



# Traditional Play in Small Groups in a Kindergarten

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2022 Laurea



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## Perinneleikit pienryhmissä päiväkodissa

Katja Mattila  
Degree Programme in Social  
Services  
Bachelor's Thesis  
December 2022

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**Traditional Play in Small Groups in a Kindergarten**

Year

2022

62

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The purpose of this Bachelor's thesis was to improve my professional development as a kindergarten teacher and early childhood education professional. The development task was to improve small group activities, especially Teddy Bear Math and traditional play. I ended up creating traditional play cards, that combines math and play, for myself and the use of the daycare I worked in. Sharing the expertise other daycares, afternoon clubs and preschools could also benefit using the result of this development work. These traditional play cards teach the children traditional games in a fun and pedagogical way. I ended up doing the cards because I played these games when I was a child and felt that these would be a great small group activity for our group and something that I feel is important to preserve.

The theoretical framework includes Early Childhood pedagogy, Early Childhood Education Law, Early childhood education and care, and the Basics of the Early Childhood Education Plan, as well as traditional play. The methods used in my thesis are learning diary and the structured observation, and the qualitative analysis method. The theories and methods used supported my learning and my thesis process by making me see what needed to be improved, to decide what I wanted to observe on and by helping me to see the occurring themes in my diary.

Key results indicate that the traditional games combined with math are a pedagogical addition into our small group activities and the children like to participate in them. The outcome of this thesis is that I managed to improve small group activities, myself as a kindergarten teacher and to create a product that is ready to be used. I developed my listening skills, my team members skills and my pedagogical skills. As a result of this thesis process, I am now more professionally and pedagogically creative and confident kindergarten teacher.

Keywords: early childhood education pedagogy, small group activities, early childhood education and care, nallematikka, traditional play

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## 1 Introduction

The purpose of this Bachelor's thesis is to track my professional development as a kindergarten teacher and early childhood education professional. I share my findings working in a kindergarten group consisted with only 5-year old's. This learning diary is consisted of eleven weeks of working in the daycare and developing small group activities. The main goal in this thesis is to develop small group activities such as Teddy Bear Math (Nallematikka) and playtime outside. In my observations and the diary, I will be focusing on things such as small groups and how they work, planning the activities, individual needs of the children and the time used in the activities. The goals for improving Teddy Bear Math are the following: make the Teddy Bear Math inspiring, appropriate length, and help the children to learn mathematic skills in a safe and fun environment. The goals on improving playtime outside are to teach children new ways to play outside and inspire them to play more, increasing the social skills and promoting team spirit. During this diary process my focus went to traditional play in small groups and bringing those into our daycare. I decided to create cards for traditional games that I would then give to my working place to use as well as use them myself.

The research problems are how to improve Teddy Bear Math, (how to improve) playtime outdoors and (how to improve) small group activities. The research methods used are writing a learning diary and structured observation for eleven weeks and those (my observations observing) combined to theories. Diary reporting is done daily, and I will do a weekly plan for myself as well as a weekly conclusion at the end of every week. The method I am using for my analysis is qualitative analysis. The objective of qualitative analysis is to structure the quality, characteristics and meaning of the research object in a holistic manner. Reviewing the material helps me to stay on the right path.

Ethics are taken into consideration, and I will constantly review my motives and my work in a way that promotes equality, fairness, and solidarity. In my work I am teaching children good values, such as being respectful, honest, and kind to others. Since I am working with minors, I will always ask the permission of the parents when it's needed and create an open and respectful environment. It is my responsibility as a teacher to secure a working environment that is equal for everyone and stay aware of my responsibilities as a teacher which is to help children to have a healthy self-esteem and a positive mindset.

(Teddy Bear Math (Nallematikka))

Teddy Bear Math (Nallematikka) is an early mathematical learning skills development program from 2010. It is made in cooperation with daycares and the parents of the children. In short, the idea is to help the bear family to solve mathematical problems in a way that is familiar for children. The target group is 3-5-year-old children. The goal is that the children start to notice the environment and the mathematical phenomena happening in their everyday life. Goals for the learning environment is the development of adults' guiding skills and to understand and observe children's early development of mathematical skills, different areas of mathematical knowledge and skills and in mathematical problem solving, necessary self-regulation skills and to enable the children to have independent operational management and self-regulation. (Niilo Mäki instituutti 2021, 3-15)

In this thesis, I won't be using all of material provided because I am making the activities my own. I will be using the handbook to guide me as well as the practice book, some of the letters from the bears, and for example some of the material like the furniture. This activity is held once a week if possible and usually in small groups.

## 2 Theoretical Framework

The theoretical framework I am using involves early childhood pedagogy, small group activities and traditional play in outside activity. These theoretical frameworks support my thesis planning and conduction, and reflection during the thesis process.

### 2.1 Early Childhood Pedagogy

The foundations of the early childhood education plan are based on the Early Childhood Education Act a national order issued by the Board of Education, according to which local and children's early childhood education plans are drawn up and early childhood education is implemented. The drafting of the foundations of the early childhood education plan is especially guided by the Early Childhood Education Law, in which stipulates the child's right to early childhood education and the goals of early childhood education. The aim of early childhood education is to support the conditions for a child's learning, to promote lifelong learning and the implementation of educational equality in accordance with inclusive principles. The principles include equal rights for all children, equality, non-discrimination, valuing diversity and social participation and community. (Varhaiskasvatussuunnitelman perusteet 2022, 1.)

In the Basics of the Early Childhood Education Plan, the pedagogy is based on a defined value base, to the perception of children, childhood, and learning. Pedagogy refers to

interdisciplinary, especially education and early childhood education based on scientific knowledge, professionally managed, and planned and goal-oriented activities of children carried out by professional staff for the realization of well-being and learning. It can be seen in the operating culture of early childhood education, in learning environments and in the whole of education, teaching and care. Pedagogy emphasis on early childhood education requires pedagogical expertise and the staff's common understanding of how to improve children's learning and to promote well-being in the best way. (Varhaiskasvatussuunnitelman perusteet 2022, 12)

Section 3 of the Early Childhood Education Act states the goals of early childhood education and one of them is to ensure the child's opportunity to participate and have an influence on matters concerning them. (Finlex 2022, Varhaiskasvatuksen tavoitteet) I feel that the Basics of the Early Education Plan and the Early Childhood Education Act are very important to use as your guiding light while working in early childhood education. It should be used and followed and if something is not done by the law it should be taken seriously. The children are the future, and they deserve the best care and education.

## 2.2 Small Group Activities

There are multiple benefits in small group activities. I feel that small group activities are important and that is why I wanted to improve them. All early childhood education activities should always be based on pedagogical planning and children's needs, so the content of small group activities should be the result of pedagogical planning (Järvinen & Mikkola 2015, 42). Small group activities are thought to be primarily in the child's interest, because in a smaller group the child is heard and confronted more individually, and the learning environment remains calmer with a small group (Raittila 2013, 89). Small groups often also serve as a starting point for planning and implemented activities, which aim to guarantee that every child has the opportunity to participate and get to know other children more closely (Järvinen & Mikkola 2015, 35).

We plan the small group activities in advance either together with children or individually. I for example plan the Teddy Bear Math by myself weekly but some of the activities such as art can be planned together in the weekly meeting. Also, the activities are often planned with the children. Children's well-being increases when they are active actors in matters related to their own lives (Järvinen & Mikkola, 2015, 17). In our daycare and in our group, we have a lot of different kind of small group activities. We try to divide the activities as much as possible so that the activity goes smoothly, and the children have more individual instruction and attention. I feel that the environment is much more peaceful when working in small groups, so it really affects the behavior of the children. It also makes the instructing much easier for

the teacher. The focus is much better when the children can have more individual attention which of course benefits the learning as well.

### 2.3 Traditional Play in Outside Activity

Traditional play, or folk play, is a learned and traditional form of culture. It is an activity that takes place within the framework of the rules and is done for fun. The life conditions of children's play therefore include the possibility of passing on the learned tradition to younger generations. The rules of different game variations are taught to younger players. (Virtanen 1981, 68.) In this thesis I will be focusing mostly on traditional play in outside activity but we will be also learning and testing these traditional games in different environments. Almost all children's activities are defined as play. The actual rule games have fixed rules, within the limits of which there is a possibility of winning or losing or achieving a better or worse position. Alongside the games, there are several traditional entertainments to pass the time, such as circuit games (piirileikit) and songs. (Virtanen 1970, 38.)

Traditional games are games that are passed down from generation to generation. In the opinion of early childhood organizations, a game that has passed through one generation of children is already a traditional game for the next. (Paakkinen 1987, 33). Speaking of games, folklore research has focused especially on games with rules. Games with rules have passed from adults to children, they are either social games or games for the fun and benefit of adults and children. (Helenius 1993, 44.) The origin of the games is difficult to study. Many games that were considered to have originated among our own people, Vesikansa noticed at the end of the 1930s that they were common folk games in many other countries as well. (Vesikansa 1986, 7.) Time changes the game. Games reflects culture and its own time. Fifty years ago, people played differently than they do now. The time difference between generations and changing the content of culture change the expression of play. There is also something permanent in play: children build and express things mirroring society's values, the same game may have only changed the name. (Helenius 1993.)

The play environment has changed over the decades. Virtanen (1984) describes the milieu from the 1960s. Back then, the yard was a spacious and park-like playground. In these yards, girls and boys play together a lot. The games were peaceful district games. The games were invented by us, and natural materials were used, and 8 stick horses and cows were made. As a result of being together every day, the children got used to each other so that their relationship started to resemble a sibling relationship. (Virtanen 1984.) The child is the recipient of the tradition, but at the same time also its mediator and producer. Each era creates its own tradition also in the area of play. Today's children live in the midst of abundance, there are computers and various PlayStation games, etc. It is important that the child plays, play is the child's work. We can guide children to choose play equipment that



meets their basic needs. Games that the children play always tell about the environment in which the child lives. (Pyykkö 1987, 26.) The same basic game can also be modified in different situations. Play equipment has changed over the years, so games have had to change accordingly. The ideas of traditional games are ancient and spread all over the world. (Vesikansa 1986, 5-7.)

Teaching these traditional games to children is very important because it teaches the children many beneficial skills such as social skills, mathematical skills, and motor skills. Playing traditional games is a great way to get exercise and promote team spirit. It is also a great way to pass on and appreciate the culture. These games were very important for me growing up and I wanted to bring these back to our daycare environment and see what benefits they bring to our group and our daycare. Playing traditional games is a great small group activity and a great way to spend time together when we are playing outside.

### 3 Research Method: Learning Diary

A diary-like thesis, or PONT, is a structured and scheduled way to do a thesis by developing one's own work or the practices of one's own workplace. Making a PONT takes about 12-15 weeks, which means that it can be completed in one semester. Such a thesis is especially suitable for a student whose work involves development or, for example, for a student starting a new job. In a diary-based thesis, the work is divided into small parts, on which you receive feedback and guidance on a regular basis. In this way, writing a thesis can be done with a lower threshold as part of one's own work. (Laurea 2022)

This diary thesis is the best choice for me for doing my thesis because I was working as a kindergarten teacher, and I wanted to keep on working fulltime to develop myself more efficiently. I also think that I benefit from regular feedback, and it is easier for me to divide the writing process into smaller parts. Structured observations and keeping a diary are a great method for development in my field. You can see the things that need improvement more clearly when observing and writing about your findings regularly. I had different themes to each week that I decided on by seeing patterns and connections on my diary.

#### 3.1 Structured Observation

Structured observation is a qualitative research method used by the social sciences. In this methodology an event or series of events are observed in its natural setting and recorded by an independent researcher. Pre-determined categories are used to guide the recording process. (Glazier 1985).

Observation is a data acquisition method in which information is collected about the phenomenon being studied by following it and making observations. Observations focus on the activities and behavior of people, such as how the phenomenon under study is used or how people act in interaction situations related to the phenomenon. Observation can be made of both verbal and non-verbal expressions of people. Observations are made by the researcher, who must be able to distinguish his own observations from how other people describe or talk about their own observations. Observations can be documented in many ways, for example by taking notes, photographing, recording, or taking a video. (Koppa 2015)

Methods of observation can be structured in different ways and the role of the observer can vary in different research samples. Observation can be done from an external or internal perspective in relation to the research object, and the observation technique can be structured or unstructured. The degree of externality or internality of perception can be visualized as a continuum that contains many different intermediate forms between the extremes. Observation made from an insider's perspective can become participatory observation, where the researcher acts as part of the observed situation and community. Participatory observation, which is carried out 'in situ' as part of the real community related to the research object, is called fieldwork. This kind of method has traditionally belonged to the material acquisition methods of the disciplines of ethnology and anthropology. (Koppa 2015)

I will be observing on how well the children learn the mathematical themes of Teddy Bear Math and how enthusiastic they are in this activity and how well do the small groups work in this activity. After each activity I will make notes and write them down so I can better see and understand what went well and what could be improved. In traditional games I will be observing themes such as the effects of playing together and what benefits do the games have for the children and their social skills. I will also be focusing on how well the children are able to learn new games and what is the respond from the children. Like mentioned before this method is a great way for me to stay focused on the most important themes in my thesis. This method is my guiding light in my learning process.

### 3.2 Qualitative Content Analysis

The goal of a qualitative or qualitative analysis is to comprehensively structure the quality, characteristics, and meanings of the research object. Qualitative analysis can be carried out with many different methods, and qualitative research can thus be connected to many different philosophical trends in science. Some of the qualitative methods are closely related to a certain type of analysis, some lead to certain types of broader methods of handling the material. Qualitative methods emphasize as a common feature aspect related to, for

example, the environment and background of the object, the object's purpose and meanings, expression, and language. Humanistic research is often precisely qualitative. (Koppa 2021)

Qualitative analysis explained in a picture (Figure 1). For me becoming familiar with my data is happening through daily reading and observations and the diary reading process. I will see themes the further the process goes as well as patterns and connection. Then there is interpretation of the data which will happen naturally conclusions. (Valcheva 2022).

