

Helsinki

Attachments

English-enriched teaching and learning
Grades 5–6, Late spring

23. This is me - Sustainable development

Attachment 23.1: Sustainable development goals

The 17 sustainable development goals (SDGs) to transform our world:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

Attachment 23.2: Speaking frame 1

| | | | | | |
|--------|------------|---|---------------------|--|---|
| If you | - don't | throw food away waste water recycle use energy efficiently use public transport avoid plastic bags | you will have | a positive impact on a negative impact on | a sustainable future. climate change. global warming. the environment. |
|--------|------------|---|---------------------|--|---|

Attachment 23.3: Speaking frame 2

| | | | | | |
|-----------------------------|---|----|--|---------|-----|
| In my opinion I think | eating meat using public transportation throwing food away recycling | is | cool crazy stupid irresponsible ok | because | ... |
|-----------------------------|---|----|--|---------|-----|

Sustainable development

Sustainable development is a way for people to use resources without the resources running out. It means conducting development without damaging or affecting the environment. It can be defined as development with sustainability that "meets the needs of the present and also increases the ability of future generations to meet their own needs."

Everyone wants a better place to live. Some people want better homes and housing, while other people want better schools, more jobs, better shops, or cleaner and safer streets. Others may want all these things. Whatever the problems in any neighbourhood, they can usually be grouped into three issues. People need:

- a better environment – that means green spaces, play areas, no litter, nice gardens, decent houses, less noise and pollution. The resources used should be renewable over generations.
- a better economy – that means jobs, reasonable prices, cheaper heat and light, no loan sharks
- better social conditions – that means good leisure facilities, lots of community groups offering sports and arts, friendly neighbours.

But many people now realise that if we are to tackle one issue, then we'll probably have to tackle the others as well. For instance, new shops are unlikely to open in an area where crime and poverty levels are very high. Similarly crime is unlikely to fall in an area where the housing has been improved unless there are jobs available. People may move into an area where housing and jobs are available, but if the surroundings are run-down and public transport is poor, they may well not want to stay.

This is not just a local issue. The same problems are faced at a national level. If the governments of the world are to deal with poverty, they not only need to provide money and food aid, they also need to help local people get educated and get jobs. People also need a safe environment with adequate homes and drinking water. To make these things work, governments also need to make sure that people have an effective voice in deciding what happens where they live.

This approach is called 'sustainable development'. While this phrase can be confusing, it's now used in many government documents and in funding programmes. Sustainable development has three parts: environmental sustainability, economic sustainability and sociopolitical sustainability.

At the core of this idea is the matter of meeting people's needs – for a home, for a decent job, for education for their children, for good health care, and for a safe and healthy neighbourhood to live in.

Most people in the rich nations have most of these needs, but there are still many people living in poverty and in poor quality homes. Even if these basic needs are met, there are still plenty of ways in which their 'quality of life' is under threat: from crime, from pollution, or from living in neighbourhoods where no-one in authority seems to care.

Source: wiki.kidzsearch.com/wiki/Sustainable_development

24. Me as a scientist - Climate change

Attachment 24.1: Questions about the video

Questions about the climate change video

- What's the weather like today?
- What does the word "climate" mean?
- What does it mean when we say the climate is changing?
- Why is the climate changing?
- What is the carbon cycle?
- Why is the climate changing so fast?
- How has the world changed in the last 200 years?
- Where do fossil fuels come from?
- What does this cause?
- Why does the sea get warmer?
- What is extreme weather?
- What are natural catastrophes?
- Are there more natural catastrophes now than there were before? Why is that?
- What can we do to make a change?

Attachment 24.2: Speaking frame 1

| | | | | | | |
|----|--------|------------|-----------------------------------|---------------------|-------|--------------|
| If | I | keep on | using fossil fuels | the sea level | will | rise. |
| | you | continue | using public transport | the sea temperature | won't | drop. |
| | people | don't stop | recycling | global temperature | | melt. |
| | we | stop | flying regularly | the ozone layer | | thicken. |
| | | start | eating meat | glaciers | | get thinner. |
| | | | buying clothes at the flea market | | | |
| | | | buying local products | | | |

