



Co-funded by the  
Erasmus+ Programme  
of the European Union



## LESSON PLANS

- A. Topic: European Peoples' Fairytales**
- B. Topic: Estonian Treasures**
- C. Topic: Estonian Symbols**
- D. Topic: The Book of Europe**
- E. Topic: European Fairytales and Animated Films**
- F. Topic: Famous Estonians**
- G. Topic: Estonian Legends**
- H. Topic: A Cultural Insight through European Children's Books 2: The Moomins**
- I. Topic: Exploring and familiarising other European nations with Estonia's national epic *Kalevipoeg***
- J. Topic: A selection of the names of the favourite foods of Estonian children in different languages**

### A

#### **Topic: European Peoples' Fairytales**

##### Lesson 1

Library-based activity. Introduction of fairytale books and ways of searching for information. Each student selects his/her own subject matter.

##### Lesson 2

Review of the fairytale genre, vocabulary work, establishment of background knowledge (information on collection and processing of folklore), and examination of illustrations. Work with maps and ethnographic children's books: establishment of fairytale-language-culture connections.

##### Lesson 3

Group work - discussion about the content of the fairytales read; presentation of the selected story; comparison of the plot of the current stories with that of previously read stories, Estonian fairytales, seen movies and shows.

##### Lesson 4

Staging of the fairytales, using drama methods and props of the students' choice. Acknowledgement of peer work. Feedback on the students' creative performance.

Study results:

- Students can name stories of European peoples
- Students are skilled in listening to peer presentations and in retelling a fairytale
- Graded study result: expressive recital of a fairytale

Study activities:

- Discussion
- Information search

## **B**

### **Topic: Estonian Treasures**

#### Lesson 1

Studying the map of Estonia. Educational outing in the school's vicinity - examination of rocks

#### Lesson 2

Rocks in reference books for children, geography related reference books, online

Use of rocks. Rocks in Estonian proverbs.

Names of rocks – designation of local rocks (seashore, limestone bluff)

#### Lesson 3

Educational trip to the mines in Ida-Viru County

Examination of models and simulations at the Estonian Mining Museum

#### Lesson 4

Art lesson: my story of a mine (gouache or mixed media)

Mines in fairytales

#### Lesson 5

Examination of journalistic writing: environmental issues in contemporary Estonia. Recent history related discussions with parents: the green movement. Extracted minerals vs. clean nature

Study results:

- During educational outings students observe and examine purposefully
- Students collect subject specific material, rocks, information from parents
- Students use age-appropriate reference books
- Graded study result: a story of a mine in pictures

Study activities:

- Educational outing
- Literature-based work
- Creative work

## **C**

### **Topic: Estonian Symbols**

#### Lesson 1

Brain storming. Group formation. Choosing a topic for project work. Overview of options for information searching. Preparation of project work plan.

#### Lesson 2

Work in computer lab. Approval of project work plan. Establishment of background knowledge (overview of the history of the more important Estonian symbols).

### Lesson 3

Interview. Principles of preparing interview questions. Project discussion in groups. Distribution of homework assignments.

### Lesson 4

Outdoor learning. Street interviews.

### Lesson 5

Discussion of homework assignments. (NB in original lesson discussion was aided by a visiting teacher – a graphic designer). Acknowledgement of peer work. Allocation of tasks to finish the project.

### Lesson 6

Presentations on project assignments. Feedback on group work. Preparation for project work reporting.

#### Study results:

- Students know more important symbols of the Estonians
- Students are familiar with interviewing principles
- Students are skilled in listening to peer presentations, assess presentations age-appropriately, present their own work and provide an assessment
- Graded study result: group work presentation (evaluation sheet), project work report

#### Study activities:

- Discussion
- Information search
- Graphic design of a presentation
- Interviewing
- Report preparation

## **D**

### **Topic: The Book of Europe**

#### Lesson 1

Discussion: previous knowledge of the UK, Poland, Finland, Portugal, Austria. Finding different countries on the European map, comparing distances from Estonia. Students' choice: each student chooses a country on which he/she wish to prepare a research project. Group formation: students that chose the same country form a group. Group discussion and distribution of topics (sports, celebrities, music, cookery, sights etc.). Instruction on further course of work, research outputs and execution (interview, article, travelogue).

#### Lesson 2–3

Computer lab and library based work. Searching information on the chosen country and topic. Information recording and processing, listing of sources. Finding materials at the library. Computer-based developing of the work.

#### Lesson 4–6

Presentation of student works by countries. Student communication with the audience: Q&A. If required, online specification of interesting facts. Display of photographic and video material using a projector. Feedback on the works, analysis of each student's own results and the results of the group, discussion.

