

Fox Book

Helsinki

Towards a sustainable future through exploration, adventure and play



Agenda2030

Fox friends

ROSE CHAFER
lives in coarse
woody debris



OUTDOOR FOX
loves nature and has
adventures outside
every day



INVENTOR FOX
is interested in
different futures



**SUMU THE
SEAGULL** knows
the coastline of
the Baltic Sea like
its own feathers

CHEF FOX is a gourmand
who loves diverse vegetarian
food



RALLY RAT causes
kerfuffle, commotion
and confusion



JOGGLING DESERT FOX is a
circus artist who is interested
in agriculture

SKILFUL FOX fixes, repairs and recycles



ARCTIC FOX lives in the Arctic region and studies wind power



ARTIST FOX creates amazing things



WISE FOX thinks, ponders and wonders



BIG B is a friend of the apple trees



MEDIA MOLE studies things in depth and searches for the truth



STORY FOX has a vivid imagination and a love for stories



STEALTHY HERRING solves fishy cases at sea

You can also find other characters in the stories and paws, such as Dia the Duck, Grandad Fox, Nova and the Wonderful Walrus.



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Fox Book

**Towards a sustainable future through
exploration, adventure and play**



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Follow the foxes towards a sustainable future



Together with early childhood education and care professionals and children, the City of Helsinki's Education Division has created a so-called fox model. The model comprises seven foxes that help the users learn about the goals of sustainable development and ways of achieving a sustainable future.

Each fox has their own story that introduces a sustainability-related phenomenon. For example, Outdoor Fox and Rose Chafer learn about the importance of coarse woody debris (biodiversity), Chef Fox and Juggling Desert Fox discuss food security (climate change), and Inventor Fox studies the possibilities for reusing plastics with Sumu the Seagull (circular economy). These stories do not provide ready-made answers or solutions, but rather leave room for creativity. The idea is for children to come up with their own solutions and test them out through innovation, exploration and play.

In addition to the stories, each chapter includes dozens of functional exercises, paws. The paws are used to examine, explore and build a sustainable future. The paws consist of real-world phenomena, creative thinking, futures studies and finding new solutions. They have been designed in a way that allows them to be adapted according to the age, interests, ideas and wishes of children.

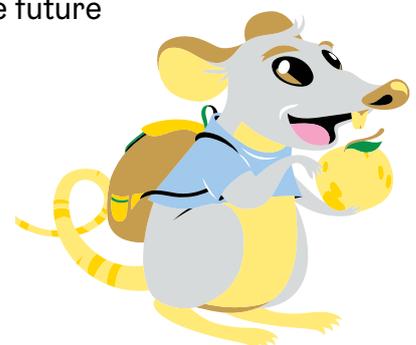
On behalf of the working group,

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Pedagogical expert for a sustainable future

City of Helsinki





Insightful moments with the Fox Book

One daycare centre in East Helsinki began testing the Fox model early on. The children placed cardboard foxes around the centre, and stories were read from the Fox Book. The cardboard foxes sparked immediate interest, and the children admired, decorated and touched them. The daycare centre staff also noticed that every now and then the children would visit a fox and whisper something in its ears. This made them curious and caused them to wonder. What is going on? The answer was fascinating: ‘We want to tell Inventor Fox about our new inventions.’

In other words, the cardboard foxes were not mere decorations; instead, they became confidants. The children had developed an interactive relationship with the fox friends, which seemed to activate their sustainability thinking. The children had told Inventor Fox about a solar-powered bicycle and shoes that show the wearer’s emotional state, to name a few items. If someone’s emotion trainers were glowing red, you could tell that they were nervous, according to the children. A bicycle or shoes like that are not the most common of ideas, but in terms of a sustainable future they are rather clever. The first item is connected to the development of emission-free transport solutions, and the second to the promotion of wellbeing.

Securing planetary wellbeing will require ingenuity and a wide range of abilities from humanity. The warming climate, loss of biodiversity and chemicalisation of the seas are evidence that we must change the way we live in order to rediscover a balance with nature. For this reason, the Fox Book approaches sustainable development from as many angles as possible. In addition to Inventor Fox’s innovations, the book discussed the opportunities afforded by outdoor recreation, philosophy, dialogue, imagination and compassion in sustainability education as part of early childhood education and care.

Inspiring moments with the Fox Book!

1

INTRODUCTIONS The fox chapters begin by introducing the foxes. You can start by reading through these sections with the children. Are there one or more foxes that catch your attention?

2

KEYWORDS Each chapter has keywords that describe the sustainability theme of a specific fox.

3

STORY In the stories, the foxes make new friends and face different sustainability challenges. These stories do not provide ready-made solutions, but rather leave room for creativity. The idea is to allow the children to continue the stories and come up with various solution options. The stories can be modified, adapted and further developed as you see fit.

4

PAWS In addition to the stories, each chapter includes dozens of functional exercises, paws. They have been designed in a way that allows them to be adapted according to the age, interests, ideas and wishes of children. The time it takes to complete a paw varies. Some paws can be completed in a few hours, while others may take up to several weeks, depending on your preferences.

5

FOX FACTS This section provides researched information about the sustainability themes that each fox is connected to information about the sustainability themes that a given fox is connected to.

6

ECEC PLANS How is a fox connected to the early childhood education and care plans?

7

GOALS By completing the paws, the kindergarten participates in the promotion of global sustainable development goals. More information in this section!

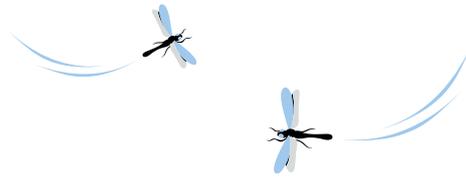
Share your fox experiences on Instagram @FoxClub2030



Written by: Anssi Almgren and Kaisa Kamppi

The Fox Club gets a new member





Outdoor Fox wakes up from a deep slumber and squints. Sitting up on the edge of the bed, the fox sees a bag on the floor. Then the fox remembers!

‘Today is the first day at the new daycare centre,’ Fox exclaims excitedly.

Outdoor Fox hurries to the kitchen where fox eats a bowl of porridge and drinks a mug of blueberry juice. While eating, the fox watches a nearby construction site through the windows high up on the wall and counts the number of cranes.

Outdoor Fox’s family have just moved to a new area with. Grandad Fox who lives nearby has promised to walk the little fox to the new daycare centre.

‘Ring, ring, ring, ring,’ the doorbell goes.

‘That must be grandad,’ Outdoor Fox shouts and runs to press the button that opens the front door of the building.

Grandad Fox quickly reaches the flat, and Outdoor Fox runs to meet him. Grandad catches the little fox in his arms and they hug for a long while.

‘Let’s go to the daycare centre now,’ Outdoor Fox asks Grandad.

‘One paw in front of the other,’ Grandad says, laughing.

Outdoor Fox takes a bag, puts a pink beanie on and hugs a teddy bear tightly. They begin to walk along the shore towards the daycare. On the way, Grandad Fox tells Outdoor Fox that on his first day in daycare, they found a beetle on the grounds and built a little home for it out of sticks and leaves.

Outdoor Fox listens to Grandad’s story and is just about to ask more about beetles when all of a sudden they see a duck splashing in the nearby reeds.

‘Look grandad! Is that duck all right?’

‘Let’s go see,’ Grandad replies.

They move closer and notice that the duck looks tired and one of its wings is at a weird angle.

‘Hey, is everything OK?’ Outdoor Fox asks the duck.

‘I got caught in some sort of a net the other day, and ever since then one of my wings has really been hurting.’

‘We can help you,’ Grandad says.

‘Thank you so much,’ the duck replies. ‘By the way, my name is Sese.’

Grandad has learnt how to look for information online on a pensioners’ internet course. He discovers that the Wildlife Hospital at Korkeasaari Zoo can help injured birds. Grandad quickly calls for help, and Sese is carried on a duck-sized stretcher to receive good care.

The foxes continue walking and talk about what just happened. Soon, they can see the daycare centre’s yard. Outdoor Fox notices

that others are running around, playing and climbing there.

The foxes open the gate and enter the yard. Outdoor Fox gets excited about everything that is going on and wants to join in.

‘Hi, what are you up to?’

Outdoor Fox asks a few foxes that are playing.

‘We are designing a new floor for the Fox Club house,’ says

Skilful Fox.

‘A club house! Wow,’ says Outdoor Fox.

‘Yeah. We have a Fox Club, and new members join all the time, so we need more space,’ Inventor Fox says excitedly.

‘What do you do at the club?’ Outdoor Fox asks.

‘Oh, you name it! We have all sorts of cool things, like future goggles, a bug hotel, biscuits, a climbing rope and an art patio,’ Artist Fox explains.

‘Come and help us build the club house and you’ll see even more! You can also meet the other foxes,’ Wise Fox suggests.

‘This will be fun! I’ll definitely come,’

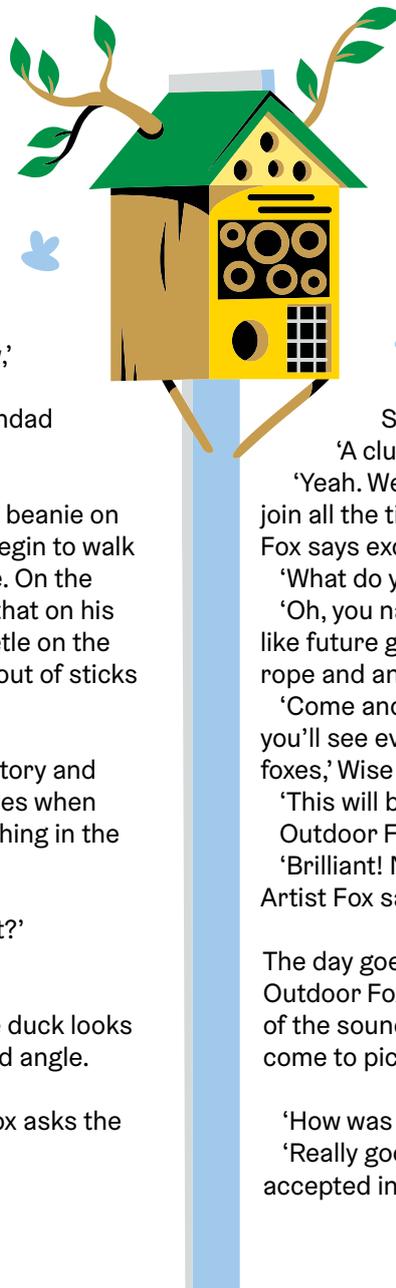
Outdoor Fox says enthusiastically.

