

Fox friends are going to school!

Helsinki

Towards a sustainable future through exploration, adventure and play



Fox friends

ARTIST FOX
I love creating new things



CHEF FOX
I'm a foodie who loves vegetarian food



DESERT FOX
My heart beats for the circus and helping others



DISCO FOX
I enjoy music, dance and building team spirit



WISE FOX
I think, ponder and wonder about the world



OUTDOOR FOX
I love nature and outdoor adventures

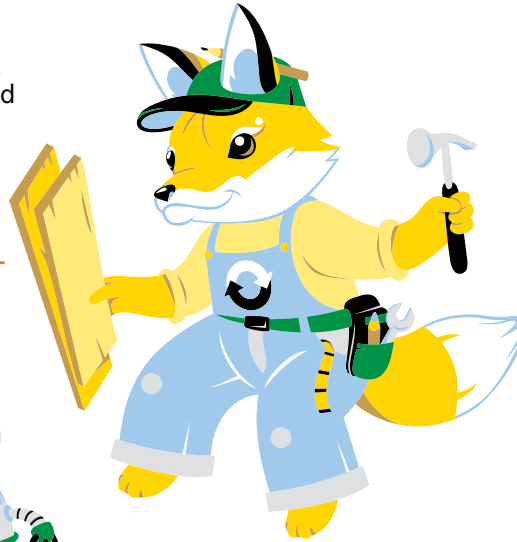


RALLY RAT
I like hassle, hustle and fun



BIG B
I'm inspired by meadows, flowers and collaboration

SKILFUL FOX
I fix, repair and
recycle



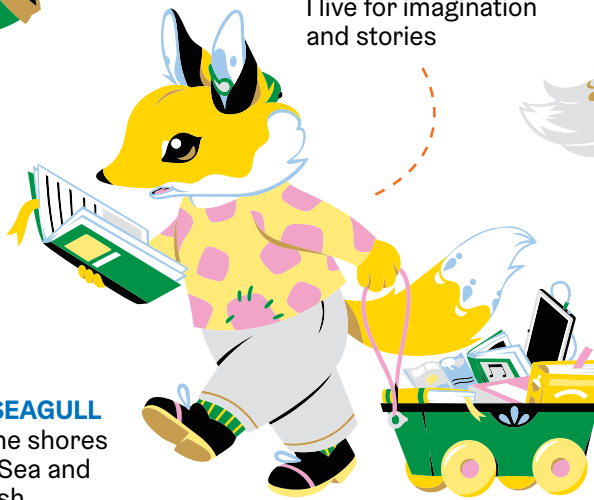
TIBETAN FOX
I travel, meditate
and explore solar
energy



INVENTOR FOX
I explore futures and
develop new gadgets



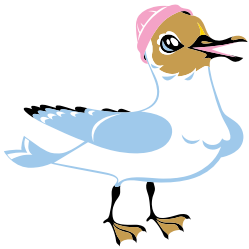
STORY FOX
I live for imagination
and stories



MEDIA MOLE
I investigate
things in depth
and uncover
the truth



SUMU THE SEAGULL
I glide over the shores
of the Baltic Sea and
collect rubbish



ROSE CHAFER
I protect old forests
and live in a decaying
tree



**STEALTHY
HERRING**
I investigate fishy
cases at sea



SPORTS FOX
I move, leap and play



CIRCUS FOX
I travel the world
and learn new
languages





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Introduction

– Follow the fox friends towards a sustainable future

With our fox friends, we will explore a sustainable future through stories, exercises and adventures. More than ten first- and second-grade classes from different parts of Helsinki participated in the writing of this book. The children come up with new content, surprising twists and new characters for the stories. We are very grateful for all these ideas and thoughts!

In the previous Fox Book, we had adventures in a daycare centre and its neighbourhood. Now the foxes pack their backpacks and head towards Landfill Hill School! The fox friends' new school seems to be the opposite of sustainable development in many respects, so the foxes have plenty of work to do.

Each fox has its own story that introduces a phenomenon related to sustainability. For example, Artist Fox listens to Big B's concerns (biodiversity), Sports Fox investigates the recycling of the school artificial turf (circular economy), and Inventor Fox is intrigued by the smoke coming from Rally Rat's moped on their way to school (climate change). The foxes' stories do not provide ready-made answers or solutions but leave them open. The purpose is to offer children

The Fox Model is built on:

- Environmental and climate education
- Circular economy skills
- Futures literacy
- Transversal competence and phenomenon-based approach
- Pedagogy of hope and innovative learning
- Sustainable Development Agenda – 2030 Agenda
- European Sustainability Competence Framework (GreenComp)



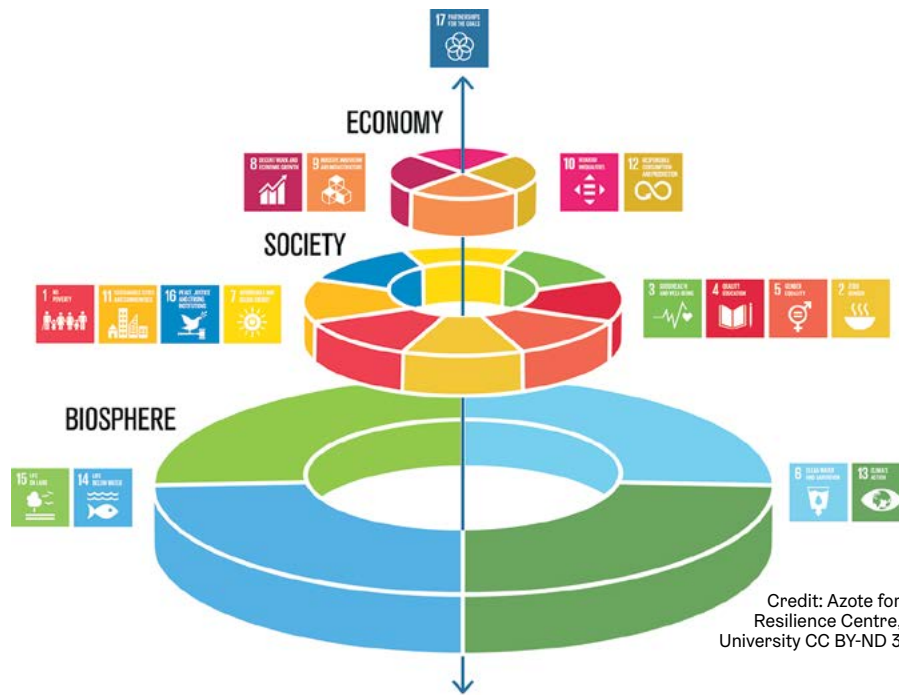
the opportunity to think about and try different solutions themselves through invention, exploration and play.

In addition to the stories, each chapter contains various action-based exercises, i.e. paws. The paws are used to probe, explore and tackle the building of a sustainable future. They consist of creative thinking, using the imagination, exploring futures and inventing new solutions. The paws are designed so that they can be applied in different subjects and phenomenon-based learning.

The fox friends offer nice tools for teaching the sustainable development content of the curriculum, promoting global development goals (2030 Agenda) and exploring the GreenComp European Sustainability Competence Framework. The Fox Model is a sustainability education approach based on the pedagogy of hope and transformative learning.

We hope you have fun with the fox friends!

Anssi Almgren and Jasmine Gustafsson



Sustainability ‘wedding cake’

The Fox Book uses a compelling new model of sustainable development, also known as the ‘wedding cake’. The different layers of the cake represent the different global Sustainable Development Goals. The bottom of the cake includes ecological sustainability, and all life on earth is connected to and built on it.

We must do everything we possibly can for the well-being of nature. The main focus of the book’s stories is therefore on ecological sustainability, but the chapters also deal with social, cultural and economic sustainability.

Fox paws

The paws are used to probe, explore and tackle the building of a sustainable future. They consist of creative thinking, real-world phenomena, exploring futures and thinking about new solutions.

The paws are first examined with the children, and exercises are selected and done after this. The paws can be adapted to children’s age, interests, thoughts and wishes. The time needed to complete the paws varies. Some paws take a few hours to complete, while others can be completed over several weeks if desired.



Structure of the Fox Book

1

INTRODUCTIONS The foxes are introduced at the beginning of each chapter.

2

KEYWORDS The keywords in each chapter describe the sustainability themes related to the fox featured in the chapter. The beginning of each story also includes the 2030 Agenda Sustainable Development Goals linked to the story.

3

STORIES The stories form a continuous narrative that follows the events of the school year. In the stories, the foxes meet new friends and come across various sustainability challenges. The foxes' stories do not provide ready-made solutions but leave them open. The aim is that children can continue the stories themselves and come up with different solutions. The stories can be adapted, applied and developed as you see fit.

4

PAWS In addition to a story, each chapter contains dozens of functional exercises, i.e. paws. The paws are divided into three categories: exploration, thought and action. The paws are designed to be adapted to children's age, interests, thoughts and wishes. The time needed to complete the paws varies. Some exercises can be completed in one lesson, and others can be used to create longer projects.

5

MORE ABOUT THE TOPIC This section provides links to and more information about the sustainability themes related to the story.

6

CURRICULUM See how the story in question is linked to the core curriculum.

7

GREENCOMP FRAMEWORK The end of each chapter lists a goal of the European Union's common GreenComp Sustainability Competence Framework to which the story is related.

Share your experiences with the foxes on Instagram with the hashtag #kettukaverit

School is starting!

Outdoor Fox wakes up to a new day. They are excited. 'School starts today!' they shout in the Fox Club House.

Soon the Club House is full of hustle and bustle as the foxes prepare for their first day of school. Story Fox is missing a sock,

Sports Fox is looking for their football boots, and Skilful Fox is trying to find their toolbox.

Everything is calm in the kitchen, however. Chef Fox has made everything ready the night before and is now preparing banana pancakes. The sun is shining, reggae is playing in the background, and three small birds are chirping on the windowsill. Chef Fox is also serving blueberry juice they have boiled themselves.

After breakfast, Outdoor Fox packs the backpack they found in a second-hand market. They are not sure what they will need at school, so they start by packing a sleeping bag, a camping stove, a first-aid kit and other camping gear. The backpack is so full that it is bulging and bursting at the seams.

Then the fox realises something.

'Oh no, there's no room for my school supplies in here,' they snort.

Outdoor Fox unpacks the backpack onto the floor and then repacks it. Now they can just about fit a little pencil case in the backpack because the camping gear is still taking up most of the space. The fox decides to carry their teddy bear and camping stove in their hands.

When they have finished packing, they rush downstairs. Others have already left and are on their way to school, except for Artist Fox, who is waiting at the door.

'Let's go, we don't have much time,' Artist Fox says.

The friends start running towards school.



First trip to school

A reflector that looks like a diamond sword is swinging back and forth in Outdoor Fox's backpack as the fox dashes towards school. Artist Fox is running a few steps ahead.

On a path through a forest, the foxes pick up the pace, and they are already approaching the schoolyard. Suddenly, Outdoor Fox stumbles on a big root and falls down on their stomach next to the path.

THUMP!

'Ouch!' the fox shouts, holding their knee.

Artist Fox hears the noise and comes to check on Outdoor Fox. They see a small bruise on the fox's knee.

'I'm so lucky I could fit the first-aid kit in my backpack,' Outdoor Fox says with a grin.

Artist Fox cleans the bruise first and then carefully places a large plaster on it. Outdoor Fox is lying on the ground and notices something moving further away, behind a large pine tree.

'Hey, who's there?' Outdoor Fox calls out. They see a tiny figure carrying a backpack running away.

Artist Fox helps Outdoor Fox to their feet. Together, they go and see if they can still spot that mysterious figure. They walk closer to the pine tree, but the tiny figure has disappeared.

Then they notice that someone has clearly dug the ground next to the tree. They examine the spot more closely, brush some branches and twigs aside, and find the corner of some kind of object sticking out of the ground.

'Ooh, how exciting!' Outdoor Fox says.

They dig the earth around the object and find a small wooden box.

'What's inside?' Artist Fox asks. Outdoor Fox opens the lid of the box and is taken by surprise.

There is a piece of paper under the lid. Outdoor Fox has been studying letters in the summer and has already learned to read a little. The paper reads: FINDERS KEEPERS.

'The finder gets to keep this!' the foxes scream in unison. Outdoor Fox looks inside the box and brings out a colourful-looking pair of binoculars. The binoculars have all the colours of the rainbow and funny patterns on them.

'Hmm, I wonder who that tiny mystery figure was, and why they wanted us to have these binoculars?' Artist Fox thinks out loud.

'They look so strange,' Outdoor Fox says.

The fox puts them up against their eyes but can't see anything. Then they hear the school bell ring nearby.

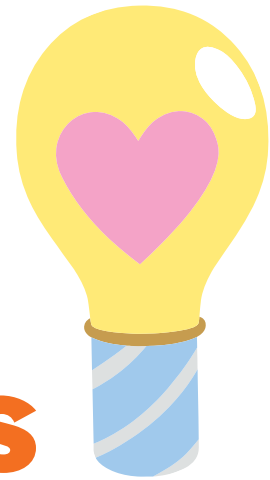
Ding dong, ding dong.

'Come on, we must get to school! Let's bring the glasses with us and take a closer look at them in class.'



Story: Anssi Almgren and
Jasmine Gustafsson
Expert commentators:
Sanna Rekoja and Otto Tähkää

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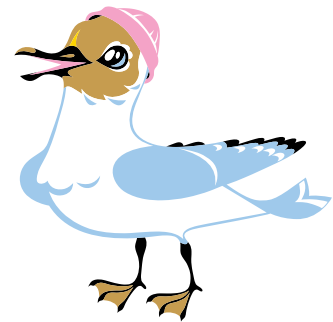
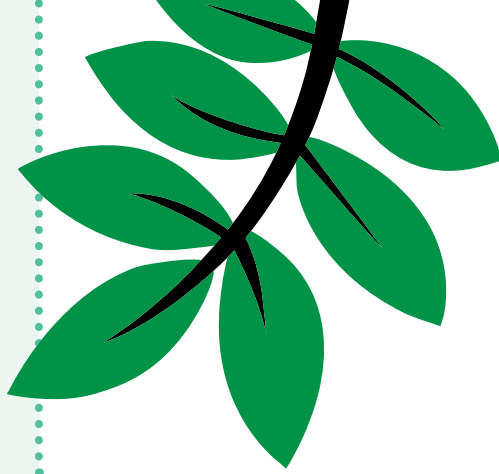
Wise Fox gets future glasses for present

Wise Fox likes to meditate, ponder and wonder. In their opinion, many ordinary things are miraculous and special. Only yesterday they contemplated how ants found their way back to the anthill, whether owls were happy, and how I became who I am. Wise Fox listens to their own thoughts and likes to think about things together. The fox has realised that by thinking together, you understand things better, as you also hear others' thoughts. By reflecting on things together, you develop your thinking skills, expressing thoughts and listening to others. Lately, he has been particularly interested in exploring the future. What could happen in the future?

KEYWORDS: #futures #futureskills #sustainablefutures



Sustainable Development Goals:



Wise Fox's story

Teachers have come to greet pupils in the schoolyard. They are smiling. The sun is shining, and many are happy to see familiar faces. Outdoor Fox and Artist Fox spot some friends from daycare. Rally Rat is running with a small backpack on their back, and Sumu the Seagull waves their wing to greet the friends.

Then an adult figure wearing a floral jumpsuit raises their voice and begins to speak:

'Welcome to Landfill Hill School! My name is Frost, and I'm the principal of this school!' Outdoor Fox looks thoughtful.

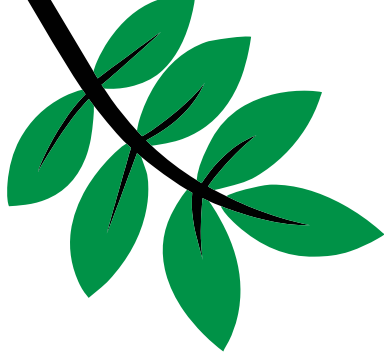
'Why does the school have such a strange name? And how can a fox be a principle? I only know that it's good to have principles.'

The fox's contemplation is interrupted when they hear their own name:

'Outdoor Fox, you'll be in class 1B,' says a teacher called Nelson, who is wearing a shirt with colourful decorations.

Outdoor Fox walks towards the queue and sees Wise Fox.





'Today is a great day!' Wise Fox declares with excitement. 'It's not only the first day of school today. It's also my birthday!'

'Congratulations,' says Outdoor Fox cheerfully, although they have completely forgotten their friend's birthday.

'Where can I get them a present?' the fox wonders.

All the new students follow Nelson into the classroom.

'May I give everyone a chocolate chip cookie because it's my birthday?' Wise Fox asks teacher Nelson.

'That's a very nice idea,' Nelson says with a big smile.

While they eat the cookies, Artist Fox notices an electric guitar in a corner of the classroom. The fox takes the guitar in their paws and begins to play a happy birthday song, and the whole class joins the song. 'This would be a perfect moment to give a gift, but no one seems to have anything to give,' Outdoor Fox thinks.

Then they remember the binoculars they found in the forest!

'We have a gift for you, Wise Fox. It's from all of us,' Outdoor Fox says.

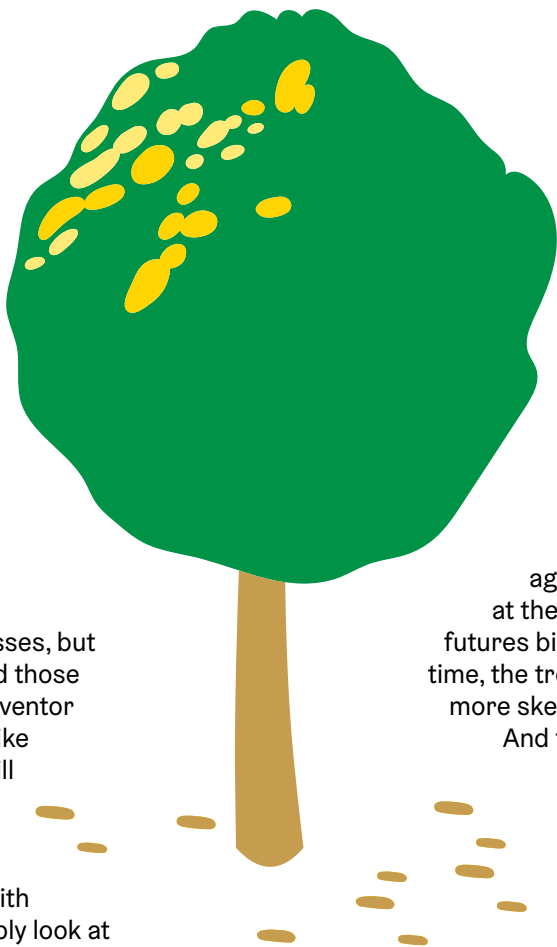
Wise Fox opens the box and sees the colourful pair of binoculars.