25. Me as a scientist - Democracy in Ancient Greece

Attachment 25.1: Speaking/writing frame 1

| Democracy in Ancient Greece | Democracy in Finland/Europe |
|---|--|
| The group of men who make daily decisions are chosen randomly. | MPs are voted for and come together to make a parliament. |
| Only men are allowed to vote. | All citizens, regardless of gender, over the age of 18 can vote. |
| There are no police; a group of 500 jurors decide the punishment. | Voters can choose from different political parties. Each party has a different set of ideas. |
| Any male citizen can join the assembly, which meets regularly to make decisions about how the state is run. | The elected party will stay in power for four years. |

Attachment 25.2: Speaking/writing frame 2

| | | | |
|--|------------------------------|--------------------------|------------|
| The ancient Greeks | were (not) allowed to | make decisions on | ... |
| Women, children, men, slaves, ... | had to | vote for | |
| All citizens | could (not) | choose from | |
| | ... | stay in power | |
| | | ... | |

26. Me as a scientist - Ancient Roman society

Attachment 26.1: Key words on display

| | |
|----------------------------|---------------------|
| republic | elected officials |
| senators | (Caesar's) invasion |
| infrastructure (aqueducts) | conquer |
| gladiators | the Roman Empire |
| civilisation | taxes |
| (geographical) location | roads |
| road network | street pavement |
| forms of transport | hypocaust |
| the River Tiber | mountain ranges |
| government | law |
| senate | legacy / impact |
| architecture | structures |
| concrete | Latin |

Patriarchal

The Ancient Roman family was a patriarchal family which means that the children would be required to listen to the father. Even the mother would listen to the father and the father would be able to decide whatever happened in the home.

Dress

The father would even decide what the children would wear. If the children were disobedient, they could also be sent away from the family. Fathers were permitted even to kill their children if they chose not to listen to the father.

Education

The father would decide what kind of education the children in the home would have. If the family were wealthy, the boys would get a chance to either get a tutor or go to school in a schoolhouse.

The boys would learn to write, read and to speak publicly. Boys needed to learn to be good at public speaking because being a public speaker was one of the best jobs that a person could get.

Boys would also learn how to fight and to be warriors in case they ever had to go to war.

Girls were taught differently. They were only taught to read and write and to take care of household chores. It was expected that the girls would eventually grow up and take care of the homes and so this was important teaching for them.

Low-income families would have children educated at home or they would have no education whatsoever.

Slaves who were mothers and fathers would sometimes teach their children to read or write because these families could not afford to hire a tutor or send their children to school.

Daily Life

When a child would wake up, they would have breakfast. This would usually be bread, fruit or meat but it depended on how wealthy the family was. If the family was poor, the chances are the children would only have salted bread and porridge.

After breakfast, the mornings would be a time when the children would be educated. They would either learn from their mother, father, a slave or a tutor. If a family were wealthy, they would be sent off to tutors or they would be sent to the schoolhouse. These schoolhouses were very small and strict.

Girls would stay home, and they would help their mother to do chores around the house. The girls would learn how to be excellent cleaners and how to help take care of people in the house.

Play Time

During the afternoon and sometimes in the evening, children would play games with each other and they would play with toys. Children had toys such as dolls, playhouses, pull toys, tops, balls and other toys and games that they could play.

Other fun that Ancient Roman children had were flying kites, rolling hoops, playing war games, riding hobby horses and making carts that they would race.

Games

Sometimes, the children of Ancient Roman times would go outside, and they would play games. Many of the boys would play war games because most of the boys wanted to be soldiers. The boys would pretend to fight in a war with their wooden swords and wooden shields.

Children would also play hide-and-seek, blind man's bluff and a variety of ball games. Sometimes the children would hit the balls with a stick and many of them would pad their bodies to stay protected from the flying balls.

Work

Children who were from lower-class families and those who were poor would sometimes have to go and help their fathers to do work. Most of the time this was done on the farm. Children would learn how to do the trades that their fathers did so that they could make money when they got older.

Food and Drink

Children would eat three meals a day: breakfast, lunch and dinner. The level of wealth of the families dictated what the children would get to eat. If the family were wealthy, the children would get meat, fish, bread, vegetables and fruits.

The main meal was dinner. This was a special meal for the wealthy during which they would eat and discuss.

