas koitti tähdätä sellaisiin
paikkoihin, jotka hänen mielestään kaipasivat kukkien tuomaa väriä.

*Elämässä tulee aina välillä hetkiä,
Jotka vaativat välittömiä pelastusretkiä
Pulaan ei voida ketään jättää
On ojennettava silloin auttavaa kättä
Kun ongelmat isoksi kasautuu -
Kunnes ratkaisu eteen avautuu.*

Parent's consent form

Hei kaikille XXXXXXXX vanhemmille!

Olen Ilona Haukka, Metropolian sosionomi-opiskelija ja olen tulossa 2.3.2018 alkaen tekemään opinnäytetyöni toiminnallista osuutta lastenne päiväkotiin. Tarkoitukseni on sadun kautta herättää lasten mielenkiintoa kestävästä kehitystä kohtaan. Kertoja on yhteensä viisi.

Toivon, että lapsenne viihtyvät sadun ja tehtävien parissa. En arvioi lapsia tehtävässäni, mutta toivoisin, että lastenne arviot toiminnasta auttaisivat minua kehittämään toimintaani ja kehittymään alallani lastentarhanopettajana. Kirjaan lasten mielipiteitä anonyymisti opinnäytetyötäni varten. Tätä varten pyytäisin teiltä vanhemmilta lupaa käyttää kekkäämääni aineistoa opinnäytetyössäni. Valmiissa opinnäytetyössä ei tulla mainitsemaan päiväkotia eikä lapsia nimeltä. Myös näihin liittyvät tunnistettavat piirteet jätetään julkaistavasta opinnäytetyöstä pois. Minua koskee samanlainen vaitiolovelvollisuus kuin muitakin päiväkodin työntekijöitä.

Terveisin, IlonaHaukka (ilona.haukka@xxxxxxxxxx.xx)

Suostun siihen, että lapseni _____ osallistuu toimintaan:

Kyllä ___ Ei ___ Allekirjoitus: _____

Hello to all XXXXXXXX parents!

My name is Ilona Haukka and I study as Bachelor of Social Services at Metropolia University of Applied Sciences of Helsinki. I am coming to complete the functional part of my thesis at the XXXXXXXX kindergarten. My aim is to awaken the interest about sustainability within children through storytelling. We have altogether 5 sessions starting at 2 March 2018.

I am not going to evaluate your children at the sessions, but I hope that your children's critiques could help me to evaluate and develop my work as facilitator and kindergarten teacher in the future. I am going to record children's thoughts and opinions about the activities and therefore I am asking your consents to use them in my thesis. The name of the kindergarten and the children will stay anonymous in thesis. All the identifiable characteristics would be left out from thesis as well. I am obliged equivalent professional secrecy as the workers at the kindergarten have.

Best Regards, Ilona Haukka (ilona.haukka@xxxxxxxxxx.xx)

I agree that my child _____ can participate in the activities:

Yes ___ No ___ Signature: _____

Pre-questions for working life partner

Question 1

How do the children stories influence the educational program at the kindergarten / pre-school?

Question 2

What are the main purposes to choose a story for the children?

Question 3

What is your connection with children stories? Can you easily find passages to the real-life events / Are there passages to the real-life events?

Question 4

How is sustainable development present in your curriculum?

Question 5

Would you be interested to use a book designed for educating children in sustainable development?