'Wow, they're amazing,' Wise Fox sighs. 'Thank you! I'll try these out as soon as break starts.'

At break, Wise Fox puts the binoculars up against their eyes and accidentally presses a small button on the side of the binoculars. They notice that funny patterns begin to form around the lenses: stars, rings and balls. The image then becomes clearer. The fox points the glasses at an apple tree sapling growing in the schoolyard. Looking through the glasses, the tree suddenly starts to grow. The tree first grows to the size of a fox, and then to the height of the Club House. In the tall tree, Wise Fox can also see bird's nests and birds.

'Oh my,' the fox wonders aloud. They take the binoculars off their eyes and look at the apple tree, which is a small sapling again.





'What just happened?'
Wise Fox wonders.

Inventor Fox comes up next to them, and Wise Fox tells them what happened. Inventor Fox contemplates for a moment and then thinks out loud.

'I once tried to build future glasses, but I couldn't make them work. Could those glasses be future binoculars?' Inventor Fox ponders. 'With an invention like that, you could see how things will change as time goes on.'

'What a wonderful pair of glasses!' Wise Fox bursts out. 'With these binoculars, you can probably look at anything and see how it will change in the future.'

Inventor Fox, could you also build such future glasses for others? I think everyone is interested in exploring different futures,' says Outdoor Fox.

Before Inventor Fox has time to answer, a basketball flies through the air and hits the apple tree sapling. The foxes quickly tend to the tree and make it stand upright again. Wise Fox decides to look at the apple tree through the futures binoculars once more. This time, the tree seems to be shorter and more skewed in the future. And there are no birds in it.

'Why does it look different from what it did a moment ago?' Wise Fox wonders. 'Let's get the fox friends together and try to figure this out together,' the fox suggests.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Think about the word 'future' in class. What does it mean?
- 🐾 Shape futures with plasticine. Give everyone a piece of plasticine and ask them to create a model that comes to mind when they think about the word 'future'. It is interesting to discuss modelling together. You can also combine the different futures you have shaped and come up with stories for them.
- 🐾 Explore the meaning of the word 'utopia'.
- 🐾 Study the growth of trees. What factors affect the growth and well-being of trees? Could apple trees be planted in your schoolyard?

LET'S THINK

- 🐾 What could happen in the future? What do you hope for in the future? What good would you like to see happen in the future?
- 🐾 Discuss what it means when we say that there are many futures. Can you come up with two alternative futures for the coming weekend? What could you do to make the desired future come true?
- 🐾 Discuss: Who decides what the future holds? If your class could decide, what would be a good future? Discuss whether the future can be influenced. Complete the following sentences: What if the schoolyard had... in the future? What if children could... in the future? What if animals... in the future? What if nature... in the future? What if there were objects in the future that could be used to...? What if we eat... in the future?

LET'S ACT

- 🐾 Build your own future binoculars and look at a variety of objects, things and environments through them. Are they similar as time goes on, or do they change in some way?
- 🐾 Let's go on an expedition to the Museum of Technology and explore the past and future of various objects.
- 🐾 Participate in the Futures Day. **Fox tip:** Check out the Tulevaisuuskoulu (Futures School) website and find out when the Futures Day is celebrated: <https://nuori.fi/toiminta/tulevaisuuskoulu/>
- 🐾 Design future dishes. What kind of food will we eat in the future? What could future food and vegetables look like? **Fox tip:** <https://soleiini.fi/>
- 🐾 Create a futures kiosk for your school. What is on offer in the kiosk?
- 🐾 Study photos of Helsinki. Visit places where old photos were taken. Imagine and draw images of these places in the future. **Fox tip:** www.helsinkikuvia.fi





More about the topic

Futures research sheds light on what is possible, what is likely, and what is desirable or undesirable. The aim is to influence our general thinking, values and, through them, decision making so that we can help the most desirable possible future come true. (Source: University of Turku, Futures Research Centre)



Curriculum

Pupils discuss what it means to them to have a fair and sustainable future in their own country and in the world, and how they can contribute to building such a future (OPS 2014, 101).



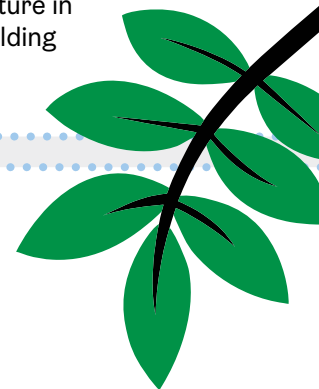
GreenComp competence areas, competences and descriptors

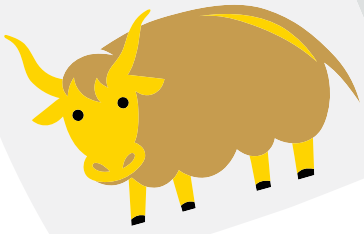
Area: Envisioning sustainable futures

Competence: Futures literacy

Descriptor: To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>





4

Story: Anssi Almgren and
Ylva Hellgren-Tibaldi

Tibetan Fox is a new pupil in class

Tibetan Fox is an avid adventurer, calm meditator and skilled mountaineer. They often eat tsampa, carry a prayer wheel and grow chillies. Tibetan Fox loves animals and is a reliable friend, whom others often ask for advice. They are missing their yak.

KEYWORDS: #cultures
#worldviews #languages
#religions #friends
#rightsofthechild



Sustainable Development Goals:



Tibetan Fox's story

Tibetan Fox reaches out of the aeroplane window to see the view. Below, the fox can see a green forest and blue sea. They hold their smartphone in their hand and select the next song in the QQ Music app. They also check their messages from WeChat. Having their headphones on, the fox does not hear the pilot's announcements but notices that the seat belt light has been turned on.

'Aaaah, I think we're finally starting to land,' Tibetan Fox sighs after the long night in the plane and stretches his paws.

At the same time, a new day is beginning at Landfill Hill School. Teacher Nelson enters the classroom and greets the students with a friendly smile.

'Good morning, 1B! I have some important information for you. We will have another new pupil in our class, who's starting next week. Their name is Tibetan Fox. Tomorrow they will meet with the principal, the school coach, the multilingual instructor and me,' Nelson says.

The class is filled with curiosity and enthusiasm.

'Where is Tibet?' Story Fox asks.

'Do they like football?' Sports Fox ponders.

'What languages do they speak?' Inventor Fox ponders.

'Let's make them a card that says "Welcome to Finland",' Artist Fox proposes.

'Yeah! And I could make

them a little picture book that has the names of different objects in Finnish and Swedish,' Story Fox adds.

'I could be the kind of friend who joins them in exploring the school and its surroundings. The first thing I'll do is show them the tree where we found the future binoculars,' Outdoor Fox says excitedly.

The following week, Tibetan Fox enters the classroom, and the pupils rush to greet them. Tibetan Fox looks their new friends in the eye and says something in a strange language. They show a photo of their yak and hold the photo against their heart. They also display the prayer wheel they are holding in their hand. Then they start walking around the classroom. They study the globe, the rocket scale model and the letters on the classroom wall. Then they notice a broken solar panel on one of the tables, which Inventor Fox found in a rubbish skip on their way to school.

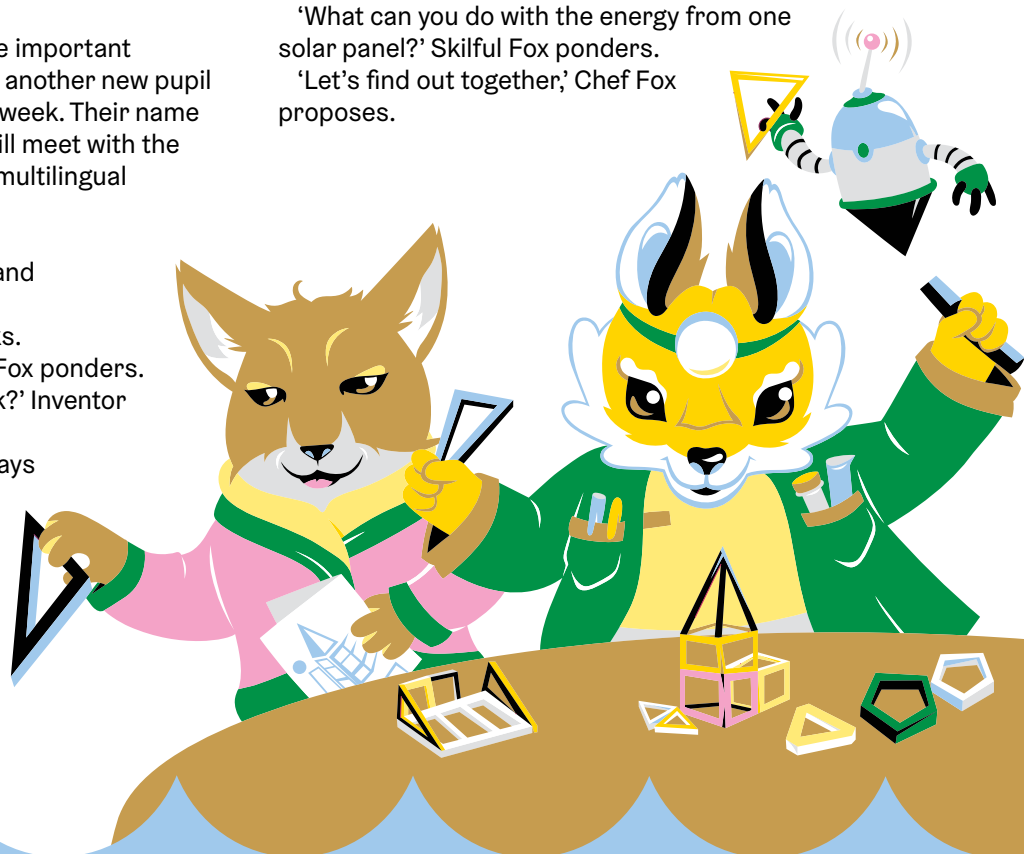
Tibetan Fox takes their smartphone out of their pocket and opens an app that translates Tibetan into Finnish.

'The sun gives you energy! My class in Tibet built its own solar stove,' the fox tells the class with the help of their mobile phone.

'Could we fix that broken solar panel and do something exciting with it?' Inventor Fox suggests.

'What can you do with the energy from one solar panel?' Skilful Fox ponders.

'Let's find out together,' Chef Fox proposes.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Study solar panels: what they are, and how they work. What are their benefits? Could solar panels be installed on the roof of your school?
- 🐾 Find out the distance between Helsinki and Tibet. How long would it take to go there by bicycle?
- 🐾 Tibetan Fox loves their yak. Study what kind of animal the yak is. Are yaks found in Helsinki?
- 🐾 Find out facts about Tibet. What kind of history does Tibet have? What kind of future could Tibet have?
- 🐾 Find out who the Dalai Lama is, and how he is related to Tibet. Create a story featuring the adventures of the Dalai Lama, Tibetan Fox and Media Mole.
- 🐾 Explore the smartphone apps used by Tibetan Fox: QQ Music and WeChat.
- 🐾 Find out what a solar stove is and build one: <https://www.istockphoto.com/fi/valokuva/aurinkokeitin-tibet-gm177726669-24229897>

LET'S THINK

- 🐾 Study the Convention on the Rights of the Child. What are they, and whom do they concern? How could the rights of the child be manifested in your class?
- 🐾 Tibetan Fox had a prayer wheel with them. Find out what prayer wheels are. You can also find out what mantras and meditation are.
- 🐾 Find out what kinds of religions people have in Tibet. What kinds of customs and traditions are related to these religions? Think about how religious festivals are visible in your school and everyday life.
- 🐾 Tibetan Fox travelled by plane. Study aeroplanes and their features. When were aeroplanes invented? How heavy can they be? And how far can you travel on a plane? Find out how air travel affects the climate.
- 🐾 Find out what kind of language Tibetan is.

LET'S ACT

- 🐾 Plan together how your school could participate in Children's Rights Week in November.
- 🐾 Try to find natural spots that are heated by the sun.
- 🐾 Make an excursion to your school's surroundings and find out whether there are solar panels on the roofs of buildings.
- 🐾 Use Lego, plasticine, or arts and crafts materials to create inventions that could function.
- 🐾 A few years ago, Tibetan Fox made an excursion to the neighbouring country Bhutan, where they saw a wild boar. Look at a photo of a wild boar here: <https://wwf.fi/alueet/bhutan/>. Create a play featuring a wild boar, Tibetan Fox and Sports Fox.
- 🐾 Create a work of art that shows Tibetan Fox's home village.



More about the topic

A compilation of good integration practices – Helsinki learns – City of Helsinki:

- <https://helsinkioppii.hel.fi/ideat/kielitetoinen-arki/>
- [Lapsenoikeudet.fi](https://lapsenoikeudet.fi)



Curriculum

In grades 1–2, the task of religious education is to guide pupils to get to know and appreciate their own background concerning religion and worldviews, and to appreciate the diversity of religions and worldviews in their own classroom and school, as well as in their neighbourhood.

Pupils are guided to appreciate the traditions and customs of their own family and community, as well as those of others. In school work, pupils get acquainted with their cultural environment and its cultural diversity. Pupils have opportunities to get acquainted with cultural heritage, art and other cultural offerings, as well as gain experiences of internationality. It is important to consider together how you can influence your surroundings and their culture. Pupils learn about the main principles of the Convention on the Rights of the Child and consider what they mean in their lives and activities (OPS 2014, 100, 134).



GreenComp competence areas, competences and descriptors

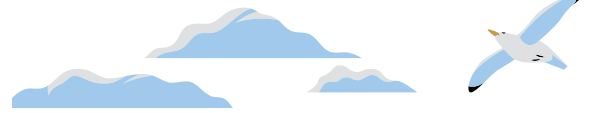
Area: Envisioning sustainable futures

Competence: Exploratory thinking

Descriptor: To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>





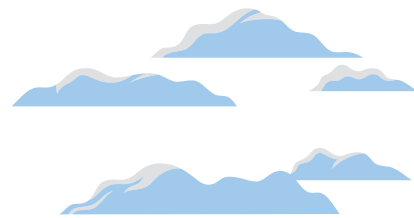
Sports Fox on a football field

Sports Fox is an avid exerciser who likes to try all kinds of sports. They enjoy playing football, dancing and skateboarding. Next week, they want to try climbing and basketball. The fox is also good at encouraging others to engage in outdoor games and playing outdoors. Sports Fox has noticed that exercise makes you feel good and energetic. It also boosts your appetite and helps give you a good night's sleep!

KEYWORDS: #well-being #exercise
#circulareconomy #microplastics



Sustainable Development Goals:



Sports Fox's story

FC Feeling Well has practice on Landfill Hill School's field in the evenings. Sports Fox plays for the team and likes to be the goalkeeper. In this evening's practice, they throw themselves after the ball and make brilliant saves.

A blue and yellow flag is flying beside the goalpost. There is a message attached to it with a safety pin that reads:

FINDERS KEEPERS. Sports Fox wonders about the flag, but decides to pack it in their training bag. When the practice is over, they walk over to Chef Fox, who has brought a snack cart to the side of the field and is selling pastries and cocoa. The snack cart is used to collect money for the football club's new artificial turf.

'Wow, you made such great saves,' Chef Fox praises Sports Fox.

'Thank you, Chef. The pies you're selling look delicious,' Sports Fox says. 'Are there any vegan brownies left?'

'They're sold out!' Rally Rat announces, looking sideways and licking their lips.

'In that case, I'll have a cup of cocoa,' Sports Fox says.





Sports Fox takes the cup of cocoa and heads towards the locker room. After training, everyone is feeling good and energetic. Music is playing in the locker room, and the laughter can probably be heard all the way outside. Sports Fox takes off their football socks and notices that they are full of small black debris that is stuck on them.

‘What are these?’ the fox asks Arctic Fox, who is sitting next to them.

‘I don’t know. I have the same crumbs everywhere after practice. Once I also found them in the washing machine of the Fox Club House. They seem to find their way everywhere.’

The conversation is interrupted as the coach starts talking:

‘Attention, everyone! I have some good news! The student body of Landfill Hill School has decided to buy a new artificial turf pitch for the next season.

With the money from the snack stall, we’ll be able to attend the Fox Cup in the summer.’

‘Woo-hoo!’ the players shout in unison.

‘We have one problem, however,’ the coach adds.

‘We must figure out what to do with the old artificial turf. I think disposing of it will be difficult because it weighs so much and contains both sand and rubber.’



starts to roll down the hill uncontrollably.

‘Something’s wrong with the brakes!’ Chef Fox screams.

‘Yeeaah! Baby, we were born to run,’ Rally Rat, who is on board, starts to sing, loving the speed.

BAM! The snack cart crashes into the wall of the Club House, and Chef Fox hurts their leg.

Rally Rat is fine apart from some small scratches, but Chef Fox needs help. The friends know the emergency number and get help quickly. The ambulance foxes take Chef Fox in, and Rally Rat escorts the fox to offer them support.

‘Hmmm, that artificial turf could be turned into soft grass benches here in the ambulance. It would make a green transition to the hospital,’ Rally Rat thinks out loud while holding Chef Fox by the hand.

‘Hmm, if its disposal is difficult, could it be reused in some way?’ Arctic Fox proposes.

‘What a great idea! Could each player think of one way to reuse the old artificial turf?’

‘Let’s cut it into smaller pieces and build a mini-golf course in the schoolyard!’ Sports Fox suggests excitedly.

‘Excellent, this is exactly the kind of ideas we need,’ says the coach.

‘Let’s all go to the Club House and think of more ideas,’ Sports Fox proposes.

