



Mosque Adventure and Adventure in an Orthodox Church

Teacher's guide to
interactive video material



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TABLE OF CONTENTS

FOREWORD.....	3
LEARNING ENVIRONMENTS AND COOPERATION IN EARLY CHILDHOOD EDUCATION	4
LEARN MORE.....	6
GUIDELINES FOR THE VIDEO MATERIAL.....	7
ADVENTURE IN AN ORTHODOX CHURCH	8
MOSQUE ADVENTURE	11



FOREWORD

This material and the videos *Seikkailu ortodoksisessa kirkossa* (Adventure in an Orthodox church) and *Moskeijaseikkailu* (Mosque adventure) have been produced in the Creating Spaces for Diversity of Worldviews in Early Childhood Education Project at the University of Helsinki. This is a project to develop teachers' education funded by the Ministry of Education and Culture. <https://blogs.helsinki.fi/monikatsomukselliset-tilat-varhaiskasvatuksessa/>

Tutki tilaa method and related materials has been utilized in the practices on the videos <https://www.uskonnonopetus.fi/tutkitilaa/>. This is a pedagogical material including a model for exploring different spaces, interactive pictures of three spaces, item cards, diversified cards and augmented reality. The technique has been tweaked here to suit the needs of young children and their learning. The videos and the tasks were planned with support from the communities in question. The videos and the teacher's guide are a part of a larger material set created for exploring sacred spaces. The materials were published on the Library of Open Educational Resources <https://aoe.fi/#/etusivu>

The idea for the videos and the teacher's guide came about gradually during the project, as we made trips to the sacred spaces of different worldviews with the early childhood education teacher students from the University of Helsinki and some child groups from Helsinki. How could we bring these visits to the mosque and the orthodox church to children all around the country? Visits to sacred spaces can be difficult to arrange if there are no mosque or orthodox church close by. Another question is how do we get the children to actively participate and not only passively watch?

Thank you for your cooperation Kaarina Lyhykäinen and father Sergei Petsalo from The Orthodox Parish of Helsinki; Mina Khan and imam Abbas Bahmanpour from Resalat Islamilainen Yhdyskunta. Thank you to the team at Unigrafia (Lauri, Heikki, Kalle ja Aino) for your professional skills!

Special thanks to early childhood education teacher Päivi Olkinuora! Your inspiration and solid pedagogic skills are both seen and heard on the videos.

BIGGEST THANKS go to the children on the video: *Aksel, Aron, Ines, Eeva, Jalmari, Mehmet and Mikael*. We wouldn't have these videos without our brave adventurers! We also thank the parents for allowing their children to participate in the filming. Your kids are great!

We hope our material will inspire early childhood and preschool education professionals in their endeavors to teach about diverse worldviews, and that this will promote interesting discussions with children.

Nearing Independence day,

Silja Lamminmäki-Vartia and Dani Lahtinen



LEARNING ENVIRONMENTS AND COOPERATION IN EARLY CHILDHOOD EDUCATION

By Silja Lamminmäki-Vartia and Dani Lahtinen

This text has been previously published in *Pyhiä tiloja tutkimassa – Opas varhaiskasvatukseen (2021)* Lamminmäki-Vartia, S. & Lahtinen, D. & Poulter, S. Helsingin yliopisto, Kasvatustieteellinen tiedekunta. <https://aoe.fi/#/materiaali/1795>

In regards to the worldview education, early childhood and preschool education can work together with local worldview communities and other parties in order to expand the learning environment and promote achieving the goals of the worldview education. This can also include other parties, such as libraries, museums, art galleries, archives and theaters. They may have valuable material on worldviews in their collections. Different cultural heritage societies, associations and language and culture collectives can also support worldview education. Cooperation is a part of the multifaceted broad cooperation laid out in the National Core Curriculum for Early Childhood Education and Care (Vasu 2018) and the National Core Curriculum for Preschool education (EOPS 2014).

