Easy-to-use visual aids

Pictures for cooperation with the parents and pedagogic activities

Anne Ansellia Vare 10 and Minna Mökkönen Vare 1
Cooperation between the day care centre and the parents

Cooperating with the parents is one of the functions of the day care centre. Starting day care is important for all families. For many families with an immigrant background, the day care centre is the first place where they encounter the Finnish society and learn about it. The brochures and bulletins provided by the day care centre make the cooperation easier and provide information about how the day care centre operates. Visual aids that explain basic everyday activities are collected in this study.

Discussions about the child between the parents and the day care centre staff are a part of the cooperation. They are important tools of cooperation. The official names of these discussions are the early childhood education and care plan discussion and the pre-primary learning plan discussion. A separate plan will be drawn up for each child for their stay at the day care centre. Which of the plans mentioned above is drawn up depends on the age of the child. It is necessary to have shared goals in issues related to the child. The parents must have enough information about how the day care centre works and especially things related to their own child. It is also important that the day care centre receives information about the child from the parents. A shared goal brings people together.

The day care centre strengthens the child’s general development and growth, readiness to learn, linguistic skills and identity. In the group, the mother tongue(s) and culture of the child are taken into account in a way that is agreed with the parents. The family has the primary responsibility for maintaining the child’s own mother tongue(s) and culture. The employees at the day care centre support the parents and provide them with information about the language development of the child and the importance of the mother tongue.

At the day care centre, the child meets friends of different ages with different levels of skill. The child experiences relationships and being a part of a group. A new social world opens to children with their friends. This world has rules and ways of acting that must be negotiated, such as the rules of a game, how games proceed, and conflicts.

The day care centre employees share observations about the children and their behaviour with their parents. The discussions between the parents and the day care centre employees open up more views about the child’s experiences, feelings, strengths and social skills. Plans and ideas for activities related to educating the child are born out of the shared agreements between the parents and the day care centre employees.
Starting early childhood education and care – the visual aid (Appendix 1) presents the introductory period. Normally the children are not left alone on their first days at the day care centre. The parents should reserve time for coming to the day care centre with their child and agree on a suitable schedule with the day care centre. In this picture chart for starting out, the child will be without the parents at the day care centre on the fourth day of the first week. The second week begins with the child spending two hours without the parents at the day care centre. Photos of the parents and the child’s own things help the child to feel safe. The introductory period is important, and it should be used for becoming familiar with the day care centre, building cooperation and meeting other parents.

The parents can use the chart with questions about culture and views (Appendix 2) to talk about their own culture and view of life. It is important to talk about these things with the day care centre employees during the initial discussion.

With the chart showing the child’s day (Appendix 3), the day care centre employees can tell the parents about the child’s day.

Visual aids: What did you do at the day care centre/in pre-primary education (Appendix 4) and at home (Appendix 5) help the children to describe the events of their day both in their own mother tongue as well as in Finnish.

The purpose of the language clock (Appendix 6) is to help the parents to understand the skills of their child in their mother tongue(s) and provide information for educators about the child’s skills in their mother tongue(s). The example questions in the language clock (Appendix 7) are intended to support the parents and employees when using the clock.

Group participation skills and the child’s friendship skills are practiced through discussion and negotiation in everyday situations with the child. The pictures support the child in these situations (Appendix 8). The parents should discuss the topics shown in these pictures with the child at home in their own mother tongue(s). It is important to talk about feelings with the child and name them in the mother tongue(s). Skills related to identifying emotions are practiced with emotion pictures (Appendix 9).
With the clothing pictures (Appendices 10–14), the day care employees, children and parents can discuss the four seasons in Finland and how to dress appropriately for the weather. Dressing up should be discussed at home and clothes should be named in the child’s own mother tongue(s).

The day care centre employees, children and parents can use the food pictures (Appendices 15–18) to discuss cuisine and what a portion of food contains. Food and cuisine should be discussed at home and different types of food should be named in the child’s own mother tongue(s).

Everyday life and experiences shared with the parents are important for the child’s development. Most of language learning takes place during everyday interactions between the child and an adult. This means that the child has the opportunity to learn new things through play, games and other activities. The game boards (Appendices 19–26) make shared learning experiences possible for the child at the day care centre and at home. At the same time, parents find out more about how the day care centre operates and learn about ideas for games.
## Starting early childhood education and care: Introduction
Source: H-M Ahvonen 2014 (Appendix 1)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Outdoor Games" /> at OUTDOOR GAMES</td>
<td><img src="image2" alt="Activities" /> at INDOOR GAMES</td>
<td><img src="image3" alt="Lunch" /> at LUNCH</td>
<td><img src="image4" alt="Activities" /> at NAP TIME</td>
<td><img src="image5" alt="Activities" /> at SNACK</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Outdoor Games" /> at OUTDOOR GAMES</td>
<td><img src="image2" alt="Activities" /> at INDOOR GAMES</td>
<td><img src="image3" alt="Lunch" /> at LUNCH</td>
<td><img src="image4" alt="Activities" /> at NAP TIME</td>
<td><img src="image5" alt="Activities" /> at SNACK</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**EXAMPLE QUESTIONS FOR PARENTS ABOUT CULTURE AND VIEWS** *(Appendix 2)*

The questions are discussed in more detail based on the individual needs of the families.