On the way home, Sports Fox bounces their ball, and Chef Fox pedals the snack cart. When they come to a long downward slope, Chef Fox’s snack cart suddenly





LET'S INVESTIGATE

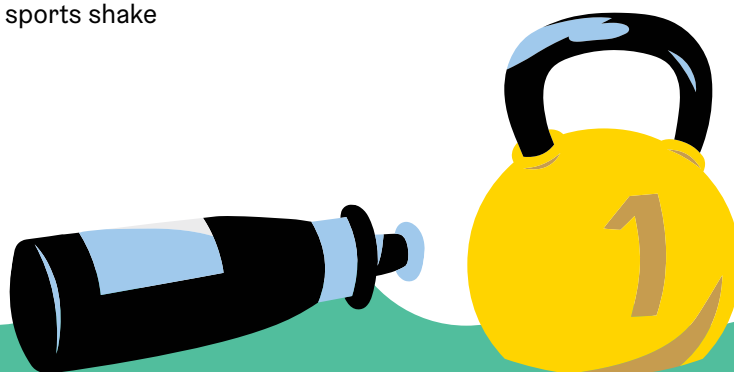
- Find out what the debris in Sports Fox's socks is. You will find a tip here: <https://www.mtvuutiset.fi/artikkeli/tekonurmien-kumirouhe-toiseksi-isoin-mikromuovipaastojen-lahde-suomessa-ratkaisu-saattaa-olla-oliivien-kivet/8717238#gs.3j21t7>
- Exercise makes you feel good and energetic. Find out which types of sport can be practised in your school's surroundings.
- Explore the countries of the world and find out which of them has a blue and yellow flag.
- Search for information about artificial turfs. What are they made of, and why do they use rubber granules in them? Where do the rubber granules come from, and what material could be used instead?
- Find out what microplastics are. Stealthy Herring and Media Mole have done some research on microplastics. They are going to publish a newspaper article on the topic, but they have no pictures. Could your class draw them pictures or search for them online? How are microplastics related to the Baltic Sea?

LET'S THINK

- Take any object in your hand. You have one minute. Invent as many new uses as possible for the object. For example, a pencil can be used to support a plant or...
- The fox friends knew how to call for help when it was needed. Find out the emergency number and discuss how to make an emergency call.
- Sports Fox has observed that a nice atmosphere is important when you do exercise together. That is why Sports Fox is always encouraging their friends. How do you encourage your friends?
- In the ambulance, Rally Rat spoke about the green transition. Explore, think about and find out together what the green transition really means. Think about how to explain the green transition to the little foxes from daycare.
- The story also included Arctic Fox. Find out what kind of animal the Arctic fox is. Where does it live, and what future does the Arctic fox seem to have?

LET'S ACT

- Go out on an expedition in Helsinki and spot blue and yellow flags. How many can you find? Why do you see them in different places?
- Look for something old and broken in school that can be repaired and mended together.
- Plan a common sports week for the whole class. What could you do and try during the week?
- Sports Fox loves delicious and healthy milkshakes. Create a new sports shake recipe.
- Come up with a new break workout for every day of the week.
- Make a list of your class's favourite break games and try them together.





More about the topic

The reuse of artificial turf materials is challenging because they contain various plastics glued together. However, new products can be created out of turfs through recycling (Raitis A., 2022).

The use of rubber granules on the surface of sports fields must be abandoned following the EU guidelines within the next eight years. It is therefore useful to discuss with pupils which material could replace the rubber granules on football pitches.

Recycled artificial turf material can be used to make items such as roadside poles, rubber tiles, pallets and boxes. These products can be made from the lowest quality recycled materials (Eunomia Research & Consulting Ltd., 2017).

Rubber granules classified as harmful microplastics have long been used to soften football pitches. However, the granules spread easily into the environment in people's clothes, shoes and stormwater. Artificial turf granules are the second largest source of microplastics emissions in Finland.

The removal of the rubber granules from the environment is difficult because they do not decompose (MTV uutiset, 2023).

The EU has decided to phase out the sale of microplastics. The EU is also prohibiting the sale of products to which microplastics have been added, and from which plastics are released during use.

The ban will come into effect gradually. The first restrictions already entered into force in October 2023 when the sale of microbeads and loose glitter was banned. The EU's planned ban on the use of rubber granules will enter into force in 2030, and the transition to more ecological alternatives has already begun.

The natural granules that are being developed have not yet reached the level of quality of plastic granules.



Curriculum

Basic education recognises the necessity of sustainable development and ecosocial education, follows their principles and guides pupils in adopting a sustainable lifestyle. Sustainable development and a sustainable lifestyle include ecological, economic, social and cultural dimensions.

The guiding principle of ecosocial education is to create a way of life and culture that upholds the inviolability of human dignity, the diversity of ecosystems and their ability to regenerate while building a competence base for a circular economy based on the sustainable use of natural resources (OPS 2014, 16).

Circular economy transitions:

1. Waste is turned into raw material.
2. Ownership will be replaced by shared use.
3. Products are turned into services.
4. Disposable products are turned into multifunctional and repairable products.



GreenComp competence areas, competences and descriptors

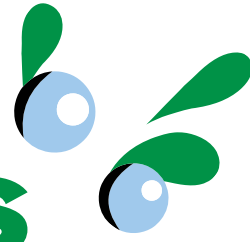
Area: Embracing complexity in sustainability

Competence: Problem framing

Descriptor: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

Chef Fox gets excited about developing a new school cafeteria

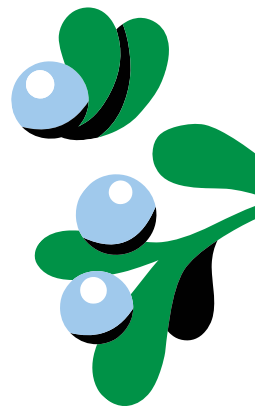
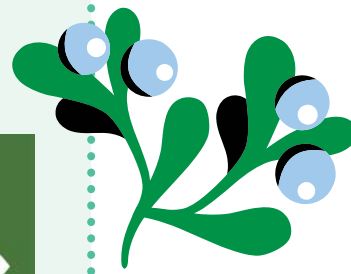


Chef Fox is a foodie who loves a wide variety of vegetarian food, new combinations of flavours and urban farming. They make roof gardens, garden beds and berry bush hedges thrive. In cooking, Chef Fox looks for inspiration by listening to the life stories of others. They laugh a lot, want to make food that make others feel good and are always interested in new recipes.

KEYWORDS: #vegetarianfood
#foodwaste #planetarydiet
#journeyoffood #schoolfarming



Sustainable Development Goals:



Chef Fox's story

Chef Fox and Tibetan Fox are going to have a race. Who will get to the cafeteria first? Rally Rat blows the whistle, and the race begins.

Chef Fox is still learning how to use their wheelchair but already knows how to speed it up quickly.

Tibetan Fox does not stand a chance.

'No running in the corridors!' cries the principal, dressed in a floral jumpsuit, as Chef Fox sweeps past the teachers' lounge.

'I'm not running!' rejoins Chef Fox and laughs out loud.

In front of the cafeteria, Tibetan Fox catches Chef Fox.

'Whew,' Tibetan Fox is puffing out of breath.

When they come to the serving counter, Tibetan Fox carries Chef Fox's tray. The school cafeteria is serving vegetables of different colours, meatballs and mashed potatoes. Tibetan Fox has quickly learned the new language.

'Is vegetarian food available?' Tibetan Fox asks.

'Vegetarian food is served over there,' Chef Fox advises.

'In Tibet, we often eat delicious vegetables.' Chef Fox would like to ask more about Tibetan vegetarian food, but the cafeteria is rowdy. At one noisy table, pupils start shouting. At another table, the eaters are so out of control that two plates fall to the floor. Then something strange happens: Rally Rat throws a meatball at a wall. Eaters turn to look and see the rat slipping behind the counter.

Tibetan Fox and Chef Fox look at it all in astonishment but continue their journey to a table with enough space for Chef Fox's wheelchair.

Chef Fox tastes the food, and Tibetan Fox asks whether they pay for the food only after eating.

'The food is free for pupils,' says Chef Fox.

'Oooh!' Tibetan Fox is surprised and happy.

'Where are the water bottles?' Tibetan Fox asks.

'The tap water is clean, and you can drink as much as you like,' Chef Fox explains. 'Oat milk is also free.'

'How wonderful!' Tibetan Fox says excitedly.

After eating, the foxes return the dishes. Tibetan Fox wonders about the food put into biowaste and the amount of empty plastic packaging.

'I have an idea,' Tibetan Fox says.

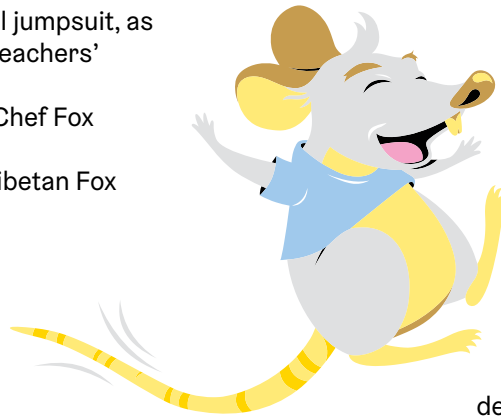
'We could develop a new school cafeteria here! One that would serve delicious vegetarian food from all over the world, and no food would be wasted.'

'And the school could have its own garden where you could grow all kinds of tasty vegetables,' adds Chef Fox excitedly.

'The future school cafeteria could also have robots that...'

The conversation is interrupted as Rally Rat and the school cook walk towards them. The rat is carrying a brush and dustpan. They greet the foxes cheerfully.

'I'm now a cleaning assistant!' they chirp happily and go to sweep the meatball leftovers by the wall.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Find out what food waste means. How could it be reduced?
- 🐾 Find out whether free school meals are available to pupils in other countries.
- 🐾 Find information about the journey of different foods to the plate. Where do you get foods such as bananas, rice, oats or cabbage? What are fish fingers made of?
- 🐾 Explore the impact of different foods on the climate and the environment.
- 🐾 Find out what is meant by a planetary diet, plate waste and responsible food.
- 🐾 Get to know the cuisines of different countries. Is it possible to buy all the ingredients for Tibetan food in Finland?
- 🐾 Food packaging often has various labels indicating that attention is paid to the well-being of the environment. Find out what they are, and what they mean. Find out how they work.

LET'S THINK

- 🐾 Discuss what your dream school food would be. Plan the menu for a week.
- 🐾 Think about the benefits of eating food that is grown and produced nearby.
- 🐾 Think about the benefits of the possibility of transporting food over long distances nowadays. Are there also problems with this?
- 🐾 Discuss why people may have different diets.
- 🐾 Invent a favourite dish for each fox and its recipe.

LET'S ACT

- 🐾 Compile your class's recipe book with a recipe for each pupil's favourite food.
- 🐾 Make an excursion to a forest and pick blueberries or lingonberries, for example. Bake a berry pie at school.
- 🐾 Find out how much plate waste is generated in your school.
- 🐾 Organise a waste-reducing campaign in your school cafeteria. Make posters or a morning broadcast about how to reduce plate waste.
- 🐾 Grow plants in your classroom! (e.g. herbs or pea shoots)





More about the topic

- Planetary diet: In 2019, an international team of researchers presented a proposal for a planetary diet in the Lancet journal (3). It would provide sufficient food for a population of around ten billion people by 2050, prevent morbidity and deaths caused by poor nutrition, promote sustainable development, and curb climate change (3). It has been estimated that following this dietary recommendation would reduce premature mortality among Finns by a quarter by 2030 (4). The planetary diet consists mainly of vegetables, fruits, whole grain cereals, legumes and unsaturated fatty oils and contains moderate amounts of fish and chicken and only small amounts of red meat, added sugar and refined cereals (3).
- School meals 2030 experiment: https://www.aka.fi/globalassets/3-stn/1-strateginen-tutkimus/tiedon-kayttajalle/politiikkasuositukset/politiikkasuositukset/21_03_school_meals_2030.pdf
- WWF sustainable food guide: <https://wwf.fi/ruoka/ruuan-ymparistovaikutukset/>



Curriculum

Pupils are encouraged and guided to engage in positive interaction and cooperation. Lessons, parties, play, games, meal times and cooperation in and outside school provide opportunities to practise collaboration with a wide range of people. Pupils are treated with respect and guided to be kind and adopt good manners.

The purpose of school meals is to support pupils' healthy growth and development, ability to study, and knowledge of food. Pupils attending education must be given a full free meal every school day. Meal times are appropriately organised and supervised. When organising school meals, the health, social and cultural significance of the meals is taken into account. Meal times play an important recreational role and promote a sustainable lifestyle, cultural competence, and the goals of food-related education and instruction in good manners. A well-timed and unhurried meal and possible snacks ensure that pupils have enough energy during the school day. A nice meal break improves the well-being of the entire school community. School meals are an important part of the school day. Pupils are encouraged to participate in the planning of school meals, and especially the planning, implementation and evaluation of mealtimes (OPS 2014, 41, 42, 100).



GreenComp competence areas, competences and descriptors

Area: Acting for sustainability

Competence: Individual initiative

Descriptor: To identify our own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

Artist Fox at break



Artist Fox gets easily excited and loves to create new things.

They like to experiment boldly, let their brush fly and the tunes play. For Artist Fox, art is experimentation, inspiration and the visualisation of mental images. Artist Fox's works display their interests: nature, friends and the future. They believe that everyone is an artist because everyone can create something new. With Artist Fox, you can be silly, play with things and wonder, creating imprints that shape the world.

KEYWORDS: #art #enthusiasm #wonder #enchantment
#meanings #meadows #culturalpath #foxfriends



Sustainable Development Goals:



Artist Fox's story

The school bell rings, and pupils rush to break. Sports Fox takes their ball and heads for the playing field, and Rally Rat climbs onto the climbing frame. Artist Fox walks to the sand playing field next to the school.

Artist Fox looks around and notices a long stick lying on the ground. The fox picks it up and decides to draw something funny in the sand. They draw a straight line, then an arc and finally circles. They walk around focused and think about the proportions of the drawing. They reproduce the picture in their mind in the sand more and more clearly. It seems that the artwork is going to be huge.

Big B is flying nearby and notices the new work of art in the sand.

'Oooohh, what is this magnificent giant drawing here?' Big B wonders.

'What does it look like from above?' Artist Fox asks.

'It's absolutely wonderful! It reminds me of the works of Shady Badger,' Big B replies.

'Thank you! Shady Badger is my favourite artist,' Artist Fox says.

They have created a flower the size of a block of flats in the sand.

'Big B, how was your summer?' asks Artist Fox cheerfully.





Big B looks a little downhearted. 'I was really lonely in the summer,' Big B sighs.

'There were very few bees and other buzzy bugs here in the summer. Fewer than ever,' they add.

'But where have your friends gone?' Artist Fox wonders.

Big B does not know the answer. They tell the fox about earlier summers when they have buzzed around with their friends. The bee never felt bored during those summers.

'Was anything else different in those summers that your friends spent here?' Artist Fox asks.

'Before, dandelions and other flowers used to grow next to that path leading to the school, but now they are mown right at the beginning of the summer,' Big B recalls.

'How could we get more flowers here?' Artist Fox ponders.

'I don't know,' Big B replies. 'I have dreamed of a meadow with such a splendour of flowers that it would surprise everyone.'

Artist Fox is inspired by flowers, colours and beauty.

'Come on, Big B, let's go and find out how to establish the most beautiful meadow in the world in our schoolyard!' Artist Fox cheers.



LET'S INVESTIGATE

- 🌸 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🌸 Find out what a meadow means.
- 🌸 Study why meadows are important for pollinators and other species.
- 🌸 Find out what pollinator loss means.
- 🌸 Look for information about domestic meadow flower species and important pollinator species.
- 🌸 Search for information about the different species threatened with extinction.
- 🌸 Find out why the well-being of pollinators is so important.

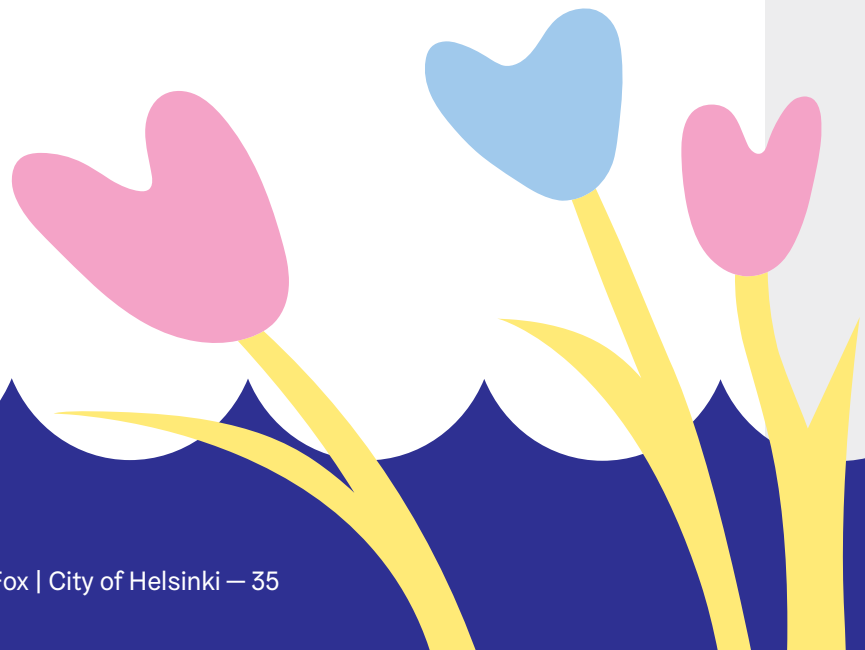
LET'S THINK

- 🌸 Discuss what would happen if pollinators disappeared.
- 🌸 Consider ways to protect pollinators.
- 🌸 Find places near the school where flowering plants could be added.
- 🌸 Design suitable places for pollinators in the surroundings of your school. Could your class draw a picture or map together?



LET'S ACT

- 🌸 Spark your senses in a meadow or another natural spot nearby. First pay attention to five different colours, then to four different shapes. Then you can close your eyes and focus on three different sensations, two different sounds and one smell. You can spend a few minutes observing the environment.
- 🌸 Establish a meadow for your school. Find a suitable spot to create the meadow.
- 🌸 Go on an excursion to find some seeds. Collect seeds from natural flowers that grow in public places and sow them in your school meadow or another spot.
- 🌸 Making art using natural materials. Collect fallen leaves, branches, cones and other natural materials and turn them into works of art on the ground. You can photograph your artwork when its finished.
- 🌸 Design your own paw and do your own activity.
- 🌸 Build a bug hotel where insects can hibernate. The bug hotel can be in your schoolyard or a nearby forest.
- 🌸 Observe species in your schoolyard or a nearby forest. What species do you find?





