

GUIDEBOOK FOR CHILDREN'S PDO FACILITATOR



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INTRODUCTION

Pre-departure orientation (PDO) provides refugees accepted for resettlement in Finland with realistic information about their destination country and prepares them mentally and with correct information for the resettlement and integration process. The PDO training takes place overseas before arriving in Finland, usually in the country of first asylum.

Refugees, including children, face new situations and therefore a lot of new challenges when they start a new life in their country of resettlement. Refugee children may have experienced or witnessed torture, violence, child labour, hard living conditions and sexual abuse. They may have also lost their biological parents or other family members due to the conflict or other reason. In addition, even primary-school-age children may have worked full time instead of going to school and may have been the primary breadwinners for their families. It is not uncommon to find that even the older children in the group are illiterate due to lack of access to education. Children's minds are full of impressions and ideas shaped by information they have heard from different sources. Those sources can carry misleading information that can lead the children to have a wrong image about the destination country. In addition, there are differences in culture and daily life activities, religion, values, and norms around social interaction.

On the other hand, children tend to possess remarkable resilience to cope with traumatic experiences and recover from them. Children's PDO is meant to foster their belief in a positive and peaceful future which involves an opportunity to attend school and respect for children's rights. As some children may have been forced to adopt more of an adult role than that of a child, they might envision themselves directly entering the job market rather than continuing school. The PDO sessions should therefore elaborate on the role of children in Finland and depict the normal everyday life of a child. In PDO training, children are given accurate information, starting from what to do before moving to Finland, travel and arrival, the country's position on the map, weather during each season, children's rights, school system, health, animals and environment, religion, and many more topics.

PDO methodology is interactive, learner-centred and based on activities that enhance children's participation and agency. Children are regarded as active learners and new information and knowledge are built upon their earlier experiences. PDO training should not only provide information for the children but to create situations which allow children to learn and understand. Experiential learning makes it possible to learn new skills and attitudes. In PDO training it is important that learning happens through joy.

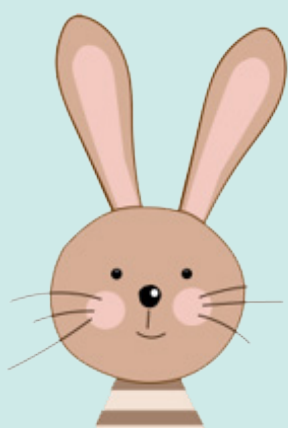
This guidebook contains information about how to deliver PDO training for refugee children accepted for resettlement in Finland aged 7–12, including preparations and tips for challenging situations. The guidebook will give you, as a children's PDO facilitator, information, and tips on how to deliver the PDO sessions, time management and subject distribution over a three-day training. The guidebook also contains information about ethical considerations when delivering the sessions, as many of the children are vulnerable due to having suffered different kinds of loss, abuse, deprivation, and trauma.

THE ROLE OF A CHILDREN'S PDO FACILITATOR

You as a PDO facilitator play a crucial role in assisting the refugee children to become prepared for their resettlement in Finland. In addition to the guidebook, you have a set of PowerPoint slides covering all the topics included in the children's PDO curriculum (annex 1). All children will receive their own workbooks which they can follow and fill alongside the training. Most of the exercises are such that they require only drawing. Written instructions should be read aloud for them so that filling the workbook does not depend on a child's literacy level. The workbook will also be a good reference material when the children are waiting for the travelling to take place.

During the three-day PDO training, children stay in their group for as long as the adults have their own sessions, usually about six hours per day. In the children's group, the educative sessions last about three hours per day, divided into morning and afternoon sessions, and the rest of the time there will be games, plays, songs and exercises related to the content given in the sessions. The children also need regular breaks to have refreshments, to use the bathroom or to stretch.

There are different teaching methods that can be used with children but considering the time limitations and the children's starting point, narration over pictures and videos is the most efficient way to deliver the information for them in an easy and interesting way. The PowerPoint slides are divided into three parts. You can use one part per day, distributed between two separate sessions of one to two hours each. The pace of the session depends on the children's response to the subject. In addition to the PowerPoint slides, you can use the links to show videos that can be fun and informative for the children.



There is a character (Jänö the rabbit) in the PowerPoint presentation telling their story about moving to Finland. Before going through the slides, you should introduce Jänö to the children, as follows:

Jänö was not born in Finland. Jänö moved to Finland five years ago. Jänö did not speak Finnish before moving to Finland. Now Jänö goes to school and speaks Finnish fluently. As you see, Jänö has the same experience as you.

It is advisable to carry along a puppet called Jänö which you can use as an example to explain many topics in a more personal and appealing manner. For example, Jänö can explain about their personal experiences of flying by airplane for the first time, having to leave all friends behind but finding new ones in Finland and wondering about many new aspects of the Finnish culture and society, but eventually adapting to them and enjoying new life in Finland.

PREPARING YOURSELF

Before the start of a PDO, it is crucial for you to familiarize yourself with the materials. The content of this guidebook is synchronized with the slides, so you can use the guidebook during the sessions to help you recall the information. The slides contain mostly pictures, links and small amounts of text to remind you about what to say and to make it easy for the children to grasp the idea.

It is also important to gain some information about the children, their background, and their situation in their country of first asylum, as this will help tailor the sessions to the specific context.

Before the training, it is important to cooperate with IOM staff to find out about the location, training venue and facilities, group size and age distribution. PDO is usually delivered in person in the country where the refugees are staying, but in special cases – such as during the COVID-19 pandemic – training sessions can be organized remotely online. The setting and preparations are quite different when training is delivered online instead of in person. In an in-person PDO, it is good to spend time on mutual introductions and ice-breaking games at the start. Make children feel welcome and safe: greet each child individually if possible and focus on creating positive emotions.