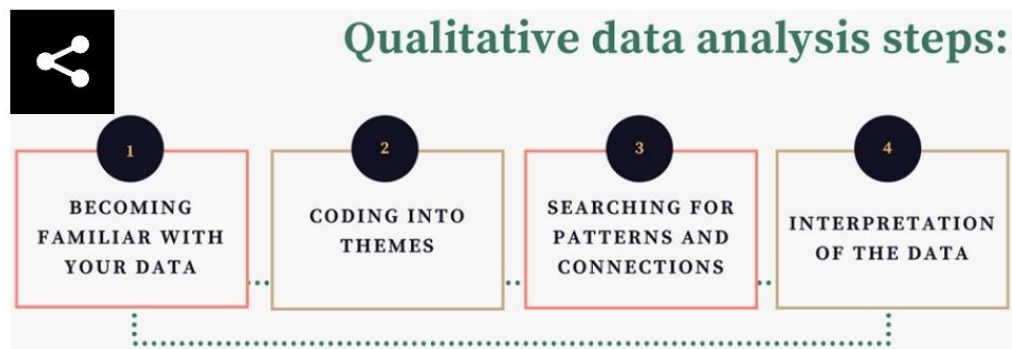


Figure 1. Qualitative Analysis Process. (Valcheva 2022).

#### 4 Daycare Koulumestari

The research conduction place for this thesis is a daycare located in Muurala, in northern Espoo called Koulumestari daycare. In our daycare there are 7 groups of children which are Muurarit (children under 3 years old), three groups of children between the ages of 2-5-year-old called Maalarit, Mestarit ja Räätälit, 5-year-old where I work in which is called Kisällit and two preschool groups called Timpurit ja Nikkarit. In Koulumestari daycare we are using the idea of active learning and in our work, we emphasize interaction: we genuinely listen to the children, discuss with them, and support them to realize their own learning through questions. We encourage children to problem solving and to think independently thereby strengthening their self-confidence. The learning environment is organized according to the children's interests together with the children. (Espoo 2022, Koulumestarin päiväkotii)

When planning our activities, we take into consideration the individual needs of children and we help them to find their strengths as well as to trust in their own skills and encourage kids to express themselves. We cooperate with other professionals working in this field such as speech therapists, psychologists and maternity and child health clinic in which the parents can also be in contact with. We ensure that all children and adults feel safe and good in our daycare. Together we discuss and learn about friendship and emotion skills in a versatile

way. Children have the chance to give their influence and we do things together. Parents and employees work together to ensure the wellbeing and development of the children are taken care of. We discuss daily with the parents and, also communicate using for example eVaka. The objectives to support the child's learning and growth are agreed together in discussions on early childhood education and preschool education and a plan for early childhood education or preschool education is drawn up together with the parents. Various functional events and celebrations during the season are organized, both outdoors and indoors. (Espoo 2022, Koulumestarin päiväkoti)

eVaka is the City of Espoo's customer information and ERP system for Finnish- and Swedish-speaking early childhood education and care. It is Espoo's own open-source system, which is being developed together with the cities of Tampere, Oulu, and Turku. In eVaka, a guardian can apply for a place for a child in early childhood education, preschool education, or a club. Through the e-service, the guardian and the daycare center can communicate and keep in touch in a secure manner. In the eVaka calendar, the guardian also books the child's attendance times at the daycare center and notifies of absences. In addition to the functions visible to guardians, eVaka also includes features that help guide and plan the activities of daycare centers. This is an extensive system that is used in early childhood education and care to process, for example, customer data, early childhood education fees and decision-making. (Espoo eVaka 2022)

#### Analysis of Starting Level Competence

My current working and personal competence are quite good because I have work experience in this field working as a kindergarten teacher in a group consisted of 3 - 5 -years old children. Before working in this field, I worked as a school assistant and was an employee in an after-school club for 6 years. I have great interaction skills which is really needed in this field. When working with different kind of children and parents' good social skills are essential. Listening is the most important skill. My concrete goal in improving my personal competence is to improve on my listening and being sensitive towards everyone. In my profession I will be working together with the employees of my daycare, as well as other professionals when needed.

In our group we have two kindergarten teacher and one childminder working as a team. Even though I am not yet fully qualified I am responsible of the work of a kindergarten teacher. I must understand both the national early childhood education plan and the key concepts and principles of the municipal early childhood education plan. You must use the early childhood education plan to be able to be pedagogically competent early childhood educator. My work duties include talking with the parents daily about their children's day, participating in the planning and our weekly meetings and for example planning the small group activities alone

and as team. I worked my normal working hours and wrote my thesis and learning diary at home in my own time. Of course, at work I was constantly observing my group and my working environment to see what needed improvement. My previous competence was a great help for this occupation because I have experience working with children, instructing small groups, and working as a team member.

## 5 Learning Diary Reporting

### 5.1 First Week: Getting to Know Each Other

My plan for this week was to get to know the children and the environment. My goal was to be easily approachable and talk to the children as much as I could. This first week was all about getting to know each other and the best way for that is through playtime. I was happy that these few first weeks are devoted to playing and taking it easy.

An operating culture that encourages play recognizes the importance of play for a child's well-being and for learning. The staff identifies factors that limit play and develops factors that promote play operating methods and learning environments. Children and staff can experience together the joy of doing things together and playing. In the community, everyone is encouraged to ingenuity, the use of imagination, self-expression, and creativity. Playtime can be seen and heard. For children's play initiatives, experiments and experiences are given space, time, and peace. For playing children and adults are enabled the concentration to play. (Varhaiskasvatussuunnitelman perusteet 2022, 18) As professionals it is our job to guarantee that we create an environment where there is space and peace, and the children get to have enough time to play every day and express themselves freely. Also it is important that we grown-ups have time to spend with the children and participate in their play time.

#### 8.8.2022 Monday

Monday was my first workday in this daycare. I was very excited to start working after a long summer holiday. I work in a daycare group that has 21 children which are all 5-year-old. My work colleagues are one teacher called Maru and a childcare provider Sesilia. My work colleagues seemed very nice and welcoming. For the first day my goal was to get to know the children and my work colleagues as well as the daycare and our group space I am working in. I decided to use the first weeks getting to know the children, their names as well as the basic work schedule and tasks.

The other goal was also to work on my observation skills, my listening skills and to improve on my skills as a kindergarten teacher. Every daycare has their own way of implementing early childhood education and care, so I need to be patient with myself and give myself time to

learn new way of doing things. I chose a different angle on what to observe every day. Usually, the theme came naturally to me but most of the time I decided what I wanted to focus on.

9.8.2022 Tuesday

Our group has a shift to our daycare gymnasium on Tuesdays. Today we went there for the first time. I was happy to observe my work colleagues and the children. I noticed straight away how much easier it is to do things when the children are the same age, and they all have the same basic skills. The age of 4-5 years old is the period of sensitivity of skills, when basic motor skills develop to their peak. At the threshold of school age, a child's physical activity is skillful and agile if the practice of basic motor skills has been versatile. Basic motor skills should be at a developed stage in 5-6-year-olds, because from this age we move from basic motor skills and the factors that regulate them to slowly learning sports skills. In the advanced stage, the movements are smooth, rhythmic, purposeful, and controlled. The child also knows how to differentiate his movements and can use only those parts of the body that are required to perform the movements. (Karvonen, Siren-Tiusanen & Vuorinen 2003, 105.) The planning for the activities is easier when you know the children can usually all do the same things. Today we had different games such as tag. We also played games where the children could learn the names of each other. Everyone participated and had fun. Usually, we are in small groups but this time we were all together. I think it went fine even though there were a lot of children. I think small groups are good for some activities but for this time it was fun that we had the whole group together as we are still getting to know each other.

10.8.2022 Wednesday

On Wednesday I focused on observing the playtime of the children. In our daycare we have one big room, two smaller rooms and a hallway we can play in. We use a playtime board where there are pictures of the different activities and games. The children can then place their name on the chosen playtime activity. There are also numbers showing how many children are supposed to be on the same activity. There are groups from 2 to 4 children, but this is of course flexible. The playtime board helps us to keep track on, who is playing with who, what are they playing and to decide how many children can play in that place. It helps us to observe what the children like to play. (Figure 2.) In the mornings the children can play freely so we do not usually use the board instead we use it more in the afternoon.

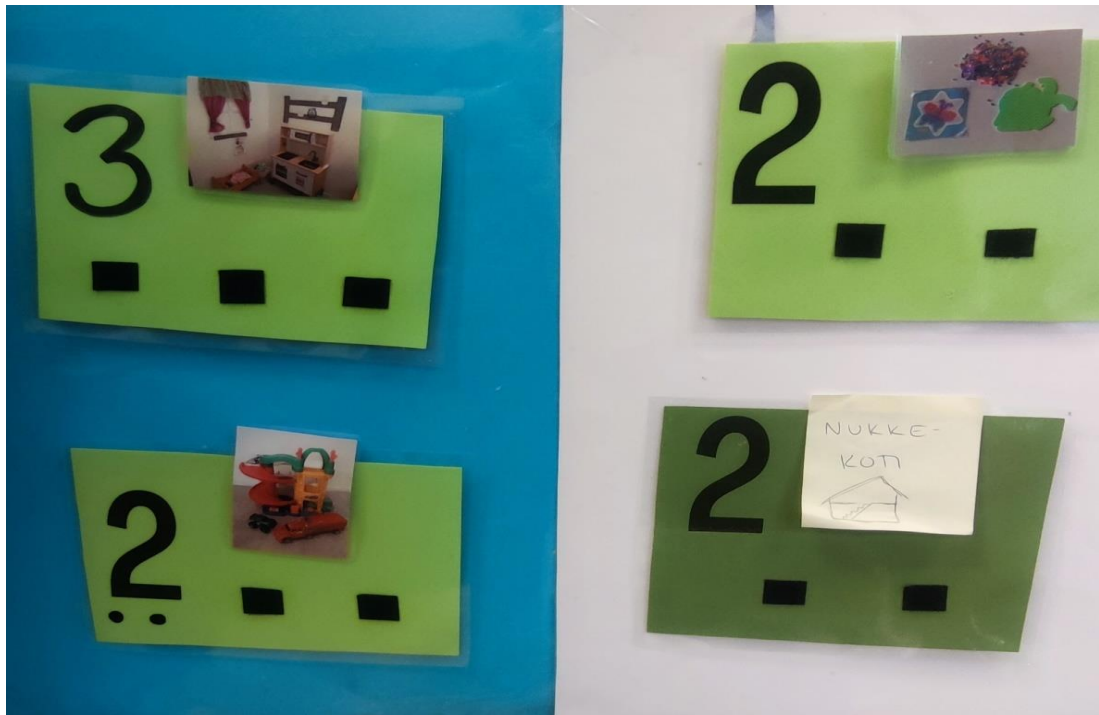


Figure 2. Choosing activities from the Playtime Board. (Mattila 2022)

I think the playtime board is a very good thing to have in our group. I have seen it also in my previous workplaces and it really motivates the children to play with multiple children and try new games and activities. It is good to let the children decide what they want to play and with who but sometimes it is more beneficial that the grown-ups also decide the groups. This is also easier to do with the help of the board. Especially in the beginning it is very important that the children get to know each other and the best way for that is through playtime.

11.8.2022 Thursday

Today I focused on the transitions of our group and the outdoor playtime. The most usual transition is the times when we are going out to play. Our group usually goes outside twice a day. These first days have been great because the weather has been so nice which makes getting dressed easier. Our children have been quite fast getting ready to go outside. Usually, we divide the children into smaller groups, so it is easier to get ready. Before we go outside everyone goes to the toilet and wash their hands. Then everyone goes to their own named shelves and get ready. 5-year-old children are very good at putting on their own shoes and clothes, so they really do not need much help. I noticed though that the children need to be motivated quite a lot because their focus gets distracted easily. That is of course understandable because they want to talk to the new children and grown-ups. Some children still need help with zippers but usually when you just let them practice and try to do things on their own, they manage to close the zipper themselves. For me it is important to teach the

children to do things for themselves and not to do too much for them. The only way to learn is by making mistakes and trying again.

The play area outside at our daycare seemed nice. There are multiple areas in which we can play at during the day if we want to. In the yard in which we usually play at we have a swing set, sandbox, and a storage full of toys. The challenge in the yard is that there are huge bushes which makes it harder to see what the children are doing. The yard is fenced so that helps with the safety. Compared to the school yard the yard could be improved. In my opinion the yard should have more equipment. A jungle gym where the children could improve their motor skills and strength by climbing up and down would be a great add for us. The children play outside games such as hide and seek and with different toys. The weather has been very hot this August, so the children have enjoyed being outside.

12.8.2022 Friday

For Friday my focus was to talk to the children more and start to build the relationship. My goal is to be a safe and fun grown up for the children. Usually, the most important thing for creating a good relationship is time. In the first week it was easier to make time because there were less children than usually which made it easier for me to talk to the children and observe them. I also tried to give the children space and come and talk to me in their own terms. All children are different, and some children take more time than others to feel comfortable around a new grown-up.

Weekly Conclusion

I think the first week was very successful and I met the goals of my weekly plan. I think I learnt a lot about the children and got familiar with the work. I was surprised on how well the children and the colleagues took me into the team. They made me feel welcomed and shared their knowledge. It was easy to work with them and to ask questions. I feel my work colleagues are both very good at their work and the children seem to like them very much. It is nice to learn from other professionals. The number of children was a bit smaller this week than it usually is. We had around 13 children in the first week. Some of the children were still on a summer holiday and some started later. I think that helped to get to know the children better. In my opinion the daycare groups are usually way too big. If the group sizes would be smaller, we would have more time to meet the individual needs of the children and be more present for them. Also, the work stress would be smaller and that would help with the overall wellbeing. Overall, I feel that the children seemed nice, and I am looking forward to getting to know them more and use that information to create functional activities and small groups



that are beneficial for our children. I am also looking forward to meeting the rest of the children and getting to know the rest of my work colleagues in this daycare.