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS THE CHILD’S FAVOURITE TOY AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IS THERE SOMETHING WE SHOULD KNOW ABOUT THE CHILD’S CLOTHING?</td>
<td>WISHES REGARDING HYGIENE (GOING TO THE TOILET)</td>
<td></td>
</tr>
<tr>
<td>HAVE YOU DISCUSSED THINGS RELATED TO CULTURE, RELIGION OR VIEWS OF LIFE WITH YOUR CHILD?</td>
<td>DOES THE CHILD HAVE A FAVOURITE STORY OR FAIRY-TALE CHARACTER? (BOOKS, TV, MOVIES)</td>
<td>WHAT KIND OF FESTIVALS ARE CELEBRATED IN YOUR FAMILY RELATED TO YOUR OWN FAMILY AND THE CALENDAR YEAR?</td>
</tr>
<tr>
<td>HAVE YOU DISCUSSED THE BASIC QUESTIONS OF LIFE WITH YOUR CHILD? (BIRTH, DEATH, FEARS)</td>
<td>WHAT IS THE RELIGION OF THE FAMILY AND HOW DOES IT AFFECT THE CHILD’S LIFE?</td>
<td></td>
</tr>
<tr>
<td>DISCUSSING, TELLING ABOUT AND AGREEING UPON THE PRACTICES IN EARLY CHILDHOOD EDUCATION AND CARE; THE UNIT’S ACTION PLAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Easy-to-use visual aids (Ansellia & Mökkönen 2019)*
Today was a ________________ day today. (Appendix 3)

### Activity:

- □ We played games
- □ We exercised
- □ We made art
- □ We sang/played music
- □ We read a book
- □ We went on a trip

### Meal:

- The child ate □ a little □ a lot

### Nap time:

- The child slept for _________ hours

### Outdoors:

- □

### Games:

- □
- □
- □

### Today, the child was:

- 😊 😞 😞 😞 😞
### WHAT DID YOU DO TODAY AT THE DAY CARE CENTRE/IN PRE-PRIMARY EDUCATION? (Appendix 4)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing</td>
<td><img src="image1.png" alt="Playing" /></td>
</tr>
<tr>
<td>Lego</td>
<td><img src="image2.png" alt="Lego" /></td>
</tr>
<tr>
<td>Playing house</td>
<td><img src="image3.png" alt="Playing House" /></td>
</tr>
<tr>
<td>Playing with dolls</td>
<td><img src="image4.png" alt="Playing with Dolls" /></td>
</tr>
<tr>
<td>Hobby horse</td>
<td><img src="image5.png" alt="Hobby Horse" /></td>
</tr>
<tr>
<td>Playing with animals</td>
<td><img src="image6.png" alt="Playing with Animals" /></td>
</tr>
<tr>
<td>Making art</td>
<td><img src="image7.png" alt="Making Art" /></td>
</tr>
<tr>
<td>Reading</td>
<td><img src="image8.png" alt="Reading" /></td>
</tr>
<tr>
<td>Playing with cars/trains</td>
<td><img src="image9.png" alt="Playing with Cars/Trains" /></td>
</tr>
<tr>
<td>Building things</td>
<td><img src="image10.png" alt="Building Things" /></td>
</tr>
<tr>
<td>Doll’s house</td>
<td><img src="image11.png" alt="Doll’s House" /></td>
</tr>
<tr>
<td>Puzzle</td>
<td><img src="image12.png" alt="Puzzle" /></td>
</tr>
<tr>
<td>Playing games</td>
<td><img src="image13.png" alt="Playing Games" /></td>
</tr>
<tr>
<td>Playing doctor</td>
<td><img src="image14.png" alt="Playing Doctor" /></td>
</tr>
<tr>
<td>Playing shop</td>
<td><img src="image15.png" alt="Playing Shop" /></td>
</tr>
<tr>
<td>Castle</td>
<td><img src="image16.png" alt="Castle" /></td>
</tr>
<tr>
<td>Playing pretend</td>
<td><img src="image17.png" alt="Playing Pretend" /></td>
</tr>
<tr>
<td>Playing knights</td>
<td><img src="image18.png" alt="Playing Knights" /></td>
</tr>
<tr>
<td>Digital skills</td>
<td><img src="image19.png" alt="Digital Skills" /></td>
</tr>
<tr>
<td>Singing</td>
<td><img src="image20.png" alt="Singing" /></td>
</tr>
<tr>
<td>Playing in sand</td>
<td><img src="image21.png" alt="Playing in Sand" /></td>
</tr>
<tr>
<td>Outdoor games</td>
<td><img src="image22.png" alt="Outdoor Games" /></td>
</tr>
<tr>
<td>Football</td>
<td><img src="image23.png" alt="Football" /></td>
</tr>
<tr>
<td>Running</td>
<td><img src="image24.png" alt="Running" /></td>
</tr>
<tr>
<td>Going on a trip</td>
<td><img src="image25.png" alt="Going on a Trip" /></td>
</tr>
<tr>
<td>Riding a bike</td>
<td><img src="image26.png" alt="Riding a Bike" /></td>
</tr>
<tr>
<td>Playing with water</td>
<td><img src="image27.png" alt="Playing with Water" /></td>
</tr>
<tr>
<td>Soap bubbles</td>
<td><img src="image28.png" alt="Soap Bubbles" /></td>
</tr>
<tr>
<td>Sledging</td>
<td><img src="image29.png" alt="Sledging" /></td>
</tr>
<tr>
<td>Winter exercise</td>
<td><img src="image30.png" alt="Winter Exercise" /></td>
</tr>
</tbody>
</table>