More about the topic

- Meadows are real reserves of species: a square metre area may be the home of dozens of vascular plant species, numerous insects, fungi and other organisms. Important pollinators thrive on bloomy meadows. A wide variety of meadows serves shore-based waders, waterfowl and insectivores living in agricultural environments: <https://www.sttinfo.fi/tiedote/70007261/luontoilta-69-niityt-ovat-luonnon-aarraittoja?publisherId=69817172&lang=fi>
- Globally, pollinators are threatened by intensive agriculture, the use of plant protection products, alien species and climate change. In Finland, many insects that pollinate plants suffer especially from the disappearance and overgrowth of meadows and natural pastures. This is bad news not only for biodiversity but also for our food security, as about 75% of the world's crops need insect pollination. Pollinators can be protected through action such as restoring their habitats and influencing companies and agricultural policy.

Ecosystem services provided by meadows:

- Recreation
- Landscape aesthetics and inspiration
- Environmental education
- Pollinator and other insect habitats
- Stormwater management
- Oxygen production
- Floral corridors for pollinators
- Mitigation of extreme weather conditions
- Soil formation

Steps to establish a school meadow:

1. Find a suitable area for your school meadow. The establishment of a meadow may require permission from the landowner or the local facility services. A meadow can be established either in the autumn or in the spring.
2. Cultivate the soil either by machine or by hand. Remove stones and old grass roots from the soil.
3. Sow seeds of suitable domestic meadow plants in the area. It is advisable to include both annual and perennial plants. Mix the seeds with sand before sowing so that they do not fly away with the wind.
4. Maintain the meadow by sowing new seeds, planting seedlings and cutting dry plants if necessary.





Curriculum

Human beings are part of nature and are entirely dependent on the vitality of ecosystems. Understanding this plays a key role in growing as a human being. Basic education acknowledges the necessity of sustainable development and ecosocial education, follows their principles and guides pupils in adopting a sustainable lifestyle. The guiding principle of ecosocial education is to create a way of life and culture that upholds the inviolability of human dignity, the diversity of ecosystems and their ability to regenerate while building a competence base for a circular economy based on the sustainable use of natural resources. Ecosocial education means that pupils understand the seriousness of climate change in particular and strive for sustainability.

Learning communities take the necessity of a sustainable lifestyle into account in all their activities. Through their everyday choices and activities, schools demonstrate their responsible attitude towards the environment (OPS 2014, 16, 29).



GreenComp competence areas, competences and descriptors

Area: Embodying sustainability values

Competence: Promoting nature

Descriptor: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>



Fox friends in the circus!



The Circus Foxtrotter is world-famous for its stunning and dizzying tricks! The skilled performers of the travelling circus come from all over the world and know many different languages.

KEYWORDS: #languagetasting
#languageawareness #languages
#cultures

Sustainable Development Goals:



'Today is a great day!' During the first weeks of the autumn, Landfill Hill School's 1B class has done joint activities with Little Foxes, a group of children in pre-primary education. Today's programme is very special. The class will attend a circus that has arrived in the city.

The foxes walk towards the school sports field and see the circus tent rise before their eyes, colourful and inviting. You can already sense the approaching winter in the air, but inside the circus tent, the air is sweet and warm. You can smell the scent of popcorn. The little foxes are marvelling at a big cannon in the middle of the circus arena.

'Do you think that's the kind of cannon that shoots live cannonballs?'

The foxes find their seats. At that very moment, the rumble of drums and spectacle of flashing lights begin.

From the depths of the circus tent, a fox dressed in a tailcoat and black top hat struts into the middle of the arena. In one hand, Circus Fox is holding a golden wand decorated with a fox head. 'They must be the ringmaster,' the foxes think.

'Friends and folks...
bienvenidos, bienvenue,
välkommen, willkommen,

welcome, huānyíng, dobro požalova,
tere tulemast, bures boahntin!' Circus Fox welcomes the audience in nine different languages and continues:

'You have arrived at the world's greatest travelling circus, the Circus Foxtrotter! Tonight you will see masterful tricks, staggering courage and stunning acts of magic! It's time for tonight's first performance: give a huge round of applause to fire eater Sophie!'

An artist arrives on stage carrying two burning torches. Sophie spins and dances with the torches and finally swallows the flames. The little foxes applaud in awe.

'Merci et au revoir! Mwah!' Sophie says thanks in French, blowing two kisses to the audience, and disappears behind the curtains of the circus tent.

Next, a Swedish animal trainer, Lars, is announced onto the stage, followed by three majestically walking cats.

The elegant cats form a line like professionals, and when the music begins, they start





a graceful dance, performing charming swings and jumps.

‘Ett, två, tre! Üks, kaks, kolm!’ Lars counts to three in Swedish and Estonian, and as if by magic, the three cats jump one by one through the rings hanging high in the air.

After the dazzling performance of Lars and the cats, Chinese powerlifter Mei and English contortionist Harry arrive on stage.

‘Ni hao,’ Mei greets in Chinese and waves to the audience, bulging their muscles.
‘Hello!’ hails Harry.

The performance begins: Mei raises a huge weight-lifting bar over their head, and Harry turns a somersault, lifting on top of the bar. Harry balances on the bar, and the foxes in the audience cheer wildly.

Suddenly all the lights go out in the circus. In the darkness, you can hear the clatter of the bar, a cat’s miaow and a big thump.

MIAOW! THUMP! THUD! OUCH!

After a while, the lights turn on, and a strange scene is played out in front of the circus audience. Cats are running all over the stage, the performers are entangled with one another, and the stage is in complete chaos.

‘¡Madre mía! ¡Es una catástrofe! ‘Where is my wand? Someone’s taken my golden fox wand!’ exclaims the horrified Circus Fox in Spanish.

As a result of the darkness and turmoil, Circus Fox’s golden ringmaster’s wand has disappeared.

‘Could someone have stolen the wand?’



‘Why on earth would anyone do that?’ Wise Fox thinks.

‘Da, the golden wand is very old and very valuable,’ responds the Russian magician Dmitri.

‘Das kann nicht sein, it can’t be!’ the German dancer Greta bursts into tears.

‘Amigos míos, my friends. I’m very sorry, but the show can’t continue without the wand,’ the ringmaster announces downheartedly.

Before the end of the story, you and the children can think about what may have happened to the wand.

The fox friends rush into the arena to find the wand. They run here and there, but the wand is nowhere to be found. The rat quickly climbs up the barrel of the circus cannon and accidentally falls inside it. Next, someone trips over the trigger of the cannon.

KABOOM!

The cannon shoots Rally Rat into air, holding the ringmaster’s wand in their paws. They fly like a superhero across the circus tent and scream: ‘I FOUND IIIIIIIIT!’

All the circus audience and performers cheer wildly.

The billboard of the circus tent is blinking ‘Thank you, Tack, Danke Schön, Gracias, Merci, Xie xie, Spasibo, Giitu, Aitäh’ in all the circus languages.



More about the topic

The story of Circus Fox introduces children to the nine different A1/A2 languages studied in Helsinki and supports language tasting and familiarisation activities. Circus Fox's paws can be used to get acquainted with new languages from the perspective of either one or more languages. The paws emphasise language awareness and approach languages in an action-based manner, including through play and games. Circus Fox's paws are suitable for both pre-primary and basic education. We encourage you to explore the paws together and find ones that are suitable for your group/class. For more language tasting and familiarisation material, visit kielet.hel.fi and <https://opehuone.fi/pedagogiikka/opetussuunnitelmat-ja-arviointi/kielet-ja-kaksikielinen-opetus/>

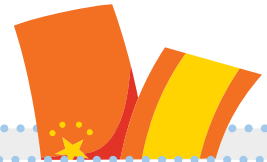
The materials of the European Day of Languages include a game in which you try to identify different languages. You will find the game here: [European Day of Languages > Games > Language detective \(ecml.at\)](#)

An audio version of the game: <https://edl.ecml.at/Games/Whichlanguageisit/tabid/3202/language/en-US/Default.aspx>



Curriculum

Pupils grow up in a world that is diverse in cultures, languages, religion and worldviews. A culturally sustainable lifestyle and the ability to operate in a diverse environment require cultural competence based on respect for human rights, appreciative interaction skills, and the ability to express oneself and one's views. In the school community and in collaboration with outside parties, pupils learn to perceive cultural characteristics and to operate flexibly in different environments. They are raised to meet other people in an appreciative manner and to follow good manners (OPS 2014, 20).



GreenComp competence areas, competences and descriptors

Area: Acting for sustainability

Competence: Individual initiative

Descriptor: To identify our own potential for sustainability and to actively contribute to improving prospects for the community and the planet

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>



LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Did something make you think?
- 🐾 Discuss how many languages the pupils in your class can speak.
- 🐾 Find out the languages taught in the local school (pre-primary education) or the languages taught in your school (basic education). Information about the school's language selection can be found on its website. After finding the information, you can interview pupils studying the different languages or learn a few greetings in the languages.
- 🐾 Select one to three languages/countries and study their flags, attractions, maps, money, well-known persons, language similarities, cuisine, fairytale characters, athletes, form of government, well-known logos (e.g. IKEA or car brands) etc.
- 🐾 Do digital exercises together. In the addresses below, you will find map exercises and flag identification exercises. Select the exercises that are of interest or suitable for your group. Europe: <https://www.toporopa.eu/fi/>
The whole world: <https://www.seterra.com/>
- 🐾 Find out what languages the children in your group use at home. Make the languages visible with the help of the exercises below. You can do this activity around 21 February, which is International Mother Language Day.
- 🐾 Ask the children to draw a self-portrait and include the languages they know either by drawing or writing (e.g. body parts can be coloured with colours that describe the language).
- 🐾 Write greetings in different languages in speech bubbles and attach them on the classroom wall. Children or their guardians can also write greetings in their native language on a piece of paper on the classroom wall.
- 🐾 Collect 'Enjoy your meal' wishes in different languages and have a daily draw to select the language in which you wish to have this before meal time.
- 🐾 Make a poster compiling the languages spoken in your group. An example: European Day of Languages > Activities > Languages in my classroom (ecml.at)
- 🐾 Listen to a well-known fairy tale (e.g. Little Red Riding Hood) in your common language (e.g. Finnish) and then in another language. Compare the names of fairy-tale characters in different language versions. You can do this with the aid of Lukulumo or audiobooks found in the library.
- 🐾 Learn the song 'Twinkle Twinkle Little Star' in Finnish and in another language of your choice (e.g. in Spanish: <https://www.youtube.com/watch?v=ZM5syHyHDYE>)



LET'S THINK

- 🐾 Discuss what you think is the most beautiful word or sentence in the world. The word or sentence can be in any language that the children know, including languages that the children do not actively use in their everyday life. The children can write the word/sentence and do a drawing to illustrate its meaning.
- 🐾 Who can come up with the longest word? Check out long words in different languages on the European Day of Languages website: <https://edl.ecml.at/Fun/Longes-twords/tabid/3114/language/en-US/Default.aspx>
Try to come up with the longest words you can in groups or pairs.
- 🐾 Listen to and watch tongue twister videos on the European Day of Languages website > Activities > Multilingual language twister challenge (ecml.at). Practise Finnish tongue twisters, such as 'Sisilisko sihisi hississä'. Make a your own tongue twister video and include it in your group's portfolio (pre-primary education). More Finnish tongue twisters: <https://vahvike.fi/app/uploads/2022/12/Kielivoimistelua.pdf>



LET'S ACT

- 🐾 Create your group's own-cultural annual clock here: <https://kulttuurinvuosikello2.fi/>
- 🐾 Read or listen to Circus Fox's story (you will find the audio file at kielet.hel.fi). Before the story, ask the children to remember how many different languages there are in the story. Select a sign with the children that they will use when they hear a language other than Finnish in the story (e.g. standing up, making 'fox ears' on their head with their fingers, touching their nose with their finger).
- 🐾 Find how to say 'Welcome' in nine different languages in the story. Listen to and 'taste' the phrases and discuss which spelling belongs to which language.
- 🐾 Get acquainted with outdoor games from different countries and language areas and play the game of your choice. You can find playing cards at kielet.hel.fi.
- 🐾 In the play bank (kielet.hel.fi), you will find play ideas that are applicable to any language and a few words and phrases. You can also mix languages and select the phrase 'thank you' in four different languages, for example. As children learn the rules of the game, it is easy to vary according to the relevant topic.
- 🐾 Go and taste different languages on the action-based track led by Circus Fox. You can find the foxes' language adventure at kielet.hel.fi.
- 🐾 Go and spot different languages in your wider surroundings beyond your learning environment (walls, signs, packaging etc.). What languages can you find?
- 🐾 Search for and name colours in the language of your choice in your surroundings or nature.
- 🐾 Make an expedition to the local library. In which languages does the library have children's books? How do you recognise different languages? Does the library have other materials in different languages? In which languages can you find instructions in the library? In which languages does the library hold events? You can also interview a librarian to find information.
- 🐾 Visit Pasila's multilingual library and borrow books in different languages. From the Pasila multilingual library, you can also order a multilingual collection of books for your local library.
- 🐾 Go on a virtual adventure to the European Union countries of your choice. First find out the capital of the country (https://learning-corner.learning.europa.eu/learning-materials/europe-and-you_fi) and then explore the capital by using the street view function in Google Maps, for example. What do the following things look like in the city: the city hall, a swimming pool, playground, buses and schools?



Foxes go out on a learning expedition

The fox friends enjoy playing and going on adventures in nearby nature. They have noticed that after an excursion to a forest, they feel happier and more energetic, and learning also feels easier. Why do you think that is?

KEYWORDS: #outdoorlearning #relationshipstonature
#well-being #natureexcursions #activity #tranquility



Sustainable Development Goals:



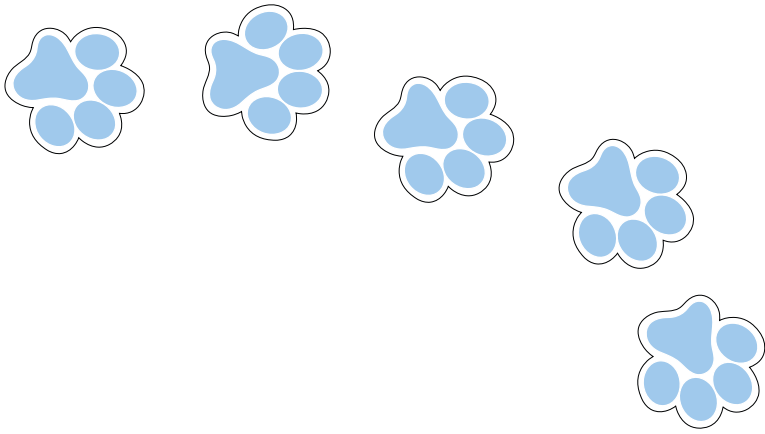
Skilful Fox is feeling restless. They are swinging back and forth in their chair and making no progress in their exercises. Last week, the fox got a cushion to put on their chair that is nice to use for balancing. Skilful Fox studies the exercises with Grandpa Fox. Grandpa visits the class every now and then. He often tells stories about the old times to the fox friends and helps them with schoolwork.

Rally Rat also appears to feel uncomfortable. They are shaking in their chair like a drummer at a rock concert. The rat looks out of the classroom window and sees a hare running across the yard and disappearing into the woods.

'Oooh,' Rally Rat's eyes are bulging. 'Let's go out too!' he shouts.

'Let's go out and explore puddles, leaves and sticks!' Outdoor Fox says in excitement.





The pupils decide to vote on the idea, and the results are obtained quickly: 15 vote 'aye', 2 vote 'nay', and 3 vote blank.

'The result is clear. We've spent enough time indoors,' Skilful Fox announces.

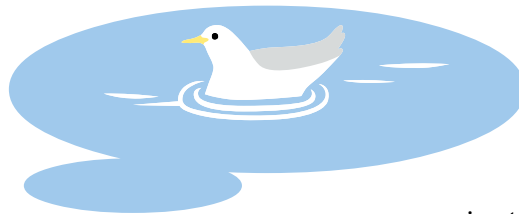
The fox friends take various investigative tools with them: magnifying glasses, loupes and jars for collecting samples. And, of course, they bring camping mattresses and snacks.

It has rained outside, but the air is warm. The pupils put on their boots and head towards the nearby forest. They arrive at a familiar nature trail and follow it deeper into the forest.

Along the way, one is sniffing the smells of the forest, another collects small stones, and yet another carries sticks.

As the journey progresses, they find a giant decaying tree, which they decide to study in more detail

with loupes. The fox friends find holes, crevices and interesting-looking bugs in the decaying wood. They study the life of the bugs without disturbing them. On the surface of the tree, they also see a curvy groove.



'Ooh, it's a bit like a route map. I wonder what created it,' Inventor Fox thinks out loud.

Story Fox peeks inside the decaying tree and examines it with a loupe.

'Wow, there's a whole world here!' he shouts out, delighted.

Tibetan Fox has moved to examine a stone next to the decayed wood and sees an interesting-looking lichen growing on top of it.

'This looks like a mountain view!' Tibetan Fox cheers.

After a while, the pupils continue walking. A huge pine tree is growing next to the crossing paths.



'This is the pine tree where we found the future binoculars!' Outdoor Fox chirps.

Wise Fox digs into their backpack for the future binoculars. The fox decides to see what the forest looks like through them. By accident, they look through the binoculars the wrong way round. The big trees suddenly look small and young. When used backwards, the binoculars show the past instead of the future.

'Come and see what you can see with these!' Wise Fox declares with excitement.

Outdoor Fox brings the binoculars to their eyes and looks at the past. Instead of old trees, they see young saplings. While Outdoor Fox is looking, Grandpa Fox walks in front of the binocular lenses. Through them, Grandpa looks the same age as Outdoor Fox is now. Grandpa Fox of the past is holding a sign saying 'Protect the forest!'. Outdoor Fox puts down the binoculars and runs to Grandpa Fox.



'Has this forest ever been in danger?' Outdoor Fox asks Grandpa. 'Long ago, this forest was nearly cut down, but we managed to save it,' says Grandpa Fox proudly.