## 5.2 Week Two: Making the Weekly Plan for Our Daycare Group

For week two my goal was to get familiar with the weekly schedule of our group. We decided to have a meeting after work and discuss the weekly plan and decide the responsibilities and how to share them. In this week I would be having my first Teddy Bear Math and my goal was to win my fear of Math and enjoy learning new things and making this Teddy Bear Math session fun and motivating. I think the weekly schedule should follow the Early Childhood Education Plan. My goal as a teacher is to provide the children a place where they can learn lots of things in a fun environment.

The foundations of the Early Childhood Education Plan have been drawn up based on the concept of learning, according to which children grow, develop, and learn through interaction with other people and the surrounding environment. The concept of learning is also based on the view of the child as an active actor. Children are innately curious and want to learn new things and repeat things. Learning is comprehensive and it happens everywhere. It combines knowledge, skills, action, feelings, sensory perceptions, bodily experiences, language and thinking. Learning takes place, among other things, in children observing their surroundings and imitating the actions of others. Children learn also by playing, moving, exploring, doing various work tasks, expressing oneself and in the arts-based activity. (Varhaiskasvatuksen suunnitelman perusteet 2022, 11-12) I feel that creating an environment where children are not afraid to try new things and make mistakes is very important for learning new things. It is important to encourage the children to ask questions and explore their environment as much as they can.

15.8.2022 Monday

Today we had our meeting with the other teacher Maru. The meeting happened after our workday, so it was a long day. It was a very important meeting to have because we managed to decide the responsibilities and divide them. The process was surprisingly easy. We decided together that I would be responsible for the Teddy Bear Math. Math has never been something I was good at, so I was nervous, but I took it as a challenge. I think it is important to challenge yourself and my attitude towards Math really needed to change for the better. I also felt this would also make me a better kindergarten teacher in the future. We also divided the children into two groups and these two groups were the children we would be doing the Early Childhood Education Plan with cooperation with the parents. I think it was very good that we did this in the beginning because it would help me to focus and observe these

children even more. We also agreed on the weekly schedule which I am going to talk about more tomorrow.

16.8.2022 Tuesday

I decided to write about the weekly schedule that we agreed to have in our group. Sometimes the activities can change due to different reasons, but we are all ready to be flexible.

Monday - Music

Tuesday - Trips to the forest / Gymnasium

Wednesday - Rabbit Stories (Jänistarinat)

Thursday - Teddy Bear Math (Nallematikka)

Friday - Art and Crafts

The weekly schedule we have planned seems to be very interesting and versatile. I think it is important to have activities and routines in a daycare, but also to have enough playtime for the children. It is important to have enough space during the days for playing with the children as well as having conversations with them. It is a great way to create a safe environment for the children. For these open conversations to happen it is time to make sure the schedule is not too busy to make sure we do not create stress for the children. I think this schedule we agreed met the standards of the Early childhood education plan, so I was very pleased to accept this.

17.8.2022 Wednesday Teddy Bear Math

Today I had my first Teddy Bear Math session, and the subject was comparing sizes, so is something as big as something or for example bigger or smaller. This first Teddy Bear Math activity was for the whole group. This was the first time I taught Teddy Bear Math, so I started with the basics which was introducing the bears and the concept of this activity. There are three bears included which are all different sizes. They are dad bear, mother bear and the little bear. I used the materials provided for the bears which were chairs this time. I also used the white board which was great help to show the children what was happening in a more visual way. Even though the children cannot read yet it helps them to stay focused and for me to stay on track. I placed the material (bears, chairs and so on) and the white board in a place so everyone could see it and all the children were seated in their own named places. I

asked the children simple questions and asked them to raise their hands if they knew the answer. All though not everyone had the time to answer I asked the children to show with their hand if they knew the right answer and then complimented everyone for raising their hand. In this first math session the children also had the opportunity to place the right bear in the right sized chair, say hello to the bears and play with them a little so all got to participate in some way. The idea was to combine the right sized bear to the right sized chair. (Figure 3.)



Figure 3. Teddy Bear Math. (Niilo Mäki Instituutti 2022)

My overall goal for this session was to get the children excited and provide an activity that would make them all have a positive feeling towards Teddy Bear Math. I was very happy that I succeeded in my goal. My work colleague was also giving me good feedback when I asked her how the activity went. I think it is very important to not only get feedback from others but to also compliment yourself when you succeed at something. This activity went better than I imagined even though this was a whole new activity for me, and I have never tried it before. I feel it is important to push yourself out of your comfort zone to be able to improve. Even though this first math session went great I feel it is important to divide the children into smaller groups so that is what I will be doing next time.

#### Weekly Conclusion

This week was a great success. I felt all the goals I set for myself were met. I felt very satisfied with the work we did as a team, and I feel comfortable moving forward. I feel that our weekly schedule is now very good, but I want to change the sleeping arrangement

because I feel it could be improved. My plan is to talk about this with the team during our weekly meetings as a team and after that I will write more about that. I was happy about that the Teddy Bear Math went great, and everyone listened to my instructions. Getting positive feedback was also a great boost for my confidence. I positively surprised myself by managing to instruct the session in a way that was exciting for the children.

### 5.3 Week Three: Sign Support and Anniversary of Espoo

This week's plan was to get familiar with the music activity and celebrate the 50<sup>th</sup> anniversary of Espoo city. In our music activity we are using sign support which is good to use and teach the children in an early stage. Sign support with hands (Tukiviittomat) is a handy communication aid that can be used to communicate even with small children. Sign support promotes the development of children's speech. They can also be used with children who have problems with speech and language development. Support signs can also be used as a means of communication if the child's speech does not develop as expected. Thus, their use is very useful in early childhood education. (Häkkinen & Järvinen 2022, 4) In our group we use the sign support for example during our music sessions and I feel it is a very good way to help the children to communicate. Especially I have noticed that the children that speak Finnish as their second language really benefit using sign support to get them more comfortable to speak Finnish. Other plans for the week was to observe our other small group activities as usual and try to find occurring patterns.

#### 22.8.2022 Monday

On Monday we had music as planned. The music activity was held by Sesilia. The songs are getting easier for the children the more we practice them. We used our iPad and did the support signs while singing the song. The YouTube videos created by Kielinuppu use these support signs that really help in the learning, but it can be distracting for some children. Kielinuppu is a project that produces children's songs with educational videos that support the learning of the Finnish language. Among the songs in Kielinuppu there are songs for learning many things, from neighboring countries to numbers and from months to machine inventions. All songs and educational videos can be found on Kielinuppu YouTube channel. (Papunet 2020) We have been singing such songs as the "Month Song" and the song "How Does the Teddy Feel?". These are great songs for children, and they really enjoy singing them. In my opinion Kielinuppu is great but the focus should be on singing, so we have encouraged the children to sing first and then later use the signs more when the songs are more familiar.

#### 23.8.2022 Tuesday

Today we had our shift to the gymnasium. Me and Sesilia decided to have this activity together with all the children and then go outside as a big group to play. For warm up we had

different kind of tags and this running game called Earth - Ocean - Ship (Maa-Meri-Laiva) where the children run to the location instructed. For example, if I yelled Earth all the children ran there. In the end we made it into a playful competition where the fastest child won. After that we did different tasks, I had planned with this huge round fabric with different colors. I had seen it in the storage and wanted to see how well the children could work as a team. First, we did simple things such as made the fabric move up and down in a rhythm. When that went okay, I decided we all got to go under the fabric in our own turn. The children had to recognize the color they were holding and when that color was called, they could go under the fabric. This activity was very fun for the children. Some struggled with being patient and waiting their turn but other than that it went great, and the children worked together as a group to create the movement. I think this gymnasium activity went great even though we were all together and not in small groups like we usually are. With right kind of planning and instructions the activities can go well even with bigger groups.

24.8.2022 Wednesday

On Wednesday it was art day. Maru had planned this art activity for the children which was to cut two pictures of Espoo and then glue them on a white paper. There were pictures from Espoo 50 years ago and then there was new pictures of Espoo. The children had to recognize one new picture and one old one. After that Maru put the finished work on the wall so the children and parents can see them. It was a great art activity which taught children about the history of Espoo and the children got to also use scissors and glue which is a great way of improving their fine motor skills.

25.8.2022 Thursday

Every day when we are outside, I observe the children and what they do and play. I noticed some of the children did not know what to play when we were outside, so I think the playtime outside improvement idea was needed. Some of the children usually just wanted to swing or just spent time walking around the yard. When I think about my own youth, I remember all the great traditional games we played together. We spent most of our time outside playing. That was something I wanted to bring back to our playtime. The idea of improving not only playtime outside but creating traditional playtime cards was starting to take its form.

26.8.2022 Friday

The city of Espoo turned 50-year-old, so we celebrated the occasion together with all the children from our daycare. We all gathered in the soccer field (Figure 4.) and all the groups performed their own little performance. Most of the daycare groups had practiced a song and then the rest of us joined in and we all sang together. At lunch time we also had a celebration meal together which was fish burgers. It was great to spend a little time together

with all the daycare groups. Usually, we only see the other groups in the play yard so it was a good change, and it creates a sense of community.



Figure 4. The soccer field. (Mattila 2022)

#### Weekly Conclusion

This week we had some great activities. It was nice to spend time together in the soccer field and celebrate Espoo together. I think the art thing was a great way to appreciate the history of Espoo and to visualize the change in Espoo for the children. This weeks observations made it more clear that the small group activities that needs the most improving is the playtime outside. I am looking forward to bringing these traditional games in to our daycare. Music activity was also great, but I feel it is more important to first get to know how to sing the songs and then how to use the sign support.

#### 5.4 Week Four: Observing Our Environment

This week's plan was to play the traditional games outside. The weather was hot and sunny for outdoor play, so it is easy to get the children involved. We had water bottles with us so we would stay hydrated. The time used in these activities does not need to be long and my goal is to just get the children excited to try new activities and observe on how they do. Our plan was also to go on a little trip so we could practice walking in line before we take the trips to the forest and to observe our environment.

Observation in childcare settings is the method of watching, listening, documenting, and analyzing children as they explore, play and learn. Monitoring children's physical actions, expressions, gestures, and behaviors, and listening to them talking and interacting with

others will show how they are developing, their likes and dislikes and how they learn through their play and interactions. It also reveals more about the child as an individual, and how they interact with other children and adults. By observing children as they explore, play, and learn, practitioners can ensure that a child's development is at the expected stage, whether the environment and resources (toys or equipment) are stimulating their development, and what future support the child will need in order to gain new interests, skills, and knowledge. (AziloTraining 2022) I feel that quality observations needs time and it is important that after making the observations those are discussed with your colleagues. Also documenting those observations is a great way to really benefit from them.

29.8.2022 Monday

Today I had traditional games outside for the children. I started out with easy traditional games called Mirror (Peili) and Color (Väri). Both games are easy to teach and learn. We gathered in the yard and went over the rules. Then we decided on the playing area together and started the game. Many children wanted to be the one who gets to be leader of the game. I think it is great sign because it shows that the children are interested. I emphasized that listening to the leader is important, so the playtime goes smoothly. My other goal was to give everyone a turn to be the leader, so their patience paid off in the end. Both games went well but we still need to improve on listening and being patient.

30.8.2022 Tuesday

On Tuesday we went on a walking trip near to our daycare. We practiced walking in line and observing our environment. We changed the pair who got to be first in line leading the other children so that everyone got to be the leaders of the line. The observing happened naturally. We stopped somewhere because someone saw something interesting and then we talked about it. The observation could come either from the children or myself. I took photos (Figure 5.) of the things we discussed about. The things we observed were for example the colors of the berries, the traffic rules, the yellow box where you can put your clothes to donate them and so on. The trip was very relaxing and fun, and it showed that our group is ready to go to the forest trips because everyone listened to the instructions and behaved well.



Figure 5. Observation from our walk. (Mattila 2022)

31.8.2022 Wednesday

On Wednesday Maru had yet again planned a nice art activity for the children. The art idea was perfect for Autumn. The children painted the apples and pressed them to a white paper. The children really like participating in these art activities. It is nice to do these art activities together. After every art activity the children and their parents can see the artwork displayed on the wall. The children are usually very proud of their work and excited to show them to their parents. These art moments provide the children fun new learning experiences.

#### Weekly Conclusion

This week was very nice and full of good observations from our environment and our children. This week's activities were a great success and the children participated in all of these with good energy. By observing you can gain a lot of useful information about the interests of the children which you can then use to create more activities that they would enjoy. Our trip where we observed things together with the children created some great conversations and in my opinion improved our group spirit. Traditional games are clearly something that the children are interested in which makes me happy.



### 5.5 Week Five: Traditional Games Inside

The plan for this week was to again observe the Teddy Bear Math and to see if there is anything that could be improved or if there is someone who needs more help than the others. My other plan was to try traditional games inside and to start to learn the rules to two of the traditional games which are Tar Pot (Tervapata) and Dodge Ball (Polttopallo). The goal is to take the feelings of the children into consideration and observe them. A child's feelings and the ability to empathize or consider other people's feelings, are built step by step when the child interacts with others. Emotional development progresses individually. A five-year-old names and recognizes emotions, such as anger, sadness, and joy. Emotions create the background for all interaction between people. They affect the quality, permanence, and meaningfulness of human relationships. You could also say that emotions are one means of communication. We know and understand each other's linguistic, physical, and intuitive communication as well as the language of emotions. In some way, we notice or intuit sympathy and kindness, as well as hostility and indifference. (Opetushallitus 2022)

Emotions are involved and a part of everything that happens among and between people. The basis of a child's emotional life is a close relationship with at least one adult. A loving human relationship creates a basis for trust, where one can express the whole spectrum of one's feelings. Home and your own family are a place where you practice how it feels to be happy, sad, angry. When you get enough practice, you learn to deal with your emotions and talk out your bad feelings. Talking about feelings by their names helps the child to recognize them. An adult's model is relevant in learning emotional skills. (Opetushallitus 2022)

Us adults have an important role in showing our emotions and making the children feel that all emotions are allowed. It is also important that we help the children to talk about their emotions and process them in a safe way. The children have the right to be met with respect and love in every situation.