Similarities and differences

| | Roman society | Modern/western society |
|------------------------------|-----------------------------|--|
| Structures in society | Senators, elected officials | parliament |
| Technical innovations | aqueducts, sewers, socks | canalisation |
| Arts/entertainment | gladiators | sports events (less violent) |
| Language | Latin | Latin is still used in... ...derives from Latin |

| <p>Information about the cargo ships:</p> <p>1 container has a volume of 32m³</p> | <p>How many m³ would these ships carry when fully loaded?</p> <p>Calculate:</p> |
|--|--|
| <div data-bbox="252 398 730 611" data-label="Image"> </div> <div data-bbox="236 645 743 719" data-label="Caption"> <p>HMM Dublin (biggest cargo ship in the world)-Capacity 23,964 containers</p> </div> | |
| <div data-bbox="194 745 786 1014" data-label="Image"> </div> <div data-bbox="197 1046 790 1081" data-label="Caption"> <p>Munich Maersk - Capacity 20,568 containers</p> </div> | |
| <div data-bbox="298 1111 684 1395" data-label="Image"> </div> <div data-bbox="236 1426 742 1462" data-label="Caption"> <p>Flex Keston - Capacity 176 containers</p> </div> | |
| <div data-bbox="260 1491 722 1749" data-label="Image"> </div> <div data-bbox="188 1780 790 1816" data-label="Caption"> <p>Freight train - Average capacity 66 containers</p> </div> | |
| <p>EXTRA: How many journeys would it take for a freight train to deliver the same number of containers as the world's biggest cargo ship can deliver in just one voyage?</p> | |

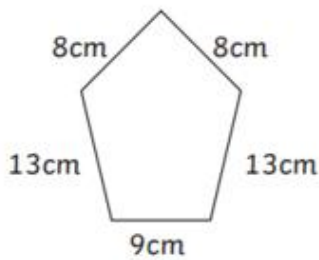
28. Me as a scientist - Mathematics - Perimeter

Attachment 28.1: Worksheet 1

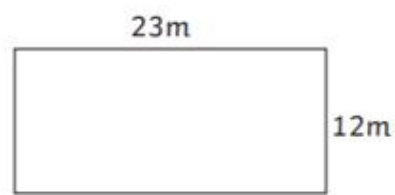
Perimeter

Calculate the perimeter of each of these shapes. Write the answer inside the shape. Always check the units of measure and remember that these drawings are not to scale!

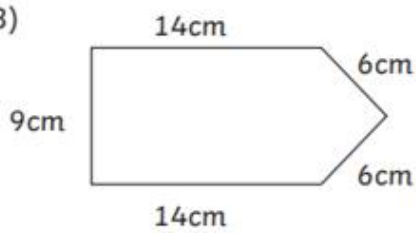
1)



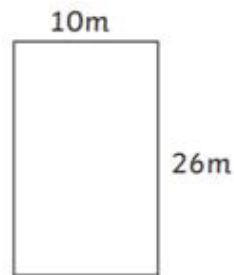
2)



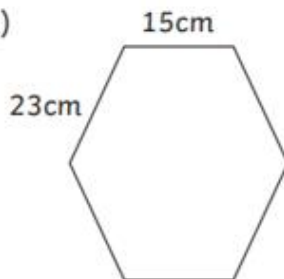
3)



4)



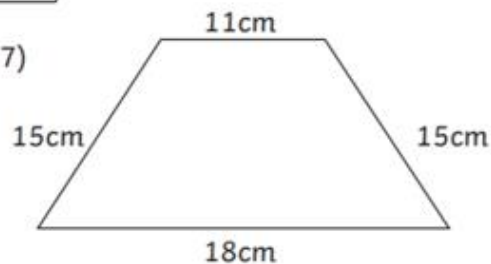
5)



6)



7)



Area-perimeter problems

| Measurements: | Answer (drawing and lengths): |
|--|-------------------------------|
| <p>Area: 20</p> <p>Perimeter: 16</p> | |
| <p>Area: 45</p> <p>Perimeter: 28</p> | |
| <p>Area: 15</p> <p>Perimeter: 32</p> | |

29. Me as an artist - Designing and documenting ideas

Attachment 29.1: A list of companies

McDonald's

Nike

Starbucks

Apple

Coca-Cola

Google

Attachment 29.2: Speaking/writing frame 1

| | | | | | |
|----------|----|-------|--------------|-----|--------------|
| Firstly | | | | | |
| Secondly | | | | | |
| Thirdly | | did | a draft | | |
| Fourthly | I | will | blueprints | of | my design. |
| | we | made | the material | for | the product. |
| First | | chose | tools | | |
| Next | | | | | |
| Then | | | | | |
| Finally | | | | | |