‘Brilliant! Now we have seven foxes in our club,’ Artist Fox says cheerfully.

The day goes by swiftly, and in the afternoon Outdoor Fox hears a familiar voice in the midst of the sounds of outdoor games. Grandad Fox has come to pick up the little fox.

‘How was your first day?’ Grandad asks.

‘Really good! I made some new friends and was accepted into the Fox Club!’



Written by: Anssi Almgren

Inventor Fox runs into Sumu the Seagull



Inventor Fox likes to design, build and create new things. With new inventions, the fox wants to increase wellbeing, bring joy and provide care. Inventor Fox is particularly interested in the wellbeing of nature and reusing things. Currently, the fox is fascinated by cleaning robots, climate coolers and tree-planting machines. With Inventor Fox, it is easy to get excited about anything.



KEYWORDS: #inventions #circulareconomy
#plasticwaste #balticsea #lifebelowwater
#sustainablesocieties #foxclub2030



Inventor Fox's story

Inventor Fox wakes up in a park near a big ferry terminal. The fox has spent the night sleeping outside in a hover hammock. The hammock rises to about the height of a tram whenever you lie down in it on your back.

'Nghhh, how do I get this hammock to land again?' the fox mumbles sleepily and looks around.

'Oh yes, I remember now,' the fox says and pulls on a section of the fringe.

As the hammock lands on the ground, it turns into a picnic blanket, which is handy for preparing breakfast. The fox pulls out a hot chocolate pot and a snack bag, which has two delicious-looking vanilla bagels in it.

'What a glorious morning,' the fox muses and looks to the horizon.

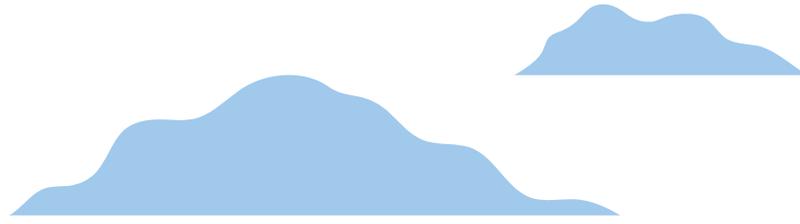
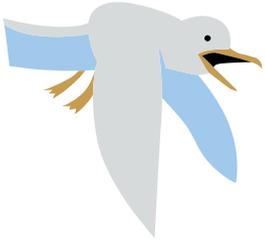
'Slurp, somehow hot chocolate always tastes better out here,' the fox thinks to himself.

All of a sudden, Inventor Fox notices a flock of seagulls in the distance, near the seashore.

'I see the seagulls are having breakfast too,' the fox concludes.

The fox hears the seagulls' sounds, and they make the fox wonder. In addition to their normal shrieks and screeches, there is something that sounds like they are alarmed. The fox decides to try out a recent invention, which resembles a telescope, but can be used to see things much better. And not just that, but





it can be used to hear things too from wherever you point it at. The fox calls it a long-distance look-and-listen device, but thinks it should be renamed with something better. The fox used an old magnifying glass and a microscope found in a skip to build this invention. With this device, the fox can see ever closer, closer and closer. When the fox adjusts the image a bit further it becomes clear that one of the seagulls is lying on the beach and moving.

'It could be in some kind of trouble,' the fox thinks. 'I must do something, quickly!'

The fox packs away everything and makes sure that no rubbish has been left behind. Then the fox begins to run towards the shore, fast as only a fox can, and in moments reaches the sea. The fox arrives at the beach with the wind in its whiskers and sees that the bird twitching on the ground is a friend, Sumu the Seagull. The seagull has got one leg caught in a plastic bag and has not been able to pull it off with its bill or wings.

The fox tears the plastic to bits with its sharp teeth, and soon Sumu is free from the plastic shackles.

Feeling shocked, the seagull springs to its feet and gives its fox friend a long hug.

'Thank you, fox. You saved me.'

'I saw your seagull friends from a distance and thought you might need some assistance,' the fox replies.

'This was not the first time that we have needed help here,' Sumu continues. 'Last week, Dia the Duck got stuck in some sort of a net.'

Inventor Fox looks down the shoreline and with just a quick glance is able to spot plastic straws, bags and pack rings from cans.

'We must do something about this,' the fox says with determination.

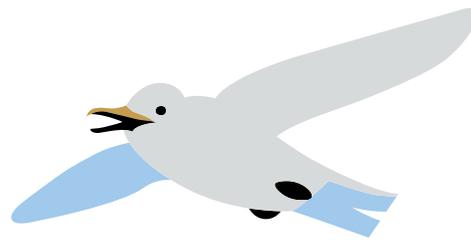
'Let's call in the Fox Club and start picking litter on this beach,' the fox says excitedly.

'I have also seen rubbish floating in the sea,' Sumu says.

'Well, in that case we must find a way of picking litter from the sea as well,' the fox thinks out loud.

'Let's go and find a solution!' Sumu exclaims.

'Hey, I just got an idea. Let's build machines that can make new things out of the rubbish we pick,' the fox says.





Inventor Fox's paws

The paws are used to examine, explore and build a sustainable future. They consist of creative thinking, real-world phenomena, futures studies and finding new solutions.

First, browse through the paws together with the children, and then choose at least ten that you would like to do. The paws can be adapted according to the age, interests, ideas and wishes of the children. The time it takes to complete a paw varies. Some paws can be completed in a few hours, while others may take up to several weeks, depending on your preferences.

When working on a paw, document your thoughts, discussions and activities in a variety of ways and add these to your group portfolio.

See the paws on the next pages!





LET'S INVESTIGATE

- ☼ Discuss Inventor Fox's story together. Did it stir any thoughts, feelings, questions or insights? How could the story continue?
- ☼ Create an invention laboratory where you can design and build new inventions with Sumu the Seagull and Inventor Fox. You can post pictures of your inventions on Instagram, [@Foxclub2030](#).
- ☼ Reusing marine plastic waste is a rising trend. These days, marine plastic waste is used to make clothing, glasses and shoes. What other things could you make from it to use by your group and at your daycare centre? **Fox tip:** an easy way to get started is to do an online search using the words ocean+plastic+waste+trainers or ocean+plastic+waste+glasses.
- ☼ Design a machine for collecting and modifying plastic waste, and create a picture of it. How do you insert the rubbish, what happens to it once inside the machine and what sort of new products does the machine produce?
- ☼ How is plastic made, used and recycled? Find out whether your daycare centre has any plastic.
- ☼ Learn about famous inventors and their ideas that have changed the world.

LET'S PLAY

- ☼ Create a theatre play based on Inventor Fox's story, including props, playing and singing.
- ☼ Make up a new outdoor game that involves Inventor Fox and Sumu the Seagull.
- ☼ Turn people into laughing machines.
- ☼ Create a repair, restoration and upcycling workshop. Are there any toys or books at your daycare centre that need fixing? Think of ways to look after things to help them last for a long time.
- ☼ Design and make your own individual inventor's hats.





LET'S HAVE ADVENTURES

- Pick up litter during daytrips and learn to sort it correctly. You will also learn how rubbish can be used as a raw material for new products. Can you make art about the waste cycle?
- Start a marketplace for recycling children's clothes and toys together with their families.
- Have adventures around your daycare centre and study the machines there. Select one or several machines and find out when they were invented, who invented them and what kind of parts they contain. Additionally, you can find out where the parts were made, how much energy the machines consume and how they can be recycled. Will the machines change somehow in the future?
- Explore the surroundings of your daycare centre and see where you can find the most rubbish. You can draw a rubbish map that shows the locations of the litter you have found. In addition to that, you can make up stories of the rubbish you have discovered. How did this or that item get here?

LET'S THINK

- While at the beach, Inventor Fox and Sumu the Seagull notice that Rally Rat is throwing sweet wrappers on the ground. How could you tell the rat that littering is not a good idea? Next, find out where the rubbish goes if you throw it on the ground. Arrange a fox think tank to discuss inventions together. What are inventions?
- How are they created? What sort of inventions could help birds and other animals?
- A robot hoover and a robot lawnmower have already been invented. What would a litter robot look like and how would it work? Could it be controlled somehow or would it move around on its own? What special features could it have? Could your group build your own litter robot?
- Share your insights, ideas and experiences on Instagram with the hashtag **#Foxclub2030**.



Fox facts

The world's seas and oceans contain more than 150 million tonnes of plastic waste, which poses a risk to marine nature, animals and people's health. The amount of marine plastic waste could double by 2030, unless we can stop the current direction of development. Plastic waste has become one of the most serious threats to aquatic ecosystems around the world. Sea animals get caught in and choked by large bits of plastic, such as discarded fishing gear. Smaller pieces of plastic end up in the digestive systems of birds and fish, and microplastics have even been found in organisms living on the seabed and inside eggs of Arctic birds. (<https://www.worldwildlife.org/initiatives/plastics>)

Plastic waste and recycling in the EU: facts and figures <https://www.europarl.europa.eu/news/en/headlines/society/20181212STO21610/plastic-waste-and-recycling-in-the-eu-facts-and-figures>

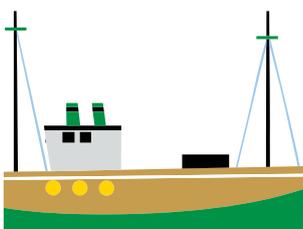
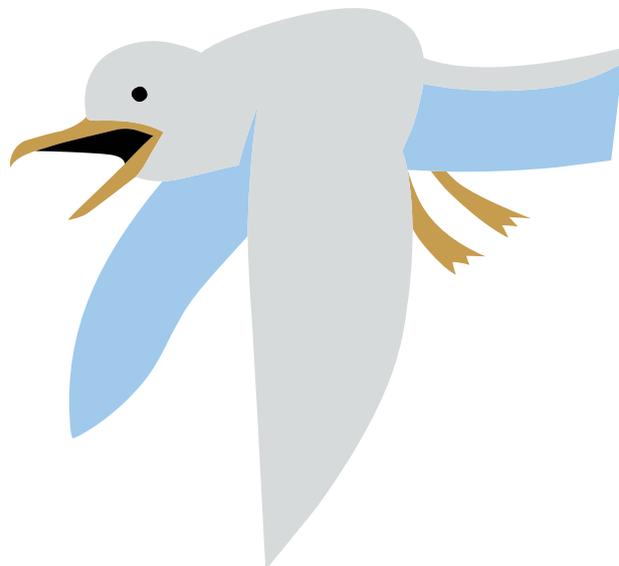
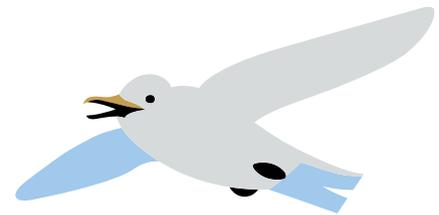
Most plastics can be recycled, and recycling can help avoid 90% of the emissions caused by manufacturing plastic. By recycling and reusing plastic efficiently, Europe could cover 60% of its plastic manufacturing needs by 2050. (Helsinki Metropolitan Smart & Clean Foundation, 2021.) The three circular economy shifts:

- from waste to raw material
- from ownership to shared use
- from single-use to repairing.