6.9.2022 Tuesday

Today it was time for Gymnasium again which was held in two small groups. I decided to instruct two of the traditional games inside which were Tar Pot and Dodge Ball. The rules for these two games are pretty simple and fun. Most of the children knew Dodge Ball beforehand so that went well and was easier to instruct. First, we went over the rules anyway, so everyone knew what was happening. The most important thing is to of course have a soft ball so no one gets hurt and that the ball should hit below the shoulders. The hit is called a burn. Then one of the players starts the game and tries to burn the other players with the touch of the ball that are inside the play area. After the player is burned, that child is also trying to burn the remaining children in the play area. Usually, the only complication in this game is that the children do not want to admit that they were burned, or they simply do not feel the

touch of the ball, so it is important that there is a grown-up observing and judging the game. It is common that multiple feelings can surface when playing these games. Some children can get angry or sad and start to cry when the game does not go as planned for them. It is important for the grown-up to be positive and motivate the children to try again as well as accept the emotions of the children. I always try to remind the children that the most important part is to learn new things together and not to win.

In Tar Pot I made the play area, a circle, with different kind of shapes and the shapes were also the spots where the children's home space. The rules for this game are also quite easy. One starts to run around the circle and drops the stick behind one of the children. The child then takes the stick behind them and starts to run to the opposite direction and the one who is first in that open space wins that round. The children really understood the game fast, the only difficulty for some was to try to remember to run in the opposite direction as the other child. This is where the grown-up of course there to help. The children were nice to each other and cheered each other when it was time to run. I know these kinds of games, are best played in small groups. If there are too many children, the game is too hard to instruct and learn.

#### 7.9.2022 Wednesday Teddy Bear Math

Today's theme was comparing the concept one or many. The main goal was to teach the children this concept and observe whether the children recognize when there is only one of something or many of them and to observe can the children use this concept in the right way. I started this activity by visualizing this on to the white board by drawing flowers. In one of the vases there was just one flower and in the other one there was many. I also asked the children to give me examples of their own about one or many things. They had to think about examples from the daycare environment. They all understood the concept very well and seemed motivated to learn more math. The children got a letter home from the bears this time and we also talked about the Teddy Bear Math and what we learned later in the morning circle we have before our lunch. This is what helps the children to recognize that Math is all around us.

#### 8.9.2022 Thursday

Thursday was a play day. I had time to play with the children and build with Legos together. (Figure 6.) These kinds of moments are important to really observe the children and get to know them. I noticed that our playtime got interrupted quite often so it would be better to really have these playing moments in a quiet room where one grown-up can really focus on the play and the others can focus on the other children and work tasks.

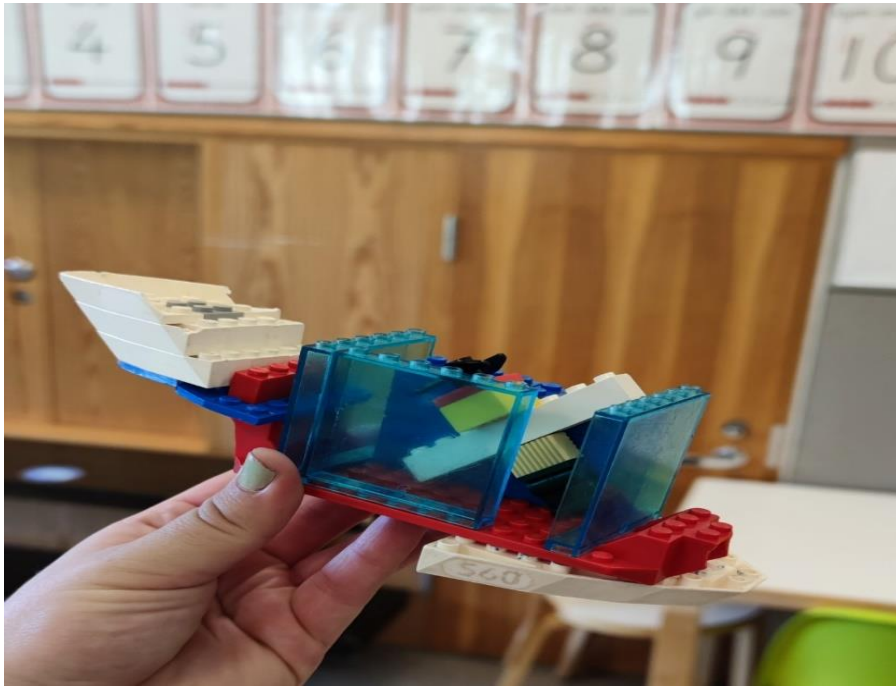


Figure 6. Playtime with the children. (Mattila 2022)

Next time we are going to have a moment where all the grown-ups are divided into different play areas so that we can really focus on the playtime more.

9.9.2022 Friday

Today was my turn to plan and instruct the art activity for the children. I decided that we would paint our own pictures. I divided the children, and everyone had their turn at the painting table. I painted my own picture too with the children. I think it is important to also participate and set an example for the children. The end result was nice, and the children had fun, but I think for the next time I will provide the children with bigger papers. Also, the time used was maybe too short so that is something I need to take into consideration more when doing these activities. When you have 21 children the time is limited of course but maybe the art activity could be something that lasts for example two days instead of one. Rushing and stress are not something I want to have in our activities. As a kindergarten teacher it is my responsibility to create small group activities where there is time and peace. This is something I will take into consideration from now on.

Weekly Conclusion

In this week there were a lot of good observations and the most important one is maybe the meaning of having enough time to spend time with the children whether it is playing with them, having a conversation with them, or making art with them. Every activity needs enough time and space so you can take into consideration the child and their emotions in a more

individual way. Every child's needs are different, and you can only see them when you spend enough time with each child. I still feel I managed to take everyone into a consideration, but this is just something that needs to be improved even more. Observing and having Teddy Bear Math went fine and I felt that everyone understood the theme and had fun. Traditional games that we tried together went also well and learning the rules was not too difficult. Overall, I feel that the children are getting more and more excited about these traditional games.

#### 5.6 Week Six: Baking and Teddy Bear Math are Fun

The plan was to instruct the Teddy Bear Math clearly and in a way that makes the children to believe in their own abilities. The plan was to make three small groups this time and to see how that changes the activities and the focus of the children. The Teddy Bear Math program lasts for a year and is done in two phases. It proceeds systematically according to the provided script that comes in the material. The daycare staff implements the activity and cooperates with the home and provides info weekly with a letter from the bears. The idea is to continue the learning process at home with the parents as well as discuss the matters learnt in the daycare environment. (Niilo Mäki Instituutti 2021, 3-15) For me the script was my guiding light, but I still try to make the sessions in my own creative way. The other plan is to bake together with the children which is a great way to improve and observe the fine motor skills of the children. Motor skills are divided into fine and gross motor functions. Fine motor skills refer to the coordination of small muscles, such as finger dexterity. (Autio 2007, 53-54.) I think baking is a very good way to practice these fine motor skills, but you have to remember to plan the activity in a way that is safe for the children and matches their skill level.

15.9.2022 Thursday

Today we baked an apple pie together with the children. It was a very fun activity, and it went smoothly because the children were divided into small groups: a baking group and playtime groups. I was helping the children to cut the apples. I think it is good to let the children to do things by themselves so they can learn but I feel that using the knife is a little bit too risky even though there was a grown-up supervising the activity. That is something that could be changed for the next time. Also, the communication between us workers could have been better. Maru planned this amazing activity, but we did not really have specific roles until the activity was already going on. This is quite usual in a changing environment where there can be workers sick or coming to their shift in the middle of the activity. Therefore, it is important to communicate in a friendly and clear way, so everyone knows what they are doing and what is expected of them. That helps to create a peaceful environment. The stress of the grown-ups could be visible to the children as well so that is the communication is so important. We are still a new team so these things will most likely

improve in time. At the lunch time we got to eat the apple pie as a desert, and it was delicious. The children were proud to have made the pie themselves.

17.9.2022 Friday

Thursday is my main activity day which is Teddy Bear Math. My goal was to divide the children into three groups and have the activity to be the right length. The decided length of the activity was approximately 10-15 minutes. I decided to keep this activity in my own way. I read the instructions and modified them to my liking. The subject of the day was the numbers between 1-3. The goal was to find out are those numbers easy for the children and can they use the number in the correct manner. All the three groups did an amazing job. I tested the skills of the children in different ways.



Figure 7. Teddy Bear Math with pearls. (Mattila 2022)

First, they had to show the number with their fingers, then they did the task with the pearls (Figure 7.) according to the pictured instructions. I gave the children a time space in which they had to have the task ready so they would focus more. Everyone got the job done in the right amount of time and I made sure to compliment everyone. The time spend in this activity was perfect for the children to stay focused and motivated. I feel I managed to teach the children the things I needed to. I feel that this time the real instructions made for Teddy Bear Math were too long and they could have been made in a way that is easier to understand and to implement. Therefore, I made this activity in my own way which is perfectly fine.

Weekly Conclusion

The Teddy Bear Math went great. It did not feel rushed even though I set a timeline for this activity. I felt I managed to instruct the activity in a way that taught the children the mathematical theme. The baking was also a nice and different activity. These baking moments are something that the children really enjoy so we should have more of them in the future.

### 5.7 Week Seven: A Week Full of Art

In early childhood education the goal of musical expression is to produce musical experiences for children and to strengthen children's interest and relationship with music. Children are guided to experiential listening and observation of the sound environment. The ability to perceive music and the duration, level, timbre, and power of sound develop through playful musical activity. (Varhaiskasvatussuunnitelman perusteet 2022, 40.) One key task of artistic activity for a child is to express their inner world and share experiences with others. Viktor Lowenfeld, a prominent theoretician of creative self-expression pedagogy, considered artistic expression to be central to a child's individual development because, according to him, it gave an opportunity to safely release internal impulses and thus develop a relationship between the world and the individual. Lowenfeld's (1995) thinking was influenced by the psychoanalytic framework. He assumed that the environment constantly produces constraints and conflicts in relation to the individual's impulses, which could be dismantled and dealt with safely through the means of creative self-expression. (Hujala & Turja 2011, 112)

The aim of pictorial expression is to develop children's relationship with visual arts, other visual culture, and cultural heritage. Children have the opportunity to enjoy making pictures and to have aesthetic experiences and experiences in front of art. Through diverse pictorial expression children practice their pictorial thinking, observation, and interpretation of images. Image-making skills are developed by building connections with other forms of expression in a multisensory manner. Children experiment with different ways of making pictures, tools, and materials, for example, by painting, drawing, building, and making media presentations. With the children, we observe their own images, works of art, media content, objects, and objects from the built and natural environment. (Varhaiskasvatussuunnitelman perusteet 2022, 40)

I feel that art and music are the best way to let the children to express themselves and their emotions in safe and creative way. The weekly plan is to focus on music and art and observe how these activities go and what could be improved.

19.9.2022 Monday

On Monday's small group activity, it was time for music again. This time I held the activity for the first group of children. We divided the children into two groups. In the first small group there were 9 children. This activity is held in a room where there is space for all of us to move around if we want to. Music as a small group activity is easy for everyone to participate because the children already know the songs and each other. We have been singing these songs since August. These songs are age appropriate and very easy to learn. The songs talk about easy subjects such as times of day, weekdays, seasons, and feelings. In this small group there were children that are still learning Finnish language and music is a very good way to do that. For today's small group activity, I wouldn't change anything because it went great. The children were singing along and were happy to participate. In the last song we got to move around and follow the movements that were mentioned in the song. The other small group had the same activity later in the day. Usually, the activities are held by the same person, so the activity is the same for everyone but sometimes there are changes. In my opinion it is best that the same person oversees the activity, but the most important thing is that the activity is held. I think this activity is very successful and meets the goals for the early childhood education. In our music moments we keep the moments playful and fun for the children.

20.9.2022 Tuesday

Today we had a trip to the forest. When we go to the forest, we make a pair line. Usually, the pair line is just formed naturally but sometimes we also decide the pairs if we think it helps the line to function better. In the forest we are all together as a big group and enjoy each other's company. There are also different changing activities held in the forest. This day we made an art installation to the forest. This idea was a very creative and it was planned by my colleague Maru. She had taken frames for everyone, and the names of the children and the idea was to do an art to the ground using leaves and other materials such as sticks. The theme of the art installation was autumn. (Figure 8.) The children could choose a place for the art and after they were finished, we took a picture of their artwork. When we got back to our daycare, we printed out the artwork and put them on display at our daycare group.



Figure 8. Art in the forest. (Mattila 2022)

The rest of the day we were in smaller groups playing. We used the playtime board for different playtime activities, and we separated the children into those activities in different ways. Almost every day the children get to choose their own playtime activity and the friend they are playing with, but we also mix the groups so different children can get to know each other better and learn from each other. I think the playtime board is very good at helping to create these small groups and it also helps children to decide and visualize different playtime activities.

21.9.2022 Wednesday

On this day we had an activity called a Culture Peak (Kulttuurikurkkaus) which is held by private company called Seikkailutaidepaja. It is held in two sessions and today was we had the first one. In this activity they had a story combined with arts. The activity is held outside which gives it a nice little touch because we get to be in the nature at the same time. The story was about an endangered animal called arctic fox that was looking for friends. The story didn't end there because the next part was for the children to draw what happened next. The children got to test new art methods which was using coal and the quick draw method.





