

Introducing the Finnish national curriculum for early childhood education in Colombia - activities handbook for Mi Casa en Ipauratu

Salo Iina



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**Introducing the Finnish national curriculum for early childhood
education in Colombia -
activities handbook for Mi Casa en Ipauratu**

Iina Salo
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lina Salo

Introducing the Finnish national curriculum for early childhood education in Colombia - activities handbook for Mi Casa en Ipauratu

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The objective of this functional thesis was to produce an early developmental handbook for a foundation Mi Casa en Ipauratu. Mi Casa en Ipauratu functions in a few impoverished areas and villages in the Caribbean coast in Colombia. The handbook was to introduce the Finnish national curriculum for their early childhood education through activities and games.

Through current children early developmental theoretical studies and observations in Colombia the chosen activities and games to the handbook were decided. Factors in deciding the activities were adaptability, usability and minimal to low cost needs. Visuality in the handbook was based on the cultural norm which is more colorful and livelier than in Finland.

Implementation phase in Colombia had to be cancelled due to the Covid-19 pandemic. As a replacement an evaluation from Finnish professionals and Colombian professionals was conducted.

Conclusions without the possibility of in person implementation were promising. The evaluation results from professionals regarding the handbook indicated that it was clear with its instructions and the layout was welcomed. Introduction of new activities and games to children regardless of their culture was considered welcomed. The possibility of using the handbook with minimal costs was considered a positive aspect.

Keywords: early childhood developmental plan, traineeship, activities handbook, cultural exchange, education export

Laurea Ammattikorkeakoulu
Sosiaalialan koulutusohjelma
Sosionomi (AMK)

Tiivistelmä

lina Salo

Suomen varhaiskasvatussuunnitelman esittely Kolumbiaan - activities handbook for Mi Casa en Ipauratu

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Sivumäärä

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Tämän toiminnallisen opinnäytetyön tarkoituksena oli tuottaa varhaiskasvatuksen käsikirja Mi Casa En Ipauratu-järjestölle. Mi Casa En Ipauratu toimii muutamissa vähävaraisissa kylissä Kolumbiassa Karibian meren rannikolla. Käsikirjan tarkoituksena oli esitellä Suomen varhaiskasvatusta toiminnan kuten leikkien ja aktiviteettien avulla.

Ajankohtaiseen varhaiskasvatukseen perehtymisen ja Kolumbiassa toteutetun tarkkailun avulla valikoitiin käsikirjaan soveltuvat leikit ja aktiviteetit. Valintaan vaikuttivat toteutettavuus, käytettävyys sekä minimaaliset toteutus- ja hankintakustannukset. Käsikirjan visuaalisuus toteutettiin kulttuurisen normin mukaisesti, joka on värikkäämpää ja eläväisempää kuin Suomessa.

Toteutusvaihe Kolumbiassa jouduttiin perumaan Covid-19 pandemian vuoksi. Korvaavaksi toteutukseksi hankittiin arviointeja suomalaisilta ja kolumbialaisilta varhaiskasvatuksen ammattilaisilta.

Arviointitulokset varhaiskasvatuksen ammattilaisilta ilman henkilökohtaista toteutusta olivat lupaavia. Itse käsikirja oli arvioiden mukaan selkeä ohjeiden osalta ja ulkoasu oli tervetullut. Uusien toimintojen ja leikkien esittely lapsille kulttuurieroista huolimatta oli koettu tervetulleeksi. Käsikirjan käyttöönotto minimaalisen rahallisen panostuksen myötä oli nähty hyvänä asiana.

Keywords: early childhood developmental plan, traineeship, activities handbook, cultural exchange, education export

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1 Introduction

The thesis is based on the Finnish national curriculum for early childhood education and the framework for pedagogical activities within it. The areas of learning and the five ensembles within the Finnish national curriculum for early childhood education; the rich world of languages, many forms of expression, me and our community, I am exploring and functioning with my environment, and I grow, move and develop (Opetushallitus 2019, 84).

The idea of doing a thesis occurred when doing a traineeship in Colombia and it was seen that children's play is not considered as an educational possibility as widely as in Finland. Introducing variable teaching methods for children is beneficial for them. Therefore it was chosen that the thesis would be made in liaison with Mi Casa en Ipauratu, a foundation in Colombia. The handbook made in the thesis, would be introduced to and used with daycare aged children through the organization.

The thesis is defined within the early childhood development aspects that were chosen into the handbook, 8 different individual ones based on: the rich world of languages, many forms of expression, me and our community, I am exploring and functioning in my environment as well as I grow, move and develop. The developmental aspects were chosen as the topics of the activities due their versatility. The value base of the Finnish national curriculum for early childhood education is; intrinsic value of childhood, the growth as a human, children's rights, equality, diversity, the diversity in families and healthy and sustainable lifestyle. (Opetushallitus 2019, 20-21.) All actions are based within the values and they can be shown in multiple ways within the activities.

Daycare / kindergarten age children were chosen as the target group due to the thesis being involved in the orientation in early development teaching, yet also since young children benefit from being exposed to various types of teaching in playtime or other type of activities. It helps children to start using different parts of their brain.

Playing unsupervised without an adult guiding or aiding feeds the experience of accomplishments, of doing something correctly. Playing strengthens the feeling of belonging to a group when playing with others and it connects to the sources of motivation. Hence the thesis' functional part was chosen to be activities for and with children. (Järvillehto 2014, 112-114.)



Figure 1: Thesis timetable 2020

Assessment of the state and actions in Colombia was conducted in fall of 2019. Writing the thesis and handbook was made in spring and fall of 2020. Due to the situation with Covid-19 pandemic, implementation with the activities could not be performed in Colombia and also the evaluation lacks the feedback from the implementation. The basis of a printable handbook was chosen due to ease of use. Many facilities in the rural areas in Colombia might not have the technical equipment nor the internet connection to access a website type guide or a pdf form.

2 Mi Casa en Ipauratu

Mi Casa en Ipauratu was founded by a hollandaise who had relocated to Colombia. As of 2019, she has resided in Columbia for 20 years. With the basis of the Columbian educational system, children whose parents can't afford supplies or uniforms cannot attend kindergarten and later school. The foundation offers these for the impoverished ones in rural areas of Colombia in the Caribbean coastal region. The foundation also has a small school where children of learning or physical disabilities can attend, since Colombian school system does not cater to children who cannot keep up with the normal learning schedule. (Mi Casa En Ipauratu.)

The foundation also tours the homes of severely disabled children and brings them, and their families supplies what they might need, for example food or something that might brighten up the child's day. In partnership with another foundation Mi casa en Ipauratu is also involved at a day center for children in the city of Galapa. In the day center children can use the computers, play games and there are mandatory lessons as well. Children go to school either in the morning or after lunch so the other half of the day children can attend the day center. (Mi Casa En Ipauratu.)

Mi Casa en Ipauratu foundation operates in several villages, biggest has about 10000 inhabitants and the smallest only a few thousand. The actual workers in the foundations have local professional education. The foundation does rely on international volunteers and trainees for more extra hands and English lessons when they don't have any qualifications, but with people who are qualified can do more and get involved in the planning stages of the children's days. (Mi Casa En Ipauratu.)

3 Introducing the Finnish national curriculum for early childhood education

Early childhood education in Finland is protected by law and it is available for all children regardless of their parents financial situation. There is a nation wide curriculum that must be followed and each city makes their own more specified curriculum and each kindergarten makes their own. Parents and others can see and read them online to see how the national curriculum is followed. For some kindergarten there different emphasis such as nature or science. Kindergartens make a yearly curriculum for each child to acknowledge the child's current development level and the needed educational focuses for the upcoming year with the child's parents.

A child's learning path from the kindergarten phase continues in school. One year of preschool in Finland is divided daily, between time in a school and daycare, full time in a school or full time in a daycare. This variety is due to children being able to get used to the more structured days in a school.

Pedagogical activities are divided into transversal competences in the Finnish national curriculum for early childhood education. Children should be taught starting from a young age, age appropriately, to think and learn as well as participate in decision making and being involved. Starting from a young age, children can be introduced with giving for example two options of what to play with or what to do. Giving too many options for a child might be too overwhelming. (Opetushallitus 2019, 26.)

With children's daycare it is important to consider all aspects in caring and teaching the child. Part of that is understanding the pedagogic aspects of the adults actions. Bathroom breaks

can be teaching moments also, for example with hygiene and how to wash hands, and why is it important to disregard trash properly. Quality pedagogics will ultimately lead to a more affluent child that has more learning capabilities (Parrila & Fonsén 2017, 26).