Inventor Fox in early childhood education and care plans

Children's thinking and learning develop through a diverse range of meaningful experiences. There must be ample space for wonderment, discovery and the feeling of joy from learning. While playing, children can use their imagination and creativity, try out new ideas with others and explore their world. Together with them, adults can celebrate their successes and help them learn to give others encouragement. Children are taught to be resilient without giving up if they fail, and to seek solutions. (Finnish National Agency for Education, 2018, p. 24.)

Children are encouraged to ask questions and to question things. Together with them, adults can celebrate their successes and help them learn to give others encouragement. Children are taught to be resilient without giving up if they fail, and to seek solutions. (City of Helsinki curriculum for early childhood education and care, 2019, p. 14.)





Inventor Fox works towards global sustainability goals

By completing Inventor Fox's paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total.



Inventor Fox's story and paws are connected to several sustainability goals, but while working with the fox, you should focus particularly on goal number 14, life below water. It reminds everyone of the importance of looking after the seas, oceans and the natural resources they offer. Inventor Fox's story has been inspired by the first subsection of this goal, which states: By 2025, [to] prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.

Fox tip: <https://kestavakehitys.fi/en/agenda2030/goal-14>.

Wishing you innovative moments with Inventor Fox,



Written by: Anssi Almgren and Kaisa Kamppi

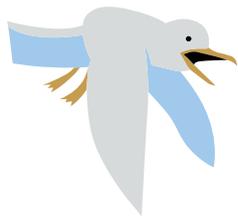


Outdoor Fox wants to know more about Rose Chafer

Outdoor Fox loves nature and has adventures outside every day. The fox looks for new trails, interesting trees for climbing and all sorts of cracks and holes in the rock. With Outdoor Fox, readers will learn about life in a forest through observation, examination and excavation. Sometimes, the fox also travels around towns, because it is fascinated by street art, culture and lorries.

KEYWORDS: #outdoorrecreation #relationshipwithnature
#localnature #forest #biodiversity #lossofbiodiversity
#natureexperiences #foxclub2030





Outdoor Fox's story

It is a summer morning, and the sun is rising on a cloudless sky. Outdoor Fox is just waking up at the foot of a birdwatching tower from an excellent night's sleep.

'Hmmm,' the fox mumbles, raises all four paws towards the blue sky and stretches. The sounds of a tram can be heard from somewhere in the distance. The fox rubs its eyes and decides to lay in for a short while longer. Outdoor Fox pats the ground around a worn sleeping mat with one paw.

'The grass and mosses are still moist from the morning dew,' the fox thinks out loud. Outdoor Fox takes a sniff at the fresh air (sniiiiiff) and smells the summertime scent of grass.

Outdoor Fox sits up on the mat and pulls a backpack closer. As the fox goes to open it, something shiny flies by. The fox lets its gaze follow the buzzing aerobic, who is about the size of half a fox paw.

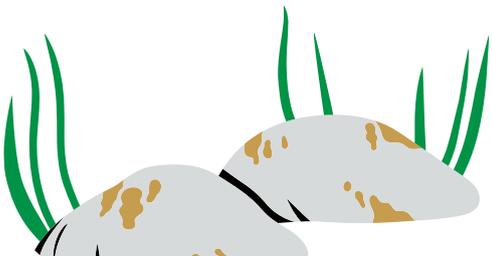
'I wonder if that's one of those beetles that grandad told me he saw on his first day in daycare. My, what a talented flyer it is! But is it metallic green or golden?' the fox wonders and tries to look more closely.

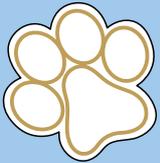
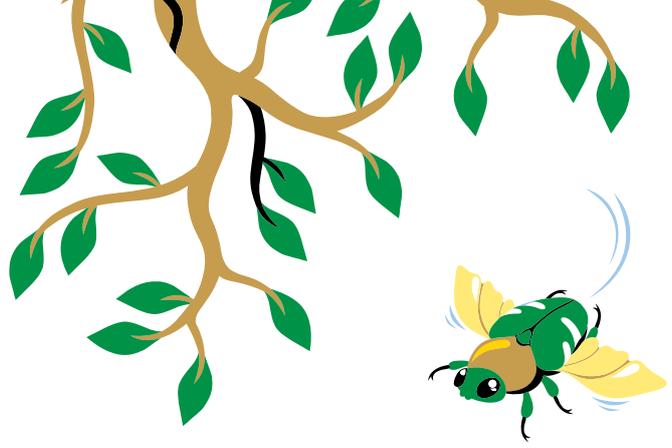
At that moment, the flying bug lands on the sleeping mat.

'What are you looking at, fox?' the shiny beetle asks.

'Um, well you. You're a skilled flier,' the fox replies.

'Thank you. I have been flying ever since I transformed from a larva into a beetle. My name is Rose Chafer, what's yours?'





'I'm Outdoor Fox. I have been having adventures in these woods since I was little, but I have never flown above the trees. What does it look like up there?'

'Tiny and colourful,' Rose Chafer replies.

Outdoor Fox and Rose Chafer start chatting and learning more about each other.

'Did you say that you used to be a larva before you became a beetle?' the fox asks.

'Yes. Most of us larvae live and grow up inside rotting trees. We have plenty to eat there, good friends and all sorts of neighbours. You'd be amazed if you could see it all,' says Rose Chafer.

'Could I visit you some time?' the fox asks eagerly.

'Crash!!'

Their pleasant chat is interrupted by a horrible noise and the whirring of an engine (whirrrrr).

The fox jumps up and Rose Chafer takes flight.

'Flee!' Outdoor Fox cries.

The two frightened friends duck from snapping branches and the mechanical noises. The fox runs as fast as the wind, and Rose Chafer races through the air above. In a while, they finally feel able to slow down and stop to look behind.

'What was that?' Outdoor Fox asks.

'I only had a chance to see a yellow scoop between the trees,'

Rose Chafer replies.

'Hmm,' Outdoor Fox muses. The fox sees a note on a tree and begins to read it.'

PLEASE NOTE!

We are building tram tracks and a new stop next to the recreational area. We apologise for any noise and other inconvenience. Yours sincerely, the Builders'

'What will that mean for our forest?' Rose Chafer asks.

'I don't know yet. Let's go get the other foxes and think about it together. Come, let's find them!'

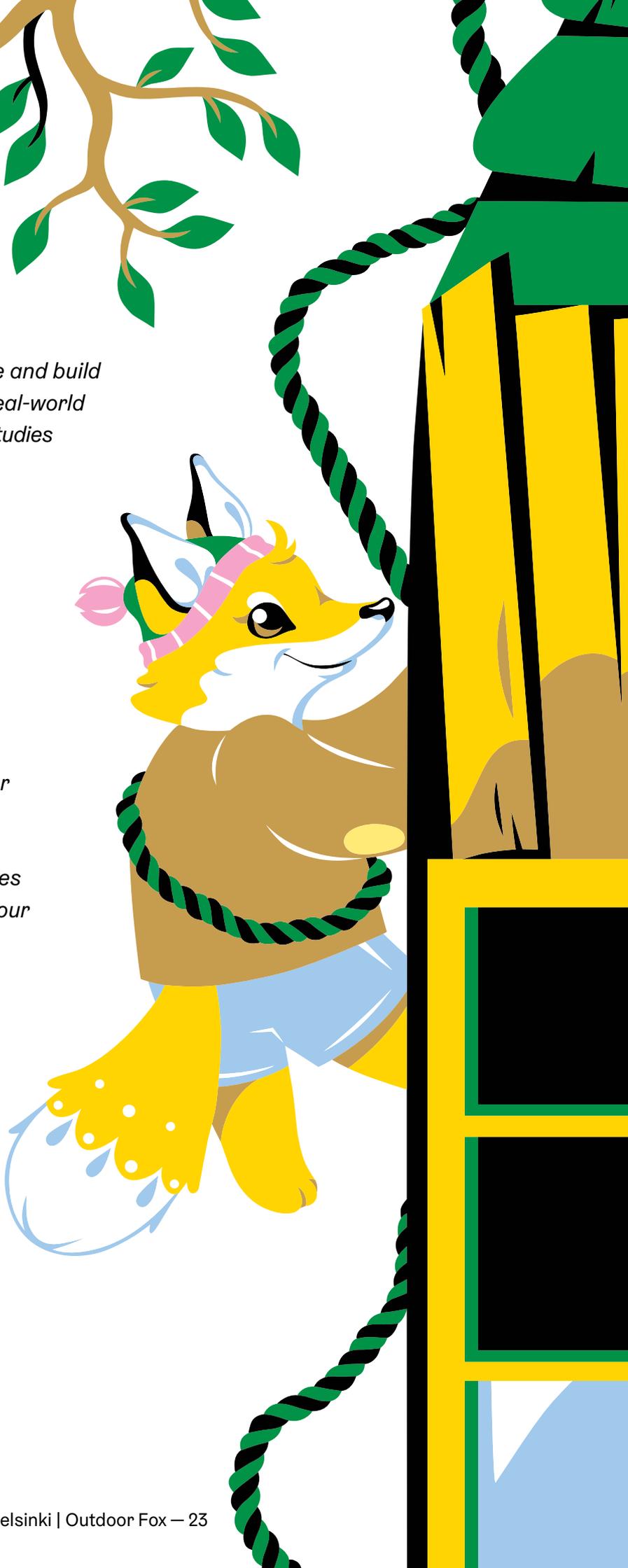
Outdoor Fox's paws

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See the paws on the next pages!