Figure 9. The story of the arctic fox by Seikkailutaidepaja. (Mattila 2022)

The art pieces the children made were made into an art show where everyone received feedback for their art. The children were looking happy and proud about the feedback for their art, and they really liked this morning's activity. Later that day the art piece made by Seikkailutaidepaja (Figure 9.) and the artwork of the children were put on to the wall where the children and their parents can see the pictures again and be proud of their own work. I noticed how the children were excited to see their work displayed as well as parents.

22.9.2022 Thursday

Today I am going to talk about the sleeping arrangements we have in our group. As I talked about before I had an idea of improving that in a way that everyone sleeps in a same room. Sesilia agreed so I pitched the idea in our weekly team meeting, and we agreed that that was a good idea, and we should implement it. We made a sleeping map to our main sleeping room with my co-worker Sesilia and placed the children into their own spots. Our sleep time is usually only about 30-45 minutes which is very good break for the children to have during their day. Many children still need sleep so the ones that want to sleep can sleep longer and the ones that do not sleep anymore can go and play at 12:30. Usually the sleeping time we either listen or read books and then listen to some relaxing music. I was happy that this idea was taken into use because I really feel it is something that was beneficial for our team. and the children. Sometimes it is good to change things and not stick to the old habits just because you are used to them. The children had no problem to adjusting to this new sleeping arrangement. I feel that this 30-45-minute time is important for the children so they can relax and recover. Rest is important for the growing child.

## Weekly Conclusion

This week was a very successful week activity wise. The activities were exciting and fun for the kids. Art and music are something that the children enjoy and beneficial for the children. Both music and art activities went well. Even though we were missing staff in the daycare we got to do the things we had planned. In this work environment you must always be ready for changes and get creative. I feel that art and music are a very important part of Early childhood education and should be held regularly. In our group this has happened which I am very happy about. Our art activities have been very creative and versatile. I was also very glad that the new sleeping arrangements were taken into use. I feel that this sleeping arrangement is better for our group and provide us more time to plan good quality pedagogical plans.

### 5.8 Week Eight: Children's Participation

This week I wanted to take the children more involved in the planning. The child's participation is about how he can be involved in defining, implementing, and evaluating the work done to protect the interests of the children. The opportunity to be involved and take part in dealing with issues in communities that are important to you is crucial for the development of a person's identity. It is about one of the basic conditions for growth and development. Through participation, we learn to be and live together. (THL 2022)

In our group I feel we take the children's wishes into consideration. We get the children involved in planning whenever we can. The children have participated in planning the activities for example for the gym time. We also ask the children frequently questions like what games or play time they want in our daycare and where they want to go for a trip.

Monday 26.9.2022

Today I wasn't in charge of the small group activity. Every time I'm not in charge I still try to learn from my colleagues and write down good ideas. I planned tomorrow's gymnasium activity and asked the children for their ideas and wishes and then we talked together with my colleague and made the final plan. I think it is very important to take the children's wishes into account as much as possible. I also planned the activities for this week. I decided we would play traditional games outside. I think it could be a great idea to sometimes instruct the playtime just for a small group and sometimes for all of the children. This way I can observe the children more efficiently. This week I am going to have easy outside games such as Color and Mirror. In those activities children will learn to wait for their turn as well as get to use numbers and recognize colors. In the game Color there is also math combined because the children move for example three steps if they have the specific color.

## Weekly Conclusion

I was unfortunately sick the whole week so the weekly plan did not really happen, but the planning never goes to waste so I will be using these plans in the weeks to come.

### 5.9 Week Nine: The Importance of Exercise

The goal of early childhood education is to inspire children to move in a variety of ways and to experience the joy of exercise. Children are encouraged to go outside and play sports in all seasons. In addition to guided movement, we make sure that the children have enough opportunities for daily voluntary exercise both indoors and outdoors. Physical education should be regular, child-oriented, versatile, and goal-oriented. Adequate physical activity is important for the child's healthy growth, development, learning and well-being. Physical activity refers to different types of exercise with different levels of intensity, such as playing indoors and outdoors, taking trips, and doing guided exercise. Moving in a group develops children's social skills, such as interaction and self-regulation skills.

(Varhaiskasvatussuunnitelman perusteet 2022, 31)

My weekly plan is to have successful small group activities where all the children are taken into consideration and where we get to all exercise together in a fun way. In this week I am going to focus on outside games. My plan is to play the game called Police and Robbers (Poliisi ja Rosvot) with the children. That is a game I played myself when I was young. My goal is to get the children involved and get them to try the game. This game is very a very good exercise because in this game the children get to run a lot. My other goals for the week were to make the instructions for Teddy Bear Math easier again, so scaling back the activities and have more one on one time in the math session and to observe and learn to keep the music activity myself. Music activity is something I am passionate about. Language and music are typical ways for children of interacting with their environment, build their world and express themselves. Early on music education is of great importance for a child's language learning and for development. The structure of spoken language and music is similar, and they have many common properties, such as for example rhythm, pitch, melody, and phrase structure. (Ruokonen 2011, 62-67)

### 3.10.2022 Monday

Music activity was instructed by Maru. We try to share the responsibilities so now it was Maru's turn to take the lead. I also participated in this activity by singing along with the other small group so I would learn the songs myself so I could also instruct this activity if needed. Today the music theme was autumn. We sang different songs that were related to autumn such as rain, mushrooms, and rain boots. (Figure 10.) The children seemed to be very enthusiastic about the theme, and they all participated. The support sings and the drum were

also used in this activity. The instrument was a nice touch, and I was surprised on how well the children could adjust the volume when playing. It is very clear that music is something the children learn easily.



Figure 10. Autumn songs. (Mattila 2022)

4.10.2022 Tuesday

Tuesday is here again, and it was my turn to plan today's activity. I decided that it was time to see how well the children can do different activities with the ball. My colleague went outside with half of the children, and I stayed inside to instruct these exercises for both groups. For warm up we had the game Dodge Ball and after that we played Tar Pot. In Tar Pot we practiced the rules of the game and today everyone managed to run in the right direction. In this game you must run the opposite direction than the other child and if the child did not remember I would remind them, and we would try again. After that I divided the children into pairs, and we started to throw the ball to our pair. My goal in this was to see how well the children could throw as well as focus on their pair. For the last exercise we played Hand Ball (Käsipallo) in two teams. In one team there was 5 children. The goal was to practice the rules so we could play again soon.

Positive points: The children learnt the rules easily. They all participated which was very good. Sometimes some do not want to participate at all but this time I got them motivated to keep going on. Everyone started to learn the rules to Hand Ball which is very impressive. It is much easier to do all the activities in small groups now. To improve: Having even more time

to play and learn the rules. The lack of time is very common feeling in a daycare environment, and it is something that needs to be taking into consideration in every activity.

5.10.2022 Wednesday

Teddy Bear Math went great today. I made the math session my own and only took the basic mathematical theme and did the activity my own way. I feel I met my basic goal which is to make the children have positive experiences in math. We also practiced the basic things again which is raising your hand if you know the answer, listening and waiting your turn. I held this activity in two small groups with 9 children in each of the groups. Today the theme was called more than, less than, or the least. I took my drawing board with me, and I used that to visualize my questions. I draw different number of balls in the board and then the children got to see them and think about their answer before raising their hands. The theme was so easy for the children that I decided to jump forward to harder mathematical things. I decided that everyone got to come with me and do some math in the drawing board with me one on one. While waiting for your turn the children got to play or draw. The children were enthusiastic and could not wait for their turn.

6.10.2022 Thursday

Today we decided to have a whole day dedicated to playing. It was something that the children wished for so we thought this day would be perfect for it because we were missing one work colleague from our group. The children were happy, and I feel like we all needed this. The playtime was a little bit longer than usual and I feel it affected positively the quality of the playtime. The children seemed more relaxed. The whole group went outside together in the morning. I think it is good to be outside together sometimes too so the children can all play at the same time. In lunch time I decided that we could try to have a quiet lunch. The idea was to have more peaceful lunch time because the volume can get loud sometimes. I think everyone did a good job trying to lower their voice. Our children are very talkative especially in the lunch time, which is not a bad thing, but it is important to teach them to respect others and give everyone the possibility for peaceful lunch. It is nice to have good conversations with the children while eating. It is important that there is no rush. This is something I want to improve on creating an environment where there is peace and time to eat.

After the children had taken a nap me and my other colleague had a weekly meeting where we discussed about the next week, as well as the children. These meetings are very important because there we have the opportunity to discuss about our observations and thoughts. In the afternoon I had an activity planned for the children in our group. Everyone that wanted to join was welcome to join in. About 9 children participated and we played the game called Police and Robbers. In this game there are two teams which are the Polices and

the Robbers. When the police catch the robber, they take them to jail. After everyone are caught the game starts again. I was pleasantly surprised on how well this activity went. Everyone was running, laughing, and having fun. There were few children from another group also that joined in which is great for creating the sense of community. I feel that I instructed this activity well and I feel my strengths are being enthusiastic and clear with my instructions. For improvement I was thinking about the safety aspect of our yard. We have little hills in the yard and there could have been little accidents but gladly the children were all okay. It is important to remind the children to be careful.

7.10.2022 Friday

Today I decided to keep an art activity for the children. The activity is called thread painting. The idea was to do art using colors of the autumn, so I picked four colors for the children to use. The we painted the thread in four colors and put the thread between a paper that had been folded in two. Then we used books as a weight and the thread was pulled out. The paper was then opened, and you could see the result. The children were excited to see their art piece. Everyone could see something different in their art piece and it was fascinating to hear their thoughts. The art pieces created some good conversations after I have put them on the wall for everyone to see. (Figure 11.)



Figure 11. Thread painting. (Mattila 2022)

In the afternoon we went outside, and we played together again. Today we played Hide and Seek and Color. Children from other groups also participated which always makes me happy. My work colleague gave me positive feedback and we talked a little about how important it is

to maintain these traditional activities and play these with the children. I was very excited after the conversation yesterday with my thesis supervisor and I felt we were at the right path with this idea of improving the playtime outside by making the cards for traditional games.

#### Weekly Conclusion

This week was very important for me. I feel like the pieces are settling into their right places. I feel I am more confident in myself and at my work. My ideas are creative, and I feel that is my strength. The week was full of great activities where the children were taken into consideration, and we played a lot of traditional games where the children had some good exercise. In Teddy Bear Math I managed to make the math session in my own way again and scale back the instructions like I wanted to and had some one-on-one time with the children. The drawing board was a good help in this activity. For music activity I learned a lot of new songs that I can use when it is time to instruct that activity myself.

#### 5.10 Week ten: Traditional Games Outside

My plan for this week is to combine math and the traditional games and play as many traditional games as we can. My focus is playing the games we have not yet tried as well as give some space for children to create their own versions of traditional games if they want to. Interest, research and making observations is the starting point for all learning. We know that the more interested a child is in something, the more he makes observations related to that matter and the broader and more versatile his knowledge of that matter is built up (Neisser 1982). I feel that the Teddy Bear Math has brought the mathematical thinking more to our group and the traditional games have math in them too. There are numbers used in counting when the children go and hide and when you give instructions on how many steps to move in the Color game. Math is present everywhere.

#### 10.10.202 Monday

Today it was time to practice our autumn songs again. The children are getting good at singing these songs, so we decided to sing them all together. After the music moment we went outside to play together. The rest of the day we played together using the playtime board again. One child drew me a banana and it cost one euro, so I decided to start to draw money for the children. Many children got excited and draw different kind of fruits for me with the price and then I draw them money for exchange. It was a spontaneous and fun moment for all of us. The children got to use their math skills because they got to count the right amount of money with me before the deal was finalized. If someone could not count, we

used the numbers from 1-10 in our room as help. It is usually easier to count when there is visual aid. I think these sorts of spontaneous moments are important because it makes the children feel like their ideas are listened to and important for us.

We were missing one work colleague today, so the day was a bit hectic, so we decided to have the quiet lunch again. We noticed it has improved a lot already even though we have not practiced a lot yet. Today before we went to have a nap we discussed about the lunch and the children had the chance to rate how well they think we did with the silent lunch with showing their thumb. Almost everyone gave this lunch a thump up and me and my colleague agreed with them. In the afternoon we went outside, and we played a game called treasure hunt. This was one of the kids' ideas and I wanted to stay on theme and let the kids decide. The game was simple and fun. Everyone who wanted to join gathered and then the first child decided on what object he wanted to hide in the yard. Everyone else kept their eyes shut and waited until the object was hidden. Then the child told the others something about the object such as colors and form and others went looking for it. The first child that found the object was the winner of that round and the game started again. There are many versions of this game, but this was a good one and the best part was that a child was the one who decided the game and instructed the rules for everyone. The child was so proud to be able to be in charge and the instructions were clear and easy. The hole activity went smoothly, and everyone seemed excited.

11.10.2022 Tuesday

For today's activity we had physical education according to the weekly schedule. Before that we decided to have the morning playtime outdoors because it was about to rain during the day. It was a good opportunity for me to have my traditional game for today like I had planned. For Tuesday I taught the children how to play the game called a Ball in the Jar (Purkkis). Today the most important thing was to get familiar with the rules of the game. In this game there is one child called the seeker that tries to find the other children from the yard. After finding someone you had to run back to the ball and say the name of the children they had found. The children that are hiding are trying to kick the ball away from the jar when the seeker is not looking. If that happens the seeker must get the ball and put it back in place. Meantime the other children are "saved", and they can go back to their hiding places if they have time. The children learnt the rules even though this was their first time trying this game. Everyone seemed excited to learn it and everyone listened to the rules patiently. Every time we play together, I am pleasantly surprised on how easy it is to get everyone to participate, how well everyone listens to the instructions and how skillful these children are.