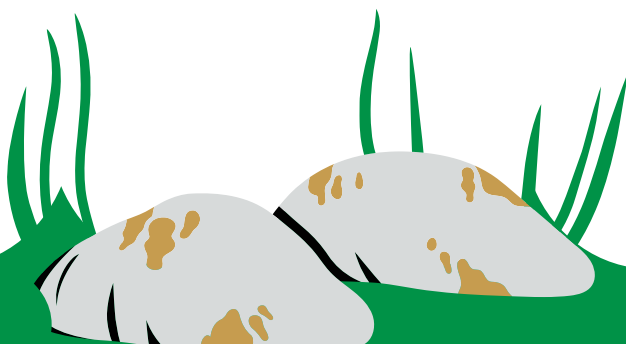
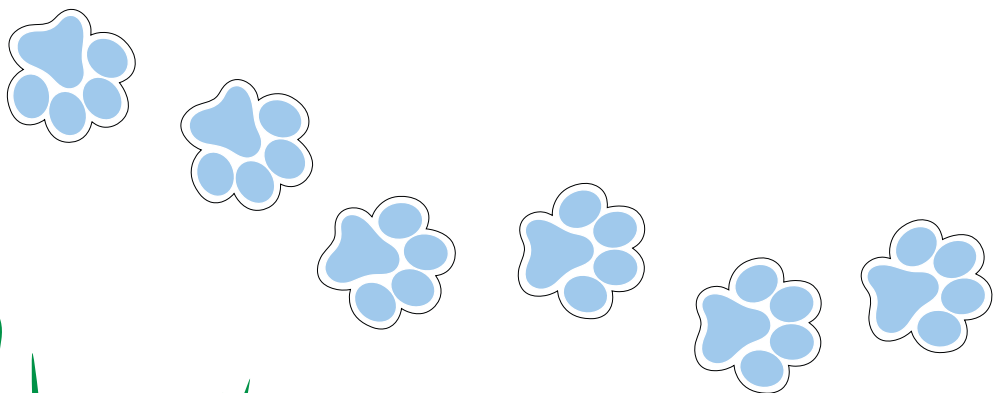
'Tell us more!' the fox friends cry out. 'Let's have lunch so I can tell you the whole story,' Grandpa Fox says.

The excursionists have a lunch break sitting on a tussock in a forest glade. First they have lunch and for dessert, Outdoor Fox and Chef Fox fry banana pancakes.

After lunch, they spread out their camping mattresses on the ground and have a lie-down. They close their eyes and listen to the sounds of the forest.

'We have to come camping here sometimes. There is something wonderful about sleeping outdoors,' Outdoor Fox thinks to themselves.

The fox friends feel peaceful and relaxed. There is a steady snuffling sound coming from where Rally Rat is lying. The rat has fallen asleep.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Find out the meaning of ecological backpack.
- 🐾 Go out into a forest and explore the pines. How long can pines live, do they have special skills, and what is so-called shield bark (kilpikaarna)?

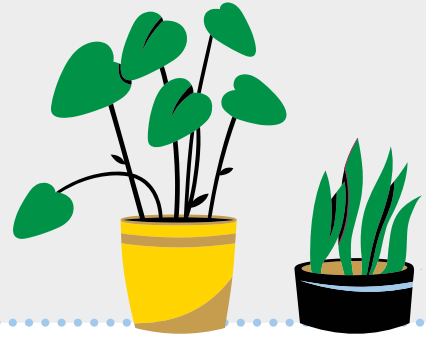
LET'S THINK

- 🐾 Design and draw your own backpack to use on excursions. What gear do you have in your backpack?
- 🐾 Study trees. What would trees tell people if they could talk? Find out if trees can send messages to each other.
- 🐾 Pine needles usually remain on the tree for three to five years. Look for needles and use them to create a timeline extending a person's life. You can create a timeline extending the life of a pine next to it. When comparing the timelines, you can reflect on interesting questions about time, life and the future.

LET'S ACT

- 🐾 Play forest bingo. For example, make a four-by-four grid and think of plants or trees to include in it that you will try to spot in a forest.
- 🐾 With your class, find your common favourite place in a forest and visit it regularly to observe how the place changes as the seasons change.
- 🐾 Go out on an excursion and look for as many different colours in nature as possible. How many can you find? The exercise will be fun if you have a colour strip or watercolour palette for which you try to find matching natural colours.
- 🐾 Bring your camping mattresses and go to nearby nature. Select a spot, spread out your mattresses and lie on them. Close your eyes and listen to how many different sounds you can hear in nature.
- 🐾 Prepare delicious dishes with a camping stove.





More about the topic

- <https://www.greenpeace.org/finland/metsat/luonnon-monimuotoisuus/>
- <https://wwf.fi/elinymparistot/suomen-metsat/>
- <https://www.sitra.fi/artikkelit/9-vinkkia-joiden-avulla-tuot-luonnon-hyvointivaikutukset-osaksi-arkeasi/>



Curriculum

Pupils practise observation and the skills of studying and operating in nature in various natural and built environments near the school. They identify the most common species of organisms and their habitats and the objects of the built environment in their surroundings. The characteristics and phenomena of nature are observed during all seasons (OPS 2014, 132).



GreenComp competence areas, competences and descriptors

Area: Embodying sustainability values

Competence: Supporting fairness

Descriptor: To support equity and justice for current and future generations and learn from previous generations for sustainability

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

United Fox Friends – like the United Nations!

There is strength, enthusiasm and joy in the community of the fox friends. Together, they have set up a club that anyone can join. Fox Club members include arthropods, molluscs and vertebrates. The club unites different species to have fun, play and have adventures in forests. Fox Club members are interested in nature and want to protect it.

KEYWORDS: #collaboration
#inclusion #influence



Sustainable Development Goals:



The fox friends roll up their camping mattresses and pack other gear. They walk towards the school. At the edge of the forest, they notice a new sign.

'This wasn't here this morning,' Story Fox says. The sign reads:

'The City of Landfill Hill will build a new sports centre here. The felling will begin in October. We regret any disturbance caused by the clearing of the forest and construction. With best regards, the Builders'

'This can't be true,' says Outdoor Fox. 'Why would we need a sports centre when we can exercise in the forest?' Sports Fox wonders.

The pupils of class 1B of Landfill Hill School are fuming. They start marching towards the school with determined faces. The fox friends arrive in class and decide to stop the construction of the sports centre. They have grown very fond of their nearby forest. The forest is home to many kinds of life that they want to protect.

'What can little foxes like us do?' asks Outdoor Fox. 'There must be many ways to go about it,' Wise Fox thinks. 'Let's cancel today's lessons and plan how we can protect the forest!'

The fox friends decide to join forces and think about what they could do together for their nearby nature.

'We need to write an opinion piece in Fox News,' suggests Story Fox. 'And a letter to the mayor signed by all the pupils!' declares Skilful Fox excitedly. 'Let's invite Shady Badger to create an environmental work of art. That would certainly spark a lot of discussion on social media.'

'In Sweden, there is a girl who has been demonstrating for the climate for years and has made adults listen,' teacher Nelson says.

'We should hold a demonstration in front of the school and at the city hall,' Desert Fox proposes. 'We could also invite pupils from neighbouring schools.'

'Let's go on a school strike for the environment!' Rally Rat shouts out.

'Our group should have a name!' Inventor Fox exclaims.

'We could be the United Fox Friends, like the United Nations!' says Wise Fox. 'I remember hearing about the United Nations somewhere but can't remember what it is exactly,' Wise Fox ponders.

The atmosphere in the classroom is electric, and the pupils are very excited. The Unified Fox Friends are full of vigour and fighting spirit.

'Nothing will stop us!' shouts someone at the back of the classroom.

'This day will be remembered as a day of hope, action and a brighter future,' Story Fox declares, standing on their desk.

'Yes!!' cry out all the pupils of class 1B of Landfill Hill School.



LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story, or did something make you think?
- 🐾 Find out what the United Nations (UN) is, and what it does.
- 🐾 List other organisations and associations in the world. Which organisation helps children? Which organisation helps animals?
- 🐾 Explore different environmental organisations and activists. What do they want to achieve?

LET'S THINK

- 🐾 Consider why and when it is more beneficial to collaborate instead of acting on one's own.
- 🐾 Think about things that can be achieved together.
- 🐾 Consider who the Swedish girl mentioned in the story is.
- 🐾 Think about common clubs you would like to set up in your class.
- 🐾 Imagine together what kind of a play could be created out of the story. You can also add new characters and lines! Write the play and invite parents and guardians to see it.

LET'S ACT

You can set up a fox club in your school!

1

Choose the issue you want to influence. Do you think something should be increased or reduced? Do you think something should be done differently or in a completely new way?

2

Do you want to make a difference in your school, in the neighbourhood, in the city, in the country or in the world?

3

Plan ways to make a difference. Think about how to get your voice heard. Could an event be held at your school? Or could you promote it on social media or by writing an opinion piece in a newspaper?

4

Plan and make a logo for your club.

5

You can encourage others to change the world by setting an example!





More about the topic

Forests play a significant role in mitigating climate change. Due to photosynthesis, forests and other types of biomasses bind carbon dioxide from the atmosphere and act as significant carbon sinks.

Globally, deforestation is one of the largest sources of greenhouse gas emissions. Among other factors, it is caused by agricultural expansion and construction (<https://mmm.fi/metsat/metsatalous/metsat-ja-ilmastonmuutos/metsien-hiilinielut>; <https://www.ykliitto.fi/>).



Curriculum

Through experiences, pupils learn about influencing, decision making and responsibility. At the same time, they learn to perceive the importance of rules, agreements and trust. By participating both inside and outside the school, pupils learn to express their own views constructively. They learn to work together and have opportunities to practise negotiation, mediation and conflict resolution, as well as critical examination of issues.

Pupils are encouraged to reflect on their ideas in terms of equality between different parties, fair treatment and a sustainable lifestyle (OPS 2014, 24).



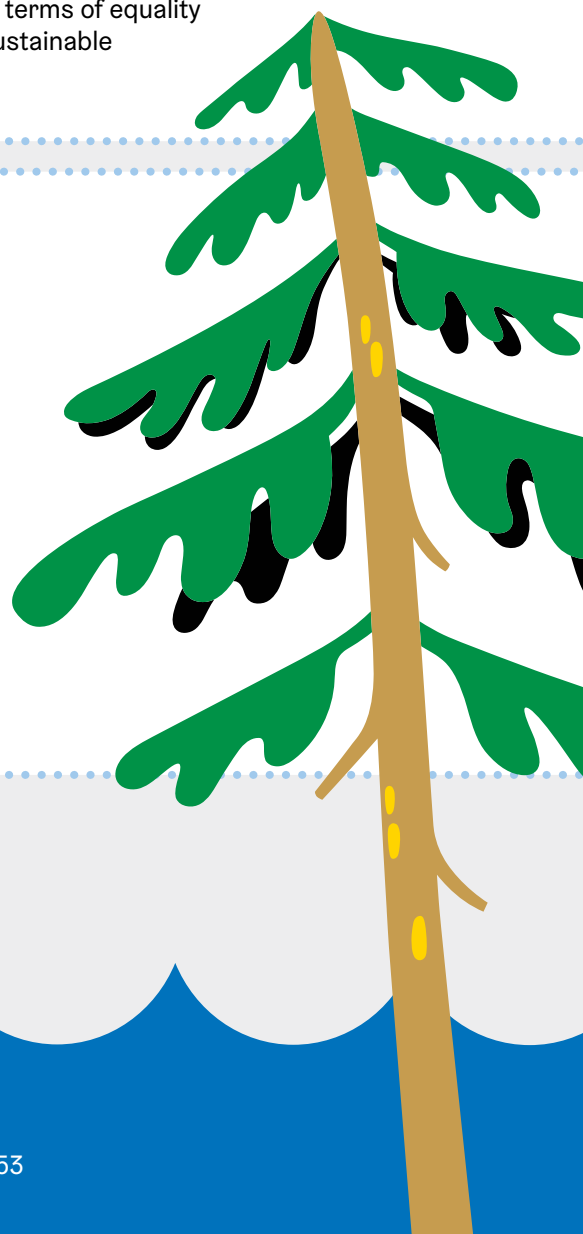
GreenComp competence areas, competences and descriptors

Area: Acting for sustainability

Competence: Collective action

Descriptor: To act for change in collaboration with others (4.2) and to navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability (4.1)

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

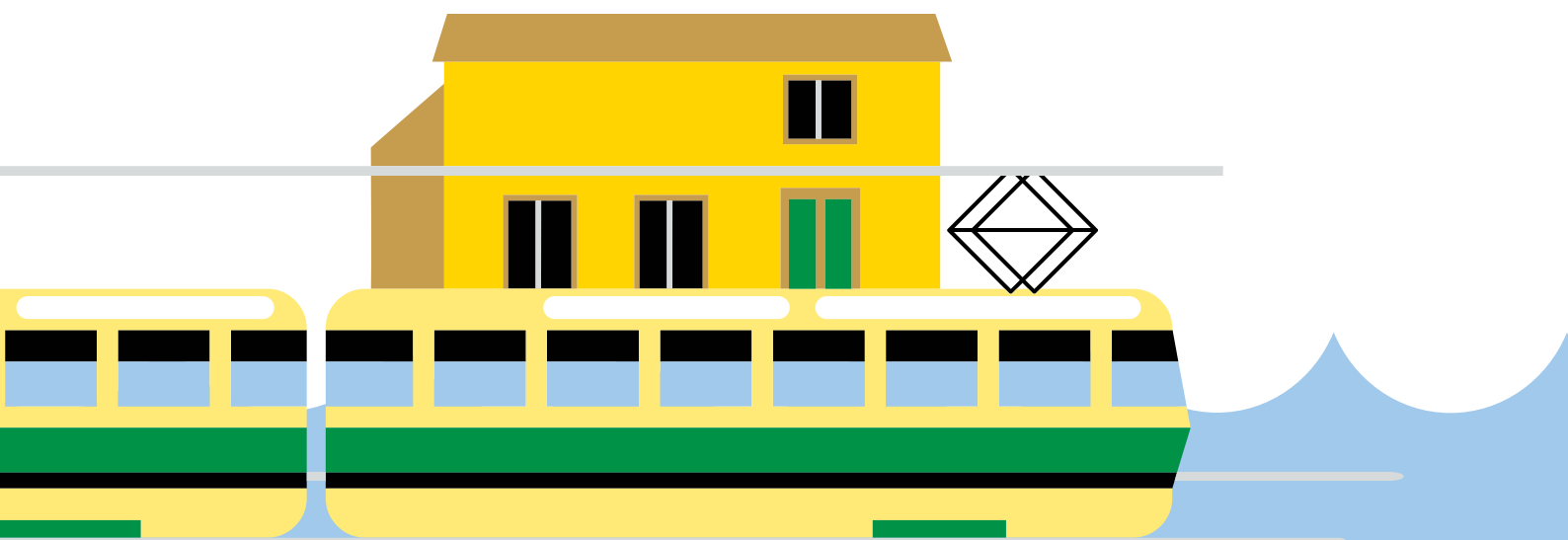


Inventor Fox develops an air-sniffing machine



Inventor Fox likes to build, develop and create new things. With their inventions, the fox wants to increase well-being, fun and care. In particular, Inventor Fox is interested in the well-being of nature and the reuse of things. At the moment, they are enthusiastic about cleaning robots, climate coolers and tree-planting machines. In the company of Inventor Fox, it is easy to get excited about anything.

KEYWORDS: #airquality #airprotection #climate



Sustainable Development Goals:



Inventor Fox's story

It is a snowy morning. Inventor Fox and Story Fox are walking towards the schoolyard together. Suddenly they hear the sound of a motor rattling. Story Fox looks back and notices that a machine of some sort is approaching at a terrible speed, smoking.

'Look out!' Story Fox screams.

The foxes jump from the path to a ditch and see Rally Rat speeding past them on a smoking moped.

Vvrrrrroooooomm!!

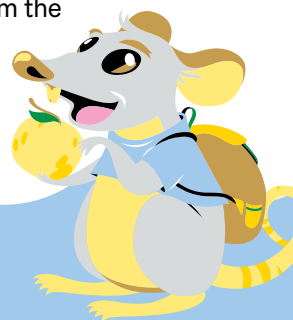
Rally Rat is wearing goggles, and their fur is fluttering in the wind.

'Cough, cough,' both foxes are coughing as they are caught in a large cloud of exhaust fumes.

'Ahem, do you think there is something wrong with Rally Rat's moped? The fumes smell terrible!

And are you even allowed to ride a moped in the woods?'

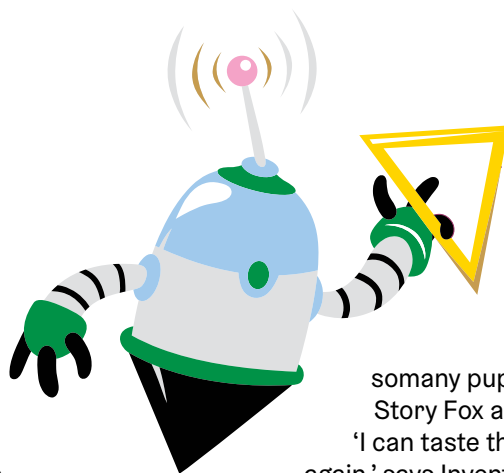
Story Fox and Inventor Fox climb away from the ditch and brush the dirt off their clothes.



'I can actually taste the exhaust fumes in my mouth,' Inventor Fox says.

'I read in Fox News that exhaust fumes pollute the air we breathe. They also affect the climate in some way,' Story Fox knows.

The foxes continue their journey to the schoolyard. The parking area next to the schoolyard is full of cars. Drivers are honking their horns and looking agitated. The snow in the parking area has turned dirty.



'Do we need traffic lights in the parking area because so many pupils come to school by car?' Story Fox asks.

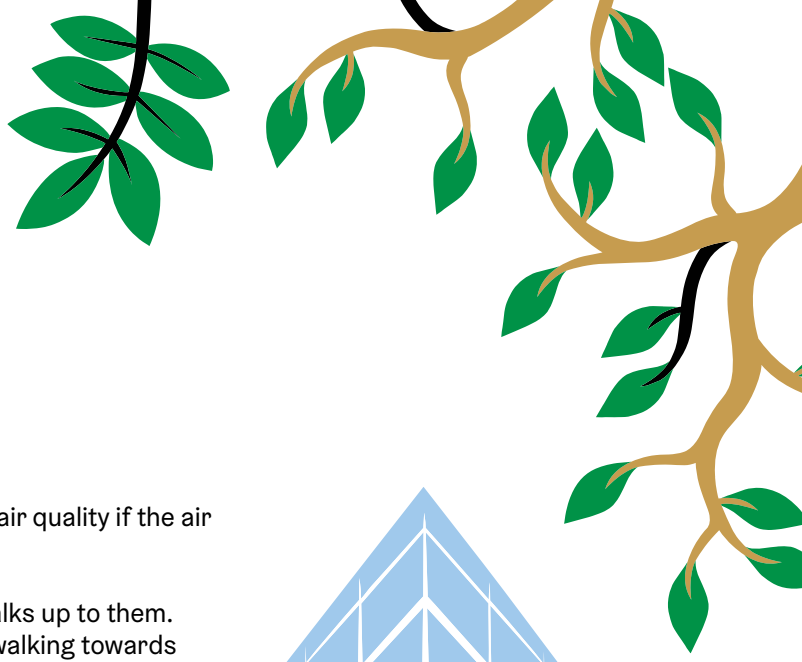
'I can taste the exhaust fumes in my mouth again,' says Inventor Fox.