On the first day, you should create rules for the sessions together with the children. Remember to keep the knowledge and information you are sharing simple – it is important to avoid overwhelming the young participants with too much information. Use language which children can easily understand. This guidebook has listed energizers and activities that can be used throughout the training to create an interactive and fun atmosphere (annex 2).

IOM provides children's groups with materials such as a flip chart, drawing paper, colour pencils and crayons, scissors, glue and so on. However, it is good to think what kind of items and materials you can bring along as a facilitator, such as a few winter clothes, children's books or board games to enhance the messages delivered in the sessions. You can also download some Finnish children's songs onto your computer or a USB drive to play during the training.

Also think what kind of an ending routine you will have at the end of the training days. It could for example be a song or a short play. Before the ending routine, repeat some key messages from that day with the children. You can also draw on the flipchart some of the key things that the children learned. Thank individuals when they participate and are active and thank the whole group at the end of day.

If children draw pictures about how to envisage themselves in Finland or what they dream about Finland, you can display the drawings on the wall of the training venue as an exhibition that can be visited by the parents during their own breaks.

ETHICAL CONSIDERATIONS

Many of the children who participate in PDO are vulnerable due to having experienced different kinds of loss, abuse, deprivation and trauma. PDO training aims to give the children hope and a secure feeling about their new country. Therefore, it is recommended to avoid mentioning any subjects related to their past that can evoke traumatic memories.

When it comes to terminology, it is best to avoid “home country” and instead use name of the place where the children are living now. The reason behind this is that the children may have been living in another country all their lives. Similarly, it is recommended to avoid using the words “parent”, “father” or “mother”, as many children could have lost one or both of their parents. You can use the word “guardians” instead to refer to any adult caregivers of the children, whether biological parents or not.

Creating a safe atmosphere is crucial in PDO. Welcoming the children and smiling to them are important gestures to make the training a relaxed and friendly occasion. Tell the children that if they have any concerns or questions during the training, they can always approach you either in front of the group or privately.

Not all children may have previous experience in attending school or sitting in a classroom. Therefore, it is good to discuss about the common rules and the need to respect others when they speak. Most children would have loved to go to school but it was impossible due to war, lack of financial means, high school fees or compulsory expensive school uniforms. Some children may have had to provide income for the family or assist otherwise and therefore they did not have any possibility to go to school in their country of origin and in the current country where they stay.

If there are any questions that you do not know the answer to, the professional response is to tell the children that you do not know the answer, but you can discuss it with your PDO team or look the information up from trusted online sources.

COOPERATION WITH CHILDMINDERS

IOM organizes local professional childminders for both 0–6-year-old and 7–12-year-old children throughout each PDO training. During an in-person PDO, they support you in keeping order in the training room and attending to individual children’s needs. Sometimes there may be up to 30–40 children of very different ages in the group, and you can divide them into smaller groups for some activities with the help of the childminders.

In online training, the childminders can help in creating a safe and relaxed atmosphere in the group and support you in implementing different activities in the training room. You can agree with the childminders on the most suitable times for the sessions. Childminders may also be able to provide you with additional information about the children, for example if any children have special needs.

USING AN INTERPRETER

Unless you speak the same language with the children, you will be delivering your sessions with the help of an interpreter organized for you by IOM.

It is good to agree with the interpreter about the pace of speaking and other practical arrangements. Ideally, you will speak only one or two sentences and then the interpreter can deliver the message. Your language and vocabulary must be clear and understandable to the interpreter.

It is important to tell the interpreter to ask you to repeat in case of misunderstanding or if something is unclear. In addition, agree with the interpreter that they must not answer questions on your behalf but only do the interpreting between you and the children. After all, it is your responsibility that the children receive true and accurate information, and you are the one responsible for delivering the session and answering questions.

PDO TOPICS

The PowerPoint slides contain the main PDO topics that need to be covered during the training. Instead of giving a lecture to the children, go through the slides in an interactive manner by asking them first what do they see in the pictures, what they have heard about a certain topic (e.g. winter or snow), what they would like to ask you about it and so on. In online training the interaction is more challenging due to communication being heavily impacted by the quality of the audio and the Internet connection, but even then, you can try to make it as interactive as possible.

The PowerPoint slides are divided into three separate parts, each part to be covered in one day. The slides contain mainly pictures, which is a way to illustrate to the children the key points. There is also some text on the slides to remind you about the major points. The main information on each topic can be found in this guidebook in the same order as in the PowerPoint slides.

FIRST DAY – EXAMPLE OF A SCHEDULE

TOPIC	ACTIVITIES	TIME
SESSION 1: <ul style="list-style-type: none"> • Introduction • Part of Day 1 PowerPoint presentation • Some Finnish language 	Introduction to the training, introducing yourself and setting up rules.	5 min
	Getting to know each other (see introduction exercises)	10 min
	Explaining the idea of pre-departure orientation	5 min
	Introducing Jänö and starting the presentation (remember to activate the children every now and then with energizers)	20 min
	Practising Finnish language (“Kuka sinä olet?”, numbers, show video).	20–30 min
BREAK		
SESSION 2: <ul style="list-style-type: none"> • Complete Day 1 PowerPoint presentation • Finnish language 	Popular Finnish songs	5–10 min
	Rest of the presentation for day 1	20–30 min
	Practising Finnish language: repeat shortly what you covered in the first session, go through days of the week	15–20 min
	Play days of the week song	5 min

TRAVEL AND ARRIVAL

As travel for refugees is arranged from overseas to Finland by airplane for the first time in their lives, you should explain what an airport is and what it is used for. You can ask questions so the children will learn through interaction and develop an idea about airports beforehand. Also, it is important to make the children understand that airplanes are safe, and they do not need to worry, as thousands of flights take place every day.