In an environment where there are permanent and short term adults interacting with children with different kind of qualifications, leadership comes even more critical. Pedagogical leadership is shared among teaching staff and it needs adequate timing resources (Parrila & Fonsén 2017, 29).

Playing regarding childrens learning is important. Playing helps brains develop new connections, intensive focus makes the brain activate more constantly (Järvilehto 2014, 120). The important factor in development of childrens playing is the proper guidance of adults. In regards to giving ideas what to play and also being involved in the playing and questioning and adding different aspects to the play. Providing a versatile environment advances the child's learning (Järvilehto 2014, 203).

3.1 Childrens developmental levels

When thinking about children developmental levels, their basic needs need to be taken into consideration. A good model for understanding basic needs is the SCARF-model (Rock 2009). In the SCARF-model social threats and rewards are explained and the reasoning behind why some situations makes children move away or towards the situation. The reasonings are explained by S=status, C=certainty, A=autonomy, R=relatedness, F=fairness. With children when teaching them, the SCARF-model explains their reactions from an early on age. Status is something that children are conscious about from an early age on. Children desire a certain level of status and appreciation from their peers as well as from teachers. Children are conscious of the appreciation they receive from others from an early age on. Childcare educators should find out and determine a child's own strengths and interests and encourage the child to utilize them in order to validate the child's feeling of being important and capable. (Kanninen & Sigfrids 2012, 20-21.)

Playing is one of the sources of a child's development. Play is in the center of the strategy in early childhood education. From a child's perspective playing is not a conscious learning tool. Playing is a way to be, live and perceive the world. In pedagogical activities there are options to build worlds with drama, improvisation and fairytales. All these aspects build a child's developmental levels. It is important for the educational staff to observe and document a child's play. Due to documentation it is possible see the child's development and plan future steps for desired developmental goals and achievements. (Opetushallitus 2019, 38-39.)

Understanding the extensive competences within children is important since children's developmental levels are comprised of various competences. Extensive competences include knowledge, skills, values and attitudes and it is important to consider all of the competences when valuing the developmental levels. The competences develop in children in various times and differ in each child. When the competences are nurtured, they develop the child into a knowledge crossing and combining individual. (Opetushallitus 2019, 23-24.)

3.2 Pedagogical values

The foundation of pedagogical values in the Finnish national curriculum of early childhood education is based upon the self-worth of childhood, growth as a human being, children's rights, equality, diversity of families and healthy and sustainable lifestyle. Self-worth of childhood is the basis in early developmental education due to its task is to protect and promote children right to a good and safe childhood. Growth as a human being ravel from the basis of life's longevity, respect of human rights and the sanctity of dignity. (Opetushallitus 2019, 20.)

A child has their right to express themselves, their opinions and thoughts and to be understood through the ways of their expression. Every child has a right to good education, care and positive feedback. Children have their right to play, learn by playing, and get joy of their new discoveries as they form their opinions of themselves. Every child has a right to be a part of a community and a group. Children have the right to get diverse knowledge, handle their emotions and conflicts, while they try and experiment on new things. (Opetushallitus 2019, 21.)

Equality, parity and diversity are a part of early childhood development education since it should foster the society's democratic values. A child must have a possibility to develop their skills and make choices regardless of their gender, origin or cultural background. The diversity of families should be met with professional, open and respectful manner regarding their different languages, cultures, beliefs and religions. Children's family identities should be supported in a way that makes a child feel their family is valuable. (Opetushallitus 2019, 21.)

Healthy and sustainable lifestyle is part of early childhood development educations mission. Children are offered opportunities to develop their emotional skills. In early childhood development education recognition and obedience in sustainable lifestyle in a way that social, cultural, economic and ecological aspects are considered. (Opetushallitus 2019, 21.)

4 Early childhood developmental services in Colombia

Colombia is a South American country of extreme opposites. In Colombia there are extremely wealthy people and extremely poor people. There are hustling metropole cities with millions of residents and many small villages in rural areas that are self-sufficient. Colombia still suffers from conflict, war with drugs and the aftermath with FARC (The Revolutionary Armed Forces of Colombia).

Colombian early childhood care system officially offers an institutional model to children between the ages of 2 to 5 years and nursery is offered to boys and girls between the age of 6 months to 2 years. The model offers different spaces to promote and enhance comprehensive development of early childhood through art, literature, games and exploring of the environment as well as a balanced diet. (ICBF 2020.)

Primary school begins at the age of five in Columbia. Professional daycare or kindergarten are often private, or church owned establishments. Daycares that simply take care of the children while their parents work are more common. (Hoek 2019.)

In Colombia as well as in other countries it can be difficult to attract skilled professional to work in remote and rural areas with low public salaries. In Colombia rural areas sometimes can rely on foundations and other non-profit organizations to provide for example day care or education for different aged children. In Finland due to the social service system the case is different. Finland's social service system is very different from majority of the worlds systems.

The OECD, Organisation for Economic Co-operation and Development, has PISA, The Programme for International Student Assessment. PISA is an assessment for 15-year-old students that is held in over 80 countries worldwide. Even though it assesses students older than the thesis target group it provides valuable insight of what is the cultural norm. Children are below average in the tests result, yet they are happy with their lives, expressed positive feeling and the children were not afraid of failing. (PISA 2018 COL.)

5 Understanding and utilizing different cultures within teaching

Throughout different cultures, different pedagogical styles are being used. Studies have shown that play and imagination is an important part of a childs learning process (Pramling 2019, 43). It is beneficial for the child when we utilize different aspects in teaching.

In early development education in Finland a childs language and culture indentity and self-esteem development is supported (Opetushallitus 2019, 50). Yet all children are different

from each other. Children that are related or even twins are still different. It is important to remember this when dealing with cultural differences, since not all children or people fit into the cultural standards or stereotypes. Understanding a child's culture is only a part, it is important to understand that the child is foremost an individual. (Malinen 2019, 21-25.) In daycares and kindergartens making posters on the wall with different languages can be helpful for learning languages as well as making different cultures more acceptable (Malinen 2019, 57).

The culture of movement in Colombia is different from Finland. In Colombia it is common and "normal" for everyone to dance. In Finland dance is still unfortunately considered a "girl" thing. Freedom of movement is very important and can provide a great platform for education. Hierarchies are viewed differently in these two countries. Whereas in Finland it is normal to call a boss or a teacher by their first name, in Colombia they are called by sir /ma'am. This reflects also in early education where the teacher/student relationship is different due to the nurturing side of the relationship. The benefits of introducing a more functional early developmental education to Colombia precedes the overall culture of Colombia, it being livelier than in Finland. As playing produces joy to a child and it creates more motivation for learning and discovering, creating a space where children can ponder the world is important (Opetushallitus 2019, 22-24).

In the Latin culture respect is one of the main drives in parenting and other aspects of life. *Respeto is manifested in several domains, including obedience to authority, deference, decorum, and public behaviour (Incorporating the Cultural Value of Respeto Into a Framework of Latino Parenting, 2015).* The culture may withhold the child in behaving true to themselves as they need to obey as is. Children with different interests may be discouraged in following and pursuing them. The culture is also helping children in the long run since adult's obedience to authority figures is expected and mandatory in most cases as towards the governing bodies. (Incorporating the Cultural Value of Respeto Into a Framework of Latino Parenting, 2015.)

With the Latin culture, the level of parenting regarding authoritative methods is linked to how widely the children see the world and whether they are interested in their surroundings. This comes with if they were allowed to ask why. In the study the families that were very authoritative the children did not possess the needed attributes to when transferring to school from kindergarten. Children were then taught in school to ask questions and to ponder. (Test of a cultural framework of parenting with Latino families of young children, 2011.)

6 The handbook

An important thing to keep in mind when creating a learning ensemble is the goal. What is the aim, what and how should children learn, what should be accomplished and with whom? (Cantell 2015, 33). The main focus was to introduce the Finnish national curriculum for early childhood education to Colombia through a Colombian foundation. The versatility of the chosen activities, that would represent the idea of how early childhood education is perceived in Finland, was deemed adequate.

Activities with larger groups, small groups and individual tasks from the teacher helps children with the sense of community and belonging. Relationships with other children aid children and motivate them. Small group activities help children feel more secure and build up trust. Individual tasks from the teacher form a relationship with the child and aids the listening and facing part of their relationship. (Marjanen, Marttila & Varsa 2013, 84-85.)