When thinking about the improvements I feel the environment could be better for this game. I noticed that our yard is not the ideal place for this activity because there is not a lot of



hiding places. Still, I feel that these games and teaching these is not a waste of time because it teaches children new things, and it has other benefits too such as physical movement, learning social skills and working together with other children. After the morning playtime outside we all came inside. First, we all gathered in our classroom and divided the children into two small groups. My co-worker was responsible for instructing the gymnasium activity today and I stayed in with the children to play and draw together. I drew for the children a picture, copied it, and they colored the picture. It was a great bonding moment, and it was nice to really spend quality time with the children with no rush. Again, a great example on why these small group activities are very important.

12.10.2022 Wednesday

Today it was our second time for Culture Peak, and we had all been looking forward to it. Almost every child was present today which was good, because we do not want anyone to miss these special moments. In the first Culture Peak session the story of the arctic fox did not finish so today we continued from where we left of. Verna and Satu were the instructors as in the previous session, so the kids knew them already. We met them in the yard by the gates and went to the same little forest next to our daycare as in the first meeting. Then it was time to take our seats again. First, we reminisced the story of the arctic fox and then it was time to start the story time again. The story time is also visualized as before so the other one tells the story as the other one paints it. It is very captivating thing to watch and easy to listen to. Our children were very good and listening and raising their hands when something was asked. The story developed with the ideas from the children. This time the bear and the arctic fox became friends, and the bear invited the arctic fox to his place to eat some honey. Even though the bear and the arctic fox did not speak the same language or look alike they became friends. These themes are very important to talk about because in this field there are a lot of children from different backgrounds, cultures, and families. In the end it does not matter if we have differences because there are usually more similarities, and you can always play even without the common language. I think that was the main lesson here and the children really understood it.



Figure 12. A nest for the Arctic fox. (Mattila 2022)

In this session the children also got to build a nest for the arctic fox and paint a huge art piece together. (Figure 12.) The theme of the art piece was to draw delicious food for the arctic fox. In the end the painting was in the nest and of course the arctic fox was there waiting for us to say hello. Verna and Satu had prepared the activities very well and the whole meeting went very smoothly. I am happy that the rest of the daycare gets to experience this too and I feel that there should be more of these in our field.

13.10.2022 Thursday

On Thursday I had the Teddy Bear Math again for the children in small groups. In today's small groups I decided to divide the children into two groups. My plan was to keep the activity in a simple and fun way again. I was using my drawing board again to explain today's mathematical subject which was adding and reducing numbers. This theme was harder for the children than the last one and you could see clear differences in some children skills. Some of the children were really interested in this subject and learned much faster than the others. For them I gave harder mathematical problems. Everyone understood the basic theme very well anyway. They are only 5-year-old, and the most important thing is to introduce them to the world of math and hope to spark an interest in the subject. I motivated the children and complimented them on even the smallest achievements and changed the way I was teaching creatively. I always plan my activities ahead but usually you must improvise a little and change your plans if it is not working. I think I managed to meet my goals I have set for Teddy Bear Math which is to inspire the children so they can learn mathematical skills in a safe and

fun environment and the activity was not too long. The length is really the most important thing in my opinion because the children can lose their focus easily if the activity is too long. I think the instructions for Teddy Bear Math are good, but they have too many steps, so I have decided to teach the math in my own way again and I feel that is perfectly okay.

14.10.2022 Friday

For Friday I decided to have a spontaneous game activity. In the afternoon there are usually less children and today we had many children not present so this was the perfect moment for this. I asked the children who they wanted for their teammate and then I made teams according to their wishes. The game we played was Alias. The children chose their own team names together and then we started. I was the judge of the game as well as the one explaining the words. The rules were simple. I described the word and the child who knew the answer the fastest earned a point for their team. We also played with the pictures a few rounds but the pictures were so simple that everyone knew the right answer straight away so I could not hear who said the right answer first. We played about 20 minutes which was the perfect time for this activity. I think in this case some of the children could have played a little longer. In my opinion this game is a great way of learning easy Finnish words, and the pictures are a great addition to the game. In the end I always showed the right answer which has the picture in it. The children were really excited to play, and the teams worked well. I think this is a great way of creating bonding experiences for the children. They were all very nice to each other and encouraged each other. In the end we all clapped for the other team and talked about the fact that it is not important to win, but to have fun and enjoy the game. I think this game day was the perfect way to end this week which has been a lot of fun.

Weekly Conclusion

This week was a good week full of fun activities. The week went as planned which I am very proud of. It is a sign that with good planning, flexibility, and creativeness you can really have a successful week. These spontaneous moments are the best thing for me in a kindergarten. I feel that it is as important to have plans as it is to read the room and listen to the wishes of the children. Routines and rules are there to create a functional everyday life and to protect the children but sometimes all the children need is some fun and play. The traditional games and the Math went well, and you could see the mathematical themes are really starting to interest the children.

5.11 Week Eleven: Time to Relax

My plan for this week is to enjoy the company of the children and play with them as much as I can. This is going to be my last week for my observations, and I will be focusing on my traditional games and observations. I will also start to make my traditional play cards. This

week we have less children than usual so we will mainly focus on relaxing and doing everything that comes to mind and listen to the wishes of the children. We will approximately have about 10 children per day and two workers. This is an excellent opportunity to really be able to observe the children. I am really interested in seeing how this will affect the group and its dynamic.

With normal development, the 5-6-year-old has achieved basic motor skills, which consist of balance, movement, and handling skills. Children should learn the movements of these basic skills correctly and perform the movements as economically as possible, because the basic skills serve as the basis for the development of specific skills. Children's exercise should be versatile overall and basic skills should be developed before school age, while the practice of sports skills is focused on school-aged children. (Numminen 1999, 24.) In addition to skill factors, basic motor skills are regulated by fitness factors, which are endurance, speed, strength, and mobility. In order to automate the skill, fitness must be at a certain level. Fitness factors help the child to perform his daily activities without getting tired (Numminen 1999, 31). The development of basic gross motor skills is interaction between both fitness and skill factors. (Miettinen 1999, 57 - 58.) In our daycare and in our group I feel that we move a lot so the basic motor skills and fitness should develop. We are going to use the gymnasium this week more freely and longer times. These gymnasium activities as well as traditional games are a great time to observe the motor skills of the children and their individual development.

17.10.2022 Monday

For Monday I had planned that we would try the game Church Rat (Kirkonrotta) together outside. Because it was autumn holiday there were less children in the daycare so when we went outside there were 7 children left. This was the ideal number of children for this activity. Today's goal was to test the game together and teach the children the rules. One of the children knew this game beforehand so she volunteered to be the one who would find the other children. We tested this game once and everyone learned the game easily. After that the children wanted to play on their own which was of course okay. I was pleased that everyone wanted to participate and try out something new. It is nice to see that the children have good group spirit, and everyone is participating to the activities bravely.

18.10.2022 Tuesday

Today was a great day. We had promised the children that for today's gymnasium time we would spend as much time as the children wanted there and play the games they wanted.

There were 9 children present today so the children really had the chance to enjoy using all the equipment.



Figure 13. Fun times at the gymnasium. (Mattila 2022)

We decided the games and activities by first asking the children what they wanted to do and then voting. All the children's wishes were heard. We had activities such as the floor is lava, different kind of tag games, and a track with robes, trampoline, balance boards and so on. (Figure 13.) There was also music playing in the background and we danced together with the children. This activity was very relaxing and fun. The children got to see grown-ups letting lose too and being goofy. I think that is important too. It was very freeing for the children to finally play without the rush. Usually, the time is limited but today we ended up spending two hours just playing and having fun.

When we went outside in the day, I also had the activity I had planned for today which was Tar Pot. This activity went great, and because everyone knew the rules already it was easy and fun to play this game. After this activity we also had football in the field because other children wanted to join us in the field. This is exactly why it is important to have these instructed activities even outside because it makes it easier for the children to participate and to play together.

19.10.2022 Wednesday

Finally, it was time to try out Swing Ball (Keinupallo) together for the first time. We decided together with the children to keep this activity in the morning. First, we all went together in

the school yard which was very exciting for the children because usually we do not get to go there because there is so many children playing there. After we had played freely in the yard the activity started. I told the children the rules and then the game was on. I used a website (Leikkipankki 2022) to explain the rules which were very clear in my opinion. Then it was time to test the game. Two children were in the swings and three children were the ones trying to throw the ball to the swinging children, so it touches their torso area. This is called a burn. If it happens you are out of the swing, and it is your turn to try to burn the children with the ball. First you are at the back and then you get to go to the front where it is easier to burn the children. Usually, the children in the back just return the ball to the children in the front. The children seemed very excited about this game, and they learned the rules very fast. I asked the feedback of the children and they said they liked it and wanted to play more. We played about 20 minutes, so everyone had the chance to be the one who was swinging and the one who is trying to burn others. Some of the children did not want to participate but they just wanted to watch as the other children were playing and that is okay too.

20.10.2022 Thursday

Thursday was a different kind of day. I had planned for us to play the game called Ten Sticks on a Board (Kymmenen tikkua laudalla) but the plans changed and we went to visit the preschool group. There were only 4 children present, so we decided to grant the wishes of the children and spend time in the preschool group and watch cartoons together. We thought it was a great idea because it is the holiday week for some, and everyone wanted to relax. The children seemed very relaxed and happy, and they said it was fun. The children get to see how the older children do things and what games and toys they have. Many of the children in our group will be also going to this preschool so it also helps the children with the transition process.

21.10.2022 Friday

For Friday our group was combined to the preschool group again. We went together to the gymnasium and played there. It is always nice to see the children getting to know each other and making new friends. The age cap is only about one year so it is easy to combine these two groups. I also had time to plan my traditional cards because there were so many grown-ups I was not needed in the gymnasium. I made the rules for the 10 traditional cards I chose. I used few websites which had the best instructions and modified them a little so they could fit in to the cards.

Weekly Conclusion

It has been very interesting to watch and see how the children adapt to different situations and play with different children than they usually do. This is all possible when there are less

children. The daily routines such as eating together has been full of fun conversations between the children and us grown-ups. During this week there has been time for spontaneous conversations. We have talked about subject such as occupations and I even showed the children pictures of Finland's previous presidents. These kinds of moments need time and space and in these holiday weeks it is possible. I feel that weeks like these are very valuable experience in the daycare. Us adults can give more attention to individual children when there are less children present. We managed to play traditional games together as well and I had time to make the rules for my traditional cards. While observing the children I noticed that each children have their own strengths, and it is important to focus on those strengths and give the children positive feedback. Everyone has good motor skills which came visible especially in the gymnasium and you could see hidden talents of some of the children.

## 6 Development Work and Reflection: Traditional Play Cards

Through my learning diary I developed the idea to make traditional games card for our daycare as well as myself to use as a future qualified kindergarten teacher. I felt that the traditional cards were a good way to improve the outside playtime and a great way to teach children traditional games which they can play together. The 10 traditional games I chose are all familiar to me from my own childhood. Some of them we did not get to test yet, but they are all easy to teach using the instructions displayed in the cards. The chosen traditional games have many pedagogical benefits. The children learn and improve on things such as co-operative skills, motor skills and mathematical skills. These cards are appropriate for a daycare environment and for this age group. The younger children will also benefit from learning these games.

The final version of these traditional play cards was a process of letting go and enjoying the creative flow. The pictures I used, are mine own and the rules on the other side of the cards I modified using few different web pages such as Leikkipankki (Leikkipankki 2022), Lappset (Lappset 2022) and Perinneleikit (Perinneleikit 2022) as my guiding light. I tried to make the rules in a way that are easy to instruct and for the children to learn. I also defined the number of players in each game, but the number of participants is of course flexible. Testing the final traditional play cards was in the plan but it was not conducted due to reason beyond my decision. We agreed that the daycare groups that want to can copy and laminate these traditional play cards and use can do so if they want to. The original cards I will keep for myself and use them in the future.



1. Leikkijät piirtävät maahan kenkiensä kokoisen alueen, jolla seisovat.
2. Yksi leikkijä heittää kepin jollekin, ja hän yrittää heitosta potkaista kepin mahdollisimman kauas.
3. Matka mitataan omasta maasta kepin putoamispaikkaan askelilla ja sen pituinen alue lisätään oman maan alueeseen.
4. Jos keppi putoaa potkaisijan omalle alueelle menettää hän kepin pituussuunnan osoittaman alueen.
5. Pelistä pudotaan sitten, kun ei enää mahdu seisomaan molemmilla jaloilla omalla maallaan.





1. Leikkiin tarvitaan 10 tikkua, lauta ja kalikka laudan alle.
2. Valitaan yksi etsijä ja 10 tikkua asetetaan laudalle.
3. Joku leikkijöistä potkaisee lautaa. Etsijä kerää tikut takaisin laudalle ja muut juoksevat piiloon.
4. Kun kaikki tikut ovat laudalla, etsijä huutaa: 10 tikkua laudalla! Kun, etsijä löytää jonkun, koskee hän lautaa ja huutaa löydetyn nimen. Löydetty jää laudan luo.
5. Löydetty voi pelastaa polkaisemalla lautaa, jolloin peli alkaa alusta.



