



---

**Harjunrinteen koulu, Riihimäki, Finland**

**2019-1-HR01-KA229-060968\_6**

**LESSON PLANS organized using the outdoor learning methodology  
combined with IT tools**



**School subject: ART**

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki, Finland.

**Topic:** *Framed Nature Art work*

**Class level:** 6 - 9<sup>th</sup> grade/12-15 years old

**Short description (impact on students):**

The activity can be carried out in the school yard or in the park or in the forest. Take old painting frames with you and your students and form art pictures about real nature.

**Time:** 1-2 hours

**Learning objectives:**

Create imaginative scenes, patterns and pictures inside chunky, sturdy and versatile frames. Great for transient art activities.

**Process:**

First you need to find frames to be able to have this lesson. Frames can be found at flea markets or second hand shops quite reasonable prices. In this case some of frames where still having painting on them. Before going outside you can give your student a lesson about perspective and framing a picture. Also facts about golden ratio are good information for students.

Then divide students at groups where are two to four students. Check that they have at least one mobile phone or digital camera with battery left. Give each group one frame and encourage groups to change frames with other groups during activity.

Ask student groups to take picture with frames about nature as there were making a painting. Pictures can be gathered and have a exhibition at class room.

Photos:



## School subject: ART

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki, Finland

**Topic:** *Mandalas*

**Class level:** 6-9<sup>th</sup> graders/12-16 years

**Short description:** The activity can be carried out in the school yard or in the park or in the forest. Have old frames with you and your students and make great pictures at mandala style.

**Time:** 2-3 hours

### Learning objectives:

Objective is to get to know about mandalas in art and architecture. Student will practice making mandala outside in a park or forest with things they can find there.

### Process:

First you need to obtain frames to be able to have this lesson. Frames can be found at flea markets or second hand shops and recycle centres. Before going outside you should give your student a lesson about mandalas and framing a picture.

Mandalas are used in many religions but at this class we are interested about mandalas as art. Before going out you can show them mandalas and tell them the basics about them.

When going out divide students into groups where there are two to four students. Check that they have at least one mobile phone or digital camera with battery left. Give each group one frame and encourage groups to change frames with other groups during activity.

Ask student groups to take form mandalas from everything they can find outside for example stones, leaves etc. Then they should take a picture with frames about their mandala. Pictures can be gathered and have an exhibition in the classroom.

### Photos:





## School subject: ART

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki, Finland

**Topic:** *Light Art*

**Class level:** 6-9<sup>th</sup> grade/12-15 years old

**Short description:** Light art or The Art of Light is generally referring to a visual art form in which physical light is the main or sole medium of creation.

**Time:** 2 hours

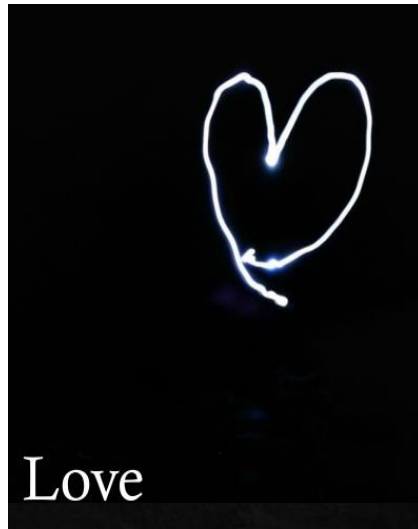
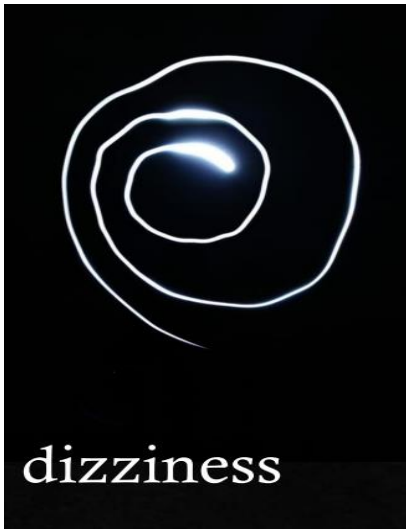
**Learning objectives:** Objective is to familiarise students to world of light art or the art of light. And to give them and their imagination a boost to find out new way to express themselves.

**Process:** Students will be first have short description about light art: history and evaluation as well examples that can be found from internet. Then teacher will present light objects that can be used when making light art. This is of course depends possibilities and material than can be purchased. Simple solution are different kind of flashlights. If the beam is narrow, then it is easier to make clear images. Flashlight option is also possible at most cell phones too. If your students can be trusted fire itself is possible to use. For example lighteners are good but also bit risky to use because danger of fire or injuries. You also need to find dark places to be able make light art. Outside is good when it is dark enough but other times you maybe have to find other places.

Student also have to have digital cameras or cell phones with a possibility to take pictures at few seconds timing. Student then will have assignment to make light art that represent for example certain emotions: anger, love, dizziness and so on. Of course other tasks are possible too. Only imagination limits the possibilities. Afterwards give students time to present their light art work.

**Photos:**







## School subject: ART

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki, Finland

**Topic:** *Street painting*

**Class level:** 8<sup>th</sup> grade, 13-14 year-olds

**Short description (impact on students):** Students will plan and make template to be used in street painting with natural colours made at class. Then they use their template and create images at the street.

**Time:** 2 hours

**Learning objectives:** Learning objective is to be able to create template that can be used at street painting. Also objective is to create street painting with template made.

**Process:** Start with presenting idea to students. Give them instruction to plan template to be able to paint street painting with it. Template can for example be geometrical or present something like turtle, car etc. Template can be made paper or thin carboard.