LET'S INVESTIGATE

- 🌸 Discuss Outdoor Fox's story together. Did it stir any thoughts, feelings, questions or insights? How could the story continue?
- 🌸 Outdoor Fox met Rose Chafer. What does a rose chafer look like in nature? What other beetles are there? Learn about the fascinating life of beetles. **Fox tip:** <https://animals.sandiego-zoo.org/animals/beetle>.
- 🌸 Let's study pollinators. What are they and why are they important? How are pollinators linked to flowers, fruit and food production? **Fox tip:** Watch the video *Mihin tarvitsemme pörräisiä:* <https://www.climatekids.org/pollinators>.
- 🌸 Learn about nature reserves. What should we take into consideration when visiting a nature reserve? **Fox tip:** Get to know nature reserves in Finland: <https://www.metsa.fi/en/lands-and-waters/protected-areas/nature-reserves/>.
- 🌸 Study the birds around your daycare centre. What do they eat? What type of habitats do they like? Discuss what kind of environments migrating birds see on their journeys. **Fox tip:** https://www.youtube.com/watch?v=8v-L_2rF8JHU.
- 🌸 Build a bug hotel with Outdoor Fox. The number of insects is in decline around the world, partly because pollinators have fewer nesting places left. A bug hotel gives insects a place to nest and spend their winters in. **Fox tip:** <https://www.climatekids.org/science-activities/video/diy-for-kids-building-a-home-for-insects> (in Finnish).
- 🌸 Have a look how to run a waterbug session with kids: <https://www.melbournewater.com.au/media/6676>.
- 🌸 Plan and carry out a nature week together, doing everything you can outside in nature.
- 🌸 Plan and build a growing container and sow flower meadows.
- 🌸 Start a worm compost at the daycare centre. **Fox tip:** <https://www.youtube.com/watch?v=t-3s9US4cl20>.

LET'S PLAY

- 🌸 Make a play based on Outdoor Fox's story, with props, playing and singing.
- 🌸 Invent new games involving Rose Chafer and Outdoor Fox.
- 🌸 Start a forest orchestra, in which everyone creates a musical instrument for themselves out of natural materials.
- 🌸 Invent a new game on traffic rules.
- 🌸 Have a fox-themed week of games.
- 🌸 What do Outdoor Fox, Rose Chafer and other forest dwellers do in the winter? How do animals adapt to winter?
- 🌸 Use games to learn about animals that change colour in the winter.
- 🌸 Invent your own game paw and describe it to others.
- 🌸 Share your insights, ideas and experiences on Instagram with the hashtag **#foxclub2030**.

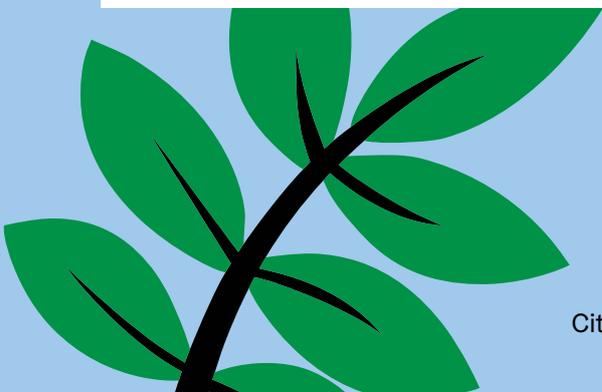


LET'S HAVE ADVENTURES

- 🌸 Spend more time exploring the outdoors by visiting your local natural areas as often as possible.
- 🌸 Find different plants in or near your daycare centre's grounds. What colour are they? What do they feel and smell like?
- 🌸 Find fallen dead tree in a forest. Find out why decomposing trees are so important to all forest life.
- 🌸 Become familiar with public transportation system in your area.
- 🌸 Discuss what public transport vehicles you have in your area and how they affect the wellbeing of the environment. As part of this paw, you can also imagine and discuss future vehicles and other mobility solutions. What would they look like as drawings or hobbycrafts?
- 🌸 Learn to travel safely in a city. Study the traffic rules, different vehicles and a safe way to cross the street.
- 🌸 Find out about nearby nature spots and take a trip to a nature destination that everyone finds interesting.
- 🌸 Celebrate the World Animal Day and organise an Animal Week. **Fox tip:** <https://www.world-animalprotection.org/animal-awareness-days/world-animal-day>.
- 🌸 Take a nap outside. The participants can bring a sleeping mat, a sleeping bag and a travel pillow with them.
- 🌸 Do an expedition to your local nature and discuss what nature and its diversity actually are. Observe nature in the yard and nearby forests. **Fox tip:** <https://www.amnh.org/explore/ology/biodiversity>
- 🌸 Create Outdoor Fox's forest kitchen, i.e. cook and eat outside.

LET'S THINK

- 🌸 Design and make a travel flag for your group to take with you on your trips to the forest.
- 🌸 Discuss street art and visit a street art location. Discuss the thoughts that street art provokes. **Fox tip:** <https://streetartcities.com/>.
- 🌸 Think of places in the city for Outdoor Fox to have adventures in. How is nature visible, audible and tangible in the city?
- 🌸 Forest meditation. Nature is a fantastic place to calm down, and it allows you to practice concentration. Make yourselves comfortable and focus on listening. What can you hear if you are completely silent?
- 🌸 Discuss what happens to animals if there is no snow in the winter. **Fox tips:** <https://www.arcticwwf.org/wildlife/>, <https://www.arcticwwf.org/threats/climate-change/>
- 🌸 Take a virtual trip to the Finnish forest with the video Source of life (UPM), <https://www.upmforestlife.com/path/p1/>





Fox facts

Deadwood represents a typical structural key-component of forest ecosystems and species diversity. Deadwood is a source of food for invertebrates and a supporting substrate for bryophytes and lichens. It is pivotal in organic matter decomposition operated by a large community of bacteria and fungi. The progression of deadwood decay provides nutrients and moisture that benefits many organisms. In addition, a large variety of animals use deadwood substrates as a refuge, such as amphibians and small mammals or exploit it also for foraging, as in birds. Deadwood amount depends on numerous factors, including the intensity and type of silvicultural practices. Managed stands are usually poor in deadwood amounts when compared to unmanaged forests. However, deadwood amounts are also influenced by the frequency, intensity and type of natural disturbances. (Chirici, G., Innangi, M., Lombardi, F., Marchetti, M., Parisi, F. & Tognetti, R. (2021.) Forest stand structure and coarse woody debris determine the biodiversity of beetle communities in Mediterranean mountain beech forests. *Global Ecology and Conservation*, Vol. 28. <https://www.sciencedirect.com/science/article/pii/S2351989421001876>)

Forests cover 31% of the land area on our planet. They help people thrive and survive by, for example, purifying water and air and providing people with jobs. Many animals also rely on forests. Forests are home to more than three-quarters of the world's life on land. Forests also play a critical role in mitigating climate change because they act as a carbon sink—soaking up carbon dioxide that would otherwise be free in the atmosphere and contribute to ongoing changes in climate patterns.

But forests around the world are under threat, jeopardizing these benefits. The threats manifest themselves in the form of deforestation and forest degradation. The main cause of deforestation is agriculture and the main cause of forest degradation is illegal logging.

Deforestation is a particular concern in tropical rain forests because these forests are home to much of the world's biodiversity. For example, in the Amazon around 17% of the forest has been lost in the last 50 years, mostly due to forest conversion for cattle ranching. (WWF: <https://www.worldwildlife.org/threats/deforestation-and-forest-degradation>).

Biodiversity is all the different kinds of life you'll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world. Each of these species and organisms

work together in ecosystems, like an intricate web, to maintain balance and support life. Biodiversity supports everything in nature that we need to survive: food, clean water, medicine, and shelter. (<https://www.worldwildlife.org/pages/what-is-biodiversity>).

In Europe, 4000 species of beetles are dependent on deadwood and they have a pivotal ecological role in assisting fungi and bacteria in the decomposition processes of organic matter and nutrient cycles. The continuous availability of deadwood at a given site is essential for the survival of these species. The complex interactions in the food network suggest that the loss of basic decomposers can influence the key processes of the whole forest ecosystem. (Chirici, G., Innangi, M., Lombardi, F., Marchetti, M., Parisi, F. & Tognetti, R. (2021.) Forest stand structure and coarse woody debris determine the biodiversity of beetle communities in Mediterranean mountain beech forests. *Global Ecology and Conservation*, Vol. 28. <https://www.sciencedirect.com/science/article/pii/S2351989421001876>)

Outdoor Fox in early childhood education and care plans

Helsinki's ECEC plan encourages outdoor trips and recreation. The aim is for children to feel inspired to observe natural phenomena and the changing seasons with various senses, and learn to enjoy nature and take responsibility for its wellbeing. (City of Helsinki curriculum for early childhood education and care, 2019, p. 36.)

The goal of environmental education is to strengthen children's relationship with nature and ability to act responsibly in nature as well as to guide them towards a sustainable way of living.

Environmental education comprises of three dimensions: learning in the environment, learning about the environment and acting for the environment. The local natural and built environments are not only objects of learning, but also learning environments. (The Finnish National Agency for Education, 2022, s. 46.)

Making field trips to natural and built environments and exploring the surroundings are an important part of ECEC. Through positive learning experiences, children learn to enjoy nature and the local surroundings, which strengthens their relationship with nature. Natural phenomena are observed through the use of different senses and in different seasons. They are discussed and examined. At the same time, children learn to use concepts connected to nature. Practice in identifying different plant and animal species

strengthens children's knowledge of nature. Children learn to search for information on interesting topics. Nature can also be a place for aesthetic and peaceful experiences. (The Finnish National Agency for Education, 2022, s. 46.)

The natural environment as well as yards, playgrounds and other built environments also provide learning environments for ECEC. They provide experiences, materials and versatile opportunities for play and exploration. They are utilised in gathering experiences of physical activity and nature and also as places of learning. (The Finnish National Agency for Education, 2022, s. 31.).

Outdoor Fox works towards global sustainability goals

By completing Outdoor Fox's paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total. You can view all the goals here: <https://kestavakehitys.fi/en/agenda2030/>.



Outdoor Fox's paws are connected to several sustainability goals, but while working with the fox, you should focus particularly on goal number 15, life on land.

This goal encourages all the countries in the world to protect the ecosystems, restore them and promote their sustainable use. Furthermore, the aim is to promote the sustainable use of forests, combat desertification, and stop soil degradation and loss of biodiversity.