Visiting sacred spaces and other relevant places concerning the children's' families' worldviews can function as expanders to the learning environment, because one of the goals of worldview education is representing all worldviews present in the child group. Exploring religious or otherwise important places can function as a shared, enriching educational experience. Also, for example, forests, museums, archives, and virtual spaces can act as learning environments in worldview education.

Diversity promoted through cooperation

Diversity may present differently from area to area in this country. On the local level, the early childhood and preschool education organizer or lastly, the early childhood teacher is responsible for the cooperation being well-planned and that all practicalities are agreed upon by all parties. It's important to demonstrate the diversity of worldviews in the cooperation and it should be extended to different religious communities and other parties to make the diversity of worldviews more concrete in the cooperation with local communities. Digital communication technologies and other digital solutions open new opportunities to create connections to parties further away.

It is important to note that different worldview communities have very different resources. Some might have better financial and personnel resources to cooperate with early childhood education than others. Some communities may rely entirely on volunteers, and some might have no previous experience with participating in early childhood or preschool education. They might not expect to be contacted or they might not be aware of the possibility to participate in worldview



education. You can encourage communities to work together with you by offering help with planning and implementing.

The pedagogical responsibility lies always with the early childhood teacher. Visits are often a shared learning experience for the community and the teacher as well as the children. When planning to work together with a community, you should make sure everyone is aware of the goals of the worldview education in early childhood and preschool education, and agrees on the principles. The parents are always informed about all partners in worldview education. It is also important to evaluate the projects regularly.

Important irreligious spaces and sites

Exploring irreligiousness is also a part of worldview education. Irreligiousness is in itself a wide variety of different worldviews and customs that are not necessarily shared with larger communities as can be the case with religions. Irreligious people do still have their own associations to represent them in public conversations and to help promote their rights.

It is mostly very inauthentic to compare irreligious and religious worldviews. This becomes very apparent in the case of sites and buildings, because the irreligious do not have shared spaces to visit with the children (see *Pyhiä tiloja tutkimassa – Opas varhaiskasvatukseen (2021)* Laminmäki-Vartiä, S. & Lahtinen, D. & Poulter, S.). You can talk to any irreligious parents of the group and see if they have any sites important to them you can visit.

In the end, the most important thing is to have irreligion as a part of the worldview education in different conversations, activities and visits to sites and spaces with the children, and to acknowledge the irreligious families on level standing with everyone else.



LEARN MORE

To support your work in worldview education, Katsomuskasvatuksen tukimateriaali.

Ministry of Education

<https://www.oph.fi/fi/katsomuskasvatus-varhaiskasvatuksessa-ja-esiopetuksessa>

Pyhiä tiloja tutkimassa – Opas varhaiskasvatukseen

<https://aoe.fi/#/materiaali/1795>

Pyhiä tiloja tutkimassa – Vierailulle katsomusyhteisöihin tallenteet

<https://aoe.fi/#/materiaali/1694>

Kurkistuksia katsomuskasvatuksen toteuttamiseen tallenteet

<https://aoe.fi/#/materiaali/1797>

Martta ja Mikko tutustuvat kirkkoihin

<https://blogs.helsinki.fi/uskallus-hanke/martta-ja-mikko-tutustuvat-kirkkoihin/>

Tutki tilaa

<https://uskonnonopetus.fi/materiaalit/pedagogiset-kokonaisuudet/tutki-tilaa/>

GUIDELINES FOR THE VIDEO MATERIAL

Teachers should view the video beforehand and familiarize themselves with the activity questions beforehand.

The activities require some preparations.

Timestamps for the video are included with the activities.

Different ways for using the video:

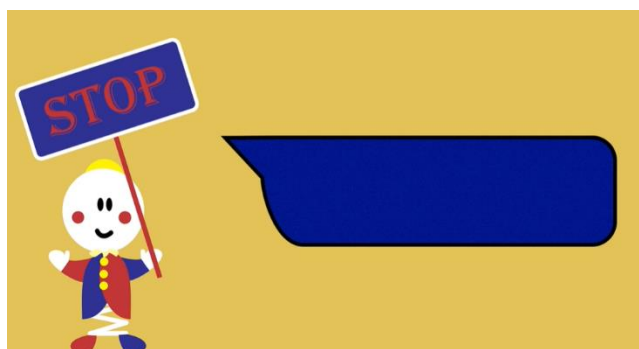
- A) Watch the video with the children and do the activities after or on another day.
- B) Pause to do the activities in the middle of the video to make the experience more interactive.
- C) Watch the video and do some of the activities.
- D) Come up with a suitable activity for your group of children by adapting the video and the questions.