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
### WHAT DID YOU DO AT HOME/DURING THE WEEKEND? (Appendix 5)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing</td>
<td><img src="image" alt="Playing" /></td>
<td>Playing</td>
</tr>
<tr>
<td>Friend</td>
<td><img src="image" alt="Friend" /></td>
<td>Being friendly</td>
</tr>
<tr>
<td>Cooking</td>
<td><img src="image" alt="Cooking" /></td>
<td>Cooking</td>
</tr>
<tr>
<td>Grocery</td>
<td><img src="image" alt="Grocery" /></td>
<td>Shopping</td>
</tr>
<tr>
<td>Reading</td>
<td><img src="image" alt="Reading" /></td>
<td>Reading</td>
</tr>
<tr>
<td>Riding a bike</td>
<td><img src="image" alt="Riding a Bike" /></td>
<td>Cycling</td>
</tr>
<tr>
<td>Going on a trip</td>
<td><img src="image" alt="Going on a Trip" /></td>
<td>Traveling</td>
</tr>
<tr>
<td>Jogging</td>
<td><img src="image" alt="Jogging" /></td>
<td>Jogging</td>
</tr>
<tr>
<td>Walking the dog</td>
<td><img src="image" alt="Walking the Dog" /></td>
<td>Walking</td>
</tr>
<tr>
<td>Playing games</td>
<td><img src="image" alt="Playing Games" /></td>
<td>Playing games</td>
</tr>
<tr>
<td>Playground</td>
<td><img src="image" alt="Playground" /></td>
<td>Playing on the swing</td>
</tr>
<tr>
<td>Playing games</td>
<td><img src="image" alt="Playing Games" /></td>
<td>Playing chess</td>
</tr>
<tr>
<td>Library</td>
<td><img src="image" alt="Library" /></td>
<td>Visiting the library</td>
</tr>
<tr>
<td>Exercising</td>
<td><img src="image" alt="Exercising" /></td>
<td>Exercising</td>
</tr>
<tr>
<td>Café</td>
<td><img src="image" alt="Café" /></td>
<td>Visiting the café</td>
</tr>
<tr>
<td>Dancing</td>
<td><img src="image" alt="Dancing" /></td>
<td>Dancing</td>
</tr>
<tr>
<td>Swimming</td>
<td><img src="image" alt="Swimming" /></td>
<td>Swimming</td>
</tr>
<tr>
<td>Show/movie</td>
<td><img src="image" alt="Show/movie" /></td>
<td>Watching a movie</td>
</tr>
<tr>
<td>Cleaning</td>
<td><img src="image" alt="Cleaning" /></td>
<td>Cleaning</td>
</tr>
<tr>
<td>Watching TV/Digital</td>
<td><img src="image" alt="Watching TV/Digital" /></td>
<td>Watching TV/Digital</td>
</tr>
<tr>
<td>Mosque/synagogue</td>
<td><img src="image" alt="Mosque/synagogue" /></td>
<td>Visiting mosque/synagogue</td>
</tr>
<tr>
<td>Church</td>
<td><img src="image" alt="Church" /></td>
<td>Visiting church</td>
</tr>
<tr>
<td>Being sick</td>
<td><img src="image" alt="Being Sick" /></td>
<td>Being sick</td>
</tr>
<tr>
<td>Children’s party</td>
<td><img src="image" alt="Children’s Party" /></td>
<td>Visiting children’s party</td>
</tr>
<tr>
<td>Hairdresser</td>
<td><img src="image" alt="Hairdresser" /></td>
<td>Visiting hairdresser</td>
</tr>
<tr>
<td>Sauna/shower</td>
<td><img src="image" alt="Sauna/shower" /></td>
<td>Taking a sauna/shower</td>
</tr>
<tr>
<td>Travelling</td>
<td><img src="image" alt="Travelling" /></td>
<td>Traveling</td>
</tr>
<tr>
<td>Family celebration</td>
<td><img src="image" alt="Family Celebration" /></td>
<td>Celebrating a family</td>
</tr>
</tbody>
</table>

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
**LANGUAGE CLOCK** (Appendix 6)
Pictures that can be used as examples in a discussion with the parents.
What does the child do, in what language and with whom?

Pietikäinen, Dufva & Mäntylä 2010, Nurminen 2017
Adapted from the above sources, Helaakoski and Mökkönen, 2017 and 2018

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
## QUESTIONS RELATED TO THE LANGUAGE CLOCK (Appendix 7)