Outdoor Fox's story is also linked to goal number 11. It states that safe, inexpensive, reliable and sustainable transport systems will be developed by 2030. The aim is to improve traffic safety by increasing public transport and paying special attention to the needs of the disadvantaged, women, children, the disabled and the elderly.

*Wishing you fun adventures
with Outdoor Fox,*



Written by: Anssi Almgren

Skilful Fox is inspired by Arctic Fox's example

Skilful Fox has a big heart, skilful hands and a go-get attitude. In the mornings, the fox puts on sturdy overalls, picks up a tool box and goes to help others. The fox likes to clean, fix and tinker with things. Skilful Fox turns old, broken and dirty things into new, working and sparkingly clean ones. Readers can also learn a lot about conserving energy, recycling and fixing things with this fox.



KEYWORDS: #wellbeing #energy #leavenotrace #fixing
#upcycling #arcticregion #Foxclub2030



Skilful Fox's story

Skilful Fox wakes up in the club house to the sound of rain, gets up from the bed, stretches for a moment and takes out a skipping rope from the exercise box. Then the fox turns on the radio, assumes the correct position and starts spinning the rope.

The music from the radio makes the rope spin fast and the floor thump.

'Heels up high!' The fox shouts.

After the skipping, the fox takes a shower and goes to the kitchen to make a delicious morning shake.

Skilful Fox rummages through the pantry for some vegetables and lifts a blender onto the table.

'Cauliflower, carrots and apples. And a splash of oat milk and some nuts.'

When everything is in the blender, the fox presses a button and the blender immediately turns the ingredients into a drink.

The fox takes a biiiiig sip of the shake and enjoys the post-exercise euphoria. At the same time, the words coming from the radio in the club house exercise room catch the fox's attention.

Skilful Fox moves closer to the radio and turns up the volume.

'A very good morning from Vulpine News,' the presenter says. 'I am currently here in the north with Arctic Fox, who has built a small wind turbine in his garden.'





‘What gave you the idea to build this turbine?’ The interviewer asks.

‘Well, I read in the newspaper that nature will do better if we use energy that doesn’t pollute. I also wanted to see what sort of things could be turned into energy. Now I use geothermal heat, solar panels and, as the latest addition, this little wind turbine,’ Arctic Fox replies.

Skilful Fox instantly becomes inspired by Arctic Fox’s ideas and runs to get a computer. The fox starts looking for information about the club house’s heating, electricity use and water consumption. Skilful Fox wants to learn more about everything that Arctic Fox spoke about.

As the fox is searching for information, a refuse lorry drives up to the house. The fox sees the text on the side of the lorry: ‘We turn rubbish into raw materials. Ask more from the refuse collector.’

‘What is raw material?’ Fox wonders. The lorry begins to reverse.

‘Beep, beep, beep!’ The driver jumps out of the cab and begins to lift the bins in the waste collection shelter to the back of the vehicle.

At that moment, Rally Rat vrooms over with a moped, which is spewing out fumes. Half-full cans of paint are hanging from the handlebar, and the rat tries to throw them into the bin but misses. The cans hit the ground, their contents flying everywhere.

‘Hey, you can’t put paint here! Come back here this instance!’ The driver snaps. But Rally Rat cannot hear the angry voice and carries on driving.

Skilful Fox sees all this through the window.

‘Why did the rat do that?’ The fox wonders.

The fox notices that a tired-looking outboard has been placed next to the rubbish bins.

Skilful Fox runs outside.

‘Excuse me, I wouldn’t mind having that motor if it’s on its way to the dump.’

The driver looks at Skilful Fox and nods.

‘It looks worn-out, but perhaps you can fix it. And in any case, these bigger machines don’t belong in these bins,’ the driver says.

‘Have you got a boat then, if you need an outboard?’ The driver asks.

‘No. No boat, but I need a rotating thing just like this. I’m thinking of using it as the blades for my small wind turbine,’ Skilful Fox says enthusiastically.

‘Well, good luck!’ The driver tells the fox and jumps back on board the lorry.

Fox drags the outboard motor towards the club house, satisfied with the find.

‘I’m sure Inventor Fox can help me design and build it. I wonder if I can find any instructions online.’



Skilful Fox's paws

The paws are used to examine, explore and build a sustainable future. They consist of real-world phenomena, creative thinking, futures studies and finding new solutions.

First, browse through the paws together with the children, and then choose at least ten that you would like to do. The paws can be adapted according to the age, interests, ideas and wishes of the children. The time it takes to complete a paw varies. Some paws can be completed in a few hours, while others may take up to several weeks, depending on your preferences.

When working on a paw, document your thoughts, discussions and activities in a variety of ways and add these to your group portfolio.

See the paws on the next pages!



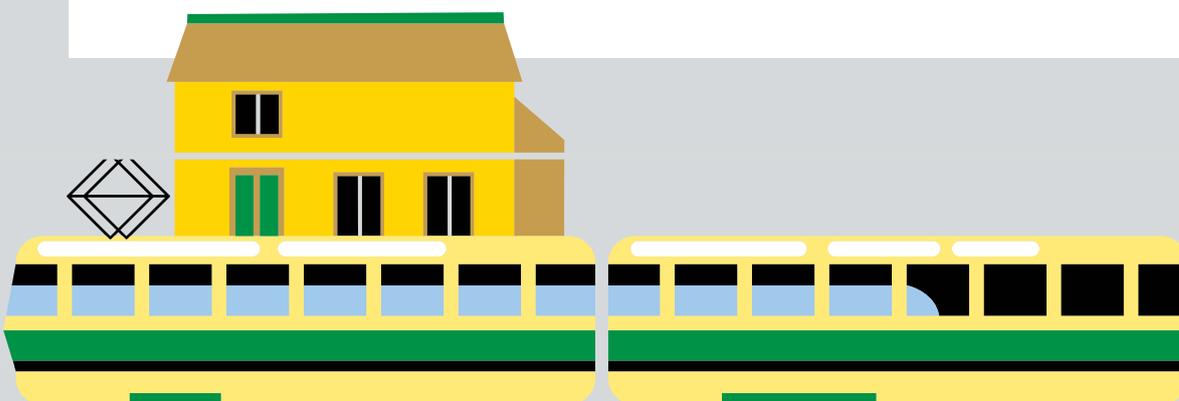


LET'S INVESTIGATE

- ☼ Discuss Skilful Fox's story together. Did it stir any thoughts, feelings, questions or insights? How do you think the story could continue?
- ☼ Find out what kind of animals arctic foxes are and where they live. How are the arctic foxes that live in Finland doing?
- ☼ How could you help Rally Rat sort waste? Learn about recycling and find out how different types of waste are recycled. Where should Rally the Rat have taken the paint cans? How can waste be reused? **Fox tip:** <https://www.hsy.fi/en/waste-and-recycling/>.
- ☼ Arctic Fox has a friend called Wonderful Walrus. Find out what sort of animals walruses are.
- ☼ Design a small wind turbine for your daycare centre's yard or rooftop. What could you use as building materials? And what would it look and sound like? How much energy could a generator that size make? What would you use the energy for? You should study the benefits of wind power and also learn about other forms of renewable energy while working.
- ☼ Learn about solar power. What is energy? How can energy be harvested from the sun? How is solar power connected to the wellbeing of nature?
- ☼ How could you use solar power at home or the daycare centre? Where could you place solar panels at your daycare centre?
- ☼ Evolution of machines. Select one or several machines and find out when they were invented, who invented them and what kind of parts they contain. Additionally, you can find out where the parts were made, how much energy the machines consume and how they can be recycled. Will the machines change somehow in the future? **Fox tip:** Peter Englund's book *Tystnadens historia och andra essäer* (The History of Silence) describes the invention and evolution of the screwdriver, the paperclip, the toothbrush and the display window, to name a few.
- ☼ Arctic Fox has read about wind power and small wind turbines in newspapers. Read newspapers and find interesting pictures and stories about the environment. Could you write your own Fox newspaper at your daycare centre?
- ☼ Find out when the radio was invented, how it works and how radio programmes are made.
- ☼ What would your daycare centre's own Fox radio station sound like?

LET'S HAVE ADVENTURES

- ☼ Create a theatre play based on Skilful Fox's story, including props, playing and singing.
- ☼ Design and build Skilful Fox's adventure course in your daycare centre's yard area or nearby.
- ☼ Learn about the Earth's Arctic region. Focus particularly on the life of arctic foxes, Baltic ringed seals and polar bears. **Fox tip:** <https://www.arcticcentre.org/EN/arcticregion>.
- ☼ Go and explore a reuse centre.





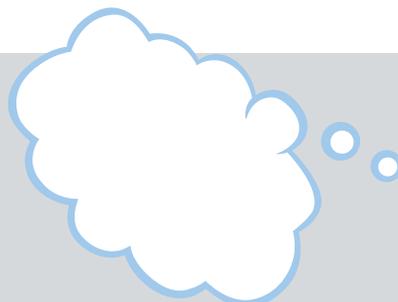
LET'S PLAY

- 🌸 Make your own arctic fox masks.
- 🌸 Check out some power plants in Finland: **Fox tip:** <https://www.helen.fi/en/company/energy/energy-production/power-plants>.
- 🌸 Skilful Fox uses a skip rope first thing in the morning. Create your own morning exercise routine that involves a skip rope.
- 🌸 Invent and make fox shakes.
- 🌸 Plan a competition connected to waste.
- 🌸 Organise a repair and maintenance workshop for bicycles, for example.
- 🌸 Make up a new outdoor game that involves Rally Rat and Skilful Fox.
- 🌸 Create a repair, restoration and upcycling workshop. Are there any toys or books at your daycare centre that need fixing? Think of ways to look after things to help them last for a long time.
- 🌸 What would a litter robot look like? A robot hoover and a robot lawnmower have already been invented. What would a litter robot look like and how would it work? Could it be controlled somehow or would it move around on its own? What special features could it have?



LET'S THINK

- 🌸 Find out what the text 'We turn rubbish into raw materials' on the side of a refuse lorry means. Discuss the difference between the job titles 'refuse lorry driver' and 'material collector'.
- 🌸 Talk about Rally Rat. Did Rally do the right thing? How do you think the lorry driver felt about it? What should Rally Rat do next time? What would you do in the same situation?
- 🌸 Learn about rubbish. What is it? How do you know that something is rubbish? Where do you put rubbish? What will happen to rubbish left in nature? Can rubbish be reused somehow? This is how we recycle in Helsinki: **Fox tip:** <https://www.hsy.fi/en/waste-and-recycling/>.
- 🌸 Skilful Fox got inspired by Arctic Fox's example. Talk about the power of example shown by others.
- 🌸 Skilful Fox learnt about wind power online. However, can you trust all the information you find on the internet? Learn how to seek information and take a look at reliable information. Take part in the Media Literacy Week and/or Newspaper Week.
- 🌸 Share your insights, ideas and experiences on Instagram with the hashtag **#foxclub2030**.