Travelling to a new country can be challenging and stressful for the adults as well. Children can help make the journey easier for their guardians. You can give examples about how the journey can be challenging to the guardians as well, even though they are adults. You must emphasize the importance of children following the guardians' instructions and staying together. You can also remind the children that becoming separated from their guardians can lead to unpleasant consequences, such as unnecessary additional stress or even losing the flight. It is good to explain that often there is a transfer of aircrafts in a transit country and the travel from Helsinki airport is usually arranged by bus.

KEY POINTS TO COVER DURING THE SESSION:

- What is an airport?
- What is it used for?
- It is safe to travel by airplane.
- Why is sticking with the guardians so important?
- How can children help to make the journey smooth for the whole family?

You should also explain a little bit about the arrival and what the children can expect to face in their destination country. You should briefly inform the children that all that they need is set in Finland, accommodation is ready (no more refugee camps), and there will be people who are going to give all the instructions and guidance needed. The expected weather should be mentioned according to the time of the year they are going to arrive at and the importance of wearing appropriate clothes for the weather. You should expect questions from the children about toys they will receive or other things in their minds. You can answer that they will have all the necessities and that they can ask more questions at arrival of the people who are going to receive them. The amount of luggage to be taken is very limited.

GEOGRAPHY

The presentation features pictures of the Finnish flag, Finland on the map and which countries surround it in each direction. You can start by mentioning that Finland is in the northern part of the world and positioned between Sweden and Russia. In the North, Finland shares a border with Norway, and Estonia is to the South.

The population of Finland is approximately 5.5 million people. The reason for mentioning the population count is that it allows comparison to population sizes of other countries. This way, the children can get an idea about there not being as many people as in other countries.

In Finland there are a lot of forests and thousands of lakes, and it is important to learn how to swim. In summer, there are many places where children can go to swim and enjoy being in the clean water in the nature. It is important to learn how to swim so that the children can enjoy this experience.

In small towns and municipalities, moving from one place to another can be done by using buses or even on foot or by bike. Finnish people often walk. They use walking to keep themselves healthy. You should explain to the children the above-mentioned facts and that they should expect to walk and ride bicycles.

KEY POINTS TO COVER DURING THE SESSION:

- Finland on the map and the Finnish flag
- Countries surrounding Finland
- Population – relatively few people live in Finland
- Finland consists of small municipalities
- Lakes and swimming skills
- Travelling on foot and by bicycle is typical throughout the year, also during the winter

ACCOMMODATION AND SURROUNDINGS

Quota refugees will move into their permanent accommodation in Finnish municipalities upon arrival. It is important that you give the children an understanding about their new home and its surroundings. Describing the types of buildings and showing pictures will improve the children's understanding about their new living environment. You should inform the children about different housing types and their features. It is also good to describe how important it is that the children have their own house key (e.g. hanging on their neck), as other family members will go to work or school.

The rules of living in an apartment building can be new for some children, and it is good to elaborate on some key rules. For example, you should explain to the children the necessity of keeping the noise level down, especially after 10 p.m. The elevator can be used by those who are 12 years old and above, children under 12 years old must be accompanied by adults. Trash cannot be thrown on the floor or anywhere else except to the garbage containers. Every building has a special place for waste. The importance of waste sorting can be explained as a way to keep the environment safe and clean for humans and animals.

KEY POINTS TO COVER DURING THE SESSION:

- What type of buildings are there in Finland?
- Importance of carrying one's own keys
- How to live in an apartment building
- Waste, sorting waste and why it is important
- Noise level and respecting neighbours
- The use of elevator

In addition to housing, the surroundings can also be new to the children and different from what they are used to. You can emphasize that playgrounds are safe and can be found in many places, often close to housing. Playgrounds are part of children's everyday life. After the school day, children often meet, play and make new

friends at the playground. Describe the streets and where to walk on the sidewalk, which are frequently divided into two lanes: one for pedestrians and another for bicycle riders. Children under the age of 12 can use the pedestrian lane to bike. Crossing a street can be only done at a zebra crossing. The zebra crossing is a safe place to cross, and drivers in Finland usually pay good attention in these places. In winter zebra crossings may be covered in snow, but one can follow the blue arrow signs which point to zebra crossings (sign showed in the slides).

KEY POINTS TO COVER DURING THE SESSION:

- Playgrounds and their importance
- Sidewalks and how to use the lanes
- Crossing the street at special places (zebra crossings)

PUBLIC TRANSPORT

Public transport is very good, efficient and easily accessible especially in bigger cities. Finnish public transport is generally reliable, safe and on time. Getting around any town by public transport is possible easily and quickly. Travelling by public transport is the best way to move from one place to another.

You should show the picture of public transport and try to describe the use of it. As the children will be settled outside the capital area, it is good to mention that there might be no metro or trams in the municipalities where they will live – the available modes of public transport depend on the area.

You can explain that all passengers need to carry a valid ticket, but it is often paid in advance in a plastic card for a certain period (e.g. a month) or in a mobile application. If the travel to nearest school is long, the school may provide a free bus ticket for the entire semester.

KEY POINTS TO COVER DURING THE SESSION:

- Different types of public transport
- Public transport is safe
- Travelling is paid in advance by a card or mobile phone

WEATHER AND SEASONS

In Finland one can experience four distinct seasons. Winter is cold, and snow is most likely covering every part of the country. In winter normal life continues, and there are many outdoor activities for children and families such as playing with snow, skiing, sledding, and skating. Dressing properly in the winter is essential. The temperature can be below zero degrees Celsius most of the time in winter, and dressing in several layers is important.

Winter in Finland can be different from that in the children's countries of origin, as it is very cold, long and dark outside. However, there are streetlights and central heating in all buildings so life continues normally. In winter streets can be very slippery, so it is important to be very careful when walking or cycling. Sand and salt are spread on walkways to make them less slippery.