#### Lesson 7

What did I learn and find out? Watching the webbook *The Book of Europe*, comprised of student work. Discussion, written reflection of the students' thoughts. Interactive game (quiz) on the material contained in *The Book of Europe*.

Study results:

- Students can find subject-specific information online
- Students can assess reliability of information sources
- Students use the computer to prepare a research project with text and pictures
- Students are skilled in listening to peer presentations and give feedback on them
- Students present and analyze their work

Study activities:

- Information searching
- Preparation and execution of presentations
- Work analysis

## **E**

### **Topic: European Fairytales and Animated Films**

#### Lesson 1

Reading out loud and listening: fairytales from different countries. Discussion based on the fairytales. Selection of each student's favorite fairytale, group formation. Each group takes one fairytale. Instructions for further work.

#### Lesson 2

Dramatizations of the fairytales in the theater classroom. Each group selects a part of their fairytale, prepares a stage version of the selected part and gives a performance. Other groups must guess which part of the fairytale is being staged.

#### Lesson 3

Guest presenters from the animated film studio Nukufilm. How is a doll animation made?

#### Lesson 4

Storyboard: drawing of stills from the main scenes related to the selected fairytales. Mapping of the fairytale's action using drawings. Each group selects one example for further activities. Selection of text for the animated film (group work).

#### Lesson 5–6

Preparation for making of the fairytale-based animated films. Group work: assignment of tasks between group members, agreements on work assignments. Each member of the group is responsible for making a certain fairytale character. Designing, drawing, and coloring of suitably-sized paper dolls, background design.

#### Lesson 7–9

Educational outing to Nukufilm animation film studio. Working in groups, short animated films are made based on the fairytale chosen by each of the groups, using the paper dolls and background made previously. Sound recording. Joint screening of the animated films made.

Study results:

- Students know and can recite fairytales of different European peoples
- Students can plan their activities and time schedules

- Students have the skills to cooperate with other group members and are responsible for timely completion of their part
- Students know the stages required to make a finished animated film

#### Study activities

- Listening and retelling of stories, highlighting of important aspects
- Dramatization and visualization of the action of the story
- Planning, developing, designing, creation of props
- Educational outing

## F

### Topic: Famous Estonians

#### Lesson 1

Brain storming: who do the children consider to be the more well-known persons in Estonian cultural and public life? Write down names that come to mind first and discuss the achievement of those individuals. Homework assignment: ask your parents who according to them are the more important Estonians.

#### Lesson 2-3

With help from family members, children prepare a list of individuals that their family consider important which includes a picture and brief description of each famous Estonian.

The children present their lists.

#### Lesson 4

A popular vote is held to compile a common list. A long list has been prepared of all of the names mentioned and the children select the individuals that are important for them. Those with the most votes are selected for the final class list

#### Lesson 5

A slide presentation is jointly prepared on the persons that gained the most votes with a picture and brief introduction of each person. Children who have included the same person in their folder may type their story in the computer; everyone will see the child's work on a light board and will be able to supplement and edit it.

NB in the original project lesson the work was translated into English and our pen pals in Portugal were the first ones to read our presentation.

#### Study results:

- Students notice specific individuals featured in their surroundings, conversations, and news and will remember their names
- Students have the skills to defend their viewpoints
- Students participate in informative discussions
- Students respect other viewpoints in a discussion
- Students can express their thoughts in writing
- Students respect individuals who help others with their work and represent Estonian culture
- Students are proud of their homeland's history and present

#### Study activities:

- Examination of journalistic sources
- Interviewing
- Presenting
- Computer typing, text compilation

## **G**

### **Topic: Estonian legends**

#### Lesson 1

Animation workshop. Children learn to prepare a script of a story, i.e. storyboard. Child-friendly animation techniques are presented. As a result of a joint effort the children's own improvisational stories are made as well as an animated film made by the whole class.