Fox facts

Renewable energy forms include solar, wind, hydro and bioenergy, thermal heat, as well as wave and tidal energy.

For example in EU the energy sector is responsible for more than 75% of the EU's greenhouse gas emissions. Increasing the share of renewable energy across the different sectors of the economy is therefore a key building block to reach the EU's energy and climate objectives:

- Cutting greenhouse gas emissions by at least 55% (compared to 1990)
- Becoming a climate neutral continent by 2050

More information: https://energy.ec.europa.eu/topics/renewable-energy/renewable-energy-directive-targets-and-rules/renewable-energy-targets_en





Skilful Fox in early childhood education and care plans

ECEC promotes the shared use of equipment and facilities, moderation, as well as repairing and reusing things. (City of Helsinki curriculum for early childhood education and care, 2019, p. 12.)

The children are taught to respect nature, its plants and animals. Environmental education promotes the adoption of a sustainable lifestyle and practising the necessary skills. These practical skills include leaving no trace, learning moderation and being frugal, responsibility when it comes to meals, energy conservation and reduction of waste, e.g. by recycling, repairing and reusing things. At the same time, the children are instructed to pay attention to the consequences of their actions. (Finnish National Agency for Education, 2018, p. 47.)

The necessity of adopting an ecologically, socially, culturally and financially sustainable lifestyle is accounted for in all operations. Everyday choices and actions reflect a responsible attitude towards nature and the environment. ECEC promotes the shared use of equipment and facilities, and moderation, as well as repairing and reusing things. (Finnish National Agency for Education, 2018, p 31.)

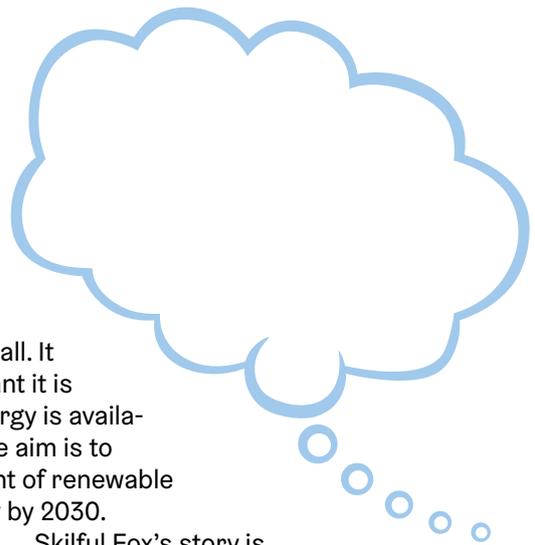
Skilful Fox works towards global sustainability goals

By completing Skilful Fox’s paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total.



Skilful Fox’s story and paws are connected to several sustainability goals, but while working with the fox, you should focus particularly on goal number 7, access to affordable, reliable,

sustainable and modern energy for all. It states how important it is to ensure such energy is available to everyone. The aim is to increase the amount of renewable energy significantly by 2030.



Skilful Fox’s story is also connected to goal number 12, sustainable consumption and production patterns. This goal includes several highly important sub-goals, such as waste prevention, recycling and reuse.

Fox tip: Education for Sustainable Development Goals: <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

With Skilful regards,



Written by: Marianna Monter, Anssi Almgren
and Kaisa Kamppi

Story Fox meets Stealthy Herring

Story Fox has gentle eyes, a vivid imagination and interest towards all kinds of stories. The fox enjoys stories about animals, nature and the future, in particular. The fox also writes its own stories. When out on adventures, the fox carries a notebook and a camera to record any thoughts and ideas for new stories. In addition, Story Fox is interested in acting, writing lyrics to songs and cycling.



KEYWORDS: #lifebelowwater #balticsea #multiliteracy #interestinreading
#cycling #libraries #mediamole #stealthyherring #Foxclub2030



Story Fox's story

Story Fox has decided to try out the city bikes. The fox has seen many others use them, and it seems like fun. Story Fox has borrowed a helmet from Skilful Fox, who has also told Story Fox about nice cycling routes.

The fox borrows a yellow city bike from a bike station and decides to ride to the park. The fox chooses a route that is safe for cyclists. The scenery goes by, and soon a green area with many types of trees, old buildings and a shoreline begins to loom ahead.

'That must be the park that Skilful Fox told me about,' the fox concludes.

Story Fox jumps off the saddle and begins to wan-

der around the park. From a bag, the fox takes out a camera and a notebook, which are always part of the adventure kit.

Story Fox uses them to record anything interesting to be used in new stories.

'What a fantastic door handle. Click!' The camera flashes.

Once done with taking the pictures, Story Fox walks the bike to the shore and sniffs at the sea air.

'The sound of water against the rocks sounds nice,' the fox muses.

'I wonder if I could use my phone to record it. It



might make a great sound effect for a new thrilling story,' the fox contemplates. The fox's thoughts are interrupted when an almost unnoticeable line begins to form between the rocks and the reeds. The fox looks at the line, drawn on the water's surface, that ends in the shadow of a rock.

Story Fox becomes fascinated by this phenomenon and jumps onto the rock to study it closer. Story Fox crouches down to hover just above the surface. The fox looks this way and that, but cannot see any movement.

'Psst, does that camera work under water?'

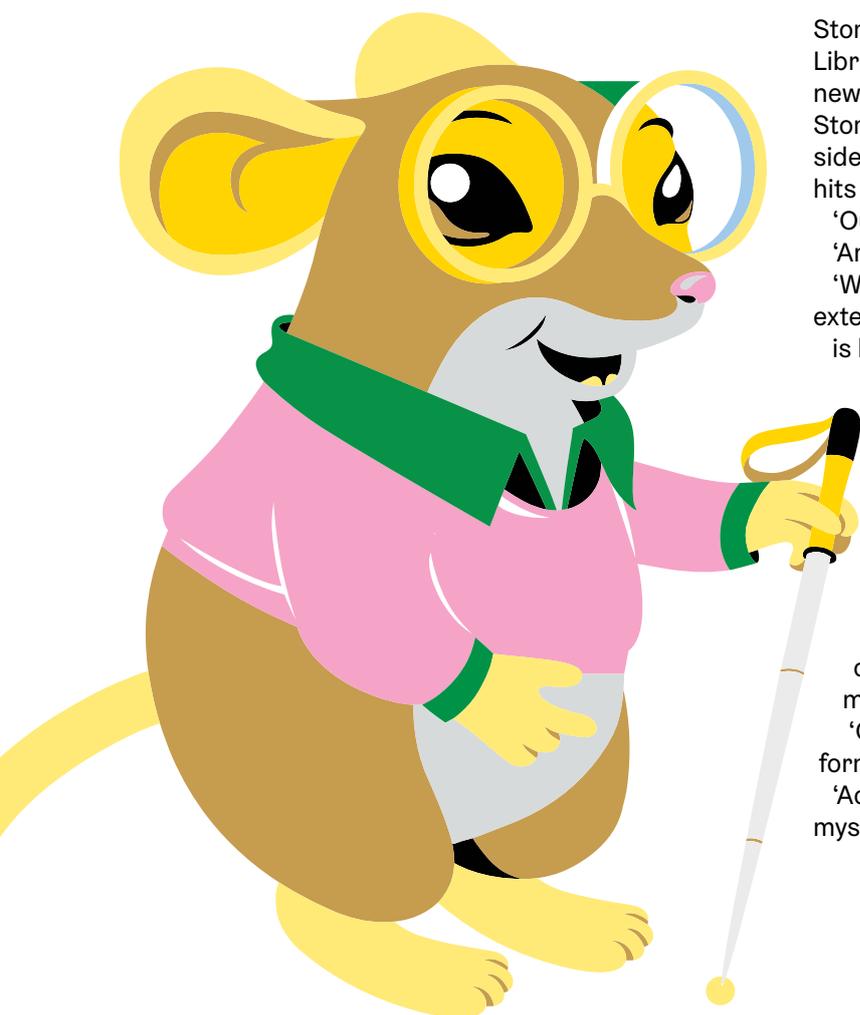
The fox is startled, looks behind and around, but cannot see anyone.

'Shhh, down here. On the other side of the rock.'

The fox turns towards the voice and sees a silvery fish with a black stripe down the back. The fish looks around suspiciously, but then asks again:

'Does your camera work under water?'

The fox feels baffled by the fish and the question about the camera, but confirms it does.



'Yes, it can take pictures under water too.'

The fish looks around again.

'I'm a herring. My friends call me Stealthy. I move quietly through the water, hiding in the shadows and solving mysteries at sea.'

'What do you mean?' Story Fox asks.

'If any waste or rubbish is found in the sea, I look for clues and find out which ship or shore it came from. Last week I found a tanker that was leaking oil into the sea. It's really harmful to all sea creatures. Luckily, we herrings managed to fix the hole.'

'That's why I would like to take pictures,' Stealthy Herring says. 'So that I could use the pictures to show that this sea is unwell,' the fish continues.

'I would also like to photograph all the beautiful things we have in the sea,' the herring carries on excitedly.

Story Fox seems to be lost in thought for a moment, but then says with determination:

'I can lend you my camera. I also know how to write stories and can learn to write news. We can add your pictures to them,' the fox says enthusiastically.

Story Fox gives the camera to Stealthy Herring, and they agree to meet up in three days' time.

Story Fox begins to pedal back towards the Central Library Oodi. The fox has decided to find out how news is written. At the end of the cycling lane Baana, Story Fox sees a large square and Oodi on the other side of it. The fox is just about to brake when the bike hits the kerb and the fox falls on the street.

'Ouch!'

'Are you all right?' asks Mole.

'Wait. Let me give you a hand,' the mole says and extends a hand. In the other hand, Mole is holding a white cane.

'Oh, thank you. How kind. Luckily it wasn't too bad, but I must remember to be more careful around those kerbs,' the fox says.

'Exactly! I too find it difficult to move around, because I can't see properly in daylight. That's why I'm carrying this white cane, as it helps me travel safely,' Mole explains.

'By the way, I'm a journalist and I'm currently doing a story on accessibility obstacles in the city,' the mole continues. 'Would you have a moment to answer a few questions?'