Early childhood education is important in all aspects of the child's development. In an environment, where families or societies might not have that many possibilities or resources for extracurricular activities as some in the western countries, it is important to create an encouraging environment and introduce children to no cost or minimal costs activities, which they could be able to perform at home also. This can create a more positive attitude towards learning among children.

The activities in the handbook were chosen to be presented with what, how and why - angles due to their simplicity and understandability. Minimizing confusion with the content is easier to accomplish when instructions are kept simple. Especially when there might be language barriers or difficulties among the handbook readers.

The made handbook is for teachers and volunteers that work for the foundation and in their daycare and is based on the Finnish national curriculum for early childhood education due its versatility in transversal competences presented. When writing the handbook, it was important to keep in mind who is it written for. The audience should be considered in the writing process. In the handbook the two audiences, adults and children are considered. (Harper 2016, 25).

The pedagogical activities are divided in transversal competences into five different categories, thinking and learning, cultural competence, interaction and self-expression, taking care of oneself and managing daily life, multiliteracy and competence in information and communication technology as well as in participation and involvement. The chosen learning areas for the handbook tie together the competences to form a balanced pedagogical frame. (Opetushallitus 2019, 36.)

Giving examples of activities to do with children that improve their skills in certain areas as presented in the early developments' pedagogical actions in Finland within education, teaching and care is important. How the learning and wellbeing of a child will continue more positively as the child will learn, experience, act, participate, play, move, explore and express. The thesis was reduced into a manageable amount of areas that were seemed most needed within the children in Colombia. Areas in visual, mathematical and motoric skills.

A study has shown the correspondence between motor competences and possible obesity. This is due to lack of physical activities within preschool aged children. Adding physical elements with activities that need to be combined with motor skills is important in children's development. (Bianco 2019, 47-48).

People in the world today might not be active enough today since electronical devices are becoming more common. Inactive parents may raise inactive children. It is important to introduce children to physical activities through play and fun from an early age on. Aim is to improve child's physical movement, cognitive skills as well as getting positive experiences when children are using their own bodies. (Sääkslahti 2018, 153-154.) Physical education is part of children's overall well-being. Part of physical education is the development of the child's emotional and social skills. (Sääkslahti 2018, 111.)

6.1 Structure

As the foundation operates in Colombia, where the first language is Spanish, Spanish language was chosen to be in handbook. Some of the teachers working for the foundation might not be fluent or familiar with English language. The foundation's volunteer might be the opposite. Therefore, it was chosen to present the handbook in both languages with one spread in the handbook showing both languages. This way it can be easier to pick up a few words or phrases for the adult reader in the language they are not fluent in.

Even though children in the early childhood education phase might not be able to read, it is important to comprehend that there are different languages in the world. As the functional part of thesis, the handbook is made more towards the teachers and possible other adults to read for the children, it is also important to be language conscious and develop children's vocabulary with a possible second language. (Helsingin varhaiskasvatussuunnitelma 209, 30-31.)

The education and upbringing are also location based in more ways than merely culturally. For example, in one of the activities there is a possibility to choose either a photo picture for the children to study or a wall picture. This is due to the fact that in the region, it is common to paint the outside walls of houses, with colourful pictures. (Cantell 2015, 41.)

One of the factors of designing learning activities is the children's possible active role in them. Children should be given the time to think and process and discover new things that they could be able to use in their future. In the group activities children may be able to utilize their skills which they have learned elsewhere. (Cantell 2015, 32-33.)



Figure 2: Page 4 in the handbook

The visual of the handbook was created with a free online tool called Canva due to its wide range of possibilities with pictures, background and text. The handbook was made in the intent of that it would be fun and engaging to read and study, for the adult and for the child. It is understood that this creates a gap with the possibilities within its usage.

6.2 Handbook activities

Rich world of languages: A child's developmental linguistic identity involves memory and vocabulary and also interactions skills (Opetushallitus 2019, 41). A memory card game includes these aspects informs of a game. Children by nature are curious about languages, texts and cultures. It is important to harness this curiosity since it is also connected to a child's interaction skills (Opetushallitus 2019, 40).

Diverse forms of expression: Movement and understanding of different sounds enable children's learning, interpreting and creating in the artistic world. A child's thinking and learning

skills are developed within. The ability to imagine and create imaginaries are apparent in the evolution of the child's ethical thinking (Opetushallitus 2019, 42).

Me and our community: The concept of making something usual transform into something different is intriguing to children. Experiences with their bodies develops children into being more active participants in the learning process. (Opetushallitus 2019, 21.) It is important to create learning environments in where the children have the possibility to learn within their bodies (Opetushallitus 2019, 81).

Exploring and interacting with my environment: One of the agendas in early development education is giving a child the readiness of observe, structure and understand their environment. Children should be guided to explore and act in their surrounding and in the nature. The learning environments created should allow the children to expand their mathematical thinking in a positive way (Opetushallitus 2019, 46).

I grow, move and develop: Obstacles are a challenge that every child approach differently. Whether it is, trying to get thought the course as quickly as possible, or to analyse the surfaces to prevent possible down falls, children from an early age might have significantly different approaches. Obstacle courses are also training the eye to see details, and that is beneficial regardless of a person's age.



Figure 3: Page 18 in the handbook

Story crafting is a method that is commonly used in Finland. In the method an adult writes down a child's story exactly how they describe it, without giving feedback to the child. In an inclusive function culture, the children's participation is being reinforced. A child's

participation in being reinforced with a child's sensitive encounters and positive experiences of being heard and seen. (Opetushallitus 2019, 30.)

6.3 Additional activities

Some of the activities might be totally new to the teacher reading them, therefore extra activities were created that can keep the child engaged while the teacher studies the activity on hand from the handbook. Finding the age example is a good activity for any kindergarten aged child. Also finding the age example will engage children in visual learning as well as number learning.

In the handbook each activity includes a question on the bottom of the page referring to the chosen background. The backgrounds are different in each activity. The questions were chosen due to their versatility. Questions are presented in the appendix.

7 Implementation

Original plan for implementation, feedback and reviewing of the handbook was planned for spring 2020 but was forced to be cancelled due to the Covid-19 pandemic. Second implementation plan was made at the beginning of the pandemic yet unfortunately the plan had to be cancelled due to lack of participants with possibilities of internet usage regarding receipt of instructions, the actual handbook or the possibility of sending feedback.

7.1 Original implementation plan

Original implementation plan was to perform the activities one activity per day on site in Colombia. Teachers and volunteers would have been among the children so they would see first-hand how to perform the activities. Feedback would be collected after each session from the teachers, volunteers and the attending children according to their age and abilities. After all of the activities, a larger feedback session was to be planned. The questions for the feedback and review were not decided on when the Covid-19 situation forced the cancellation.

The roles within a group are combinations of social and personal aspects (Kopakkala 2011, 108). In the original implementation, the prior intern would act as the main teacher. The change of roles needs to be acknowledged in order to avoid any confusion with the real teachers of the implementation location. As the children might project the participating

adults feelings as their own, it is important for the adult participating in the activities to keep neutral and open minded (Opetushallitus 2019, 28).

7.2 Second implementation plan

Second implementation plan included individual volunteers with their children who agreed to implement the handbook activities within their homes. Giving virtual instructions and working as a team can create more miscommunication since the interaction between the individuals is only on the surface level. Small nuances, body language and gestures are missing for the communications and the information delivered can be mainly in writing. (Kopakkala 2011, 34.)

Instructions would have been given to Colombian individuals remotely for the implementation. As the implementation was planned for parents and their children to perform, it is important for the parents to be conscious of their children's capabilities in order to advice the activities at a level which the children have a possibility to succeed. Given the fact of remotely sending the instructions there might be difficulties or differences in performing some of the activities. This might be the case even if it is not mentioned in their evaluation and it would have been considered in the ethics parts of the thesis. (Marjanen, Marttila & Varsa 2013, 122-123.)

8 Evaluation and ethics

The original evaluation plan included feedback from the in-person implementation and a written review from the foundation. Unfortunately, both were forced to be cancelled due to the Covid-19 pandemic. Second evaluation plan was to collect an extensive review from the foundation due to the lockdown measure in Colombia but unfortunately that was also forced to be cancelled due to the Covid-19 pandemic. Third evaluation plan included evaluation from Finnish early developmental education professional and Colombian individuals and their children. Fourth and final evaluation plan was to collected evaluation from Finnish and Colombian professionals.