#### Lesson 2

Choosing stories for preparation of animated films made as group work projects. Preparation of an eight-part plan based on a fairytale. Allocation of tasks in group work, planning of drawing work (backgrounds, characters). Selection of depiction media (crayon, felt-tip pen, application)

#### Lesson 3-6

In group work, drawing of backgrounds and characters for the animated film, discussion, comparison of the group's creation to their objectives

#### Lesson 7-10

Activities at Nukufilm's children's studio: filming of animated films in five-member groups. Sound recording for the film, special effects. Screening of the films

#### Study results:

- Students learn to adhere to their roles and responsibilities in a group's joint activities
- Students explain their ideas and try to understand what others are saying
- Students acknowledge the creation of their peers
- Students know legends related to Estonian rural locations and objects
- Students execute their work duly and properly

#### Study activities:

- Group work
- Brain storming (stories, characters)
- Storytelling, highlighting of important aspects
- Presentation of students' own creation

## **H**

### **Topic: A Cultural Insight through European Children's Books 2: The Moomins**

#### Lesson 1

Summary introduction to Tove Jansson's work: discussion on the books read by the children. Introduction to the dramatization of *The Fir Tree*, a Christmas story by Tove Jansson

#### Lesson 2

Learning the drama version of *The Fir Tree* in groups: allocation of roles, dialogue recital. Comparison of group performances

#### Lesson 3

Painting of the Moominvalley scenery: each child receives an A4 sheet with pencil-traced main outline of the landscape and colors the picture in using gouache. All of the pictures put together make up a painting several meters long.

#### Lesson 4

Dress rehearsal of the Moomin play *The Fir Tree*. Searching for and preparation of props

#### Lesson 5-6

Staging of the play with alternating cast, filming by episodes. The children themselves film the play using their mobile phones and other cameras. What matters is the experience, not so much the cinematographic result.

#### Lesson 7

The day before Christmas. Joint video watching and discussion. Playing the board game *Moominvalley* and establishing our own game rules.

#### Study results:

- Students know Tove Jansson's work
- Students can express themselves in the role of a fairytale character
- Students participate in discussions concerning details of the play
- Students depict fairytale scenery employing their imagination
- Students engage in group work based communication so as to achieve a better result
- Students acknowledge peer performance and work

#### Study activities:

- Discussion
- Group work in learning a play
- Planning and execution in gouache of an artwork
- Recording the activities of a peer

## I

**Topic: Exploring and familiarising other European nations with Estonia's national epic *Kalevipoeg***

#### Lesson 1

Library activities. Exploring *Kalevipoeg*, national epic in runic verses by Fr. R. Kreutzwald, illustrations by Kristjan Raud, retelling by Eno Raud.

#### Lesson 2

Exploring the content of the epic, vocabulary work, generating background knowledge (various folk tales about Kalevipoeg, the impact of folk tales on national consciousness). Work with the map of Estonia.

#### Lesson 3

Group work discussion based on the folk tales read and the folk tale related places found on the map of Estonia, familiarising others with a freely chosen folk tale, comparing the plots of the tales to the tales of other groups. The need and possibility for familiarising people in other European countries with *Kalevipoeg*.

#### Lesson 4

Creating the Land of Kalevipoeg based on folk tales. Recognising classmates' work. Feedback on one's own creative performance.

#### Learning outcomes: student

- Knows the plot, milieu and main characters of the epic *Kalevipoeg*
- Can name places in Estonia that are connected to *Kalevipoeg*

- Recognises the importance of *Kalevipoeg*-themed folk tales in the development of Estonian national consciousness
- Can list possibilities for familiarising other European nations with folk tales about Kalevipoeg
- Knows how to listen to a classmate's performance and create a fictional fantasy land based on the epic
- Learning outcome assessed: Designing a theme park *Land of Kalevipoeg* based on Kalevipoeg-themed folk tales

#### Study activities

- Searching for information
- Examining and analysing illustrations
- Discussion
- Work with the map of Estonia
- Creative design work

## J.

### **Topic: A selection of the names of the favourite foods of Estonian children in different languages**

#### Lesson 1

Identifying the favourite foods of children available in the Estonian stores based on the example of the 6<sup>th</sup> grade of Pirita School of Economics. Names of foods on labels. Field trip to Pirita market and shopping centre. Conversation with sellers. Writing down the favourite foods that are on sale.

#### Lesson 2

Mapping favourite foods. Generating background knowledge: favourite foods in reference books.

#### Lesson 3

Group work discussion on the topic of favourite food. Grouping favourite foods by frequency of consumption. Translating favourite foods into 5 different languages (Estonian, Polish, German, English, Portuguese and Finnish) using online dictionaries.

#### Lesson 4

Presenting group work to classmates: brief description and translation of favourite foods. Comparison of translations.

#### Learning outcomes:

- Purposefully examines and explores the food available on the market and in the store during the field trip
- Knows how to find the necessary background information about foods using different sources
- Knows the translations of favourite foods
- Can listen to classmates' presentations
- Can analyse available information
- Learning outcome assessed: Illustrated translation map of the various favourite foods of Estonian children

#### Study activities:

- Field trip
- Work with a reference book
- Creative work