'Of course,' the fox replies, and an idea suddenly forms.

'Actually, I'm interested in writing news articles myself. Could you help me write a story?'

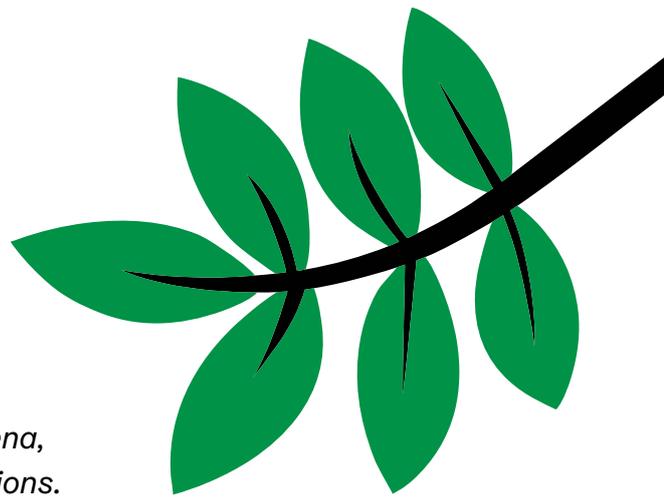
Story Fox's paws

The paws are used to examine, explore and build a sustainable future. They consist of real-world phenomena, creative thinking, futures studies and finding new solutions.

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LET'S INVESTIGATE

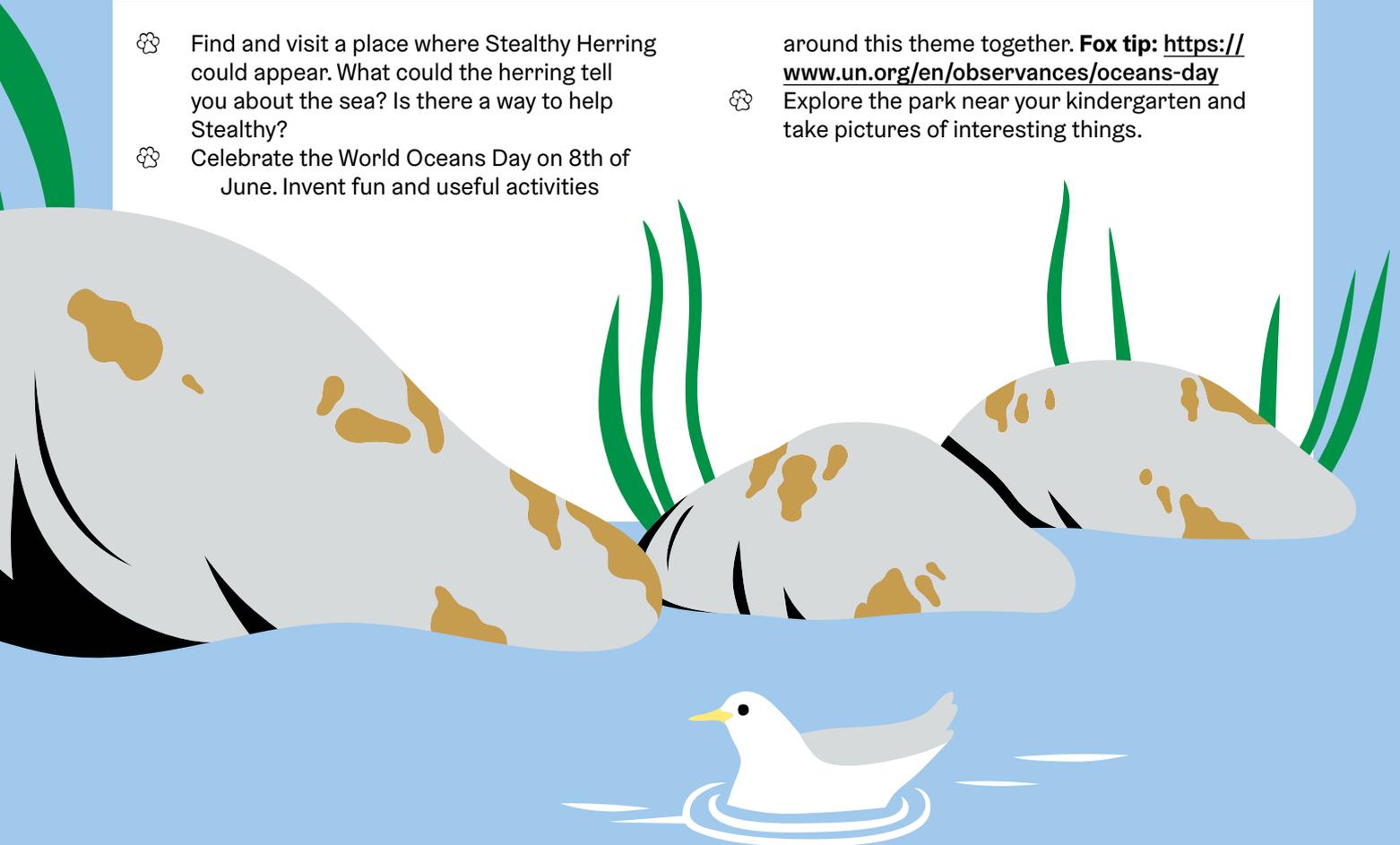
- 🐾 Discuss Story Fox's story together. Did it stir any thoughts, feelings, questions or insights? How could the story continue?
- 🐾 Story Fox was wondering how to learn to write news. How is news written? Where can you read or watch news? What sort of news could you write about the events at your daycare centre?
- 🐾 Invent friends for Stealthy Herring. What kind of friends could a herring have? Create your own notebooks and use them to draw fascinating pictures. Try to tell a story by using pictures.
- 🐾 Learn about the work that journalists do with Media Mole. How does a journalist find information?
- 🐾 Read newspapers and try to find an interesting news and pictures about water.

LET'S PLAY

- 🐾 Make a play based on Story Fox's story, with props, playing and singing. Make songs, poems and nursery rhymes with Story Fox.
- 🐾 Create a story that involves Media Mole with your group. Would it be possible to record it and share it with the children's parents?
- 🐾 Invent a new singing game that involves some of the things that Story Fox carries in the adventure kit.
- 🐾 Record different sounds and create a story together around them.

LET'S HAVE ADVENTURES

- 🐾 Find and visit a place where Stealthy Herring could appear. What could the herring tell you about the sea? Is there a way to help Stealthy?
- 🐾 Celebrate the World Oceans Day on 8th of June. Invent fun and useful activities around this theme together. **Fox tip:** <https://www.un.org/en/observances/oceans-day>
- 🐾 Explore the park near your kindergarten and take pictures of interesting things.





LET'S THINK

- 🐾 Story Fox lends a camera to Stealthy Herring, and they agree to meet up in three days' time. Discuss what kind of photos Stealthy Herring has taken? What can you see in the pictures?
- 🐾 Read the following book about the loss of biodiversity with Story Fox: *My Life at the Bottom: the Story of a Lonesome Axolotl*. Written and illustrated by Linda Bondestam, the story of the axolotl is a funny, ecological and existential account of our planet. Surprising and touching, it talks about climate change and how boring it is to play alone.
- 🐾 Read the following book about friendship and natural beauty with Story Fox: *In a Jar*.
- 🐾 Read the following book about climate change with Story Fox: *Greta and the Giants*. Inspired by Greta Thunberg's *Stand to Save the World*.
- 🐾 Read the following book with Story Fox: *Lift-the-Flap Questions and Answers About Plastic*. This nonfiction book contains funny illustrations, 60 flaps that can be lifted and an endless amount of information about the good and bad aspects of plastic.
- 🐾 Share your insights, ideas and experiences on Instagram with the hashtag **#Foxclub2030**.
- 🐾 Read the following book and talk about the meaning of recycling: *The Mess We Made*. Written by Michelle Lord.
- 🐾 Read the following book and talk about the meaning of recycling: *What a Waste: Trash, Recycling and Protecting our Planet*. Written by Jess French.
- 🐾 Read the book *Save the Ocean*. Written by Bethany Stahl.
- 🐾 *A Dolphin's Wish: How YOU Can Help Make a Difference and Save Our Oceans*. Written by Trevor McCurdie.



Fox facts

Children's language and speech skills develop when we spend time with them, talk to them, listen to them and respond to them. Songs, nursery rhymes, story times and reading promote this development in babies and toddlers. In addition to speech and language development, reading to children enhances their imagination, ability to process emotions and later success at school. (Hakulinen, 2021.)

Reading helps children imagine things; their vocabulary expands rapidly and will ultimately contain many times the number of words compared to children who are not read to. Studies have shown that reading to children improves their later learning skills at school. They also become more self-confident and are better able to work in a group, compared to other children. Telling a bedtime story to a child helps them sleep longer. Moreover, reading books and stories improves discussion skills, and children who are read to will continue to read as adults too. Furthermore, seeing a parent read promotes a child's interest towards reading. (Hakulinen, 2021.)

Stories feed our imagination. During childhood, our relationship with the environment is greatly affected by the people around us, the time we spend outdoors, but also our imagination. (Cantell, Aarnio-Linnanvuori & Tani, 2020, p. 66.)

Helsinki has been enhancing the culture of reading through a project called Lukuinto ('Enthusiasm

towards reading'). Reading pedagogy and learning environments have been developed as part of the project with daycare centres and schools. Through stories, interest in exploring new things and phenomena can be awakened. Tips for phenomenon-based learning here https://helsinkioppii.hel.fi/content/uploads/2021/12/ilmio_cards_teachers.pdf

Story Fox in early childhood education and care plans

ECEC uses diverse and varied texts, and children are introduced to a wide variety of children's literature. The children are told stories and they are encouraged to think of their own ones. The children's stories, poems and verbal messages are also documented.

Unrushed talking, reading, storytelling, language play, singing games, poems and naming of things support the development of the vocabulary and linguistic memory, in particular. (City of Helsinki curriculum for early childhood education and care, 2019, p. 30.)

Unrushed discussions and reading, as well as storytelling, provide a chance to talk about the meanings of words and texts and learn new concepts in relevant contexts (Helsinki's curriculum for early childhood education and care: https://www.hel.fi/static/liitteet-2019/KasKo/vare/Helsinki_Vasu_EN_Sivut.pdf).



Story Fox works towards global sustainability goals



By completing Story Fox's paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total.