8.1 Evaluation plan and methods

Evaluation methods were all performed remotely. The written evaluation includes a SWOT-analysis and evaluation from Finnish early childhood education professionals as well as Colombian professionals who all evaluated and reviewed the written handbook.

A SWOT-analysis was made for the handbook in order to discover its potential. A SWOT-analysis includes strengths and weaknesses, presenting the internal factors as well as opportunities and threats which present the external factors that are ought to be possibilities. A SWOT analysis can be used in developing an organization or simply helping in decision making. (Probert 2015.)

It is important to decide what do you want to evaluate prior to deciding the questions for the evaluation, too wide questions might not produce the desired answers. An evaluation is a method to keep track of one's actions, if the operations are actually producing what was intended to. Evaluation can also be used as a part of developing operations. (Opetushallitus 2019, 61.)

The factors the making the evaluation questions included theoretical clarity, how well the objective was met, clarity, adaptability, usability and visual look of the end product as well as open comment section. Review and evaluation was asked from early childhood education professionals from Finland and from Colombia. Finnish professionals were chosen due to the fact of them being familiar with the national core curriculum for early childhood education and care. And during the planning phase it was considered that they could provide valuable insights from the Finnish perspective. Questions for the evaluation are presented below.

What is your profession, LTO or childcare nurse? Do you have experienced early childhood education in any other country? If yes, please elaborate if you will. Did you understand the instructions? Do the chosen activities present well the Finnish early childhood education? How do you feel about the extra tasks? How do you feel about the layout? Do you feel that the handbook is usable? Do you think the activities require monetary expenses? And the questionnaire included also an open comment section.

8.2 Evaluation results

The evaluation results include the result from the SWOT-analysis. SWOT-analysis was made regarding the actual handbook. Evaluation results include also the written evaluations from the Finnish and Colombian professionals.

8.2.1 SWOT-analysis

SWOT-analysis was chosen due to its simplicity regarding the base of the thesis, the handbook. SWOT-analysis was made after the completion of the handbook. SWOT-analysis could also be utilized after a period of using the handbook.

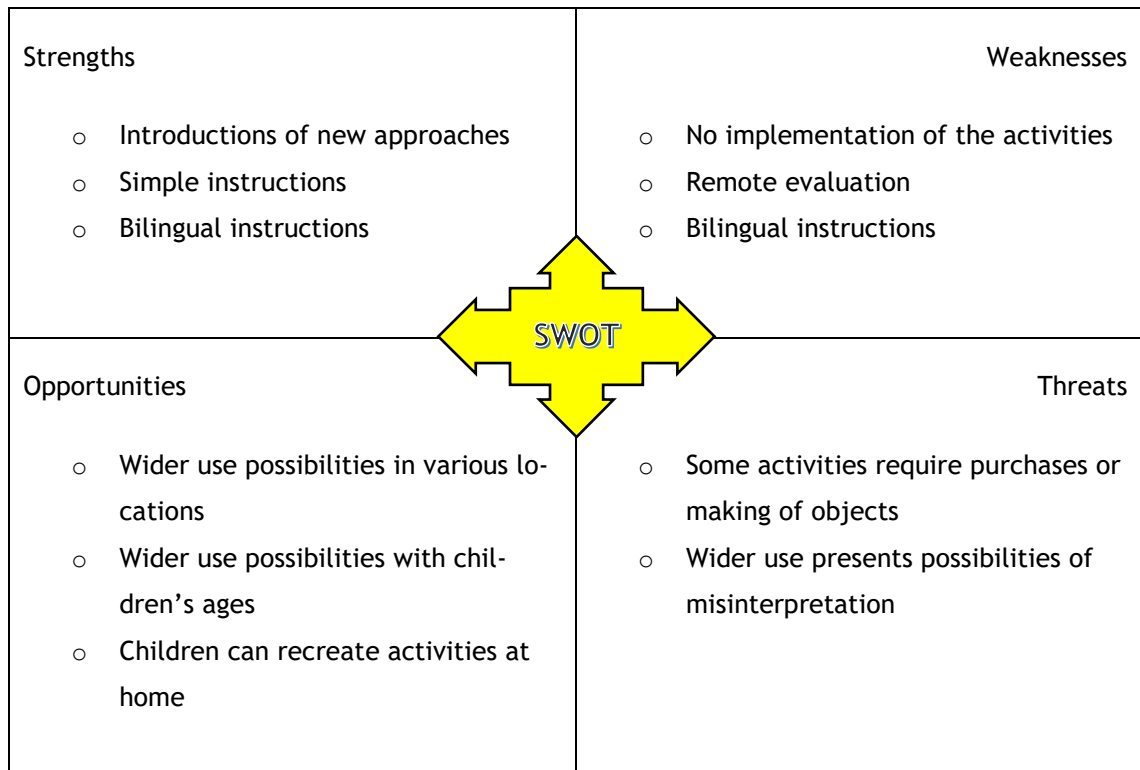


Figure 4: SWOT-analysis 20.4.2020

The results in the SWOT-analysis indicate that the handbook can be utilized in a wider setting than it was originally made for. Wider usage poses possible threats for misunderstanding. Misunderstandings can be from cultural differences.

8.2.2 Evaluation results from Finnish and Colombian professionals

Evaluation results were received from one Colombian professional and three Finnish professionals. Considering the pandemic, the results were analysed from the small number of recipients. Finnish professionals were 2 early education teachers and one early education nurse. Colombian professionals' educational background was similar to the early education teacher. Evaluation was received based on the questionnaire given to the professionals.

Only one of the professionals had working experience with children in two different countries so evaluation was mostly done with limited knowledge of cultural differences. Evaluation regarding the visuality and font was taken into consideration and the handbook was slightly altered into a more readable format. As the handbook is designed to be read in a printed form, usage with a small mobile device will make it appear more difficult to read. Usage is

recommended in a printed form or with a larger device, for example a laptop or a table computer screen.

Even though the evaluation results were received from a low number of people, the professionals were from different venues and do not work with each other so the results can be seen as trustworthy and were individually different from each other.

All professionals evaluated the layout and its colourful world positively. Children's engagement was thought to be increased due to the visuality. The activities were credited in being creative and allowing children's voices to be heard as well. Along with the possibilities of teachers own enrichment possibilities within the activities which used pre-existing items.

One insight that I did not think about what the evaluation regarding group sizes. The evaluator wrote that group sizes in the Finnish early developmental services is one of the factors why Finland has such a rich environment in the children's early developmental services. As group sizing is different in Colombia, only some activities have preferences in group sizing.

8.3 Ethics

As the thesis process produces merely a handbook for new possible activities for early childhood education to be used in Colombia in a daycare facility, based on the Finnish national core curriculum for early childhood education and care, the reliability is not in question. The necessity of the thesis might be questioned. Other ethical questions might had arose during implementation phase in Colombia, but as it was cancelled due to the pandemic, no factual questions were able to arise.

8.4 Conclusions and developmental factors

The process of writing the thesis would have varied significantly if there was not a global pandemic yet given the circumstances, I am pleased with the end result. Having only scratched the surface in being in Colombia only for 3 months, it is yet to be seen how locals will take the handbook and its activities. I sincerely hope it at least gives new ideas to them. As there was no implementation the thesis merely includes the processes, theory and end result. With implementation the end result might have been different.

In a cultural way Colombians might be more in tune and receptive towards these kind of activities with children, yet there might not be the pedagogical know how on the benefits of the activities. The foundation the thesis was made for, might be able to utilize it with for

example fundraising as a proof of the foundations mission and the work they are doing. As with this modern age a lot of things can be written online without any validity. Further developmental aspects might include making activities books, making simple instructions of games for the foundation to be used. The lack of being able to access them via internet, which we are used to here in Finland, makes daily activities planning different for the foundations professionals and volunteers.

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Appendix 1: Handbook activities

Rich world of languages

A child's developmental linguistic identity involves memory and vocabulary and also interactions skills (Varhaiskasvatussuunnitelman perusteet 2018, 41). A memory card game includes these aspects informs of a game. Children by nature are curious about languages, texts and cultures. It is important to harness this curiosity since it is also connected to a child's interaction skills (Varhaiskasvatussuunnitelman perusteet 2018, 40).