Pomppis the signal character:

When *Pomppis* jumps up on the video, it's time to pause.

Pomppis guides you to do the activities from the teachers' guide with the children. The question's number will be up on the speech bubble.

The guide doesn't give right answers, because it's more important to wonder and discuss things together. Learn together from your experiences!



Create interactions between the video and the children. Watching the video shouldn't be passive, the teacher should guide the situation pedagogically by attracting the children's attention to different situations on the video, and supporting the children's attention and focus.

The goal of the activities on the teachers' guide is to make the children able to participate in the process, thus supporting learning in depth. The activities also act as breaks from watching the video. Thus we can avoid sitting still for too long.

Both videos are just over 30 minutes long. The videos have been made public on the Library of Open Educational Resources together with this teachers' guide book.



ADVENTURE IN AN ORTHODOX CHURCH

Adventure location:

Profeetta Eliaan kirkko ja hautausmaa (The Cemetery Church, Church of Prophet Elijah)

<https://www.hos.fi/kirkot/profeetta-elian-kirkko/>

Activity 1: Looking at the shapes on the outer wall (AT 05:15)

What shapes do you see? How many?

How many triangles do you see? How many squares?

Did the children miss something?

Activity 2: Church through binoculars (AT 10:34)

Give binoculars to the children and look through them at the video together. You can stand up if you like. (Start the video again.)

Tip: The children can make their own binoculars from toilet paper roll cardboard tube before the church adventure. Paper towel roll cardboard can be used to make a telescope.

Activity 3: Smelling the scents of the church (AT 14:17)

Put differently scented items and materials into jars and smell them together.

How does everything smell like?

Possible scents: essential oils/sauna scents, pine resin, room scents, honey, tapers (church candles), candles, spices

Tip: You can light the candle and then blow it out, so the scent reaches the children.

Activity 4: Tasting the bread (AT 21:50)

You'll need white bread or bread rolls for this activity. Taste the bread with the children.

Compare the taste and looks of your bread to the one the children on the video tasted.

Which would taste better?

N.B.! The children on the video eat normal bread. It only becomes consecrated when the priest makes it a part of the Eucharist.

Tip: Pay attention to the children's facial expressions on the video, when they taste the bread.

Activity 5: Recitative (AT 24:55)

Try speech-singing with the children. The teacher can show how: you can read aloud any sentence or a part of a fairytale. Try to get the children talking with each other by speech-singing. Have fun with it!



Activity 6: Treasure hunt (AT 25:04)

You can use the Tutki tilaa material's pictures of an orthodox church to conduct the treasure hunt. Print out the pictures and hide them around the space. Download the Zappar app to your phone or tablet if you are using it.

<https://uskonnonopetus.fi/materiaalit/pedagogiset-kokonaisuudet/tutki-tilaa/ortodoksinen-kirkkotila/>

You can also see if you can find bells or something similar, that would sound like church bells for the children to play.

The treasure hunt can be organized after the video or on another day. You can compare your finds to the ones on the video.

If you put on the hunt in between watching the video, guide the children back to it to see, what the children on there found.

Activity 7: Listening to chants (AT 31:50)

Relax and listen to Orthodox chants. You can find Orthodox or Byzantine chants on Youtube or the following links:

<https://www.youtube.com/watch?v=i-3h9TQ312c>

https://commons.wikimedia.org/wiki/File:Byzantine_Ecclesiastical_Hymn_part1.ogg

How did the singing sound like? Have you heard this before? What languages were used? How could you move to church chants?

Activity 8: Final discussion with the children after watching the video

What was most beautiful or most interesting thing to you in the church? Do you have any lingering questions? Have you been to an Orthodox church before?