In spring some migrating birds start to return to Finland and snow starts to melt. Grass and trees start to become green. Spring can still be a little cold but usually not snowy. Some other animals such as frogs and hedgehogs start to be active again. Days will get longer in spring, and people start to go out more for various activities. Spring starts in March with more sunlight every day, but the temperature does not get warmer until April.

In summer Finland is green and colourful. The combination of lakes, forests and clear sky make Finland an amazing country to be in and full of nice places. Days in summertime are long, and the sun does not set for more than a few hours at night. In summer it may not get fully dark at night, as the sun sets only partially and then rises again. People often spend time outdoors until late in the evening. Many people stay at summer cottages, which are usually located in forested areas next to lakes, rivers or the sea. School is closed in summer, so children can enjoy different outdoor activities. Children can visit the forests, pick berries, swim in lakes and swimming pools or play at playgrounds.

At the end of August, summer gradually turns into autumn. In autumn, the forests start to develop different colours of green, yellow, brown and red, as the leaves begin to dry. One can pick different wild berries and mushrooms in the forests, but one should first learn which ones are edible and safe. Autumn is often rainy, and the rain only stops when winter arrives with snow. It is nice to walk and enjoy the beautiful colours in the forest in autumn.

KEY POINTS TO COVER DURING THE SESSION:

- Finland has four distinct seasons

WINTER

- It is cold, dark and snowy in winter
- Important to wear thick clothes to protect oneself from cold
- Be careful on the slippery streets when walking or cycling
- Indoor and outdoor activities are available (examples)

SUMMER

- In summer days are long and nights are not dark
- In summer the nature is beautiful
- Schools close for long summer holiday
- Many opportunities to play, swim and spend a lot of time outside
- Summer cottage and experience living in the middle of nature

SPRING

- In spring the snow starts melting
- Animals become more active and migrating birds return
- Green grass and leaves on the trees start growing again
- Days are getting longer than they were in winter

AUTUMN

- Autumn is rainy and leaves start to fall from trees
- Beautiful colours in the forest and on the ground
- Berries and mushrooms can be picked by anyone

CHILDREN'S RIGHTS

Children in Finland enjoy their childhood to the fullest, as their rights are guaranteed by law. All discrimination is prohibited, including that against children. Adults should always do what is the best for the children, as children have the right to a peaceful and decent life. Children's opinions must be heard and taken into consideration in matters affecting them. However, guardians still make the final decision and must be respected. School in Finland is compulsory and free of charge. Thereby every child in Finland has the right and duty to go to school and study. Corporal punishment and bullying are prohibited at schools. Corporal punishment or any kind of abuse are not allowed in any situation by a child's guardians either. Child labour in Finland is illegal. Children are not allowed to work until they are 15 years old.

As the rights of the child are guaranteed by law, all public institutions are committed to making sure that there will be no harm to any child. Institutions like the police, health care and social services are trusted and ready to help if needed. The emergency number in Finland is 112 and by calling this number, anyone can receive assistance in an emergency. Calling 112 should be reserved for true emergencies where someone's life, health, safety or property is under threat. The caller can receive help from the police, first responders, rescue team, fire department and social services.

KEY POINTS TO COVER DURING THE SESSION:

- All children have the right to study and play
- Children's rights are protected by law
- Children's opinions must be taken into consideration in many cases
- School is compulsory and free of charge
- Corporal punishment is prohibited at schools and at home
- Public institutions are trusted and required to protect children from harm
- The emergency number is 112

HEALTH

It is important for health and growth to eat a healthy and balanced diet. Each food contains a unique mix of nutrients—both macronutrients (carbohydrates, protein and fats) and micronutrients (vitamins and minerals). Filling one half of the plate with colourful vegetables and fruits and the other with whole grains and protein helps ensure that the body receives the necessary nutrients. Eating a variety of healthy foods has many health benefits, such as lower blood pressure and reduced risk of heart disease, stroke, some types of cancer, eye problems and digestive problems. Eating a healthy diet also keeps the blood sugar level more stable, which can help keep appetite in check. It is important for children to learn healthy habits at an early age to ensure a healthy and strong body which enables one to participate in many fun activities, such as sports. The important thing for balanced nutrition is to eat varied and healthy foods. All products with excessive sugar should be avoided as they can be harmful for teeth and health.

In addition to healthy food, exercise and lifestyle are important. Physical exercise is crucial for building muscles and bones and to improve health. Walking, running, climbing and other physical activities are key for a healthy life.

Another healthy habit is maintaining good hygiene. It is important to clean the body by taking a bath regularly, especially after doing sports. It is also important to brush teeth twice a day, before sleep and after waking up in the morning.

Getting an adequate amount of sleep is necessary for health. Studies show that an adequate amount of sleep results in improved attention, learning, memory, and overall mental and physical health.

Another good habit is to maintain a regular daily routine. A daily routine where activities and events follow a familiar and predictable pattern can improve a child's sense of security and reduce stress.

Key points to cover during the session:

- Eating a variety of healthy foods
- Exercise is important for building muscles and bones
- Hygiene and its importance
- Brushing teeth twice a day
- Sleep is important for growth and restoring energy
- Regular daily routine to reduce stress and uncertainty

SCHOOLS IN FINLAND

In Finland, school for children starts in the year when they turn seven years old. Before that, the child attends day care which also includes a year of pre-primary education. There are five school days per week, and a school day is about five hours long. Children have breaks between classes during the school day.

New pupils who do not speak enough Finnish or Swedish attend preparatory teaching. Preparatory teaching is available for children aged 6–17. In preparatory education, pupils mostly study the Finnish or Swedish language and become acquainted with Finnish school. Each pupil is given their own preparatory education plan. The aim of the teaching is to develop basic language skills so that the pupil can manage everyday situations in Finnish or Swedish.