What: memory card game in two languages

How: Making two copies of each picture with explanatory words in English and Spanish. Other side is for example blank, all must look alike. Can be made with laminating, thick paper, or cardboards.

Why: This will improve child's comprehension of pictures and their meanings in the two languages as well as their memory in a form of a card game.

Age group: 3+

Diverse forms of expression

Movement and understanding of different sounds enable children's learning, interpreting and creating in the artistic world. A child's thinking and learning skills are developed within. The ability to imagine and create imaginaries are apparent in the evolvement of the child's ethical thinking (Varhaiskasvatussuunnitelman perusteet 2018, 42).

What: Game that involves movement and expressions of animals

How: Children and teacher form a circle and each at a time make up sound and movement by an animal. Other children try to guess and then mimic.

Why: Children learn about animals. Children learn to make different kind of sounds and move their body differently. Learning self-expression is important from an early age in a positive environment.

Age group: 2+

Me and our community

The concept of making something usual transform into something different is intriguing to children. Experiences with their bodies develops children into being more active participants in the learning process. (Varhaiskasvatussuunnitelman perusteet 2018, 21). It is important to create learning environments in where the children have the possibility to learn within their bodies. (Varhaiskasvatussuunnitelman perusteet 2018, 81).

What: Making art that needs motoric skills from children

How: Having the child draw their palm or adult draws and the child can color. Making a butterfly with two or four palm prints.

Why: Child learns fine motor skills when drawing themselves. Learning to color within different lines. Understanding that different things can create bigger ensembles.

Age group: 2+

Exploring and interacting with my environment

One of the agendas in early development education is giving a child the readiness of observe, structure and understand their environment. Children should be guided to explore and act in their surrounding and in the nature. The learning environments created should allow the children to expand their mathematical thinking in a positive way (Varhaiskasvatussuunnitelman perusteet 2018, 46).

To be included in the handbook: Exploring the environment

What: Day by day objects

How: Teacher brings ordinary objects. Teacher picks two objects and shows them to children. Children can one by one try to guess which of the two objects are heavier, first by looking, then by touching. Teacher will tell correct answer if the child does not know.

Why: Improves children's perception skills. Develops understanding of ordinary objects. Comparison between only two objects develops children comparison skills. Too many options is confusing to children.

Age group: 4+

To be included in the handbook: Functioning in the environment

What: Mission

How: Visit to a local place, park, playground, or museum. Teacher gives each child a special task beforehand. While at the children can try to find something red, try to find an animal. Try to find a round object.

Why: Exploring new territory, outside home and daycare broadens the child's view of the world. Special tasks to individual children with strengthen the relationship with a child and the teacher.

Age group: 5+

I grow, move and develop

Obstacles are a challenge that every child approach differently. Whether it is, trying to get thought the course as quickly as possible to analyzing the surfaces to prevent possible down falls. Also training the eye to see details is beneficial regardless of a person's age.

Story crafting is a method that is commonly used in Finland. In the method an adult writes down a child's story exactly how they describe it, without feedback. In an inclusive function culture, the children's participation is being reinforced. A child's participation in being reinforced with a child's sensitive encounters and positive experiences of being heard and seen (Varhaiskasvatussuunnitelman perusteet 2018, 30.)

What: Obstacle course

How: Teacher builds an obstacle course of supplies already provided. Use tables, chairs and cushion or cloths to map out a path where children need to navigate age appropriately without touching the floor.

Why: Trains children motoric skills and reasoning and logical abilities.

Age group: 2+

What: Findings!

How: Teacher presents children with a photo or shows a wall picture and children need to find things from it. Teacher asks children individually. How many children, how many have shirts, is one of the people in the picture taller than the left one, can children find flowers or round objects?

Why: Teaches children problem solving skills and to think outside of the box

EXTRA: Combine the activity with language learning and ask in English!

Age group: 5+

What: Small group story crafting

How: 3-4 children in a group. Children get to make up their own story which the teacher writes. Teacher does not correct children. Depending on the children's age, they can also make pictures of the events. Teacher tells children when everyone's turn is.

Why: Children's creativity and imagination should be encouraged. Story crafting is empowering to children. Teachers validation and approval to the child is also beneficial in strengthening their relationship.

Age group: 3+

Appendix 2: Questions for the additional activities in the high color handbook

How many flowers can you spot in the background?

How many triangles can you spot in the background?

What kind animals can live the background environment, in the cold and snow?

What time of day could it be in the background?

What kind of animals can live in the background environment?

What kind of transportation can you spot in the background?

How many windows can you spot in the background?

What are the animals in the background?

How many books can you spot in the background?

Appendix 3: The handbook

MI CASA EN IPAURATU

LET'S GO CHILDREN

VAMONOS NIÑOS

Handbook with activities for children
aged 2-6

El manual con actividades por niños
2-6 años



LAUREA UAS/IINA SALO/2020

Welcome

Based on Finnish national curriculum for early childhood education, the conception of learning is comprised of various aspects in education, instruction and care of a child. Children's interests and needs ought to be considered, as do the transversal competences. Learning areas together helps children grow as a whole. The learning areas are rich world of languages, diverse form of expression, me and our community, exploring and interacting with my environment and I grow, move and develop. All of the learning areas are covered with the activities introduced in the handbook. Theory is written in English in the thesis, which is available at www.theseus.fi searching the authors name.

WHAT HOW WHY

THIS IS A HANDBOOK WITH VARIOUS CHILDREN'S ACTIVITIES TO BE USED IN KINDERGARTENS FOR CHILDREN AGED 2-6. AIMING TO INCREASE CHILDREN'S LEARNING CAPABILITIES WITH ADAPTING AREAS FROM FINNISH NATIONAL CURRICULUM FOR EARLY CHILDHOOD EDUCATION.

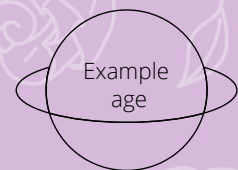
THE HANDBOOK INCLUDES INSTRUCTIONS AND NEEDED SUPPLIES IN TWO LANGUAGES, ENGLISH AND SPANISH.

HANDBOOK WAS MADE IN LAUREA UNIVERSITY OF APPLIED SCIENCES AS A BACHELOR OF SOCIAL SERVICES THESIS FOR MI CASA EN IPAURATU, A COLOMBIAN FOUNDATION.

Each activity includes the WHAT, HOW, WHY and example age and pictures for guidance. All activities can be done with any age children that need practise for the specific skill area.

Each activity includes an example age. The planets are located in different places, can the children find them? This tip is for 3+ year olds.

Each background also has a more advanced task for 5+ year olds. You can locate it in the bottom of the page.



How many flowers can you spot in the background?

Bienvenidos

Basado en el plan de estudios nacional finlandés para la educación de la primera infancia, la concepción del aprendizaje comprende varios aspectos de la educación, la instrucción y el cuidado de un niño. Deben tenerse en cuenta los intereses y necesidades de los niños, al igual que las competencias transversales. Aprendiendo diferentes áreas juntas a la vez, ayudamos a los niños a crecer en conjunto. Las áreas de aprendizaje son un rico mundo de idiomas, diversas formas de expresión y comunidad, donde explorando e interactuando con mi entorno, crezco, me muevo y me desarrollo. Todas las áreas de aprendizaje se cubren con las actividades presentadas en este manual. La teoría está escrita en inglés en la tesis, disponible en www.theseus.fi.

¿QUÉ?

ESTE ESCRITO ES UN MANUAL CON VARIAS ACTIVIDADES INFANTILES QUE PODRÁN SER UTILIZADAS EN LAS GUARDERÍAS CON NIÑOS DE 2 A 6 AÑOS. EL OBJETIVO ES AUMENTAR LA CAPACIDAD DE APRENDIZAJE ADAPTANDO EL ÁREA DEL PLAN DE ESTUDIOS NACIONAL FINLANDÉS PARA LA EDUCACIÓN.

¿CÓMO?

ESTE MANUAL INCLUYE INSTRUCCIONES Y MATERIALES NECESARIOS EN DOS IDIOMAS, INGLÉS Y ESPAÑOL.

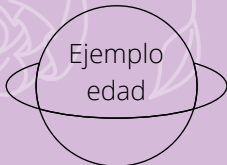
¿POR QUÉ?