The example questions support educators in discussions with the parents. What does the child do, in what language and with whom?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What languages do the child’s friends speak?</td>
<td>• What language does the child use to play?</td>
</tr>
<tr>
<td>• Where and how often does the child meet friends?</td>
<td>• What does the child do while playing?</td>
</tr>
<tr>
<td>• What kind of games does the child play?</td>
<td>• What kind of hobbies does the child have?</td>
</tr>
<tr>
<td>• In which language and with whom?</td>
<td>• What languages does the child use for the hobbies?</td>
</tr>
<tr>
<td>• Is the child interested in drawing/colouring?</td>
<td>• What kind of TV shows/DVDs, in what language and how much does the child watch?</td>
</tr>
<tr>
<td></td>
<td>• With whom?</td>
</tr>
<tr>
<td>• Has the child practiced things like using scissors?</td>
<td>• Which language do you use during meals?</td>
</tr>
<tr>
<td></td>
<td>• Does the child know words related to meals?</td>
</tr>
<tr>
<td>• In which language and how often do you read books or discuss books/pictures?</td>
<td>• Which language do you use to read/tell the child bedtime stories?</td>
</tr>
<tr>
<td>• Do you use library services?</td>
<td></td>
</tr>
<tr>
<td>• Who comes with the child to the day care centre/family day care?</td>
<td>• With whom does the child spend time outdoors?</td>
</tr>
<tr>
<td>• Which language do you use to talk while on the way there?</td>
<td>• Which language does the child use, and how well does the child do in playing games with their mother tongue?</td>
</tr>
<tr>
<td></td>
<td>• Who are the relatives/friends important to the child?</td>
</tr>
<tr>
<td></td>
<td>• In which language does the child talk with them?</td>
</tr>
<tr>
<td></td>
<td>• Do the relatives/friends understand the child?</td>
</tr>
<tr>
<td></td>
<td>• Does the child understand the relatives/friends?</td>
</tr>
</tbody>
</table>

Helaakoski and Mökönen, 2017 and 2018

Easy-to-use visual aids (Ansellia & Mökönen 2019)
### FRIENDSHIP SKILLS (Appendix 8)

#### HOW DO I JOIN A GAME/START PLAYING WITH OTHERS?

<table>
<thead>
<tr>
<th>IF YOU WANT TO PLAY WITH YOUR FRIEND/PLAY A GAME...</th>
<th>ASK: CAN I PLAY WITH YOU?</th>
<th>YES, YOU CAN PLAY</th>
<th>LET’S BE FRIENDS</th>
</tr>
</thead>
</table>

#### SETTLING ARGUMENTS

<table>
<thead>
<tr>
<th>WE ARE HAVING AN ARGUMENT</th>
<th>MY FRIEND IS TALKING ABOUT SOMETHING</th>
<th>I LISTEN</th>
<th>WE TAKE TURNS TO TALK ABOUT THINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE MAKE UP AND APOLOGISE</td>
<td>WE ARE FRIENDS AGAIN</td>
<td>WE PLAY TOGETHER</td>
<td>WE ARE HAPPY</td>
</tr>
<tr>
<td>EMOTION PICTURES (Appendix 9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HAPPY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Happy Image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SAD</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Sad Image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANGRY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Angry Image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCARED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Scared Image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SURPRISED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Surprised Image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISGUSTED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Disgusted Image]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
INDOOR CLOTHES/SPARE CLOTHES (Appendix 10)

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
OUTDOOR CLOTHES WORN IN THE AUTUMN (Appendix 11)
OUTDOOR CLOTHING WORN IN THE WINTER (Appendix 12)

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
OUTDOOR CLOTHING WORN IN THE SPRING (Appendix 13)

TROUSERS  SOCKS  KNIT CAP  SCARF  SWEATER

SHOES  OVERALLS  GLOVES  COAT

WATERPROOF GLOVES  RAINCOAT  BOOTS  WATERPROOF DUNGAREES

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
OUTDOOR CLOTHING WORN IN THE SUMMER (Appendix 14)

T-SHIRT  SHIRT  SHORTS  SKIRT

DRESS  TROUSERS  COAT  BELT

PEAKED CAP  SANDALS  SCARF  SHOES

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
**BREAKFAST/SNACK** (Appendix 15)

- CEREAL
- CRISPBREAD
- RYE BREAD
- ROLL
- OAT OR WHEAT BREAD
- COOK
- TOMATO
- CUCUMBER
- CHEESE
- HAM
- SALAD
- BELL PEPPER
- CARROT
- SWEDE
- PIZZA
- YOGHURT
- BERRY SOUP
- MILK
- COCOA
- JUICE
- WATER

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
FRUITS AND BERRIES (Appendix 16)

GRAPE  PEAR  ORANGE  BANANA  APPLE

PINEAPPLE  PLUM  PEACH  WATERMELON

STRAWBERRY  BILBERRY  RASPBERRY  CHERRY

LINGONBERRY  BLACKCURRANT  REDCURRANT  CLOUDBERRY

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
DESSERT (Appendix 17)

PANCAKE  BERRY TART  FRUIT SALAD

ICE CREAM  LAYER CAKE  BISCUITS

BUN  KISSEL  SPICE CAKE

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
## LUNCH (Appendix 18)

<table>
<thead>
<tr>
<th>PEA</th>
<th>CARROT</th>
<th>ONION</th>
<th>COOK</th>
<th>VEGETARIAN PEA SOUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA</td>
<td>PORK</td>
<td>ONION</td>
<td>COOK</td>
<td>PEA SOUP</td>
</tr>
<tr>
<td>FISH</td>
<td>VEGETABLES</td>
<td>DILL</td>
<td>COOK</td>
<td>FISH SOUP</td>
</tr>
<tr>
<td>CARROT</td>
<td>POTATO</td>
<td>ONION</td>
<td>COOK</td>
<td>VEGETABLE PUREE SOUP</td>
</tr>
</tbody>
</table>