A child may attend preparatory education for a maximum of one year. Preparatory teaching can end before that if the pupil is able to follow teaching in Finnish or Swedish. The teacher assesses the child's competence.

Pupils in Finnish schools do not wear uniforms. Pupils can wear any clothes that they feel comfortable in. In winter, children put outdoor clothes on top of their regular clothes when they come to school. Outdoor clothes are taken off inside the school building and left outside the classroom. Every child has their own hanging place for their clothes. It is warm inside the school, so there is no need to wear a lot of clothes indoors. Children also take off their shoes inside the school building. It is important to have slippers or other indoor shoes to avoid slipping on the floor.

Pupils are assigned little homework compared to schools in many other countries. School in Finland is mandatory for until a person is 18 years old. Comprehensive school lasts for nine years. In case of absence days, compensatory homework is given to the pupil to cover the missed school day. Using technology such as tablets and computers is common in school.

Schools in Finland offer a free daily meal for pupils. The school meal is sufficient and varied to support the health and wellbeing of pupils. Children who follow a special diet for health, ethical or religious reasons are provided with meals that meet their dietary restrictions.

Pupils go to school using different methods of transport. Pupils can use the method most suitable for them depending on the distance between school and home. Typically, pupils go to school by walking, by bicycle or skateboard. There are places dedicated to leaving one's bicycle near schools. Wearing a helmet is important when riding a bicycle or skateboard. It is also possible to go to school by bus or by car if needed.

Beside subjects such as maths, geography, biology, history and languages, children also study physical education, visual arts and music. In physical education, pupils practice different kinds of sports according to the weather and season.

Special support is available at school for pupils with learning difficulties. For pupils who have learning difficulties or disabilities, there is a special teacher who can help by using specialist and adapted approaches.

Playgrounds and youth centres are after-school activities that are arranged by municipalities and cities in Finland. These activities are free of charge.

No bullying or physical fighting is allowed in Finnish schools. All disputes and issues among children are to be solved with school staff by talking and investigating the matter. Children are taught to say "stop it" to the children who are bullying them. If the bullying child does not stop, then the bullied child should inform a teacher or other adults at school or guardians at home to stop the bullying.

KEY POINTS TO COVER DURING THE SESSION:

- Importance of school and what is expected from the child
- Need to attend school and do compensatory homework if absent
- Need to learn Finnish or Swedish to be able to study at school
- The right to attend preparatory class to learn Finnish or Swedish
- Free school meal
- Available help in case of learning difficulties or disabilities
- No bullying allowed at schools

ANIMALS AND ENVIRONMENT

Most of Finland is covered by forests and lakes. Many kinds of wild animals of various sizes live in the forest, but it is difficult to see them and they pose no risk for humans. There are big animals like moose, deer and bear. There are also wolves, lynxes, wolverines, foxes and many more. In the municipal open spaces, there are often rabbits that one can see almost every day, especially at night when the streets are no longer crowded. It is safe to walk in the forests near inhabited areas.

Animals in Finland have rights and they are protected by law. Animal protection service can be notified of any kind of bad treatment of domestic animals such as dogs and cats. Also, hunting without permission and hurting wild animals is illegal. People can call and inform the animal protection service if they see abuse of domestic or wild animals. In Finland domestic animals are not dangerous, and they always have owners. There are no street dogs or street cats. Dogs and cats live with their owners in their houses.

To protect animals, we need to protect nature and environment. In Finland, trash and waste are recycled and not thrown into nature. Plastic waste and other waste can hurt our environment and as a result, it will hurt the animals who live in that environment. That is why in Finland waste is recycled by sorting it by type: biodegradable waste, plastic waste, glass waste, metal waste, cardboard waste, paper waste and mixed waste. Sorting waste helps protect nature from degradation and other bad effects.

KEY POINTS TO COVER DURING THE SESSION:

- Different kinds of animals live in Finland
- Animals have rights, they are protected by law
- It is not allowed to hurt animals, both domestic and wild animals
- Anyone can inform the authorities about animal abuse
- Animals like dogs and cats have owners and they are not aggressive
- Sorting waste and not throwing waste into nature to protect the environment

RELIGION

Most Finns are Christian. The largest religious community in Finland is the Evangelical Lutheran Church of Finland. However, every person has the right to practice their own religion as long as it does not affect others. Most Finnish people do not regularly attend church services. In Finland, all people are equal, and no group is above others.

There are no mosques as part of the landscape nor can one hear the Azan (call to prayer), but there are places called masjid for Muslims to practice their religion and pray. These places are not distinguishable by their outside appearance. Most women do not wear a veil (hijab), as they are not Muslim, but wearing one is not uncommon and there are no rules or laws prohibiting it. At school, children can choose their own diet according to their need or choice.

KEY POINTS TO COVER DURING THE SESSION:

- Most Finns are Christians
- Freedom to practise own religion
- In Finland, there are no openly visible mosques, nor can one hear the Azan
- Women in Finland do not wear veils, but it is allowed to wear one
- At school, children are free to choose their own diet

DIFFERENT SITUATIONS IN EVERYDAY LIFE

In Finland people live everyday life freely. People do not intervene in other people's lives unless they have been asked for help or have noticed something unusual or suspect something is wrong. In Finland, neighbours can inform the authorities of any situation that appears suspicious or presents a danger to others. As a person living in Finland, helping others in danger is a responsibility. Help can be requested from the authorities, such as the police, fire department, social services or health services. Authorities and public officials in Finland are trusted, as they have received sufficient education to qualify them to do their work professionally. In case of danger, one should call the emergency number to ask for help.