1. Keinupalloa pelataan joko yhdellä tai kahdella keinulla.
2. Riippuen pelaajien määrästä valitaan yksi, kaksi tai jopa neljä polttajaa, jotka yrittävät osua pehmeällä pallolla keinujiin. Osa polttaa edessä ja osa takana.
3. Polttajat heittävät palloa määrätyn etäisyyden (2–5 metriä) päästä tähdäten keinujen olkapäiden ja polvien välille.
4. Pallon osuessa keinujaan, tulee hänestä uusi polttaja ja edellinen polttaja saa keinuvuoron.  
**HUOM! Takapolttajat siirtyvät eteen polttamaan ennen keinuun pääsyä.**



1. Valitaan joukosta kirkonrotta ja valitaan kotipesä. Rajataan pelialue. (Kuuloetäisyyden päästä)
2. Kirkonrotta laskee kotipesällä, kunnes muut ovat piilossa. Kirkonrotta lähtee etsimään piiloutujia ja jonkun nähtyään juoksee kotipesälle huutamaan löydetyt nimen.
3. Kirkonrotta etsii muita osallistujia.
4. Jo löydetyt lapset voidaan vielä pelastaa koskettamalla kotipesää ja huutaa "Kaikki pelastettu".
5. Kirkonrotta pyrkii estämään tämän ja ehtimään kotipesälle ennen pelastajaa.  
Mikäli pelaajat saadaan pelastettua, alkaa peli alusta.



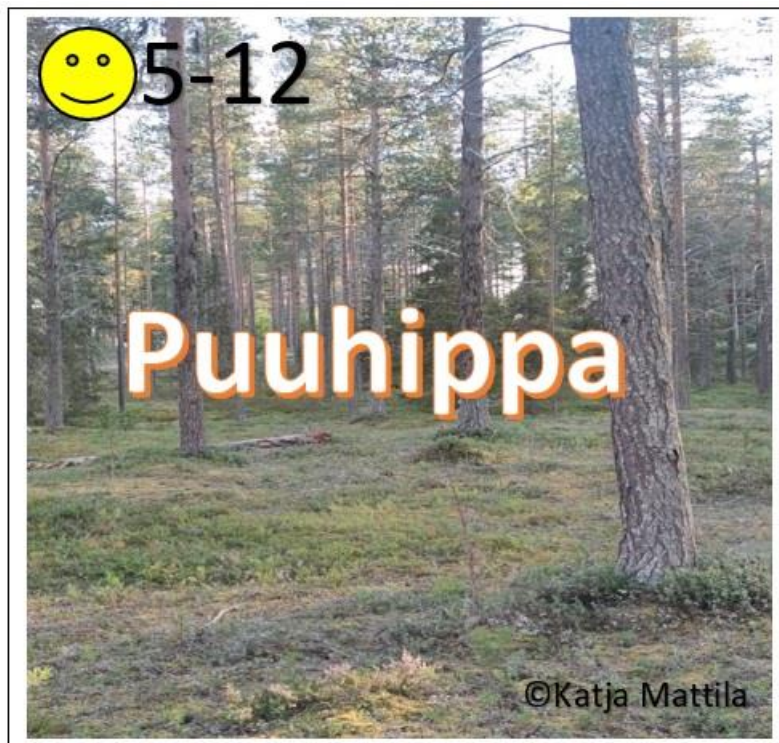
1. Valitaan yksi leikkijöistä, joka on Peili.
2. Leikin tarkoitus on päästä Peilin luo ja koskea tämän selkää.
3. Peili seisoo valitussa paikassa ja muut pelaajat asettuvat riviin viivalle. Kun Peili kääntyy selin, muut yrittävät liikkua Peilin näkemättä.
4. Peilin kääntyessä ne pelaajat, joiden Peili näkee liikkuvan joutuvat takaisin alkuun.
5. Uudeksi Peiliksi valitaan se, joka ensimmäisenä pääsee Peilin luokse.



1. Rajataan ympyränmuotoinen alue ja kaikki pelaajat asettuvat sen sisään.
2. Valitaan yksi polttopallon heittäjäksi, joka yrittää osua ympyrän sisällä oleviin lapsiin heittämällä palloa ympyrän rajojen ulkopuolelta.
3. Ensimmäisenä palanut eli osuman saanut henkilö tulee olemaan seuraava polttaja.
4. Palaneet auttavat polttamaan muita.  
**HUOM! Leikkiin valitaan polttopalloksi pehmeä pallo.**



1. Tarvitaan monta pelaajaa. Määritetään pelialue ja rajat.
2. Yksi leikkijöistä on etsijä ja muut menevät piiloon. Pallo laitetaan valittuun paikkaan ja potkaistaan mahdollisimman kauas.
3. Etsijä hakee pallon takaisin purkkiin ja muut menevät piiloon. Kun pallo on purkissa, huudetaan "Pallo purkissa" ja aletaan etsiä.
4. Kun joku pelaajista löydetään, huudetaan pelaajan nimi pallon luona.
5. Toiset pelaajat yrittävät pelastaa kiinnijääneet potkaisemalla pallon pois purkista, jolloin peli alkaa alusta. Kun kaikki on löydetty, ensimmäisenä löydetystä tulee uusi etsijä.



1. Jokainen leikkijä valitsee itselleen puun, jossa asuu.
2. Yksi leikkijöistä on ilman puuta.
3. Kun etsijä huutaa "Talo palaa" leikkijöiden on pakko vaihtaa puuta.
4. Ilman puuta ollut leikkijä, yrittää saada itselleen puun.
5. Lapsi, joka jää ilman puuta on uusi huutaja.



1. Piirretään ympyrä ja jokaiselle oma paikka. Yhdestä leikkijästä tulee kiertäjä ja muut asettuvat omille paikoilleen.
2. Kiertäjä juoksee ympyrää ja pudottaa kepin jonkun pelaajan taakse huomaamatta.
3. Kepin taakseen saanut leikkijä lähtee juoksemaan vastakkaiseen suuntaan kuin kiertäjä. Se, joka ehtii ensin tyhjäksi jääneeseen paikkaan, on voittaja. Se, joka ei ehdi ensimmäisenä jatkaa kiertäjänä.
4. Ympyrän keskelle on piirretty tervapata, jonne joutuu, jos takana olevaa keppiä ei huomaa kierroksen aikana.





1. Valitaan yksi leikkijä johtajaksi.  
Muut leikkijät menevät sovitun matkan  
päähen johtajasta.
2. Johtaja sanoo jonkun värin ja askelmäärän.  
Kaikki, joilla on sanottua väriä saavat lähestyä  
johtajaa sanotun askelmäärän verran.
3. Johtaja voi myös päättää millaisen askeleen  
leikkijät ottavat, esimerkiksi harppauksen tai  
tipun askeleen.
4. Se, joka ensimmäisenä pääsee johtajan luokse,  
on uusi pelin johtaja.

## 7 Summary and Reflection

This thesis process has been very emotional, eye-opening, and creative experience for me. These weeks helped me to find my strengths as a kindergarten teacher which are my

creativity and my great instructing skills. My pedagogical professional competence has grown during these 11 weeks enormously. I know a lot more about creating functional and pedagogical small groups. I am more confident in my skills as a kindergarten teacher. The methods I used helped to guide me on my way. The most important method was my diary method. Using this method really helped me to see myself and my work environment in a new light. Honest observations as well as structured observations helps to see the things that need improvement as well as what is going well. Qualitative analysis helped me to see the patterns in my diary and because of all these methods I ended up doing this ready product, traditional game cards, that I can be proud of. This thesis showcases the constructive learning during my studies. The skills and knowledge I acquired are in a visible form that I can use when I need it in the future.

During my thesis I feel I really improved as a kindergarten teacher, and I learnt a lot about myself and this work in early childhood education. I improved as a team member and as a listener. I won my fears and tried new things as well as improved a lot in creating and instructing small group activities. My goals were to improve small group activities, Teddy Bear Math and to improve the playtime outside. In my opinion I met all these goals, and the traditional play cards is something that I will benefit using. I improved The Teddy Bear Math by making it my own way, which was the right length, inspiring, fun and motivating for the children. I made the sessions in a way that was easy to take part in. I know I could have followed the material provided to me, but I wanted to challenge myself more and try to instruct the sessions in my own creative way.

Some of the activities I had planned got cancelled due to different reasons such as sickness or the lack of employees in the daycare. In these situations that is understandable, and the most important thing is to stay flexible and sympathetic. We all want to do our best and to improve but especially in this line of work, I feel that being understanding towards yourself and others is important. Showing sympathy towards yourself is something that is important in your own life as well as professionally. Working as a kindergarten teacher is one of the most important jobs in this world and it is something that should be appreciated more. I feel it is my responsibility to guarantee that the early childhood education is done in the best way possible. The children are the future, and they deserve the best from us. When I graduate, I am proud to be able to call myself a qualified kindergarten teacher.

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## 9 Appendices

### Appendix 1: Laurea tutkimuslupahakemus

1.8.2022

Tutkimuslupahakemuksen tulee sisältää ainakin seuraavat seikat.  
Tarvittaessa voit antaa lisätietoja liitteessä

<b>Nimi:</b> Katja Mattila	
<b>Tehtävä/virka-asema/oppiarvo:</b> Varhaiskasvatuksen opettaja	
<b>Osoite:</b> [REDACTED]	
<b>Puhelinnumero:</b> [REDACTED]	
<b>Sähköposti:</b> [REDACTED]	
<b>Päiväys:</b>	
<b>Työn [tutkimuksen, opinnäytetyön, jatkotutkinnon] tekijä/t:</b>	Katja Mattila
<b>Koulutusohjelma/ korkeakoulu/ yliopisto:</b>	Degree Programme in Social Services
<b>Toimipiste:</b>	Laurea Tikkurila
<b>[tutkimuksen, opinnäytetyön, jatkotutkinnon] Ohjaaja/ohjaajat:</b>	[REDACTED]
<b>Työn/tutkimuksen nimi:</b>	How to develop small group activities in a kindergarten group (consisted of 5-year-old children.)
<b>Tavoitteet/ tutkimusongelma:</b>	<p>The main goal in my thesis is to develop small group activities and I will be focusing on two small group activities which are Nallematikka and playtime outside. I will be doing this by using structured observation method, diary and the feedback from my work colleagues. In my observations I will be focusing on things such as the way the small groups work, what could be done better, planning the small groups, individual needs of the children and the time used in the activities.</p> <p>My goals on improving Nallematikka are the following: making the sessions inspiring for children. Planning the moments to the appropriate length for children. Helping children to learn basic mathematic skills in a safe and fun environment.</p> <p>My goals on how to improve playtime outside: teaching children new ways to play outside and inspire them to play more. Increasing the social skills as well as promote team spirit.</p>

*In addition, my goal is to develop as a kindergarten teacher and future early childhood care professional. This thesis will help me with this goal because I am observing and analyzing my own work daily. Writing the thesis doesn't affect my regular work because I am doing my report outside my working hours.*

*The research problems are how to improve Nallematikka? How to improve playtime activities outside? How to improve small group activities?*

*My research methods will be writing my diary for 10 weeks and my observations combined to theories. Diary reporting is done daily in which I will write about the small group activities, and my observations and each week I will also do a weekly analysis. For my analysis method I will be using qualitative analysis. The objective of qualitative analysis is to structure the quality, characteristics and meanings of the research object in a holistic manner. I will be reviewing my materials during this diary thesis process and making sure I stay on the right path.*

*The sources I will be using in my thesis are the following:*

- 1) Early Education and Care Act <https://www.finlex.fi/fi/laki/ajantasa/2018/20180540>
- 2) Basics of the early childhood education plan (2022) <https://www.oph.fi/fi/koulutus-ja-tutkinnot/varhaiskasvatussuunnitelmien-perusteet>
- 3) Varhaiskasvatuksen käsikirja (Handbook for early childhood education and care <https://www.ellibslibrary.com/book/9789523700758>
- 4) Varhaiskasvatuksen kehittäminen: kehitystehtäviä ja ratkaisumalleja (Development of early childhood education and care: development tasks and solutions) <https://laurea.finna.fi/Record/3amk.136392>
- 5) Matikasta moneksi: toiminnallista matematiikkaa varhaiskasvatuksesta esiopetukseen <https://laurea.finna.fi/Record/3amk.75943?imgid=1>

*There are previous thesis's made from this subject for example the following:*

- 1) Pienryhmätoiminnan kehittäminen päiväkodissa (Small group activities in a daycare) [https://www.theseus.fi/bitstream/handle/10024/128600/vaisanen\\_tiina.pdf.pdf?sequence=1](https://www.theseus.fi/bitstream/handle/10024/128600/vaisanen_tiina.pdf.pdf?sequence=1)
- 2) Pienryhmätoiminnan käytännön ratkaisut päiväkodissa (Practical solutions for small group activities in kindergarten) [https://www.theseus.fi/bitstream/handle/10024/148207/Harkonen\\_Nevalainen.pdf?sequence=1](https://www.theseus.fi/bitstream/handle/10024/148207/Harkonen_Nevalainen.pdf?sequence=1)
- 3) Pienryhmätoiminnan toteuttaminen varhaiskasvatuksessa (Implementation of small group activities in kindergarten) <https://www.theseus.fi/handle/10024/124396>

*The ethics are taken into consideration in my thesis since I will be working with minors. I will ask for the parents' permission when needed and create an open and respectful environment for everyone. I will be constantly reviewing my own work, my motives and work in a way that promotes equality, fairness and solidarity. My work is done in a way that it teaches children good values such as being respectful, being honest and being kind to others. It is my responsibility as a teacher to secure a way of working that is equal and respectful to everyone and to be aware of my responsibilities as a teacher which is to help children to have healthy self-esteem and feel positive about themselves.*



<p><i>Tarvittavien tietojen / aineistojen määrittely: Tarkka rajaus mitä tietoja tarvitaan, missä tiedostomuodossa ne tarvitaan ja miten tiedot toimitetaan tutkimusluvan hakijoille:</i></p>	<p><i>The material I am using in my thesis are my observations, diary about the small group activities and the selected theories. I will be using a word document in which I will be making the diary on. I will not be asking any information from outsiders because this thesis is based on my observations and diary only.</i></p>
<p><i>Aikataulu (noin kahden kuukauden tarkkuudella):</i></p>	<p><b>8.8.2022 - 25.11.2022</b></p>
<p><i>Liitteet (edellytetään: tutkimussuunnitelma, kyselylomake, teemahaastattelurunko, tietosuojaseloste, jne.):</i></p> <p><i>Päätöksentekijä täyttää Laureassa</i></p>	<p><i>Tutkimuslupa myönnetään</i>     <i>Tutkimuslupaa ei myönnetä</i>    </p> <p><i>Perusteet</i></p> <p><i>Opinnäytetyö</i></p>
<p><i>Päätöksentekijä nimi ja päivämäärä</i></p>	

Tutkimusluvan myöntämisen ja tietojen/aineiston luovuttamisen ehtona on se, että tutkimuksen/selvityksen tekijä sitoutuu huolehtimaan tietojen käsittelystä ottaen huomioon henkilötietojen käsittelyä ja yksityisyyden suojaa koskevan lainsäädännön. Tutkimuksen/selvityksen tekijä on velvollinen käyttämään tietoja/aineistoa luottamuksellisesti ja ainoastaan tämän tutkimuksen/selvityksen tekemiseksi sekä turvaamaan tarkastelemiensa henkilöiden intymiteetin ja anonymiteetin. Tutkimuksen/selvityksen toteuttamisen jälkeen aineisto hävitetään asianmukaisella tavalla.