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
<table>
<thead>
<tr>
<th>Easy-to-use visual aids (Ansellia &amp; Mökkönen 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHICKEN</strong></td>
</tr>
<tr>
<td><strong>SPINACH</strong></td>
</tr>
<tr>
<td><strong>BEETROOT</strong></td>
</tr>
<tr>
<td><strong>PORK</strong></td>
</tr>
<tr>
<td><strong>BEEF</strong></td>
</tr>
<tr>
<td>PORK</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>SOYBEAN</td>
</tr>
<tr>
<td>BEEF</td>
</tr>
<tr>
<td>VEGETABLES</td>
</tr>
<tr>
<td>BEEF</td>
</tr>
<tr>
<td>CHICKEN</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>SOYBEAN</td>
</tr>
<tr>
<td>SPINACH</td>
</tr>
<tr>
<td>PORK</td>
</tr>
<tr>
<td>VEGETABLES</td>
</tr>
</tbody>
</table>

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
<table>
<thead>
<tr>
<th>Image</th>
<th>FISH</th>
<th>FLOUR</th>
<th>EGGS</th>
<th>BAKE</th>
<th>FISH FINGERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>Fish</td>
<td>Flour</td>
<td>Eggs</td>
<td>Bake</td>
<td>Fish Fingers</td>
</tr>
<tr>
<td>Chicken</td>
<td>Chicken</td>
<td>Flour</td>
<td>Eggs</td>
<td>Bake</td>
<td>Chicken Meatballs</td>
</tr>
<tr>
<td>Beef</td>
<td>Beef</td>
<td>Flour</td>
<td>Eggs</td>
<td>Bake</td>
<td>Meatballs</td>
</tr>
<tr>
<td>Beef</td>
<td>Beef</td>
<td>Flour</td>
<td>Eggs</td>
<td>Bake</td>
<td>Hamburger Patty</td>
</tr>
<tr>
<td>Vegetables</td>
<td>VEGETABLES</td>
<td>FLOUR</td>
<td>EGGS</td>
<td>BAKE</td>
<td>VEGETABLE BALLS</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Vegetables</td>
<td>Flour</td>
<td>Eggs</td>
<td>Bake</td>
<td>Vegetables</td>
</tr>
</tbody>
</table>

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
<table>
<thead>
<tr>
<th>POTATOES</th>
<th>COOK</th>
<th>MASHED POTATOES</th>
</tr>
</thead>
<tbody>
<tr>
<td>POTATOES</td>
<td>BAKE</td>
<td>POTATO WEDGES</td>
</tr>
<tr>
<td>POTATOES</td>
<td>COOK</td>
<td>BOILED POTATOES</td>
</tr>
<tr>
<td>RICE</td>
<td>COOK</td>
<td>COOKED RICE</td>
</tr>
</tbody>
</table>

- **SALAD**
- **CARROT**
- **BELL PEPPER**
- **CUCUMBER**
- **CHOP**
- **SALAD**

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
GAME BOARD, INDOOR CLOTHES (Appendix 19)

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
Easy-to-use visual aids (Ansellia & Mökkönen 2019)
GAME BOARD, OUTDOOR CLOTHES WORN IN THE WINTER (Appendix 21)
GAME BOARD, OUTDOOR CLOTHES WORN IN THE SPRING (Appendix 22)

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
GAME BOARD, OUTDOOR CLOTHES WORN IN THE SUMMER (Appendix 23)

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
GAME BOARD, BREAKFAST (Appendix 24)
Easy-to-use visual aids (Ansellia & Mökkönen 2019)
GAME BOARD, SEASONS AND CLOTHING (Appendix 26)

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
EXAMPLES ON HOW TO USE THE GAME BOARDS AND PICTURES

The pictures and game boards can be used for playing lotto or bingo, as shown in the pictures below. The day care centre can also use the actual game boards with the parents. The parents can play the same games with their child at home in their own mother tongue. Children learn language more effectively when they understand the key concepts in all of the languages they use.

**Picture lotto**

![Picture lotto](image)

(needed for the game: game boards of the pictures together as well as the same pictures as separate cards)

The picture cards are all stacked together with the picture side down. Each player picks a card in turn, and the player whose game board has the same picture as the card on it places the card on their game board. The winner is the player whose game board gets filled first.

Another way to play: each player picks a card in turn. If the player does not have the picture on the card on their game board, ask them:

- Who could you help?
- Who has the same picture?
- The players learn to ask questions such as “Can I have a knit cap, please?” and answer “Here you are” and “Thank you”.
- The game is not played to win; instead, the game continues as long as the players can help each other.

For vocabulary practice, the name of the thing shown on the card should always be said out loud.

In the game, you can agree that if you have picked a card that suits you (that is, if you can place it on your game board), you get another turn.
Picture bingo

(needed for the game: game boards with the pictures as well as the same pictures as separate cards in addition to tokens, such as stones or buttons)

Bingo is a game of chance, in which each player has one bingo card with pictures. One of the players is selected as the host, who picks a picture from a bag or basket. The name of the thing in the picture is stated out loud, and the players who find the picture in question on their card can place a token on top of the picture. The game continues until one of the players has placed a vertical or horizontal row full of tokens. The player who is the first to fill up a whole row shouts “Bingo!” out loud and is declared the winner.

Memory game

(needed for the game: picture cards in pairs, such as two identical pictures of a raincoat)
In the memory game, when a picture card is turned over, the name of the thing on the card is always stated out loud. You can talk about each picture. Memory games train children’s short-term memory and help with learning new words.