'We should have a machine that tells you if the air quality is poor,' Skilful Fox thinks.

'Let's build one!' Inventor Fox proposes excitedly. 'Let's build an air sniffer!'

'Air sniffer!' Story Fox chirps. 'It could help identify places where the breathing air is poor. And it would help recognise which machines pollute a lot.'





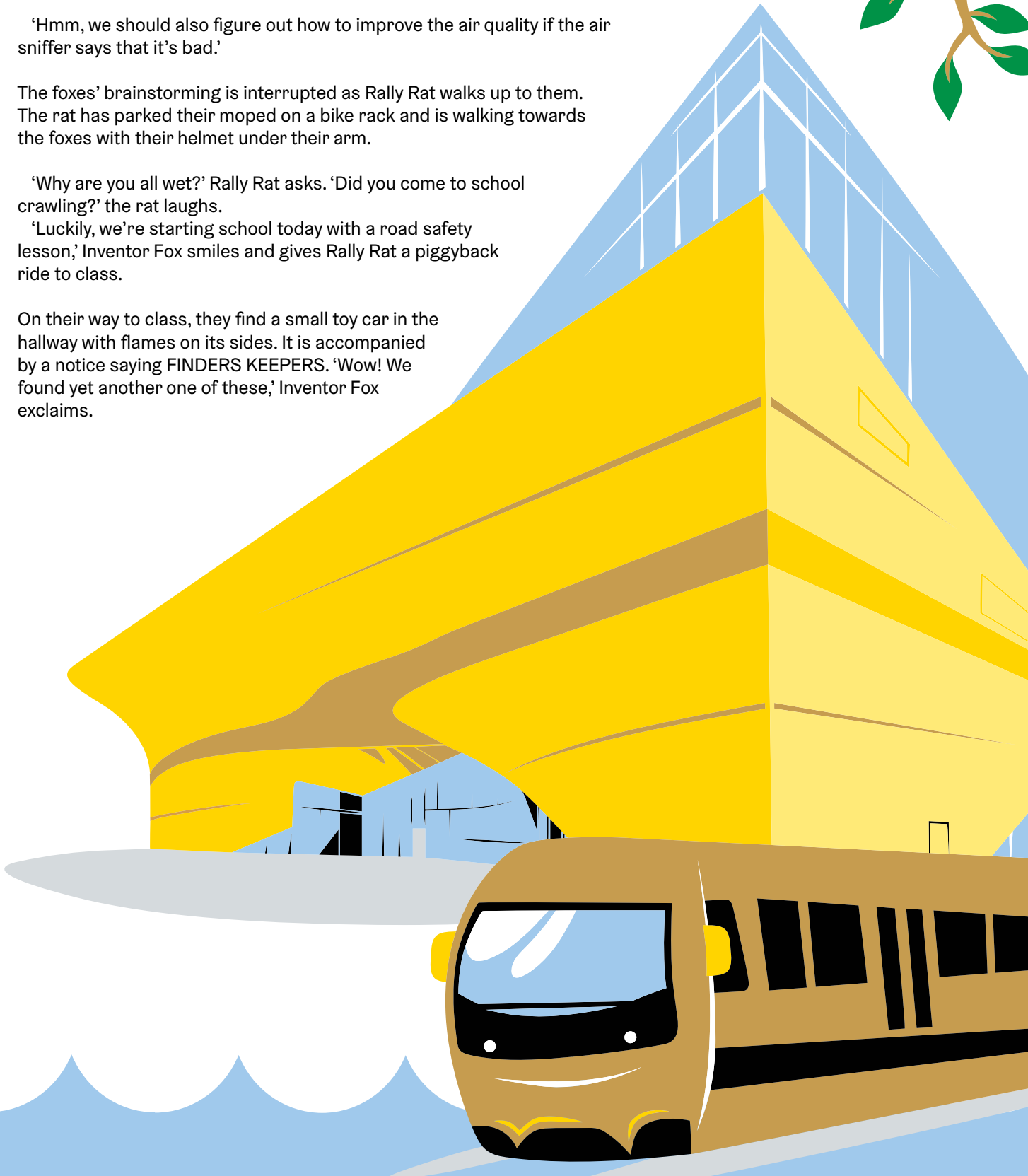
‘Hmm, we should also figure out how to improve the air quality if the air sniffer says that it’s bad.’

The foxes’ brainstorming is interrupted as Rally Rat walks up to them. The rat has parked their moped on a bike rack and is walking towards the foxes with their helmet under their arm.

‘Why are you all wet?’ Rally Rat asks. ‘Did you come to school crawling?’ the rat laughs.

‘Luckily, we’re starting school today with a road safety lesson,’ Inventor Fox smiles and gives Rally Rat a piggyback ride to class.

On their way to class, they find a small toy car in the hallway with flames on its sides. It is accompanied by a notice saying FINDERS KEEPERS. ‘Wow! We found yet another one of these,’ Inventor Fox exclaims.





LET'S INVESTIGATE

- 🐾 Discuss the story and recap its main points. What happened in the story?
- 🐾 Think about your own school trip, and what traffic rules you need to remember. Do you often need to cough on your way to school?
- 🐾 Study the difference between weather and climate. What does climate change mean?
- 🐾 Find information about the air quality in Helsinki. You can find a map showing air quality on the HSY website.

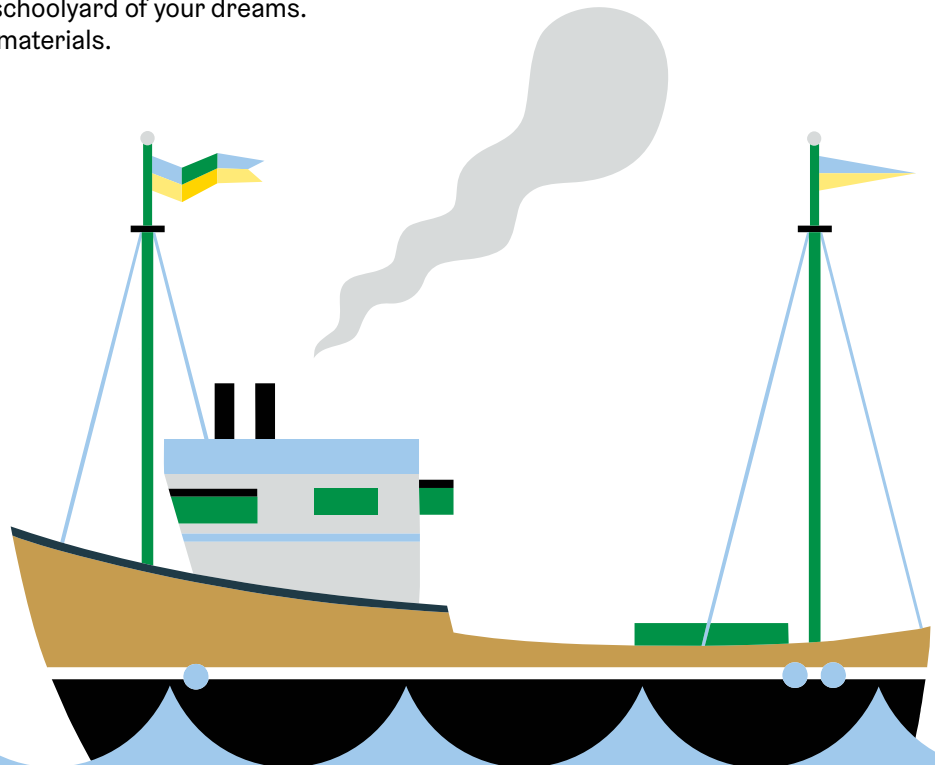
LET'S THINK

- 🐾 Discuss what air quality means, and how you can influence it yourself.
- 🐾 Plan how to get to a school where there is no parking space for cars.
- 🐾 Check out the Ilmari website! Ilmari – Climate-Wise Traveller is part of the environmental education concerning traffic organised by the

City of Helsinki's Environmental Services. The aim of the activity is to encourage children and young people to move sustainably <https://www.hel.fi/fi/kaupunkiymparisto-ja-liikenne/ympariston-ja-luonnon-suojelu/ymparistokasvatus-ja-luontokeskus/ilmari-ilmastoviisas-liikkuja>

LET'S ACT

- 🐾 Turn the story into a play and show it to others.
- 🐾 Go out into your surroundings and smell the air. Can you smell any good scents in the air? How about bad smells? Discuss where they might come from.
- 🐾 Build our own air sniffers. What kinds of things could they smell? What benefits would an air sniffer have for people, animals or nature?
- 🐾 Design and build the schoolyard of your dreams. You can use recycled materials.





More about the topic

In Helsinki, transport causes almost a quarter of the carbon dioxide emissions that contribute to climate change. Car traffic also weakens air quality and causes noise nuisance.

The City of Helsinki is committed to promoting low-emission and carbon-neutral mobility. Our goal is to reduce carbon dioxide emissions from transport by 69% by 2030 (compared to 2005 levels).

Reaching the emissions reduction targets for transport will require extensive changes in mobility habits, in which sustainable modes of transport will play an increasingly important role.

Sustainable mobility and especially walking, cycling and other human-powered mobility promote health. At the same time, fuels and energy are saved.

Benefits of mobility:

- Improves your physical condition
- Helps you stay healthy
- Gives your energy
- Brightens your mood
- Helps you focus
- Reduces emissions



Curriculum

Environmental studies teaching supports the building of pupils' environmental relationship, the development of their worldview and growth as a person. The aim of environmental studies is to guide students to get to know and understand nature and the built environment, their phenomena, themselves and other people, as well as the importance of health and well-being. The multidisciplinary basis of environmental studies requires that pupils are trained to acquire, process, produce, present, evaluate and value information in different situations (OPS 2014, 131).



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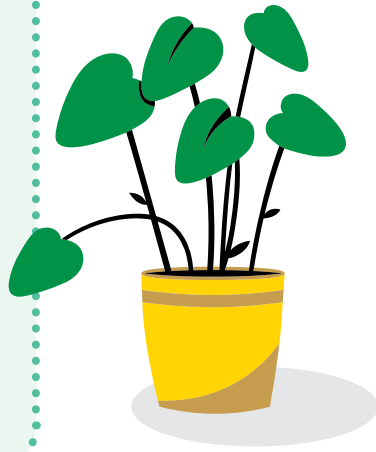
Story Fox investigates news about a flying herring

Story Fox has gentle eyes and a vivid imagination. They are interested in all kinds of stories, especially ones that are about animals, nature and the future. Story Fox also writes stories themselves. During their adventures, they carry a notebook and a camera with which they record their thoughts and ideas for new stories. The fox is passionate about acting, writing lyrics and cycling.

KEYWORDS: #multiliteracy #medialiteracy
#mediaskillsweek #newsweek



Sustainable Development Goals:



Story Fox's story

At Landfill Hill School, pupils are listening to the news, studying comics and exploring pictures found in newspapers. They have started the week with a common plan. Everyone is looking for interesting topics that they can discuss together. The pupils also intend to write news stories for Landfill Hill School's newspaper themselves.

Story Fox and the Rally Rat go and study the news on a school computer. They are clicking on interesting-sounding headlines at an ever-increasing pace. Then Rally Rat finds something really exciting.

'A flying Baltic herring has been seen in the Baltic Sea!' Rally Rat cries in amazement.

'Wow,' Story Fox says excitedly and looks at the picture.

'It looks like Stealthy Herring because they also have a camera around their neck,' says Rally Rat. 'Look, you can watch a video here,' the rat goes on.





They see a video on the screen, which keeps breaking up every now and then. The flying Baltic herring seems to have an extra fin.

‘Oooh, there it is. The image is a little unclear, but I think it’s Stealthy Herring.’

The video is saying that flying Baltic herring has never been seen in the Baltic Sea before. According to an eyewitness, the herring flew almost 20 metres.

‘We need to write a big story about this in the school’s Fox Paper,’ Rally Rat says excitedly.

‘Sumu the Seagull is not the only one who can fly.

It’s odd that Stealthy Herring has never told us that they can fly,’ Story Fox wonders.

In another classroom, Chef Fox finds a story about a new invention in the newspaper.

Someone has prepared food from air. Chef Fox is finding it hard to believe the news is true. It reports that food is prepared using air and solar electricity. The reporter has interviewed the inventors, and

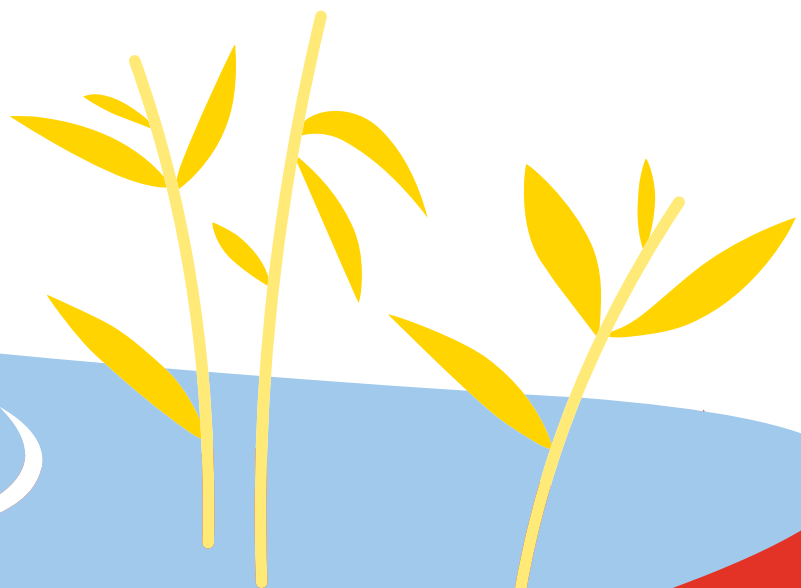
other newspapers have also reported on the topic. The news story seems reliable but unbelievable.

‘Are we going to eat air in the future? Will it even fill our stomachs?’ Chef Fox ponders.

At the back of the classroom, Skilful Fox hangs out on a sofa from a recycling centre and listens to a podcast. The fox hears news about how to harvest energy from ocean waves.

‘Can it be true?’ they wonder. The fox decides to find out and goes to the reading room of Landfill Hill Library with Sports Fox to investigate the matter.

Inventor Fox sees an advertisement in the MyMy social media app, which describes new shoes. According to the advertisement, plastic waste collected from the sea has been used to manufacture them. Inventor Fox gets excited about the topic because we need to get all the plastics out of the sea. Then the sea would also be a better home for



Stealthy Herring. However, the fox is also pondering whether the advertisement can be true. They decide to investigate the matter further on the company's website.

At the end of the week, the pupils take turns presenting the topics they have found to the rest of the class.

Media Mole listens to the news stories the classmates have discovered and looks thoughtful. Only last week, the mole experimented with various AI apps to create images, videos and music that looked and sounded real.

'I think at least one of the stories is fake news,' Media Mole says. Is it the flying Baltic herring, energy from waves, food from the air or shoes made of plastic waste? Can you figure out which one is fake?





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story, or did something make you think?
- 🐾 What is the news? Where can you follow news?
Fox tip: <https://www.hs.fi/lastenuutiset/>.
- 🐾 Study news stories in newspapers and check whether they can be trusted. The checklist for identifying fake news below will help you in your investigations.
- 🐾 Investigate whether it is possible to prepare food from air. **Fox tip:** <https://soleini.fi/>.
- 🐾 Find information about the recycled products that can be made from marine plastic waste.

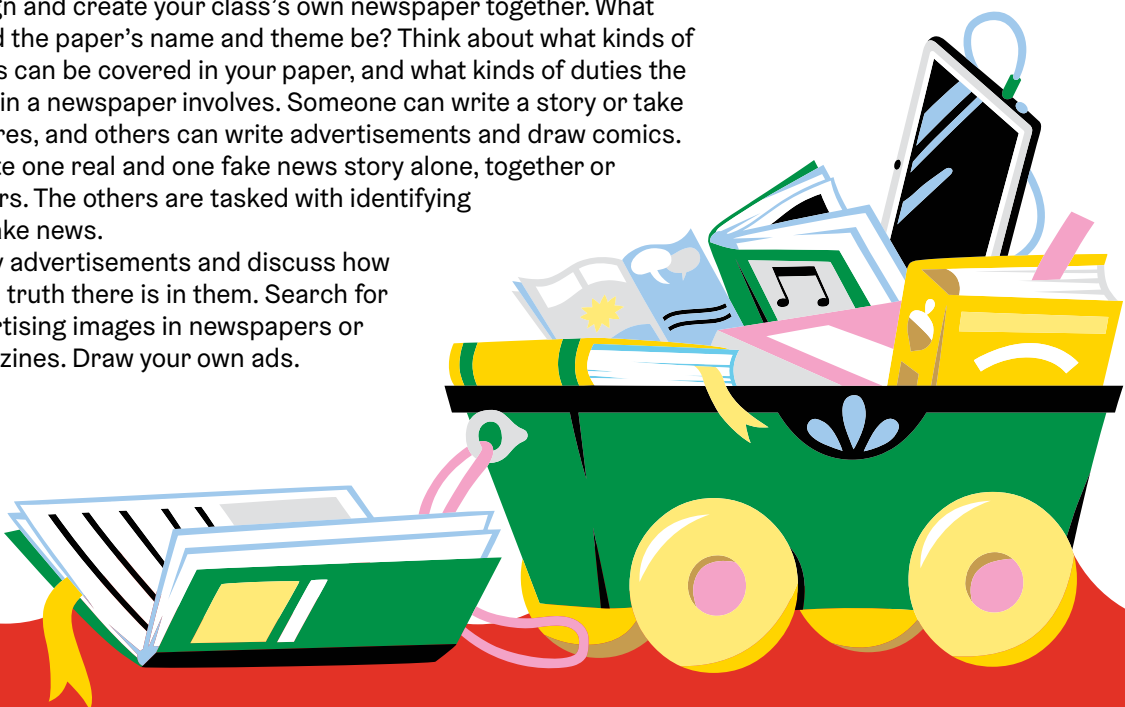
LET'S THINK

- 🐾 Discuss what kinds of things are often reported in the news, and what kinds of things are reported less frequently.
- 🐾 Think about a topic or subject about which you think it would be important to have more news stories.
- 🐾 Discuss why you should not trust all the information you find online, for example. What makes a news story credible?
- 🐾 Discuss where you have seen or heard fake news.