In Finland there are various indoor and outdoor places for practicing hobbies. There are different kinds of activities for every time of the year. For example, summertime is usually dedicated to enjoying the sunshine and the beautiful views in the forest and by the lakes. Relaxing in the nature is one of many things that make people enjoy the summer, beside other activities like playing football, basketball, running, swimming, gathering berries from the forest, visiting the summer cottage, and so on. In winter, skiing and skating outdoors are popular, beside the indoor activities like dancing, swimming in indoor pools, martial arts, football and others.

In Finland many people from different backgrounds, ethnic groups and religions live together in one society. Respecting others' beliefs, orientations and religion is crucial. In Finland it is very common to see people from different backgrounds living peacefully in the same residential areas. As a person who comes from a different culture, it is fine to maintain one's own cultural norms and values, as long as it does not infringe on other people's rights. At the same time, the person who comes to Finland must respect other people's culture, religion and beliefs to live in the same society in harmony.

KEY POINTS TO COVER DURING THE SESSION:

- People do not intervene in other's lives
- People spend their time with hobbies and learning new things
- Different hobbies and outdoor activities in each season
- Respect for other people's culture and background
- In different situations, help can be requested from the authorities

CULTURAL ADAPTATION

Finnish society and culture may seem different and strange in the beginning. The best way to get to know them is to start normal daily life in school and in children's own surroundings. It is easy to get to know other children and make friends if one knows the local language. That is why it is good to practice Finnish already before moving to Finland. It is good to discuss cultural differences and other issues of concern with family members. Children can also ask their teachers about anything they are wondering about or do not understand, be it the language or some behaviours.

Problems and disputes are solved by talking, not by violence. Violence can in fact exacerbate the issue instead of solving it. Talking and understanding each other's views can solve problems and lead to good relationships with others. If there is a problem of any kind, authorities can be trusted and they can offer help.

Bullying is forbidden in Finland. Children should inform teachers/adults in schools or guardians if they are bullied or witness someone else being bullied. Calling 112 is an option if no adults are nearby and the child feels unsafe.

Girls and boys are fully equal in Finland. They attend school and all lessons together, can have the same hobbies and can move around freely in public spaces and use public transport. Girls and boys can choose whatever profession they like when they become adults.

KEY POINTS TO COVER DURING THE SESSION:

- Disputes are solved by talking and communicating, not by violence
- Any form of violence is strictly forbidden in Finland
- Authorities like the police and social service workers are authorized to help solve issues, according to law
- Children should inform teachers or guardians about bullying
- Girls and boys are equal

TIPS FOR RETAINING CHILDREN'S ATTENTION

When giving PDO sessions to children, it is important to use facial expressions to communicate your feelings. The children at this age are very sensitive to what people express through their face. Many of the children have experienced traumatic events at an early age, so a smiling and welcoming face can mean a lot. You can hold the children's attention by asking what they think about what you have said so far or if they have any questions on their minds. You can write the questions down and come back to them later if the topics will be covered in the upcoming sessions. If possible, calling children by their names will make them feel that you care, and they are important.

THE FOLLOWING LIST CONTAINS SOME TIPS FOR YOU AS A FACILITATOR:

- Children are curious, give them space to ask questions throughout the sessions.
- It is better to answer "I don't know" rather than to give an uncertain answer to any question asked by the children. You can ask your PDO team colleagues if you do not know the answer to a question.
- Avoid lecturing. Use interactive methods and ask the children questions before delivering the information (for example: "What does the boy do in the picture?", "Why is the girl putting on a helmet?", "Why is it important to eat healthy?").
- Keep the children awake – presenting slides can be boring for children. Incorporate interactive exercises (see the list of interactive exercises). Stretching exercises are also helpful.
- Finnish language is an important part of PDO. Rehearse after each session by asking "What did we learn today?". You will be surprised how quick children can learn.
- Write down the words in Finnish while pronouncing them (during a virtual PDO, you can use Word, notepad or a similar application and share your screen).
- You can also use the Jänö puppet to draw children's attention if you notice that they or some of them are becoming restless. Jänö can for example say that "I know there is a lot of new information coming but, for me it was useful to know about Finland as much as possible before I arrived".

FEEDBACK AND REPORTING

After the training you are required to write a short report about your sessions. The report provides valuable feedback that can be used to improve PDO in the future. Instead of listing each session and activity in detail, you should focus on reflecting what worked particularly well with the group, what were the main challenges and how you solved them. You can include some of the questions that the children asked as well as an evaluation of the childminders and interpreters and their cooperation with you as the facilitator. Also mention what kind of feedback you received from your team and the children. Below are some examples on how you can collect feedback from the children. You can also ask them at the end of each day how they felt about the training and what they would like to learn more about.



For the purpose of feedback, you can print the above emojis, so every child has three emojis that they can show for you. Ask children the following questions. For the first three questions you can ask them to show emojis and for the open questions you can write their answers on a flipchart.

- How did you like the PDO sessions?
- How do you feel about moving to Finland?
- Do you feel that you are now prepared for moving to a new country?
- What would you have liked to know more about Finland?
- Which was the most interesting topic you learned about?
- Which topic was not interesting to?
- What was your favourite exercise?