At least two players are required for the memory game. The picture cards are shuffled and laid out with the picture side down. One player turns over two cards, and if both cards have the same picture, the player takes the cards. The player can also continue and turn over two new cards. If the cards have different pictures, the player turns them with the picture side down again. Then the next player gets a turn. As the game continues, the players try to remember where each card is. The player with the most picture pairs wins the game.

**Playing house**

The lunch cards can be used to support the game while playing house. Children can find the necessary ingredients for the meal chosen based on the picture.

**The role of an adult in language-aware play**

The support of an adult is important for children with the linguistic skills of a beginner. The adult names things, repeats words, counts out loud and joins the game to support the child linguistically. This ensures that the child can participate in the game (e.g. with pictures) and that discussion is supported and maintained. The goal is for the child to learn vocabulary and a few basic sentences.

With linguistically more skilled children, the adult supports them while playing by teaching more new vocabulary and modelling sentence structures. The adult discusses things, asks questions, wonders about things together with the child, enriches the language used in the game and challenges the child’s linguistic skills by subtly adding new words to the game with plot twists, for example. The vocabulary is more in-depth and descriptive, and it contains narration. It is also natural to use rhymes, songs and riddles that suit the topic of the game. This is a good opportunity for the parents to teach traditional songs and rhymes or poems from their own culture to their child.
Lunch cards to support food-related vocabulary

The lunch cards include some of the foods on the menu at the day care centres. The pictures tell what the meal is made of. It may be difficult for a child to figure out what a meal contains. The pictures make it easier to explain the content of meals to children and they also help with practicing food-related words. The cards should be used every day, so that the words are repeated often enough to establish them in the child’s vocabulary.

The visual aids can be printed out in A3 size and cut into strips by row. This makes it possible to discuss the food served one day at a time. The visual aids help to support speech, because pictures and speech together make it easier to reach every child.

Clothing pictures support everyday life
The clothing pictures can be used at the day care centre as a poster in A3 size on the wall of the hallway, for example. This creates a natural opportunity to review clothing-related words when dressing up, support discussion and find something to do while waiting, if necessary. For example, you can name clothes and ask: What piece of clothing is this? Do you have this piece of clothing? What colour are your clothes? You can also practice mathematical concepts while dressing up: clothes can be sorted by colour, size, material, or some other feature.

The clothing pictures illustrate what kind of clothes children need indoors at the day care centre and outdoors during the different seasons. The clothing templates can also be used to illustrate suitable clothes to parents.

**Board game: what clothes are appropriate in each season**

In this game, the children practice the seasons and dressing appropriately for the weather. Board games are an excellent way to learn friendship skills in the form of a game. Children learn to wait for their turn, tolerate disappointment, count and understand numbers on the dice and the game board.

(needed for the game: a game board, game pieces, a dice and clothing pictures)

The players take turns to throw the dice and move their piece. They need to identify the season shown in the square. Next, they need to decide which clothing picture suits the season in question. The players that answer correctly to both questions keep the clothing card in question. The player with the most clothing cards at the end of the game wins.
(second version: a game board, game pieces, a dice and 4 paper dolls; one for each season + clothing for different seasons and the season pictures)

In the paper doll version, the game starts with the players choosing a doll for each season. To help with remembering, you can place a season picture above the paper doll. The players take turns to throw the dice and move their piece. Next, they need to identify the season shown in the square and put a suitable piece of clothing on the doll. In this game, the first doll that is fully dressed wins. Instead of the players, the paper dolls compete in the game.

**Dice for the board game**
Lähteet:

Ahvonen, Hanna-Mari: Astrid aloittaa päivähoidon päiväkoti Eirassa, 2014
Helsingin esiopetuksen opetussuunnitelma 2016
Helsingin varhaiskasvatussuunnitelma 2017
Laaksonen V. ja Repo L., Kaveritaitoja, 2017, Folkhälsan
Lämsä, Anna-Liisa, Mun on paha olla, Näkökulmia lasten ja nuorten psyykkiseen hyvinvointiin, 2009, PS-kustannus.
Varhaisen tuen palvelut maahanmuuttajataustaisille perheille, Ammattilaisten ja vanhempien kokemuksia, Työ- ja elinkeinom ministeriö julkaisuja 68/2015

Kuvalähteet:
Liite 1
Kuvat: Papunetin kuvapankki, papunet.net, Sergio Palao/ARASAAC ja Elina Vanninen
Liite 2
Nuotti: PixabayLicense
Uskonnolliset symbolit: Public Domain
https://fi.m.wikipedia.org/wiki/Tiedosto:Religious sym.svg

Easy-to-use visual aids (Ansellia & Mökkönen 2019)
Liite 3

Laulava lapsi: PixabayLicense

Nuotti: PixabayLicense

Maalaus: Anne Ansellia ja Minna Mökönen

Koripallo: Public Domain
https://pxhere.com/fi/photo/96856

Syksyinen metsä: PixabayLicense
https://pixabay.com/fi/ihmiset-tasapaino-mets%C3%A4-syksy-1357850/

Lukea: PixabayLicense
https://pixabay.com/fi/lue-lukea-%C3%A4%C3%A4neen-kielen-kehitys-1710011/