Jos tutkimuksessa syntyy henkilötietoja koskeva rekisteri, tulee liitteenä olla myös EU:n yleisen tietosuojasetuksen 13 ja 14 artiklojen mukainen tietosuojaseloste. Tarvittaessa hakemuksen liitteenä tulee olla myös tutkimuseettinen ennakkoarviointilausunto.

*Tutkimusluvan hakija toimittaa myönteisen päätöksen henkilölle, joka vastaa aineiston luovuttamisesta Laurea-ammattikorkeakoulun sovelluksesta. Tässä yhteydessä tutkimusluvan saanut sopii myös esim. kyselyjen lähettämisen käytännön toteuttamisesta.*

## Appendix 2: Espoon Tutkimuslupahakemus


**Espoon Kasvun ja oppimisen toimiala  
Tutkimuslupahakemus**

1. TUTKIMUKSEN NIMI	Small group activities in a kindergarten group	
2. KOHDEYKSIKKÖ	Tutkimuksen suunniteltu kohdeyksikkö (-yksiköt) Espoon kaupungissa [REDACTED]	
3. TUTKIMUKSEN KUVAUS	<p>Lyhyt kuvaus tutkimuksen sisällöstä ja menetelmistä (max. 160 merkkiä). (Liitä tutkimussuunnitelma liitteeksi.)</p> <p>Päätavoitteena on kehittää Kisällit ryhmän pienryhmätöitä ja tulen opinnäytetyössäni keskittymään pienryhmätöiden kehittämiseen ja havainnointiin. Pientoiminat, joihin keskityn eniten ovat Nallematikka, josta olen ryhmässämme vetovastuussa, sekä pienryhmien leikkitoiminta ulkona. Tulen kirjoittamaan havaintoni päiväkirjamuotoiseen opinnäytetyöhön, jonka tulen kirjoittamaan englannin kielellä, sillä opiskelen englanninkielisessä tutkinnossa. Tutkimukseni, eli päiväkirjamuotoisen opinnäytetyöni tavoitteena on myös kehittää varhaiskasvatuksen ammattilaisena ja tulevana varhaiskasvatuksen opettajana. Sisältö tulee koostumaan päiväkirjamuotoisesta pohdinnasta, havainnoista, sekä aineistosta, joka tukee pohdintojani. Aineistona tulen käyttämään varhaiskasvatuksen perusteita, varhaiskasvatuslakia, sekä muuta päiväkirjaani tukevaa materiaalia. Menetelmänä päiväkirjamuotoinen opinnäytetyö tukee jatkuvaa kehittymistä, kun havaintoja tulee kirjattua päivittäin. Viikoittaiset yhteenvedot ja analyysit tukevat myös kehittymistä.</p> <p>Onko tutkimussuunnitelma salassa pidettävä?  <input type="checkbox"/> Kyllä, perustelut:  <input checked="" type="checkbox"/> Ei, tutkimussuunnitelma on julkinen.</p> <p>Aineiston otanta ja keruu-aika 8.8.2022 – 25.11.2022</p> <p>Tutkimuksen tarkoitus  <input type="checkbox"/> Pro gradu      <input type="checkbox"/> Lisensiaattityö      <input type="checkbox"/> Väitöskirja  <input checked="" type="checkbox"/> Muu opinnäytetyö, mikä Ammattikorkeakoulun opinnäytetyö  <input type="checkbox"/> Muu, mikä?</p> <p>Tutkimuksen arvioitu valmistumisaika: Joulukuu 2022</p>	
4. TUTKIMUKSEN TOTEUTUS	Ovatko tutkimuksen kohteena kasvun ja oppimisen toimialan asiakkaat, esim. oppilaat?	<input checked="" type="checkbox"/> Kyllä <input type="checkbox"/> Ei
	Onko tutkimuksen kohteena kasvun ja oppimisen toimialan henkilöstö?	<input type="checkbox"/> Kyllä <input checked="" type="checkbox"/> Ei
	Onko tutkimuksen kohteena henkilö (henkilöitä), jonka osallistumisesta päättää huoltaja tai edunvalvoja	<input checked="" type="checkbox"/> Kyllä <input type="checkbox"/> Ei
	Tutkittavien henkilöiden lukumäärä	Jos kyllä, selvitä Lisätietoja -kohtaan, miten huoltajan suostumus hankitaan 21

	Käsitelläänkö tutkimuksessa henkilötietoja	<input type="checkbox"/> Kyllä <input checked="" type="checkbox"/> Ei
	Muodostuuko tutkimusta tehtäessä henkilötietopohjainen tutkimusrekisteri	<input type="checkbox"/> Kyllä <input checked="" type="checkbox"/> Ei Jos kyllä, täytä myös Tutkimusrekisteritiedot -lomake
	Käytetäänkö tutkimuksessa jo olemassa olevien rekistereiden tietoja	<input type="checkbox"/> Kyllä <input checked="" type="checkbox"/> Ei Jos kyllä, selvitys Lisätietoja -kohtaan
	Onko tutkimus osa jotain laajempaa tutkimusta / projektia	<input type="checkbox"/> Kyllä <input checked="" type="checkbox"/> Ei Jos kyllä, selvitys Lisätietoja -kohtaan.
	Aineiston keruumenetelmä	<input type="checkbox"/> Kysely <input checked="" type="checkbox"/> Havainnointi <input type="checkbox"/> Haastattelut <input type="checkbox"/> Asiakirja-analyysi <input type="checkbox"/> Muu, mikä:
	Miten tutkimusaineisto säilytetään tietoturvallisesti tutkimuksen teon ajan (esim. lukollinen kaappi, salasana, kulunvalvonta, käyttöloki, pseudonymisointi)?  Aineisto on tekijällä turvassa, joko lukollisessa kaapissa tai salasanan takana tietokoneella.	
	Tutkimusaineiston hävittäminen tai arkistointi tutkimuksen päättyttyä  <input checked="" type="checkbox"/> Tutkimusaineisto ja tunnistetiedot hävitetään. Miten aineisto tuhoaan tietoturvallisesti ja milloin?  Tutkimusaineisto hävitetään asiallisesti tietoturvaroskiksiin ja poistetaan tietokoneelta.  <input type="checkbox"/> Tutkimusaineisto arkistoidaan ilman tunnistetietoja. Miten tunnistetiedot tuhoaan tietoturvallisesti ja milloin?  <input type="checkbox"/> Tutkimusaineisto arkistoidaan tunnistetiedoin tutkimuksen päättyttyä arkistolain mukaisesti. Miten tutkimusaineisto arkistoidaan tietoturvallisesti ja minne?	
	Lisätietoja	
5. TUTKIJATAHON TIEDOT	Tutkimuksen tekijä/t (alleiviivaa yhteyshenkilö) Katja Mattila	
	Yhteyshenkilön osoite	Puhelin

	Sähköpostiosoite [REDACTED]
	Organisaatio / yksikkö, johon tutkimus tehdään Koulumestarin päiväkoti / Laurea ammattikorkeakoulu
	Tutkimuksen ohjaaja / vastuullinen johtaja yhteystietoineen [REDACTED]
6. TUTKIMUKSEN HYÖDYT	Arvioi, miten tutkimus hyödyttää kaupungin palvelujen kehittämistä:  Päiväkirjamuotoinen oppinäytetyö päästää ihmiset näkemään ja kokemaan miten säännöllisellä havainnoinnilla voi olla iso merkitys toimintojen kehittämisessä.
7. TUTKIMUKSEN TEKIJÖIDEN SITOUMUS JA ALLEKIRJOITUKSET	Vakuutan, että tässä tutkimuslupahakemuksessa ja sen liitteissä annetut tiedot ovat oikeat.  Sitoudun siihen, että en käytä saamiani tietoja tutkimuksen kohteen tai hänen läheistensä tai Espoon kaupungin vahingoksi tai sellaisten etujen loukkaamiseksi, joiden suojaksi on säädetty salassapitovelvollisuus. En luovuta saamiani henkilötietoja sivullisille, vaan pidän ne salassa. Tutkimustulokset esitän niin, ettei niistä voida tunnistaa yksittäistä henkilöä tai perhettä.  En käytä saamiani tietoja muuhun tarkoitukseen kuin mihin tutkimuslupa on myönnetty. Noudatan EU:n yleistä tietosuoja-asetusta, tietosuojalakia ja muualla lainsäädännössä mainittuja säännöksiä henkilötietojen käsittelystä ja salassapidosta. Sitoudun tutkijan eettisiin periaatteisiin, tutkimuksen toteutusehtoihin ja kasvun ja oppimisen toimialan antamiin ohjeisiin.  Ilmoitan viipymättä tutkimuslupahakemuksessa pyydettyjen henkilötietojen tietoturvaloukkauksesta Espoon kaupungin tietosuojavastaavalle <a href="mailto:tietosuoja@espoo.fi">tietosuoja@espoo.fi</a> , jos tutkimusryhmän muu jäsen ei ole vielä ilmoitusta tehnyt.  Suostun siihen, että Espoon kaupungin internet-sivuilla julkaistaan tutkimuksen nimi, tutkimuksen tekijän organisaatio ja tutkimuksen arvioitu valmistumisaika. Paikka ja aika  Allekirjoitukset ja nimenselvennykset   Katja Mattila
8. PÄÄTÖS	<input checked="" type="checkbox"/> Tutkimuslupa myönnetään <input type="checkbox"/> Tutkimuslupa myönnetään ehdollisena.  Myönnetyn tutkimusluvun numero <u>29</u> /20 <u>22</u> <input type="checkbox"/> Tutkimuslupaa ei myönnetä seuraavin perustein:

	Pyydetään lähettämään tutkimuksen valmistuttua sähköpostitse samaan osoitteeseen kuin tämä tutkimuslupahakemus <input checked="" type="checkbox"/> Tiivistelmä <input type="checkbox"/> Koko tutkimusraportti
	Espoossa <u>6.10.2022</u> Päätös allekirjoitus <u>[ilmoitus]</u> Nimen selvitys <u>[ilmoitus]</u> [ilmoitus] <u>Keruttamyrssi</u>
<p>Tutkimusluvan myöntäminen ei velvoita tutkimuksen kohteita osallistumaan tutkimukseen. Tutkijan on neuvoteltava aina erikseen tutkimuskohteena olevien organisaatioiden kanssa tutkimukseen osallistumisesta ja kohteen nimen mainitsemisesta tutkimusraportissa. Tutkimuksen teko ei saa häiritä tutkimuskohteen toimintaa.</p>	

9

## LIITTEET

Merkitse alle rastilla

- Tutkimussuunnitelma
- Tutkimusrekisteritiedot
- Haastattelurunko/kyselylomake
- Suostumuslomake
- Tiedote/tiedotteet tutkimuksesta
- EU:n yleisen tietosuoja-asetuksen mukainen vaikutustenenarviointi
- Muu, mikä?

## Appendix 3: Huoltajan suostumus



Kasvun ja oppimisen toimiala

SUOSTUMUS

## Huoltajan suostumus oppilaan osallistumisesta tutkimuksen aineiston tuottamiseen

Lapsen nimi: [redacted]	
1 TUTKIMUKSEN TIEDOT	<p>Tutkimuksen nimi [redacted]</p> <p>Kuvaus tutkimuksen sisällöstä (kuvausta voi jatkaa tarvittaessa seuraavalla sivulla)</p>     <p>Organisaatio/yksikkö, johon tutkimus tehdään [redacted]</p> <p>Tutkimuksen tarkoitus</p> <p> <input type="checkbox"/> Pro gradu    <input type="checkbox"/> Lisensiaattityö    <input type="checkbox"/> Väitöskirja    <input type="checkbox"/> Muu opinnäytetyö  <input type="checkbox"/> Muu, mikä? [redacted] </p>
2 TUTKIJAN TIEDOT	<p>Etu- ja sukunimi [redacted]</p> <p>Sähköpostiosoite [redacted]   Puhelin [redacted]</p> <p>Tutkimuksen vastuullinen johtaja / arvo [redacted]</p>
3 SUOSTUMUS	<p> <input type="checkbox"/> Annan suostumukseni sille, että lapseni osallistuu edellä kuvatun tutkimustyön aineiston tuottamiseen   <input type="checkbox"/> En anna suostumustani lapseni osallistumiseen tähän tutkimukseen </p>
4 ALLEKIRJOITUKSET	<p>Huoltajan allekirjoitus</p> <p>Nimenselvennys [redacted]</p> <p>Paikka ja aika [redacted]</p>
5 TUTKIMUSLUPA	<p>Tutkimukselle on myönnetty Espoon Kasvun ja oppimisen toimialan tutkimuslupa.</p> <p>N:ro [redacted] pvm. [redacted]</p>