SE ELABORÓ EN LA UNIVERSIDAD LAUREA DE CIENCIAS APLICADAS COMO TESIS DE LICENCIATURA EN SERVICIOS SOCIALES PARA MI CASA EN IPAURATU, UNA FUNDACIÓN COLOMBIANA..

Cada actividad incluye el QUÉ, CÓMO, POR QUÉ y ejemplos de edad e imágenes como guía. Todas las actividades se pueden realizar con niños de cualquier edad que necesiten práctica en un área de habilidad específica.

Cada actividad incluye un ejemplo de edad. Los planetas están ubicados en diferentes lugares, ¿pueden los niños encontrarlos? Este ejemplo es para niños de más de 3 años.

Cada área también tiene una tarea más avanzada para niños de más de 5 años. Puedes ubicarlo en la parte inferior de la página.



Ejemplo
edad

¿Cuántas flores puedes ver en este escenario?

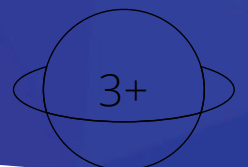
The rich world of languages

WHAT HOW WHY

MEMORY CARD GAME IN TWO LANGUAGES

MAKING TWO COPIES OF EACH PICTURE WITH EXPLANATORY WORDS IN ENGLISH AND SPANISH. OTHER SIDE IS FOR EXAMPLE BLANK, ALL MUST LOOK ALIKE. CARDS CAN BE MADE WITH LAMINATING, THICK PAPER, OR CARDBOARDS. TEACHER CAN MAKE THE CARDS WITH DIFFERENT COLORS, ANIMALS OR FOR EXAMPLE VEHICLES.

THIS WILL IMPROVE CHILD'S COMPREHENSION OF PICTURES AND THEIR MEANINGS IN THE TWO LANGUAGES AS WELL AS THEIR MEMORY IN A FORM OF A CARD GAME.



How many triangles can you spot in the background?

Rico mundo de idiomas

¿QUÉ?

JUEGO DE CARTAS DE MEMORIA EN DOS IDIOMAS

¿CÓMO?

HACER DOS COPIAS DE CADA IMAGEN CON PALABRAS EXPLICATIVAS EN INGLÉS Y ESPAÑOL.

¿POR QUÉ?

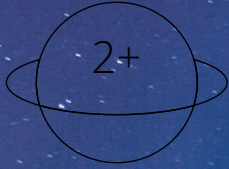
EL OTRO LADO ESTÁ EN BLANCO, POR EJEMPLO Y TODOS DEBEN PARECERSE. SE PUEDE HACER CON LAMINADO, PAPEL GRUESO O CARTONES. ¿POR QUÉ? ESTO MEJORARÁ LA COMPRENSIÓN DEL NIÑO DE LAS IMÁGENES Y SUS SIGNIFICADOS EN LOS DOS IDIOMAS, ASÍ COMO SU MEMORIA EN FORMA DE UN JUEGO DE CARTAS.



3+

¿Cuántos triángulos puedes ver en este escenario?

Diverse forms of expression

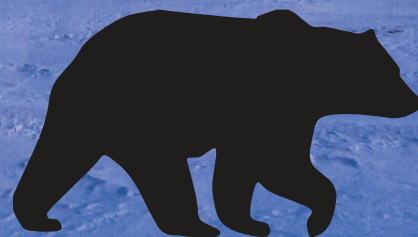


WHAT
HOW
WHY

GAME THAT INVOLVES MOVEMENT AND EXPRESSIONS OF ANIMALS

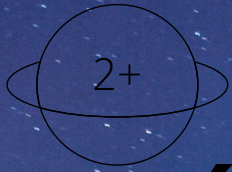
CHILDREN AND TEACHER FORM A CIRCLE AND EACH AT A TIME MAKE UP A SOUND AND A MOVEMENT BY AN ANIMAL. OTHER CHILDREN TRY TO GUESS AND THEN MIMIC. TEACHER GIVES EVERYONE THEIR TURN.

CHILDREN LEARN ABOUT ANIMALS. CHILDREN LEARN TO MAKE DIFFERENT KIND OF SOUNDS AND MOVE THEIR BODY DIFFERENTLY. LEARNING SELF-EXPRESSION IS IMPORTANT FROM AN EARLY AGE IN A POSITIVE ENVIRONMENT.



What kind animals can live the background environment, in the cold and snow?

Diversas formas de expresión



¿QUÉ?

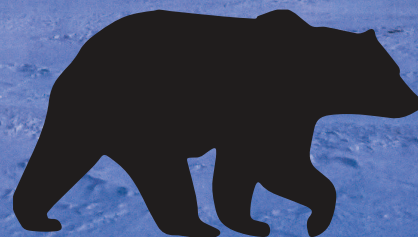
JUEGO QUE IMPLICA MOVIMIENTOS Y EXPRESIONES DE ANIMALES.

¿CÓMO?

LOS NIÑOS Y EL MAESTRO FORMAN UN CÍRCULO Y CADA UNO REALIZA EL SONIDO Y EL MOVIMIENTO DE UN ANIMAL. LOS DEMÁS NIÑOS DEBEN INTENTAR ADIVINAR Y LUEGO IMITAR.

¿POR QUÉ?

LOS NIÑOS APRENDEN SOBRE LOS ANIMALES. LOS NIÑOS APRENDEN A HACER DIFERENTES TIPOS DE SONIDOS Y A MOVER SU CUERPO DE MANERA DIFERENTE. APRENDER LA AUTOEXPRESIÓN ES IMPORTANTE DESDE UNA EDAD TEMPRANA EN UN AMBIENTE POSITIVO.



¿Qué tipo de animales pueden vivir en el entorno de este escenario, y en el frío y en la nieve?

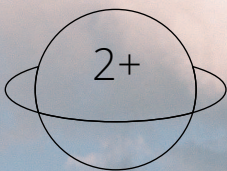
Me and our community

WHAT
HOW
WHY

MAKING ART THAT NEEDS MOTORIC SKILLS FROM THE CHILD

HAVING THE CHILD DRAW THEIR PALM OR ADULT DRAWS AND THE CHILD CAN COLOR. MAKING A BUTTERFLY WITH TWO OR FOUR PALM PRINTS. TEACHER CAN DRAW THE BODY AND ANTLERS OF THE BUTTERFLY. CAN BE MADE WITH WATERPAINT, COLORING PENS OR PENCILS.

CHILD LEARNS FINE MOTOR SKILLS WHEN DRAWING THEMSELVES. CHILDREN ARE LEARNING TO COLOUR WITHIN DIFFERENT LINES AND UNDERSTANDING THAT DIFFERENT THINGS CAN CREATE BIGGER ENSEMBLES.



What time of day could it be in the background?

Yo y nuestra comunidad

¿QUÉ?

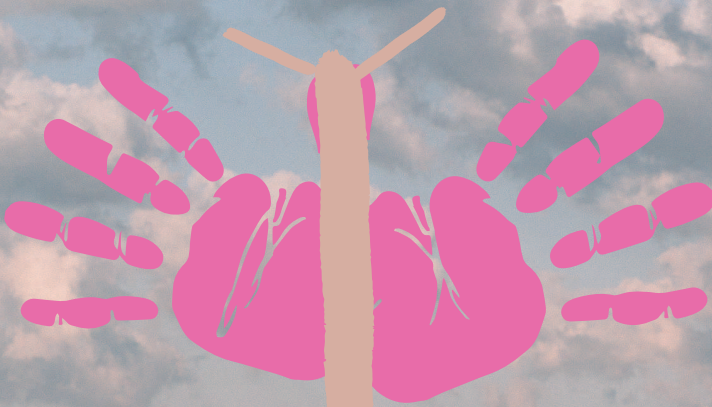
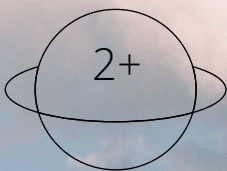
HACER ARTE CON LAS HABILIDADES MOTORAS DE LOS NIÑOS

¿CÓMO?

HACER QUE EL NIÑO DIBUJE SU PALMA DE LA MANO O COLOREE DIBUJOS DE ADULTOS. HACER UNA MARIPOSA CON DOS O CUATRO HUELLAS DE PALMA.

¿POR QUÉ?

EL NIÑO APRENDE HABILIDADES MOTORAS FINAS CUANDO DIBUJA Y COLOREA DENTRO DE DIFERENTES LÍNEAS. COMPRENDER QUE DIFERENTES ELEMENTOS PUEDEN CREAR CONJUNTOS MÁS GRANDES.