LET'S ACT

- 🐾 Design and create your class's own newspaper together. What would the paper's name and theme be? Think about what kinds of things can be covered in your paper, and what kinds of duties the work in a newspaper involves. Someone can write a story or take pictures, and others can write advertisements and draw comics.
- 🐾 Create one real and one fake news story alone, together or in pairs. The others are tasked with identifying the fake news.
- 🐾 Study advertisements and discuss how much truth there is in them. Search for advertising images in newspapers or magazines. Draw your own ads.





More about the topic

Identify fake news:

Media Mole helps the fox learn what you should pay attention to in news stories:

1. Study a news story with friends, guardians or your teacher. Discuss whether the story can be trusted.
2. Investigate the background of the news. Study the website that published the story. What is its purpose, and who manages it?
3. Study the author of the story. Find information about the author, and what they have written or published before.
4. Check the date of the news story. When was it published? Is it still relevant?
5. Keep in mind that titles can be misleading. You should therefore read the whole story.
6. Check whether the story is a joke. Jokes or pranks are sometimes made by publishing a strange piece of news. Check the website and its author(s).

The above list has been adapted from the original source: International Federation of Library Associations and Institutions, 'How To Spot Fake News'.



Curriculum, multiliteracy

Multiliteracy is one of the transversal competence areas in the national core curriculum for basic education. Simply put, multiliteracy means fluently reading, understanding and interpreting different texts, as well as producing and evaluating them. The concept of a text is broad: texts can be written or spoken and can contain graphs, characters, images or sound, or combinations of them, combined with a static or moving image. Increasingly, pupils come across digital texts in their lives. These texts are available all the time due to smart devices and fast data transfer. Multiliteracy is a collection of various text skills that develop pupils' critical and cultural literacy and help them master the world of texts (OPS 2014, 283).

Through learning about different subjects and other school work, pupils learn to understand the development, diversity and significance of technology in their own lives, in the school community and in society. Pupils discuss ethical issues and future opportunities related to technology (OPS 2014, 283).



GreenComp competence areas, competences and descriptors

Area: Embracing complexity in sustainability

Competence: Critical thinking

Descriptor: To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

Story author: Anssi Almgren
and Jasmine Gustafsson
Expert: Architect Juuso Nikkinen

13

Skilful Fox is excited about building activities



Skilful Fox has a big heart, skilful hands and an energetic mind. They love repairing, tinkering and cleaning. Skilful Fox is adept at turning old into new, broken into functional, and dirty into shiny. With Skilful Fox, you can also learn a lot about saving energy, recycling and repairing things.

KEYWORDS: #recycling #circulareconomy
#resourcewisdom



Sustainable Development Goals:

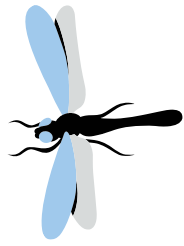


Skilful Fox's story

Skilful Fox's pockets are full of sweet wrappers. The fox has been collecting sweets from the schoolyard. Older pupils had arrived at the schoolyard riding on the back of lorries and throwing sweets. They were wearing funny costumes and had decorated the lorries with signs and sheets. One sign had read 'FINALISTS ARE TAKING A BREAK'.

Skilful Fox is puzzled as to what lorries, sweets and finalists have to do with each other. But the fox is happy their school has made it to a final, whatever competition it is.





'And I'm sure they really need the break too,' they speculate.

Skilful Fox wanders in the school corridors and finds a rubbish bin to dispose of the yellow and red sweet wrappers. The fox remembers that they still have a banana peel and an empty food tin in their backpack, left there after a trip.

'Hmmm, I think these should be put in a different bin, not the one for sweet wrappers.' The fox can't find the right bin, however.

Outdoor Fox walks over to Skilful Fox, and they ponder where the other rubbish



bins are. Outdoor Fox knows that there are different bins for different types of waste.

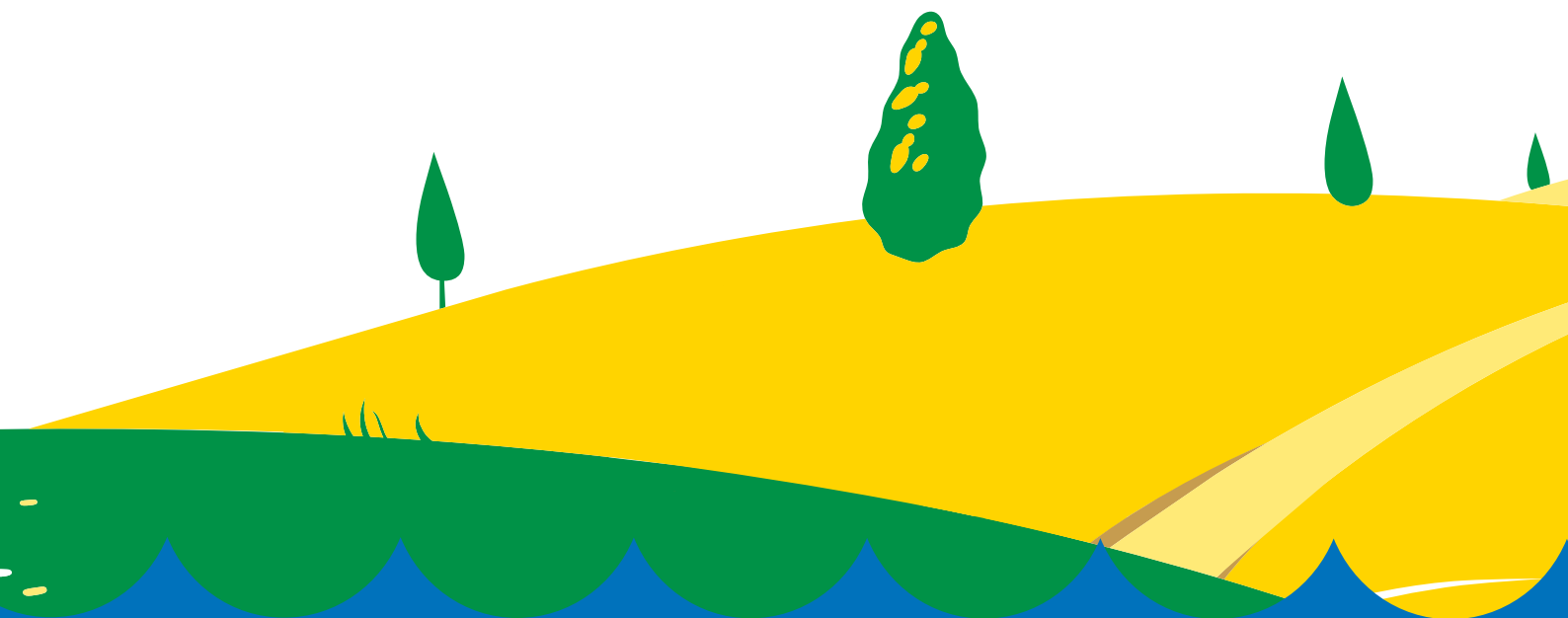
'When waste is collected in the right place, it can be reused,' Outdoor Fox explains.

'Plastic waste can be used to make new buckets, for example,' the fox recalls.

'And small metal items can be recycled to make food tins,' they continue.

'I could build new rubbish bins here! And expand the waste disposal canopy,' Skilful Fox says excitedly. 'I already have the tools at the school because I'm building a new green roof on the school roof. It's almost finished.'

'What on earth is that?' Outdoor Fox asks.



'It's a green roof that works like a regular roof, but you can also use it as a garden. You can grow stonecrops and other nice plants on them.'

'Wow! Outdoor Fox says happily.

'Many kinds of micro-organisms thrive on green roofs, and the roofs have many other benefits. Did you know that Chef Fox grows tomatoes and herbs for the school cafeteria there?' Skilful Fox adds.

'Could we also add vegetation on the school's concrete walls?' Outdoor Fox says in excitement. 'I've read about moss walls with Media Mole.'

'Let's find the other foxes and figure that out,' says Skilful Fox.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 What tools does Skilful Fox need in their construction work? How many foxes does it take to build a waste disposal canopy? What would the waste disposal canopy of the future look like?
- 🐾 Study tools. What tools can be used at school?
- 🐾 Discuss how you recycle in your classroom, and where the school's recycling bins are.
- 🐾 Find out what the logo on Skilful Fox's overalls stands for.
- 🐾 Discuss how you recycle at home.
- 🐾 What is a green roof, and what could be planted there? Explore different green roofs used in Finland and worldwide online. Why do green roofs look different in different countries?



LET'S THINK

- 🐾 Discuss what kind of plant roof would be suitable for your school's roof or your home. Discuss what kinds of plants and structures the roofs could withstand, and what could be planted on the roof.
- 🐾 How would a green roof benefit your school?
- 🐾 What kinds of green roofs could there be in the future?
- 🐾 What animals would a green roof help, and how?
- 🐾 How does a green roof help in recycling, and how do green roofs support sustainable development?

LET'S ACT

- 🐾 Design and draw your dream roof garden for the roof of your school or home.
- 🐾 You can also design safe passage and signs to the green roof.
- 🐾 Design and create a home for an organism that could be included in a green roof, such as a bug hotel.
- 🐾 Study tools and machines. Which ones are needed to build a green roof?



More about the topic

Why you should recycle:

- Biowaste can be used to produce soil and biogas.
- Mixed waste can be used to generate electricity and heat.
- Cardboard packaging can be used to manufacture insulation and fibre packaging.
- Glass can be used to make new glass packaging and glass wool.
- Small metal items can be used to make new metal products such as food tins and forks.
- Plastic packaging can be used to make buckets or plastic bags.
- Paper can be used to produce toilet paper and newspapers.



Curriculum

Scientific knowledge is used as a basis for teaching, and attention is paid to the development of critical thinking. Environmental studies pay attention to the ecological, cultural, social and economic dimensions of sustainable development. The central objective of environmental studies is to guide pupils to understand the impact of human choices on life and the environment now and in the future (OPS 2014, 131).



GreenComp competence areas, competences and descriptors

Area: Acting for sustainability

Competence: Individual initiative

Descriptor: To identify our own potential for sustainability and to actively contribute to improving prospects for the community and the planet

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

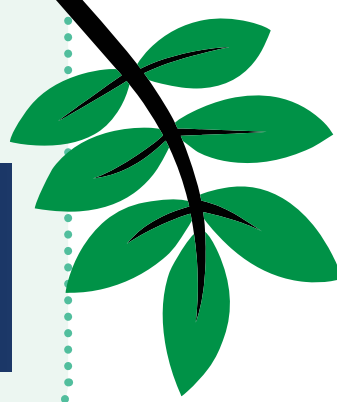
Desert Fox wants to help

Desert Fox is a good-hearted and compassionate fox, who always thinks about the well-being of others. The fox attends a circus school, works hard at school and grows crops. Desert Fox is a trusted friend and a good listener to whom you can tell important things.

KEYWORDS: #helping
#fairness #equality
#peace #empathy



Sustainable Development Goals:



Desert Fox's story

Desert Fox sits in the orange metro train and is on their way to the Fox Club House. They look out of the window at the view until the advertising display flashing in the corner of their eye catches their attention. The display shows weather forecasts for the following few days, the city's air quality map and advertisements. One image shows a little fox and a collapsed building with broken swings and climbing frames in front of it. Figures wearing camouflage outfits are walking in the background.

'What on earth has happened there?' Desert Fox wonders. 'That little fox looks sad. Is that their school?'

Desert Fox can't help thinking about the picture, and it is still on their mind the next day at school. Desert Fox tells their friends about the picture during a children's philosophy lesson.

'I saw the same picture and asked Grandpa Fox about it,' says Outdoor Fox. 'Grandpa Fox told me that there are children around the world who need help. They may be missing school supplies and many other important things.'

'I want to help!' Desert Fox exclaims. 'When I was little, I didn't have a lot of things in my home village either,' the fox adds.

'I'll send them my teddy bear,' says Outdoor Fox.

'And I can give my football,' promises Sports Fox.

'I'll give my favourite book,' Story Fox says excitedly.

'And I have new crayons I can send,' says Artist Fox.

Teacher Nelson is listening to the fox friends' conversation. Everyone is ready to share their

belongings. Even Rally Rat is prepared to send their beloved moped. The teacher also has a suggestion.

'I know that every spring, Oil Hill School participates in an event that collects money for all children in need, in addition to goods,' the teacher says.

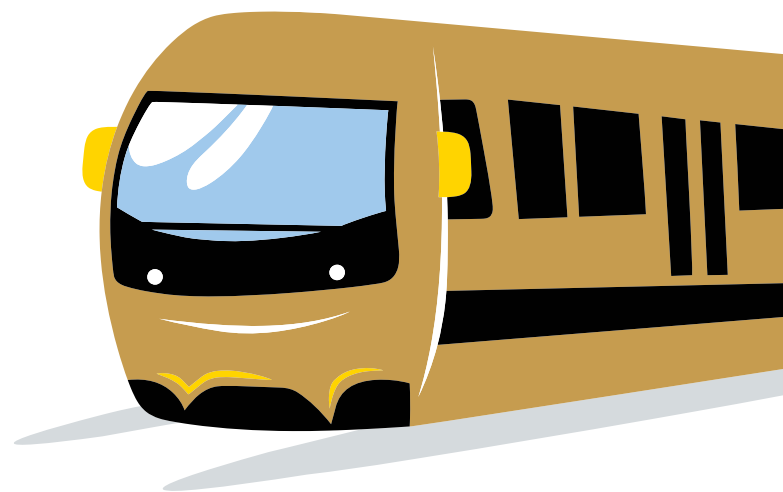
'We want to participate too!' the foxes scream in unison.

'Let's all participate together!'

The following week, Landfill Hill School arranges a charity event. Pupils and teachers walk a route around the school. Local companies and organisations have agreed to support the walking event and donate funds that depend on the kilometres walked. The donations also include food and medicines.

'I think the little fox in the picture will be happy,' says Desert Fox with a smile.

'So do I,' says Wise Fox. 'When we get back to our philosophy lesson, let's figure out other things we could do!'





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Find out where in the world the desert fox is found. What kind of fox is it?
- 🐾 Desert Fox wants to help. Find information about the places in the world where people need help.
- 🐾 Desert Fox initially migrated because they could not farm the land in their home village. Their loved ones talked about desertification. Find out the meaning of desertification.
- 🐾 Find out what aid organisations do. For example, find information about UNICEF's activities. Who does UNICEF help?

LET'S THINK

- 🐾 Desert Fox often moves about in the twilight. Design a game involving Desert Fox that is played when it is dark.
- 🐾 List situations in which you yourself have needed someone's help. Who helped you?
- 🐾 Discuss how you could help others. Could you help a classmate, parent or neighbour? How can you help nature?
- 🐾 Desert Fox has studied poverty with Media Mole. What does it mean?
- 🐾 Desert Fox attached a picture with a large pigeon in it to the wall of the Club House. What is the pigeon associated with?

LET'S ACT

- 🐾 Go on an excursion and visit Desert Fox, as you can also find them in Helsinki. Can you figure out where?
- 🐾 The story mentions philosophy. What does it mean? Try holding a lesson with your class in which you think about things together. **Fox tip:** FILO – Filosofiaa lapsille (FILO – Philosophy for children).
- 🐾 Organise your own charity event or fundraiser. Agree on the cause for which your event will be held. If you collect money at the event, remember to apply for a money collection permit: <https://poliisi.fi/rahankeraysluvat>





More about the topic

- <https://www.lapsenoikeudet.fi/lapsen-oikeuksien-sopimus/>
- <https://www.unicef.org/child-rights-convention>



Curriculum

With the teacher, pupils discuss the meaning of fairness, equality and reciprocity. Through their own experiences, pupils become familiar with the rules of democratic activity and their implementation in practice. Pupils discuss what it means to them to have a fair and sustainable future in their own country and in the world, and how they can contribute to building such a future (OPS 2014, 101).



GreenComp competence areas, competences and descriptors

Area: Acting for sustainability

Competence: Individual initiative

Descriptor: To identify our own potential for sustainability and to actively contribute to improving prospects for the community and the planet

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>



What's under the snow?



The fox friends find it important to take care of nature, each other and others who need support around the world. The friends love to come up with new ways to help and do good. What could you do to help?

KEYWORDS: #charity
#helping #rubbishpicking



Sustainable Development Goals:



Everyone is in great spirits at the charity walk in Landfill Hill School. The fox friends are excited to get involved in helping others. At the same time, they enjoy the sunshine and nature, which is waking up to the spring. All sorts of things come to light from under the melting snow: last year's yellowed grass, fallen leaves and even some new plants that are starting to peep up from the ground.

Arctic Fox and Chef Fox are walking the charity route together. In front of a bus stop, they see something strange. Arctic Fox leans over to look at tiny stubs that are peeping out from under the snow.

'What are those?' Arctic Fox asks.

'Are they perhaps plant seeds, or small larvae that are up and about too early in the spring?' Chef Fox wonders.

Arctic Fox bends over to take a closer look.

They inspect and sniff the stubs, which are damp from the melting snow. They produce a pungent and smoky smell.

'I think they are some kind of rubbish,' Arctic Fox thinks. 'I don't think they belong here,' they add.

'Let's pick them up,' Chef Fox says.

There are a lot of stubs on the ground, and the foxes do not want to touch them with their bare paws.

'Let's use these!' Chef Fox cries out and takes two pairs of barbecue tongs out of their backpack.

'I have more of these in my backpack!'

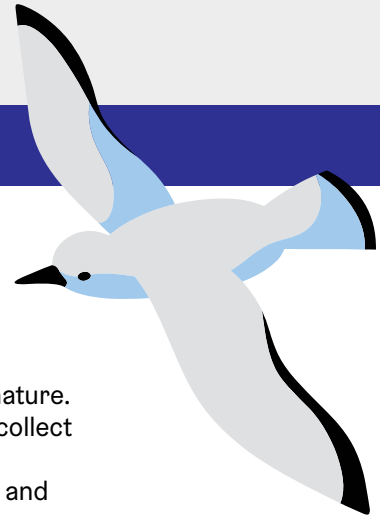
Using the tongs, the foxes pick up the lumps from around the bus stop. Chef Fox also hands out pliers to Outdoor Fox and Sports Fox, who are jogging past them, already on their eighth round. The rubbish bag is also filled with other things that are not part of nature, such as sweet wrappers and fire-works packaging.