Ruokaileva lapsi: Public Domain
https://pxhere.com/fi/photo/555272

Kuvat: Papunetin kuvapankki, papunet.net, Elina Vanninen

Nukkuva lapsi: PixabayLicense

Leluauto: PixabayLicense

Legot: PixabayLicense
https://pixabay.com/fi/legojen-duplo-lego-v%C3%A4rik%C3%A4lev%C3%A4-seltyminen-3401066/

Emojit: PixabayLicense

Liite 4


Liite 5

Kuvat: Papunetin kuvapankki, papunet.net, Elina Vanninen, Sergio Palao/ARASAAC, Sergio Palao, Paxtoncrafts Charitable Trust, Annakaisa Ojanen ja Elina Vanninen, muokkaus Papunet

Kuva kahvila/kuppi: Papunetin kuvapankki, papunet.net, Sergio Palao, kuvat yhdistetty samaan kokonaisuuteen ja muokattu alkuperäisestä lisäämällä rakennukseen teksti KAHVILA

Kuva kirjasto: Papunetin kuvapankki, papunet.net, Sergio Palao/ARASAAC, muokattu alkuperäisestä lisäämällä rakennukseen teksti KIRJASTO

Liite 6 - 7

Easy-to-use visual aids (Ansellia & Mökönen 2019)
Kuvat: Papunetin kuvapankki, papunet.net, Elina Vanninen ja Sergio Palao

Liite 8

Kuvat:
Papunetin kuvapankki, papunet.net, Aino Ojala, muokkaus Papunet
Papunetin kuvapankki, papunet.net, Elina Vanninen
Papunetin kuvapankki, papunet.net, Elina Vanninen, muokattu version alkuperäisestä
Papunetin kuvapankki, papunet.net, Sergio Palao/ARASAAC
Papunetin kuvapankki, papunet.net, Sergio Palao/ARASAAC, rajattu version alkuperäisestä
Papunetin kuvapankki, papunet.net, Sergio Palao/ARASAAC, muokkaus Papunet, rajattu version alkuperäisestä
Papunetin kuvapankki, papunet.net, Sergio Palao/ARASAAC, muokkaus Papunet, rajattu version alkuperäisestä

Liite 9

Itkevä lapsi: Public Domain
https://pxhere.com/fi/photo/1086469

Ärsyyntynyt lapsi: Public Domain
https://pxhere.com/fi/photo/832501

Lapsi kirjoittaa: Public Domain
https://pxhere.com/fi/photo/1408431

Vihainen lapsi: PixabayLicense
https://pixabay.com/fi/photos/poika-teini-koulupoika-viha-2736659/

Iloinen lapsi: Public Domain
https://pxhere.com/fi/photo/1365347

Pelästynyt lapsi: PixabayLicense
https://cdn.pixabay.com/photo/2016/02/17/14/17/person-1205140 _340.jpg

Liite 10:

Charming girl Photo by: Shitota Yuri
https://unsplash.com/photos/p0hDztR46cw

https://www.stockmann.com/category/lapset

Liite 11:

Syksy: Public Domain
https://pxhere.com/fi/photo/342726

https://www.stockmann.com/category/lapset
Liite 12:

Talvi: PixabayLicense
https://www.stockmann.com/category/lapset

Liite 13

Kevät: PixabayLicense
https://pixabay.com/fi/birch-koivikon-mets%C3%A4-kev%C3%A4t-kev%C3%A4n-2127012/
https://www.stockmann.com/category/lapset

Liite 14

Kesä: PixabayLicense
https://pixabay.com/fi/koivu-lehto-mets%C3%A4-kev%C3%A4n-vihre%C3%A4-2326324/
https://www.stockmann.com/category/lapset

Liite 15

Aamiainen: PixabayLicense

Ruisleipä: Public Domain
https://pxhere.com/fi/photo/702110

Tomaatti: Public Domain
https://pxhere.com/fi/photo/689812

Kurkku: PixabayLicense
https://pixabay.com/fi/kurkku-salaatti-ruoka-terveen-685704/

Juusto: PixabayLicense
https://pixabay.com/fi/juusto-cheesy-l%C3%A4hikuva-v%C3%A4ri-kokki-1238395/

Leikkeleet: Public Domain
https://pxhere.com/fi/photo/1074566

Salaatti: PixabayLicense
https://pixabay.com/fi/salaatti-vihre%C3%A4-ravitsemus-terve-3416335/

Rote Paprika: Photo by: Justus Blümer, Attribution 2.0 Generic (CC BY 2.0)
https://www.flickr.com/photos/justusbluemer/6045509136

Porkkana: PixabayLicense
https://pixabay.com/fi/vihannes-porkkanat-ruoka-terveen-2485062/

Lanttu: Public Domain
https://pxhere.com/id/photo/670455
Easy-to-use visual aids (Ansellia & Mökkönen 2019)
Vadelma: PixabayLicense
https://pixabay.com/fi/marja-ruoka-tuoreet-hedelm%C3%A4t-2270/

Kirsi: PixabayLicense
https://pixabay.com/fi/marja-kirsikoiden-kirsikka-1836672/

Puolukka: PixabayLicense

Punaherukka: PixabayLicense
https://pixabay.com/fi/mustaherukka-hedelm%C3%A4t-puutarha-826559/

Mustaherukka: PixabayLicense

Lakka: PixabayLicense
https://pixabay.com/fi/muurain-marjoja-marja-luonto-j%C3%A4nk%C3%A4-2130046/