Did something stick in your mind specifically?

What do you think the kids in the video liked best? Why?

Has anyone been to a cemetery?

The dead bird appearing in the video: Facilitate a conversation about the dead bird with the children, if someone wants to talk about it. Later you can read a story such as Sammakko ja linnunlaulu (Kustannus-Mäkelä Oy, 2017) by Max Velthuijs, where small animals find a dead blackbird and bury it.

Activity 9: Artistic creation

Children can draw/paint/mould out of play dough something interesting from the video, the



treasure hunt, picture cards or some Orthodox artefacts brought to the classroom. You can also create a miniature church to play with. You can plan a visit to a nearby church or another holy site.



MOSQUE ADVENTURE

Adventure location:

Resalat Islaminen Yhdyskunta, Fatimah Zahra islamilainen kulttuurikeskus ja moskeija (Resalat Islamic Community, Fatimah Zahra Islamic cultural center and Mosque)

<https://resalat.fi/>

Activity 1: With the children, think about what people do in mosques. (AT 3:57)

Activity 2: Tactile bag (AT 05:09)

Put together a tactile bag.

Items for the bag: prayer beads (33x3 beads with a different one in between), scarf, compass, prayer mat, stone.

- Tip: The scarf, compass, stone and small, clean mat can be of any kind.
- Tip: You can also put different Islamic items or symbols in the bag, such as a Hamsa or a Nazar amulet.
- Tip: You can ask if the parents or the local Islamic community have any items to lend.
- Tip: The items can also be picture cards from a mosque that you explore together (see Tutki tilaa material).

You can read up on the city of Mecca and the Kaaba.

You can discuss the items.

I wonder what items the tactile bag in the video will have? (Continue video)

Activity 3: Prayer positions and discussion about prayer (AT 12:56)

If the children want, they can try the prayer positions from the video.

What other prayer positions are there? Would the children like to show some?

What places can you pray in?

Is someone familiar with praying?

Does everyone pray?

Activity 4: Mosque orienteering (AT 13:13)

Hide picture cards in the space before watching the video, if you plan on doing the orienteering in the middle of it.

You can use the Mosque cards in the Tutki tilaa material.

<https://uskonnonopetus.fi/materiaalit/pedagogiset-kokonaisuudet/tutki-tilaa/moskeija/>



Print the cards and hide them in the space. Children can then go and look for them. Explore the cards together when the children find them. You can use the Zappar-app. Download it beforehand to your phone or tablet.

After finding all the cards, return to the video to see that the other children found.

I wonder what the children in the video will find?

You can also hide the items from the tactile bag in the room and find them together with the picture cards. You can also do this activity the following day.

Can you remember, what the other children found in the mosque? And what did we find? Compare and contrast. Did the other children find the same things we did with these picture cards?

Activity 5: Listening to the Quran (AT 27:47)

Relax. You can lay down on the floor if you want. Listen to someone recitate the Quran for a while.

The following is the first surah or chapter of the Quran.

<https://www.youtube.com/watch?v=KdNG6SmlqQM>

How did the recitating sound like? Have you heard this before? What languages were used? (Arabic)

Does someone have a Quran at home?

You can bring out a Quran and look at it together. You can borrow one from the library, the children's parents, or the staff members. It is polite not to put the Quran on the floor.

Activity 6: Final discussion after watching the video


What was most beautiful or most interesting thing to you in the mosque?

Did something stick in your mind specifically?

What do you think the children in the video liked best? Why?

Activity 7: Artistic creation

Children can draw/paint/mould out of play dough something interesting from the video, the treasure hunt, picture cards or some mosque artefacts brought to the classroom. You can craft a miniature mosque with the children, or use building blocks. Children can play with the mini mosque. You can plan a visit to a near-by mosque or another holy site.



This material and the videos *Seikkailu ortodoksisessa kirkossa* (Adventure in an Orthodox church) and *Moskeijaseikkailu* (Mosque adventure) have been produced in the Creating Spaces for Diversity of Worldviews in Early Childhood Education Project at the University of Helsinki.

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