'This charity walk has turned out to be a rubbish-picking trip as well!' Arctic Fox chirps.



LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Find out what the most common types of rubbish in the world are.
- 🐾 The story also features Arctic Fox. Study what kind of fox the arctic fox is.
- 🐾 Find information about the harmful effects of rubbish that ends up in nature.
- 🐾 Find out what kinds of inventions have been developed in the world to collect rubbish.
- 🐾 Find out how long it takes for different types of rubbish to disintegrate and decompose.



LET'S THINK

- 🐾 Discuss what inventions could be used to reduce the amount of rubbish that ends up in nature.
- 🐾 Design our own game featuring Arctic Fox.
- 🐾 Discuss together why rubbish ends up in nature.
- 🐾 Develop new products that do not generate waste or produce as little waste as possible.

LET'S ACT

- 🐾 Design and build your own rubbish-eating machine. What could it eat, and what would be created from the rubbish?
- 🐾 Make a rubbish-picking trip to nearby nature. Rubbish pliers are very useful and can be ordered free of charge from: <https://puistotalkoot.hel.fi/fi>
- 🐾 You can also use barbecue tongs or garden gloves when you pick up rubbish.
- 🐾 Make mini bins from small boxes or jars. You can give them as gifts to your parents or friends (<https://www.roskapaivassa.net/Mini.htm>).





More about the topic

In the spring, when the snow melts, you can see rubbish thrown on the ground that does not belong in nature. For example, the plastic wrapper of a chocolate bar does not decompose but gradually breaks down into tiny plastic nuggets called microplastics. Such waste can also end up in waterways, and the chemicals in them are absorbed into the soil and water.

- <https://wwf.fi/uhat/merten-muoviroska/>
- <https://theoceancleanup.com/>
- <https://luontoliitto.fi/lahde-roskaretkelle-ja-auta-keramaan-miljoona-roskapussia/>



Curriculum

Through their everyday choices and activities, schools demonstrate their responsible attitude towards the environment. Material choices and practices that waste raw materials, energy and biodiversity will be replaced by sustainable ones. The importance for well-being of the immaterial factors of a sustainable lifestyle is emphasised, and these factors are given time and visibility in daily school work. Pupils are involved in planning and implementing a sustainable everyday life (OPS 2014, 29).



GreenComp competence areas, competences and descriptors

Area: Embodying sustainability values

Competence: Promoting nature

Descriptor: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>



Boom – clothing surprises!

Disco Fox loves music, dancing and spending time with others. The fox has a cheerful, sunny and energetic character. They often host parties to which everyone is welcome. Disco Fox's wardrobe contains wonderful and dazzling dancing outfits. They buy different types of clothing in second-hand markets and refashion them into unique outfits.

KEYWORDS:
#responsibility
#consumption
#rawmaterials



Sustainable Development Goals:



Disco Fox's story

Boom, boom, boom! Disco Fox's headphones are blasting in the Fox Club House. The fox is swinging their paws in all directions and spinning their tail like a propeller.

'What is Disco Fox listening to?' Sports Fox ponders.

They approach Disco Fox and point to the headphones. Disco Fox takes the left headphone off their ear and asks in a loud voice:

'WHAT?'

'What are you listening to?' Sports Fox asks.

'I've made a playlist for May Day. It's pure disco!'

'Let's listen to it together!' Sports Fox says excitedly.

Sports Fox turns on the Club House speaker. Inventor Fox has built a refrigerator-sized subwoofer from materials they found in a rubbish skip. Now the foxes are trying it out for the first time.

BOOOOOOOOOOMMM! The foxes feel the first kick of the bass in their chests, and the Club House windows are rattling.

The foxes are swept away by the music and start dancing wildly.

'This is amazing! We should throw a party like this for the whole school!' Skilful Fox shouts.

'I know. May Day is just around the corner. Let's organise a May Day disco!' Disco Fox suggests.

The foxes are excited about the idea and decide to throw a party.

'We need party outfits,' Artist Fox exclaims happily.

Inventor Fox switches on the computer. The music is playing in the background as the foxes start browsing online stores for clothing.

'They have lovely colourful disco outfits that are really cheap,' Sports Fox chirps.

'Why are they so cheap?' Wise Fox ponders.

The foxes are busy adding funny clothing to the shopping cart. The foxes choose various products and finally persuade Grandpa Fox to place an order in the online store.

After a few weeks, the foxes get a message that the clothes have arrived at the pick-up point in the Landfill Hill supermarket. The foxes pick up the shipment and return to the Club House. Everyone is excited to open the package, but they soon find themselves surprised.

'This is completely the wrong size,' Outdoor Fox says with a tight T-shirt on.

'This has thread ends hanging from the seams,' Story Fox laments.

'This is so itchy I can't wear it!' Sports Fox squeaks, scratching their sides.

'The sole came off from one of the shoes,' says Disco Fox, puzzled.

'This looked completely different in the images,' Artist Fox groans.

Skilful Fox is trying to pull on a shirt with sleeves that look like they are coming apart at the seams. As they pull the sleeve down to straighten it, it comes off completely.

'I don't think these are cut out to be party outfits,' says Wise Fox regretfully.

'Ahhhhh, grrrrr, #.%&# ####!', cries out Rally Rat.

Everyone is staring at the pile of clothes on the Club House floor in bewilderment.

'What do we do now? Where do we get our party costumes?' Disco Fox wonders.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Was there something that made you think?
- 🐾 Create a play based on the story. How could the story be continued?
- 🐾 Examine the labels on your own clothes. What information do the labels contain?
- 🐾 Find out the meaning of fast fashion. What problems may be associated with it?
- 🐾 Play online detectives like Media Mole! Select one product (e.g. an item of clothing) and find out where it was made, who manufactured it, and what its journey to Finland was. You can also discuss the responsibility of online shopping.
- 🐾 Find out what is meant by responsible consumption.
- 🐾 Find information about the most common clothing fibres. What are natural fibres made of? How about artificial fibres?
- 🐾 Investigate what happens to recycled clothes.



LET'S THINK

- 🐾 Discuss the amount of clothing a person needs. Which items of clothing are necessary?
- 🐾 How are different colours created in clothing? Experiment on the dyeing of fabrics by using blueberries, for example.
- 🐾 Design your own clothing collection. What would a clothing collection look like if it was made entirely of recycled materials?
- 🐾 What materials could clothing be made of other than fabric?
- 🐾 Discuss why inexpensive clothes or goods are not always of good quality.

LET'S ACT

- 🐾 Find the clothing or textile recycling collection point nearest your school.
- 🐾 Organise a lost-and-found clothing exhibition in your school in which pupils can search for their lost clothing.
- 🐾 Take the remaining lost clothing items for recycling.
- 🐾 Organise an exchange market in your school or classroom, to which pupils can bring an object, book or garment they no longer need. You do not need to take anything from the market in exchange for the item you bring.
- 🐾 Take the remaining goods for recycling.
- 🐾 Organise a mending or refashioning workshop, in which you can repair or renew a broken or unused garment, toy or another utility item.
- 🐾 Create a work of art from recycled materials.



More about the topic

- <https://www.stjm.fi/tekstiili-ja-muotiala-suomessa/tiesitko-taman-tekstiili-ja-muotialasta/vaatteen-pitka-matka-raaka-aineesta-kuluttajalle/>
- <https://www.hsy.fi/jatteet-ja-kierratys/jateopas/jatteet/vaatteet-tekstiilit/>
- <https://yle.fi/aihe/artikkeli/2020/02/17/mot-laittoi-lahettimia-kierratysvaatteisiin-nain-lahjoittamasi-vaatteet>



Curriculum

Section 2 of the Government Decree emphasises the educational and teaching role of school. The key objective is to support pupils' growth as human beings and ethically responsible members of society (p. 19).

Learning communities take the necessity of a sustainable lifestyle into account in all their activities. Through their everyday choices and activities, schools demonstrate their responsible attitude towards the environment. Material choices and practices that waste raw materials, energy and biodiversity will be replaced by sustainable ones. The importance for well-being of the immaterial factors of a sustainable lifestyle is emphasised, and these factors are given time and visibility in daily school work. Pupils are involved in planning and implementing a sustainable everyday life (OPS 2014, 29).



GreenComp competence areas, competences and descriptors

Area: Embracing complexity in sustainability

Competence: Systems thinking

Descriptor: To approach a sustainability problem from all sides and to consider time, space and context in order to understand how elements interact within and between systems.

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>

Disco Fox's May Day party

KEYWORDS: #energyconsumption
#kineticenergy #renewableenergy

It is two weeks to May Day.

The fox friends have been searching for something suitable to wear at the May Day disco, scavenging in the attic, flea markets and the school's theatre wardrobe. Some of them have sewn party costumes themselves.

'In the future, we need to be more careful about ordering online,' says Story Fox.

'We not only got poor-quality clothes, but Grandpa also got a surprising bill to pay,' Inventor Fox reminds the others.

The foxes also hit a snag in the party arrangements. The disco can't be held in the school gym because it is reserved for pensioners' ballroom dance practice. Inventor Fox and Skilful Fox decide to build a party venue on the edge of the forest and install a special rug on the floor.

'It's working! When you bounce or dance on the rug, the energy generated by the movement makes the disco lights light up,' Inventor Fox explains.

'Come and try it,' Skilful Fox calls out to the fox friends.

'Now let's jump and bounce!'



The fox friends jump wildly, but only one light lights up.

'There's still room for improvement here. Maybe bouncing doesn't produce enough energy,' says someone, panting.

Suddenly they hear rumbling from the nearby bushes. 'Look what I found in the ditch! Here, too, it says "FINDERS KEEPERS",' Outdoor Fox shouts.

The fox is approaching, walking a rusty bicycle, and the lamp on the bicycle lights up. When Outdoor Fox stops, the lamp goes out.

'What's happening – why did the lamp light up and go out?

Could the bike give us extra energy for our disco?' Inventor Fox ponders.

Skilful Fox and Inventor Fox get busy connecting the bike to the disco lights of the party venue. Rally Rat is full of energy and jumps on the bike. When the rat pedals, the lights blaze up!

Sustainable Development Goals:



'I'm bringing the light!' the rat cries.

The fox friends install recycling baskets at the venue, and Chef Fox parks their vegetarian food cart next to the dance floor. Sports Fox is setting up a glitter station where partygoers can decorate their faces with biodegradable glitter. The party venue is ready.

It is finally May Day Eve.

The night is getting dark, the bass is rumbling, and the lights flashing. All the forest animals party on the dance floor. Rally Rat pedals the bike for energy.

'Could someone else please take a turn soon?' the rat groans. 'I might not have the energy after all to pedal the bike all night.'

Story Fox jumps on the saddle and starts pedalling. The fox friends take turns so that someone is always on the bike while the rest are dancing. Disco Fox is the DJ of the party and occasionally spins on the dance floor to show off their dancing skills. Chef Fox is serving punch. The fox friends dance and laugh. Everyone is feeling great.

'Hey, Disco Fox! The May Day party was a brilliant idea!' someone shouts out from amidst the music and the flashing lights.

Disco Fox smiles happily, lifts their paw up and shows a peace sign.





LET'S INVESTIGATE

- 🐾 Discuss the story. What do you remember from the story? Did something make you think?
- 🐾 What kind of party did the story describe? What kinds of spring festivities do you know?
- 🐾 Explore how to use a dance floor and bicycle to generate electricity.
- 🐾 Find out what a dynamo is.

LET'S THINK

- 🐾 Discuss the meaning of parties. Why are parties important?
- 🐾 List things that parties usually include. What do you need to throw a party?
- 🐾 Discuss what kinds of customs and traditions are repeated at parties.
- 🐾 Discuss what things can be recycled at a party, and how to take sustainability into account when organising a party.
- 🐾 Think about what your dream party would be like.

LET'S ACT

- 🐾 Plan your class's dream party. You can plan and create invitations, posters, decorations, as well as come up with a programme for the party.
- 🐾 Hold your own class party!
How about throwing a party in the schoolyard or nearby forest?
- 🐾 Design your own party outfit. Let your imagination fly!





More about the topic

Create a year clock for the festivities observed in your group: What kinds of festivities do the cultures associated with the group members' languages have? Create a shared calendar that shows all the festivities of your group.

You can find information about the festivities in different cultures and religions here: Juhlakalenteri – Tiedot lukuvuoden juhlista ja paastonajoista (Festive Calendar – Information about the festivities and fasting times during the school year). The website also includes exercises and fairy tales related to festivities: <https://juhlakalenteri.fi/>



Curriculum

Pupils are encouraged and guided to engage in positive interaction and cooperation. Lessons, parties, play, games, meal times, and cooperation in and outside school provide opportunities to practise collaboration with a wide range of people. Pupils are treated with respect and guided to be kind and adopt good manners (OPS 2014, 100).



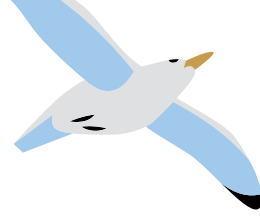
GreenComp competence areas, competences and descriptors

Area: Acting for sustainability

Competence: Individual initiative

Descriptor: To identify our own potential for sustainability and to actively contribute to improving prospects for the community and the planet

More information: <https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1>



End of school year party in a meadow

Blue anemones are blooming, the sun is shining, and the air smells of summer. The fox friends have gathered in a meadow to celebrate the end of the school year. They talk about everything that has happened during the school year.

‘Our new school cafeteria turned out really great!’ says Tibetan Fox.

‘So did the minigolf course built from old artificial turf!’ Sports Fox adds.

‘Do you remember the time Rally Rat flew out of the circus cannon?’ asks Desert Fox, laughing.

‘Or when we thought Stealthy Herring had learned to fly?’ Story Fox grins.

‘I think our forest disco was the highlight of the year!’ Disco Fox declares.

‘And look at this lovely meadow that we created together,’ Artist Fox sighs in rapture.

The flowers are still small and grow here and there, but Big B and their friends have already collected nectar from them.

Next to the meadow, the fox friends are spreading out blankets that everyone can sit comfortably on.

Chef Fox has boiled juice from the rhubarb growing in the Club House garden and pours it into mugs for everyone. Grandpa Fox is handing out sweets wrapped in red and yellow paper.

The fox friends are also remembering the charity event

and the founding of the United Fox Friends, and discuss what they could grow on the school’s green roof next year.

‘And then there are the strange things we kept finding!’ remembers Outdoor Fox.

‘Yes, the ones that said “FINDERS KEEPERS”,’ Artist Fox adds.

‘I wonder who put them there,’ Wise Fox ponders.

Rally Rat is smiling slyly as the others ponder the mystery objects. Then the rat blurts out:

‘It was me! I wanted to arrange a treasure hunt for you!’ the rat chirps.

‘Did you organise a year-long treasure hunt for us?’ Outdoor Fox asks in amazement.

‘I wanted everyone to be happy!’ Rally Rat replies cheerfully.

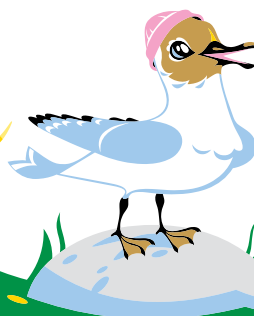
‘Where did you get all that stuff?’ Inventor Fox asks.

Rally Rat sips their rhubarb juice and looks up at the sky, not giving a reply.

Wise Fox digs out the futures binoculars from their backpack and looks at the meadow through them. It is more luscious, stronger, more colourful and full of bugs buzzing here and there.

Big B is no longer lonely and sighs happily.

Wise Fox turns the binoculars to their fox friends. They have grown up a little, have new books and stuff in their backpacks, and seem to be having just as much fun as they are having right now.





SUSTAINABLE FUTURES SPRING REPORT

School Fox

.....
(name of the pupil)

*has made a journey towards a good
future through exploring, adventuring
and playing with the fox friends.*

School year 20.... – 20.....



Sustainable Development Goals:



GreenComp competence areas, competences and descriptors

Area	Competence	Descriptor
1. Embodying sustainability values	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems
2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusion
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, the people involved, time and geographical scope in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems
3. Envisioning sustainable futures	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods
4. Sustainability activities	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability
	4.2 Collective action	To act for change in collaboration with others
	4.3 Individual initiative	To identify our own potential for sustainability and to actively contribute to improving prospects for the community and the planet

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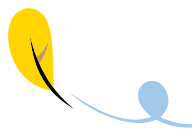
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What is the Fox Model?

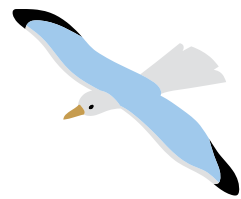
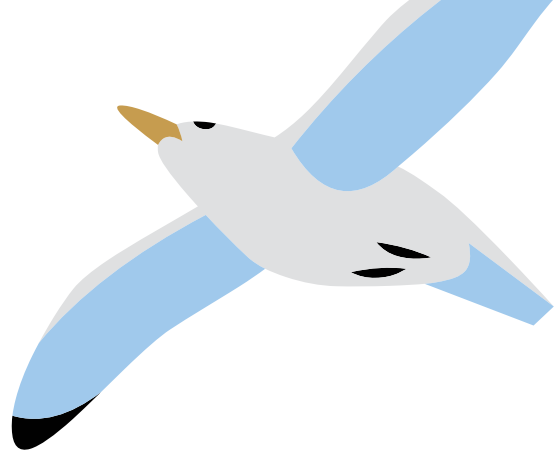
The Fox Model supports sustainability education in teaching grades 1 and 2. In particular, the model pays attention to climate and environmental education, circular economy skills and futures literacy.

The model has been developed based on the national core curriculum for basic education, which pays attention to the necessity of sustainable development and ecosocial education, follows their principles, and guides pupils in adopting a sustainable lifestyle (OPS 2014, 16).

In addition, the model takes into account the view expressed in the core curriculum that basic education teaches pupils to face pressures for change openly, to assess them critically and to take responsibility for making choices that build our future (OPS 2014, 18).

When the Fox Model is applied, it is possible to combine the objectives of different parts of the curriculum in a variety of ways.

The Fox Book is based on hope and reminds us that every one of us contributes to the building of the future.



Helsinki