Liite 17

Pannukakku: PixabayLicense
https://pixabay.com/fi/pannukakkuja-vaahterasiirappi-makea-2291908/

Pannukakku 2: PixabayLicense
https://pixabay.com/fi/pannukakku-leivonta-j%C3%A4lkiruoka-3284030/

Heldelmäsalaatti: PixabayLicense
https://pixabay.com/fi/hedelm%C3%A4salaattia-terve-ravitsemus-799436/

Jäätelötikku: PixabayLicense
https://pixabay.com/fi/suklaa-kuuma-j%C3%A4%C3%A4te%3B6-tikku-kes%C3%A4-1296012/

Keksi: PixabayLicense
https://pixabay.com/fi/keksi-pikkuleip%C3%A4-suklaa-herkullinen-1832917/

Marjapiirakka: PixabayLicense
https://pixabay.com/fi/kakkuluumu-kakku-streusel-kakku-1587097/

Kakku: PixabayLicense

Pulla: Papunetin kuvapankki, papunet.net, Hannu Luukannel

Kiisseli: Photo by Veronika Susova, Attribution-sharealike 3.0 unported (cc by-sa 3.0)
https://commons.wikimedia.org/wiki/File:Finnishkiisseli.jpg

Liite 18:
Easy-to-use visual aids (Ansellia & Mökkönen 2019)
Easy-to-use visual aids (Ansellia & Mökkönen 2019)
Easy-to-use visual aids (Ansellia & Mökkönen 2019)

Juusto: PixabayLicense
https://pixabay.com/fi/juusto-cheesy-l%C3%A4hikuva-v%C3%A4ri-1238395/

Rote Paprika: Photo by: Justus Blümer, Attribution 2.0 Generic (CC BY 2.0)
https://www.flickr.com/photos/justusbluemer/6045509136

Kaakao: PixabayLicense
https://pixabay.com/fi/suklaa-tehd%C3%A4-kaakao-pohjaton-rikas-642965/

Omenamehu: PixabayLicense
https://pixabay.com/fi/mehu-apple-lasi-juoma-virkistyst%C3%A4-1584209/

Kuvat: Papunetin kuvapankki, papunet.net, Elina Vanninen, Jukka Nortunen ja Kirsi Alastalo

Liite 25

Viinirypäle: PixabayLicense
https://pixabay.com/fi/sy%C3%B6t%C3%A4viksi-tarkoitetut-viiniryp%C3%A4leet-74344/

Päärynä: PixabayLicense
https://pixabay.com/fi/bartlett-p%C3%A4%C3%A4ryn%C3%A4-p%C3%A4%C3%A4ryn%C3%A4-hedelm%C3%A4-1269879/

Appelsiini: Public Domain
https://pxhere.com/fi/photo/1410785

Banaani: PixabayLicense
https://cdn.pixabay.com/photo/2016/07/08/18/05/banana-1504956_960_720.png

Omena: PixabayLicense
https://pixabay.com/fi/apple-punainen-omena-hedelm%C3%A4-2743425/

Luumu: Public Domain
https://pxhere.com/fi/photo/1101672

Vesimeloni: PixabayLicense
https://pixabay.com/fi-vesimeloni-hedelm%C3%A4-terveys-2409368/

Mansikka: PixabayLicense
https://pixabay.com/fi-marja-ruoka-tuoreet-hedelm%C3%A4-1239306/

Mustikka: PixabayLicense

Vadelma: PixabayLicense
https://pixabay.com/fi-marja-ruoka-tuoreet-hedelm%C3%A4-2270/

Puolukka: PixabayLicense

Mustaherukka: PixabayLicense
Liite 26

Leppäkerttu: PixabayLicense
https://pixabay.com/fi/photos/lepp%C3%A4kerttu-hy%C3%B6nteiset-punainen-2289225/

Puolukka: PixabayLicense
https://pixabay.com/fi/photos/puolukka-mets%C3%A4-kasvi-luonto-varpu-2238383/

Sieni: PixabayLicense
https://pixabay.com/fi/photos/k%C3%A4rpp%C3%A4ssieni-sieni-2751467/

Leskenlehti: PixabayLicense
https://pixabay.com/fi/photos/leskenlehti-kukka-kev%C3%A4t-427853/

Ongen koho: Photo by Santeri Viitamäki, Attribution 4.0 International (CC BY 4.0)
https://commons.wikimedia.org/wiki/File:Fishing_float.jpg

Linnunpesä: PixabayLicense
https://pixabay.com/fi/photos/linnunpes%C3%A4-lintu-kes%C3%A4-luonnollinen-314490/

Talvimaisema: PixabayLicense

Siili: Public Domain
https://pxhere.com/fi/photo/794338

Pajunkissa: Public Domain
https://pxhere.com/fi/photo/646339

Rairuoho: Photo by: Jyväskylän seurakunta, Attribution-NonCommercial-ShareAlike 2.0 Generic (CC BY-NC-SA 2.0)
https://www.flickr.com/photos/132327323@N04/19113593141

Talvimaisema 2: Public Domain
https://pxhere.com/fi/photo/1369937

Lumiukot: Public Domain
https://pxhere.com/fi/photo/1174907

Kellukkeet: Public Domain
https://pxhere.com/fi/photo/772792