APPENDIX 1. CHILDREN'S PDO CURRICULUM

FACTS AND PRACTICAL KNOWLEDGE ABOUT FINLAND		
Subtopics	Learning objectives	Key messages
Travel and arrival	<p>To be able to anticipate what will happen during the trip.</p> <p>To understand that the trip will be safe and the family will be received at the airport.</p> <p>To know that in Finland, a family settles into a furnished home.</p>	<p>Importance of sticking together with the parents at airports and new environments.</p> <p>After registration and health check-ups, children will start local school, depending on the season.</p>
Geography	<p>To know the location of Finland on the map, the capital city, lakes, forests etc.</p> <p>To understand that Finland consists of mainly small municipalities.</p>	<p>Even unsettled areas such as forests are safe.</p> <p>Swimming skill is important and can be learned.</p> <p>In small municipalities distances are short and it is safe to move on foot, by bike and by public transport.</p>
Accommodation, surroundings and public transportation	<p>To understand and form realistic expectations on housing and surroundings.</p> <p>To become aware that the entire family will be guided through the new living environment, places and services.</p> <p>To understand the public transport system: buses, metro and trains.</p>	<p>Safety of outdoor places such as playgrounds and public transport.</p> <p>Importance of carrying one's own keys all the time outside the home.</p> <p>Importance of respecting house rules (e.g. silence after 22:00 hrs).</p>
Weather and seasons	<p>To know the four different seasons.</p> <p>To acquire a basic understanding of the Nordic conditions.</p> <p>Climate-appropriate clothing.</p>	<p>Clothing for children during different seasons.</p> <p>Various outdoor activities during each season.</p> <p>Caution of slippery streets during winter when walking and cycling.</p>

Children's rights	<p>To learn that school is free of charge and compulsory.</p> <p>To be informed about the rights of the child and how the public sector can help (e.g. police, ambulance).</p> <p>To know that child labour is illegal.</p> <p>To know that corporal punishment is illegal.</p>	<p>Children's rights, e.g. expression of one's own opinion.</p> <p>Prohibition of corporal punishment.</p> <p>Illegality of violence and bullying.</p> <p>Importance of talking to an adult (e.g. at school) if anything is bothering one at school or at home.</p>
Health	<p>To understand healthy nutrition, the need to exercise and healthy habits.</p>	<p>Healthy diet, examples of unhealthy food, importance of brushing teeth twice a day.</p> <p>Sleeping time and importance of sleep.</p> <p>Importance of regular daily routines.</p>
Animals and environment	<p>To know about native wild animals (e.g. bear, moose, wolf, wolverine, lynx).</p> <p>To know about animal rights and the need to protect the environment.</p> <p>To understand the importance of recycling waste.</p>	<p>Safety of forests and inhabited areas.</p> <p>Domestic animals are usually not dangerous and have an owner.</p> <p>It is illegal to hurt any domestic or wild animal.</p> <p>It is not allowed to cut trees or branches from living trees.</p> <p>Waste should be recycled and not thrown into nature.</p>
Religion	<p>To know that most Finnish people are Christian, but in Finland everyone can exercise their religion freely.</p>	<p>Absence of mosques in the public sphere.</p> <p>Absence of but the right to wear a veil.</p> <p>Right to have a different diet at school due to one's religion.</p>

INTEGRATION OF REFUGEES AND CULTURAL ADAPTATION

Subtopics	Learning objectives	Key messages
School	<p>To understand the importance of school and what is expected of the child.</p> <p>To understand that upon starting school, one has the right to learn Finnish or Swedish.</p>	<p>Homework and own input.</p> <p>Available help in case of learning difficulties or disabilities.</p> <p>Need to attend school and do compensatory homework if absent.</p> <p>Need to learn Finnish or Swedish in order to be able to study at school.</p>
Different situations in everyday life	<p>To get an overview of the public sphere and common situations.</p> <p>To know basic greetings and customs.</p> <p>To know that authorities can be trusted in all situations.</p> <p>To understand emergency situations and how to call for help.</p>	<p>Hobbies, food, free-time activities.</p> <p>Need to respect others and diversity of people in Finnish society.</p> <p>Situations when to contact 112.</p>
Cultural adaptation	<p>To know that norms around social interaction, behaviour and communication will be different.</p>	<p>The need to solve disputes without physical violence.</p> <p>Trust in authorities in case of conflicts.</p> <p>The balance between family's own and the Finnish culture.</p>

FINNISH LANGUAGE SKILLS

Subtopics	Learning objectives	Key messages
Basic Finnish language skills	<p>To motivate the children to learn simple Finnish phrases before arrival.</p>	<p>Greetings, weekdays, numbers, and colours.</p> <p>Introducing yourself.</p>
Practising basic Finnish	<p>Practising Finnish through games and simple interactive exercises.</p>	<p>Having some exercises that can be repeated after the PDO to enhance Finnish skills before resettlement.</p>

APPENDIX 2. INTERACTIVE EXERCISES

This section outlines some interactive exercises that can be used during PDO. You as the facilitator can choose the exercises which suit the PDO, depending on the number of children, available space in the room and whether the PDO is delivered virtually or in person.



GROUP SIZE



WHEN TO PRACTISE



ESTIMATED TIME



MATERIALS NEEDED

ICE BREAKING



5–20



10–15 min



At the beginning of the training



-

Introduce yourself to the children. Ask every child to say their name and tell an interesting or funny fact about themselves. Begin by saying your name and telling a funny fact about yourself.

MOTION AND NAME



5–20



10–15 min



At the beginning of the training



-

Ask children to form a circle. Then ask everyone to think of a movement, such as waving a hand or spinning. After this, everyone says their own name and does their chosen movement. The whole group repeats the name and movement.

BEING A PUPIL IN FINLAND



5–20



10–15 min



After going through the school-related slides



-

This activity allows the children to learn more about being a pupil in a Finnish school. You can practice this activity with children after completing the slides about schools. Explain that you will read aloud seven statements describing how school is in Finland and the children should determine whether the statement is true or false.

1. Pupils do not wear school uniforms in Finland.
2. Pupils study and work together on assignments, regardless of gender, cultural background or ability.
3. Pupils have schoolwork they need to do at home. It is called homework.
4. Pupils are not allowed to harm each other or be harmed by school staff. There are consequences for anyone who purposefully harms others at school.
5. Pupils of all religions study together and must respect all religions equally.
6. Pupils are served lunch at school for free.