¿Qué hora del día podría ser en este escenario?

Exploring and interacting with my environment

WHAT HOW WHY

DAY BY DAY OBJECTS

TEACHER BRINGS ORDINARY OBJECTS. TEACHER PICKS TWO OBJECTS AND SHOWS THEM TO CHILDREN. CHILDREN CAN, ONE BY ONE, TRY TO GUESS WHICH OF THE TWO OBJECTS ARE HEAVIER, FIRST BY LOOKING, THEN BY TOUCHING. TEACHER WILL TELL CORRECT ANSWER IF THE CHILD DOES NOT KNOW.

IMPROVES CHILDREN'S PERCEPTION SKILLS. DEVELOPS UNDERSTANDING OF ORDINARY OBJECTS. COMPARISON BETWEEN ONLY TWO OBJECTS DEVELOPS CHILDREN COMPARISON SKILLS. GIVING TOO MANY OPTIONS IS CONFUSING TO CHILDREN.



What kind of animals can live in the background environment?

Explorando e interactuando con mi entorno

¿QUÉ?

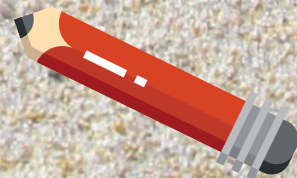
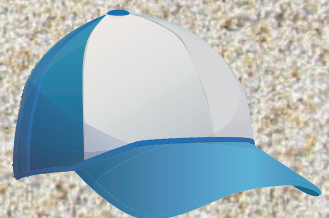
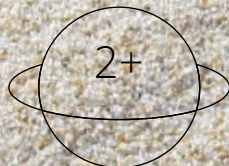
¿CÓMO?

¿POR QUÉ?

OBJETOS COTIDIANOS DE LA VIDA DIARIA

EL PROFESOR TRAE OBJETOS COTIDIANOS. EL MAESTRO TOMA DOS OBJETOS Y SE LOS MUESTRA A LOS NIÑOS. LOS NIÑOS PUEDEN UNO POR UNO TRATAR DE ADIVINAR CUÁL DE LOS DOS OBJETOS ES MÁS PESADO, PRIMERO MIRANDO Y LUEGO TOCANDO. EL MAESTRO DIRÁ LA RESPUESTA CORRECTA SI EL NIÑO NO LA SABE.

MEJORA LAS HABILIDADES DE PERCEPCIÓN DE LOS NIÑOS. DESARROLLA LA COMPRENSIÓN DE LOS OBJETOS COTIDIANOS. LA COMPARACIÓN ENTRE DOS OBJETOS DESARROLLA LAS HABILIDADES COMPARATIVAS DE LOS NIÑOS. DEMASIADAS OPCIONES A LA VEZ PUEDEN LLEGAR A SER CONFUSAS PARA LOS NIÑOS.



¿Qué tipo de animales pueden vivir en el entorno de este escenario?

Exploring and interacting with my environment

5+

WHAT HOW WHY

MISSION

VISIT TO A LOCAL PLACE, PARK, PLAYGROUND, OR MUSEUM. TEACHER GIVES EACH CHILD A SPECIAL TASK BEFOREHAND. FOR EXAMPLE WHILE AT THE PLACE, THE CHILD NEEDS TO TRY TO FIND SOMETHING RED, TRY TO FIND AN ANIMAL, TRY TO FIND A ROUND OBJECT.

EXPLORING NEW TERRITORY, OUTSIDE OF THE HOME AND DAYCARE BROADENS THE CHILD'S VIEW OF THE WORLD. SPECIAL TASKS TO INDIVIDUAL CHILDREN STRENGTHEN THE RELATIONSHIP WITH A CHILD AND THE TEACHER.

5+

What kind of transportation can you spot in the background?

Explorando e interactuando con mi entorno

5+

¿QUÉ?

MISIÓN

VISITA A UN LUGAR LOCAL COMO UN PARQUE CON ÁRBOLES, UN PARQUE INFANTIL O UN MUSEO. EL MAESTRO LE DA A CADA NIÑO UNA TAREA ESPECIAL DE ANTEMANO. POR EJEMPLO, MIENTRAS LOS NIÑOS SE ENCUENTRAN EN DICHO LUGAR, DEBEN TRATAR DE ENCONTRAR ALGO DE COLOR ROJO, UN ANIMAL O UN OBJETO REDONDO.

¿CÓMO?

EXPLORAR UN NUEVO TERRITORIO, FUERA DEL HOGAR Y LA GUARDERÍA. AMPLÍA LA VISIÓN DEL MUNDO DEL NIÑO. LAS TAREAS ESPECIALES INDIVIDUALES PARA NIÑOS FORTALECEN LA RELACIÓN NIÑO - PROFESOR.

¿POR QUÉ?

5+

¿Qué tipo de transporte ves en este escenario?

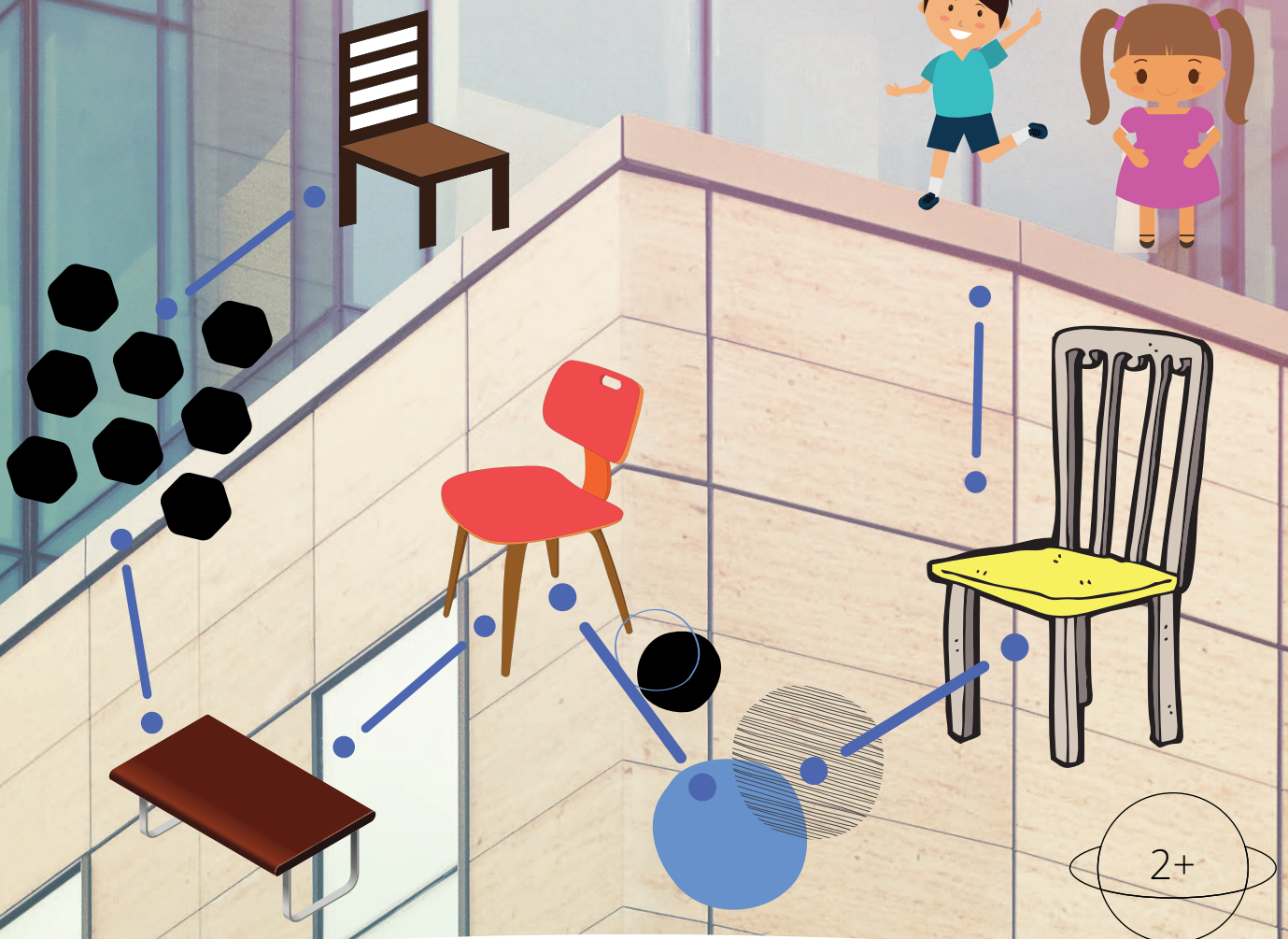
I grow, move and develop

WHAT HOW WHY

OBSTACLE COURSE

TEACHER BUILDS AN OBSTACLE COURSE OF SUPPLIES ALREADY AVAILABLE. USE TABLES, CHAIRS AND CUSHIONS OR CLOTHS TO MAP OUT A PATH WHERE CHILDREN NEED TO NAVIGATE AGE APPROPRIATELY WITHOUT TOUCHING THE FLOOR. NOT TOUCHING THE FLOOR IS A PRIORITY, NOT HOW FAST THE CHILD CAN GO THROUGH THE OBSTACLE COURSE.