Next task for students is to make suitable colours. Colours should be made for example beetroot, blue berry, red onion or something like. It is important that colours can be washed away if needed. You also need to have permission to let your students to paint chosen place. School yard is one obvious place but also pedestrian street is good one.

Take pictures about process and ready works since pictures will later vanish.

### Photos:





## School subject: ART

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki, Finland

**Topic:** *Humanizing nature and manmade environment*

**Class level:** 6-9<sup>th</sup> grade, 12-15 year-olds

**Short description (impact on students):** Students are given a task to find suitable targets from nature or manmade environment to humanize them.

**Time:** 2 hours

**Learning objectives:** Students will learn how in a very simple way we can change nature or/and manmade nature look like something human.

**Process:** Students are presented concept of humanizing. People tend to see human and human figures or something alive in a nature and manmade environment. Constantly people see human figures at clouds or elsewhere. It is good to understand this basic need or ability we have connected to that.

Students will have task to form something that is not alive to something that might be alive. Task is to change something outside to look something alive. It can be tree or stone or something humans have constructed. They will have few items to help to do this like buttons etc they can stick to target. All student products are photographed. In the end students are gathered to see what kind of humanizing products everyone has made.

### Photos:





## Extracurricular activity: *LEARNING HISTORY – STUDY VISIT*

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki

**Topic:** *Getting to know our areas history*

**Class level:** 7-9<sup>th</sup> graders/12-15 year-olds,

**Short description (impact on students):** Study visit can be made nearby historical sights and museums. It will show students wider view about their local history. It could make history concrete and alive.

**Time:** one day

**Learning objectives:** Purpose of this activity is to make students aware of past, present and future of their living area.

**Process:** Preparation for the study visit must do in advance. All reservations are wise to do in advance if possible. Students are guided to search and discover information about the sights, so they are ready to deeper understanding in situ. Too many places and visits tires students easily but when there is lot to see and experience they also learn a lot. Good places to visit are local and nearby museums and old building like churches. Students should have some tasks to do at places their visit otherwise they might just rush and hurry without concentrating. Museum guides can be good help but they should have earlier experience with younger visitors and especially teenagers.

### Photos:









## School subject : History

**Author:** Reetta Viitanen, Harjunrinteen koulu, Riihimäki, Finland

**Topic:** AR at Aulanko

**Class level:** 8<sup>th</sup> grade, 13-14 year-olds

**Short description (impact on students):** Students will get to know about medieval and recent history of Hämeenlinna and Aulanko. They will learn to use AR application at this assignment.

**Time:** 2 hours

**Learning objectives:** Students should learn about medieval history of this area by using AR application.

**Process:**

Notice to students: FIRST READ ALL THE INSTRUCTIONS!

AFTER THAT, COMPLETE ONE PART AT THE TIME!!

First you need to create a team name.

Today we are going to learn about history and visualise some historical moments.

Start by reading about the history of the Aulanko and answer some questions.

<https://www.nationalparks.fi/aulanko/history>

Here are the questions. Please send your answers to the padlet -page (QR -code):

1. Why the Aulangonvuori hill was a very special place about 2000 years ago?
2. Once there were an ancient fortress at the Aulankovuori. What kind of building they have built on the same place and when did they built it?
3. What is Aulanko -park nowadays?

Now it is history -time! Learn some more about the life in the Middle Ages. Please pay attention, you will need this information later! Watch this video together! <http://bot.fi/35uu>

Your teams task is to visualise a scene from history. You are going to use 3DBear app for that. It will combine photos and videos and some Augmented Reality (AR)

We will visit the Aulanko park today. While being there, you will need to find some materials for your task. So take videos and photos or whatever you will need for this task!!

After the visit, create a scene with 3DBear app. You will get a username and the password from teacher. Just ask!

These tutorials will give you some idea show to manage this task.

<https://youtu.be/Z3ckt6MT7oE> <https://youtu.be/UvTbR19htPY>

If you still have time, make some plans for your task! Please use the other side of this paper.

**Photos:**



## School subject : History

**Author:** Vesa Vanhanen, Harjunrinteen koulu, Riihimäki, Finland

**Topic:** *Example of Seppo in teaching history*

**Class level:** 8<sup>th</sup> grade, 13-14 year-olds

**Short description (impact on students):** Students will find innovative way to learn history by using modern technology.

**Time:** 1-2 hours

**Learning objectives:** Students will get to know about chosen subject very innovative way.

**Process:** Teacher should familiarize first himself or herself with Seppo at seppo.io. Seppo can be used teaching on various subject, history is only one. At Seppo teacher can choose map where students will work. Usually, teacher will choose local area. Teacher can create many kinds of tasks at Seppo for students to do. Students typically search tasks that are situated at map, then they do task when they have found it. There can be many kinds of tasks: question, taking photos or videos and so on. Possibilities are almost limitless. Students can watch videos related to subject they are learning and learn from other materials at internet linked to Seppo assignment.

Teacher do not have to all Seppo games from scratch. In many cases there is already ready Seppo game to be played. Usually, it needs to chance gaming area to local. These games are also possible to play inside classroom if the weather is very bad.

In advance teacher needs to check that student groups working together, preferably 2-4 students, have at least one cellular phone. Phones have to allow to use gps. That way teacher can follow where students go at the map. It also allows to send messages to students and them to ask questions from teacher.

### Photos:

Example of game played at Suomenlinna UNESCO heritage sight. Left there is info and task to students. At right there is a map where placement of task can be seen.