GREETING GAME 1



10–20



15–20 min



Practising Finnish
language



-

Play music and ask the children to walk around in the room and greet each other according to previously given instructions for as long as the music plays. When the music is paused, give a instruction and play the music again. Instructions for greeting can be, for example:

- Greeting by looking one another in the eyes and nodding one's head
- Greeting with a handshake
- Greeting with the words “hei”, “moi” and “heippa”

GREETING GAME 2



10–20



15–20 min



Practising Finnish
language



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Divide the children into pairs (in case of an odd number of children, one of the groups can have three children). Ask each pair to stand up, look their partner in the eye and say the following greetings:

- Child 1: “Moi, kuka sinä olet?”
- Child 2: “Moi, olen XX. Kuka sinä olet?”
- Child 1: “Olen XX.”

If this exercise seems challenging to implement for any reason, you can ask for volunteers to practise the greeting sentences with you, the facilitator.

The game can also be used with other basic Finnish phrases, such as asking others about how they are doing:

- Child 1: “Mitä sinulle kuuluu?”
- Child 2: ”Hyvää kuuluu kiitos, entäs sinulle?”
- Child 1: “Kiitos hyvää.”

BALL OF YARN



10–20



20–25 min



Practising Finnish
language



A ball of yarn

Ask the children to stand in a circle. Hold the loose end of the yarn ball and throw the ball to one of the children. The child who catches the ball says “Minä olen XX. Kuka sinä olet?”. Then the child will hold on to the wool thread and throw the ball to another child and so on. After going through all children, you can rewind the ball of yarn by throwing the ball in the reverse direction.

MUSICAL CHAIRS



10–20



10–15 min



During breaks



Chairs, enough
space

This is the traditional musical chairs game. Arrange the chairs into a circle and remove one chair, so that there is one more player than there are chairs. Turn the music on, and the game begins. The players walk around the circle of chairs while the music plays. After a while, turn off the music. At this moment every player must try to sit down on a chair. Anyone left without a chair will be dropped from the game, and the game will resume after removing another chair. The winner is the one sitting on the last chair.

THE OTHER HAND



10–20



10–15 min



At the beginning of
the training



Paper and pens
for all children

Ask the children to place the pen in their non-dominant hand. Then ask the children to draw three specific shapes (heart, star, circle, square etc.) or to write their name for those who can write. Ask the children to practise by redrawing the shapes/rewriting their name three times. After everyone has finished, ask the children to now place the pen in their dominant hand and to draw the same specific shapes or write their names again.

At the end, ask the children the following questions: How did it feel to use the different hand?

Discuss with the children that moving to a new country and learning a new language can be challenging, just like they experienced when they draw or write with their non-dominant hand. However, children will eventually learn the language by practising. Ask the children to compare the last shape they drew with their first try.

TOUCH THE COLOUR



15–20



15–20 min



When children are energetic



-

Give players different instructions related to colours. For example, say “touch red” and tell the players that they must look for that colour either on their own clothes, in the room or on another player’s clothes. Pick a different colour and give new instructions.

STRETCH YOUR BODY



20–25



5–10 min



Every now and then during sessions



-

Going through many slides can be boring for children. You can ask the children to stretch their body by for example following the stretching movements that you do.

KEEP CHILDREN ACTIVE



5–20



8–10 min



At the beginning/
in middle of the
training



-

While standing in a row or circle, give the children for example the following instructions:

Everyone who wears red, raise their hand; everyone who likes to dance, turn around; everyone who wears glasses, clap; everyone who wears black trousers, jump on one foot three times.

NOTE: you can avoid this exercise if there are children with disabilities.

FEELINGS TOWARDS MOVING



5–20



15–20 min



On the last day of
PDO



Emotional
intelligence
picture cards

Start by telling the children that moving to a new country can arouse different kinds of emotions, which is normal. Ask the children about their thoughts and feelings towards moving. You can use emotional intelligence picture cards as a tool to help children identify and name their feelings.

You can use the emotional intelligence picture cards in many ways. One way is to spread the cards on the floor and discuss with the children what kind of emotions each card portrays. Naming feelings can be hard, but it helps to focus on how the character looks in the card and to think about what might have happened. After looking at the cards together, you can ask children to pick up one card and ask why children picked that card.

You can find and print emotional intelligence cards for free from the following website: Mahtisusi tunnetaitokortit, https://storage.googleapis.com/tukiliitto-production/2018/08/mahti_tunnekortit.pdf.

EXPECTATIONS FOR LIFE IN FINLAND



15–25



15–30 min



In the middle of the
training



Post-it notes
and pens for all
children

Give each child a post-it note and a pen. Explain that you and the childminders will assist those who cannot write. Ask the children to write on their paper three things that they would like to learn in Finland. Then ask each child to take their post-it note and stick it on a flipchart.

After that, with the help of childminders interpreting, go through the dreams one by one. You can also first read the dreams from one post-it note and then ask the rest of the group to raise their hands if they would also like to learn that. Remember to always comment “yes, in Finland that skill can be learned” (either at school or as a freetime activity). You can also show the Jänö puppet who says that it learned that skill too in Finland and how fun it has been.

If time allows you can also give new post-it notes and ask the children to write what profession they would like to have in Finland when they are adults. Again, go through each post-it note on a flipchart one by one and make comments on their dream jobs. For example, if someone has written a doctor, you can say that indeed we need a lot of new doctors in Finland, but it requires that one studies hard at school and puts in a lot of effort to learn the language. If there is a bus driver or engineer, you can say that in Finland also women commonly practice these professions and similarly men can be kindergarden teachers or nurses. If someone has put a professional artist or sports person, you can comment that there is heavy competition in these fields, but with a lot of practice and dedication, they can also become professions. At the end, you can say that in Finland one can choose what one wishes to study after school and that some people may have several professions.