TRAINS CHILDREN MOTORIC SKILLS, REASONING AND LOGICAL ABILITIES.



How many windows can you spot in the background?

Yo crezco, muevo y desarrollo

¿QUÉ?

¿CÓMO?

¿POR QUÉ?

PISTA DE OBSTÁCULOS

EL MAESTRO CONSTRUYE UNA CARRERA DE OBSTÁCULOS CON LOS OBJETOS YA PROPORCIONADOS. USE MESAS, SILLAS, COJINES Y PAÑOS PARA TRAZAR UN CAMINO QUE LOS NIÑOS NECESITEN SUPERAR DE MANERA APROPIADA SIN TOCAR EL SUELO.

ENTRENA A LOS NIÑOS EN HABILIDADES MOTORAS, RAZONAMIENTO Y HABILIDADES LÓGICAS.



¿Cuántas ventanas puedes ver en este escenario?

I grow, move and develop

WHAT HOW WHY

FINDINGS!

TEACHER PRESENTS CHILDREN WITH A PHOTO OR SHOWS A PICTURE ON THE WALL AND CHILDREN NEED TO FIND THINGS FROM IT. TEACHER ASKS CHILDREN INDIVIDUALLY. HOW MANY CHILDREN, HOW MANY HAVE SHIRTS, IS ONE OF THE PEOPLE IN THE PICTURE TALLER THAN THE LEFT ONE, CAN CHILDREN FIND FLOWERS OR ROUND OBJECTS?

TEACHES CHILDREN PROBLEM SOLVING SKILLS AND TO THINK OUTSIDE OF THE BOX.

EXTRA: Combine the activity with language learning and ask in English!



5+

What are the animals in the background?

Yo crezco, muevo y desarrollo

¿QUÉ?

¿CÓMO?

¿POR QUÉ?

¡RECOMENDACIONES!

EL PROFESOR PRESENTA A LOS NIÑOS UNA FOTO Y ELLOS DEBEN ENCONTRAR COSAS EN ELLA. LAS PREGUNTAS QUE EL MAESTRO REALIZARÁ A LOS NIÑOS SERÁN HECHAS DE MANERA INDEPENDIENTE. EJEMPLOS: ¿CUÁNTOS NIÑOS HAY EN LA FOTO? ¿CUÁNTOS LLEVAN CAMISA? ¿LA PERSONA DE LA FOTOGRAFÍA DE LA DERECHA ES MÁS ALTA QUE LA DE LA IZQUIERDA? ¿PODEÍS ENCONTRAR FLORES U OBJETOS REDONDOS EN LA FOTOGRAFÍA?

ENSEÑA A LOS NIÑOS HABILIDADES PARA RESOLVER PROBLEMAS Y A PENSAR DE MANERA INDEPENDIENTE Y CREATIVA.



EXTRA: ¡Combina la actividad con el aprendizaje de idiomas y pregunta en inglés!



5+

¿Qué son los animales de este escenario?

I grow, move and develop

WHAT HOW WHY

SMALL GROUP STORY CRAFTING

HOW: 3-4 CHILDREN IN A GROUP. CHILDREN GET TO MAKE UP THEIR OWN STORY WHICH THE TEACHER WRITES DOWN. TEACHER DOES NOT CORRECT CHILDREN. DEPENDING ON THE CHILDREN'S AGE, THEY CAN ALSO DRAW/PAINT PICTURES OF THE STORY THEY MAKE. TEACHER TELLS CHILDREN WHEN EVERYONE'S TURN IS. TEACHER READS THE STORY OUT LOUD TO THE SMALL GROUP WHEN IT IS DONE.

WHY: CHILDREN'S CREATIVITY AND IMAGINATION SHOULD BE ENCOURAGED. STORYCRAFTING IS EMPOWERING TO CHILDREN. TEACHERS VALIDATION AND APPROVAL TO THE CHILD IS ALSO BENEFICIAL IN STRENGTHENING THEIR RELATIONSHIP.

3+



How many books can you spot in the background?

Yo crezco, muevo y desarrollo

¿QUÉ?

¿CÓMO?

ELABORACIÓN DE HISTORIAS EN PEQUEÑOS GRUPOS.

DE 3 A 4 NIÑOS POR GRUPO. LOS NIÑOS DEBEN INVENTAR UNA HISTORIA LA CUAL EL MAESTRO ESCRIBIRÁ SIN CORREGIRLA E IRÁ INDICANDO CUANDO ES EL TURNO DEL SIGUIENTE GRUPO. EL PROFESOR LEERÁ EN VOZ ALTA LAS HISTORIAS DE CADA GRUPO PARA QUE LOS NIÑOS LAS SCUCHEN Y LAS COMPARTAN. LOS NIÑOS PUEDEN REALIZAR DIBUJOS EXPLICATIVOS DE LA HISTORIA.

¿POR QUÉ?

SE DEBE ALENTAR LA CREATIVIDAD Y LA IMAGINACIÓN DE LOS NIÑOS. LA CREACIÓN DE HISTORIAS ES EMPODERADORA PARA ELLOS. LA VALIDACIÓN Y APROBACIÓN POR PARTE DE LOS MAESTROS HACIA EL NIÑO TAMBIÉN ES BENEFICIOSA PARA FORTALECER SU RELACIÓN.

3+



¿Cuántos libros puedes ver en este escenario?



THANK YOU

MUCHAS GRACIAS

WHAT

I MADE A HANDBOOK WITH CHILDREN'S ACTIVITIES BASE ON THE EARLY DEVELOPMENTAL EDUCATION IN FINLAND FOR THE CHILDREN GALAPA, COLOMBIA.

HOW

I SPENT MONTHS IN COLOMBIA IN 2019 AND FELL IN LOVE WITH THE COUNTRY. AFTER RETURNING FROM COLOMBIA I STARTED STUDYING THE THEORY BEHIND A POSSIBLE HANDBOOK.

WHY

IN THE WORLD NOT ENOUGH NATIONS RECOGNIZE THE IMPORTANCE OF A CHILDS PLAY IN THE PEDAGOGIC SENSE. THIS HANDBOOK MIGHT HELP ANYONE WITH MORE IDEAS WHAT TO DO FOR ACTIVITIES AND HOW THEY ACTIVITIES IMPROVE CHILDREN'S LEARNING ABILITIES.

¿QUÉ?

REALICÉ UN MANUAL CON ACTIVIDADES INFANTILES BASADAS EN LA EDUCACIÓN DEL DESARROLLO TEMPRANO EN FINLANDIA PARA LOS NIÑOS EN ATLÁNTICO, COLOMBIA.

¿CÓMO?

PASÉ MESES EN COLOMBIA EN 2019 Y ME ENAMORÉ DEL PAÍS. DESPUÉS DE REGRESAR, COMENCÉ A ESTUDIAR LA TEORÍA PARA DESARROLLAR UN POSIBLE MANUAL.

¿POR QUÉ?

EN EL MUNDO NO SON SUFICIENTES LAS NACIONES QUE RECONOCEN LA IMPORTANCIA DEL JUEGO DE NIÑOS EN EL SENTIDO EDAGÓGICO. ESTE MANUAL PODRÍA AYUDAR A CUALQUIER PEDAGOGO CON IDEAS SOBRE QUÉ TIPO DE ACTIVIDADES REALIZAR Y COMO ESTAS ACTIVIDADES MEJORAN LAS HABILIDADES DE APRENDIZAJE DE LOS NIÑOS.

What colors can you spot in the background? ¿Qué colores puedes ver en este escenario?