Story Fox's paws are connected to several sustainability goals, but while working with the fox, you should focus particularly on goal number 14, life below water. It reminds everyone of the importance of looking after the seas, oceans and the natural resources they offer. Goal number 14 also states that by 2025 the aim is to prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.



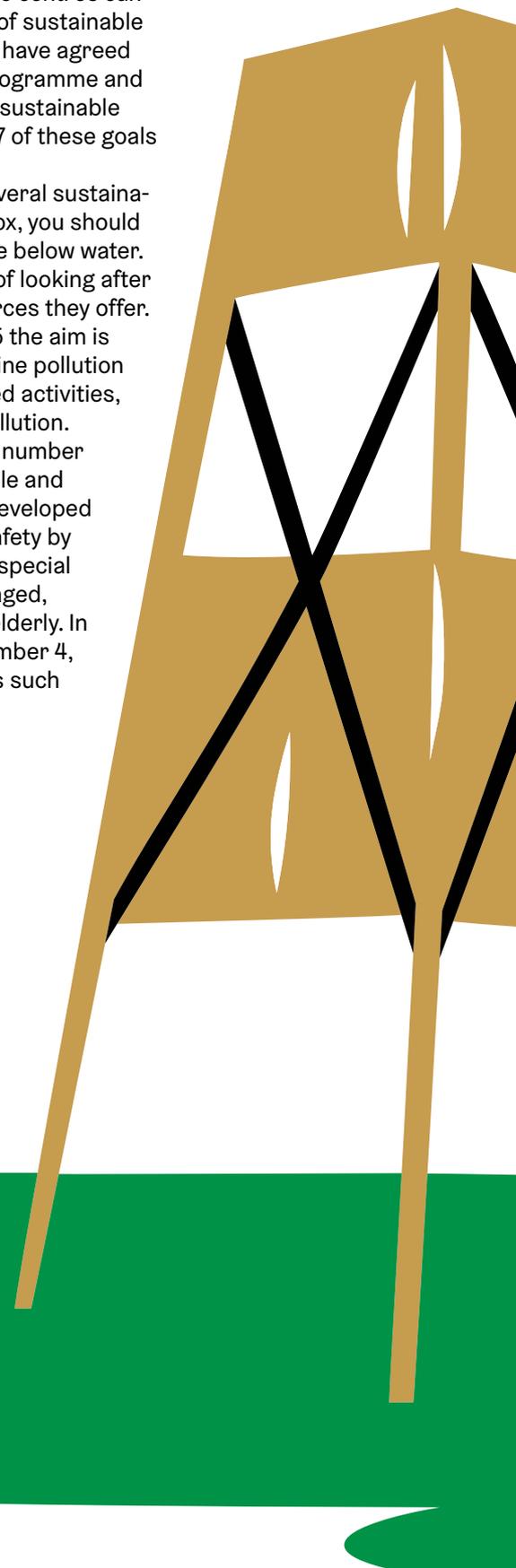
Story Fox's story is also linked to goal number 11. It states that safe, inexpensive, reliable and sustainable transport systems will be developed by 2030. The aim is to improve traffic safety by increasing public transport and paying special attention to the needs of the disadvantaged, women, children, the disabled and the elderly. In

addition to goals 11 and 14, you should have a look at goal number 4, which deals with quality education. The goal includes themes such as the importance of literacy.

Fox tip: <https://kestavakehitys.fi/en/agenda2030/goal-14>.

Fox tip: <https://kestavakehitys.fi/en/agenda2030/goal-4>.

With story time greetings,



Written by: Anssi Almgren

Chef Fox admires Desert Fox's skills

Chef Fox is a gourmand who loves diverse vegetarian food, new flavour combinations and urban agriculture. The fox can make rooftop gardens, grow boxes and berry-bush hedges thrive. The fox finds inspiration for cooking by listening to the life stories of others. Chef Fox laughs a lot, wants to make others feel good with food and is always interested in new recipes.



KEYWORDS: #cheffox
#urbanagriculture #vegetarianfood
#seasonalfood #foodsecurity
#humanrights #climateresponse
#Foxclub2030



Chef Fox's story

It is still early when Chef Fox wakes up in the club house.

'Mmmmm,' the fox stretches its paws and sits up in the bed.

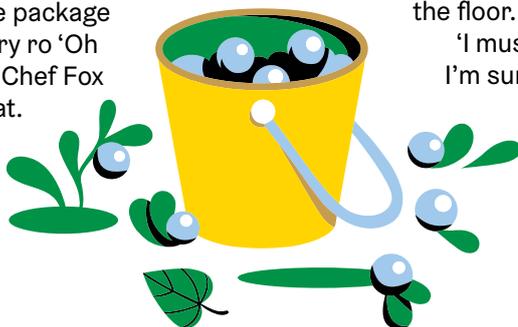
The fox puts on clothes and takes a clean chef's hat that is hanging from a wooden hook by the bedside.

The hat is usually not quite as clean, but last night

Chef Fox did some laundry with Skilful Fox. Rally Rat had given them new soap nuts as a gift,

although for some reason the package had said 'Camping site laundry ro 'Oh my, how well this turned out,' Chef Fox says and puts on the white hat.

Then the fox slips on warm slippers and begins to walk up the club house stairs towards the kitchen.



'Time for breakfast,' the fox says, smiling and patting its tummy.

The fox steps towards the fridge and notices that it is making an unusual sound.

'Hrrrourgh, hrooourgh...'

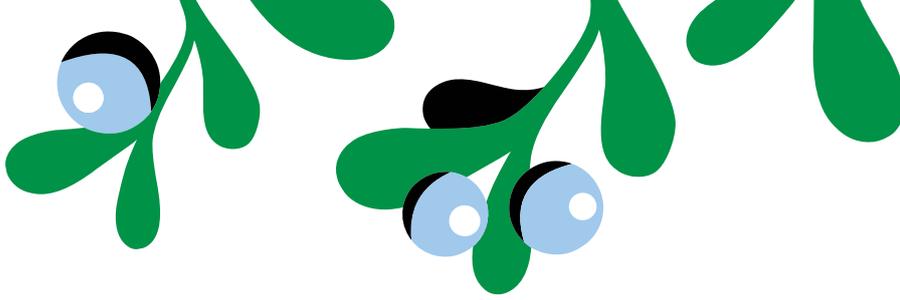
'It sure didn't sound like this yesterday.'

Chef Fox opens the fridge and sees that the light inside does not come on.

At the same time, the fox also spots a puddle on the floor.

'I must tell Skilful Fox straightaway who, I'm sure, will be able to fix this.'

Chef Fox inspects the foods in the fridge and realises that the blueberries in the freezer box are already melting.



'These must be eaten this morning,' Chef Fox concludes.

'Oatmeal would go nicely with them, but unfortunately we ran out of oats yesterday. Perhaps I have time to buy some more before the others wake up.'

The fox sprints out and grabs a city bike from the rack. While pedalling the fox notices that in a nearby park someone is throwing colourful balls up in the air.

'That fellow is up early,' Chef Fox muses.

The fox slows down and decides to stop and admire the master juggler.

'Hi, would you like to try?' The juggling fox asks Chef.

'Wow, could I really?'

'Of course you can! I'm the juggling Desert Fox. Pleased to meet you!'

Desert Fox hands the balls over to Chef Fox who begins to juggle them. It makes Chef forget about all the hurry, and the foxes start to get to know one another.

'Do you live near here too?' Chef Fox asks.

'No, my home is far away from here,' Desert Fox sighs melancholically. 'I left, because we could no longer get good harvests from the fields. We didn't have enough food.'

'How is that possible?' Chef Fox asks, sounding surprised.

'Over the years, the soil has become so dry and hard that nothing will grow. The rains do come on time, but for some reason everything has changed. I thought that I had to go grow crops elsewhere and so I walked here where the soil looks rich and healthy. I packed my juggling balls with me to pass the time,' Desert Fox says.

Chef Fox realises that Desert Fox has no home or friends here. Wanting to help somehow, Chef Fox suggests they have breakfast together.

'I could cook for you. I've got grilled tomatoes, blueberries I picked myself and some organic rolls.'

Desert Fox nods eagerly, even though no desert fox has ever tasted blueberries before. Desert Fox wants to be brave and try out new flavours.

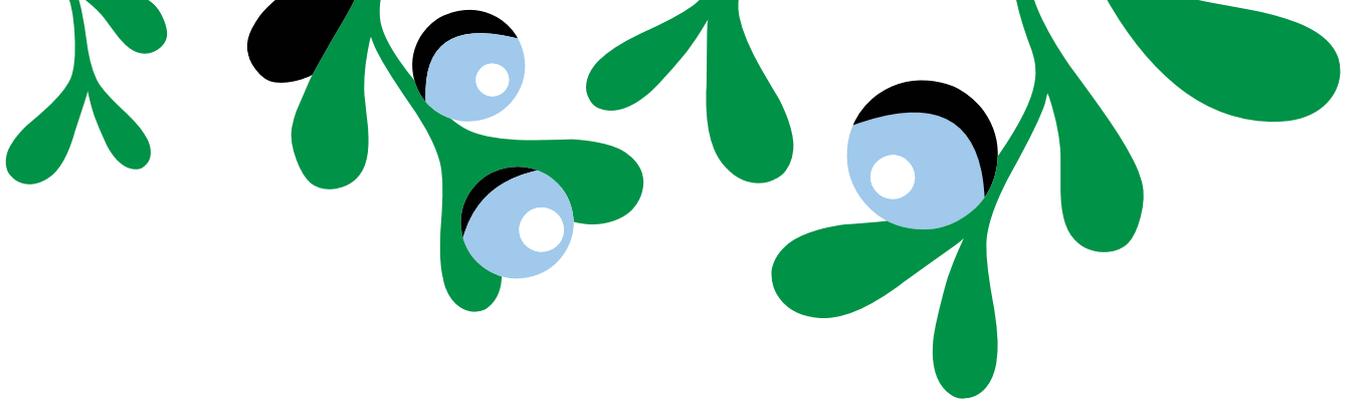
Together they get some oats and return to the club house, where the others introduce themselves to Desert Fox. At breakfast, Desert Fox's phone bleeps. Desert Fox reads the message.

'Hi Desert Fox,

Hope everything's fine and you're safe. We have some good news. We've found new ways to produce food. We've built a small irrigation system and grown new crops. If you make any new friends during your travels, please ask them for more ideas on how to grow food in dry soil.'

Desert Fox finishes reading, turns to look at his fox friends and asks: Could you help?





Chef Fox's paws

The paws are used to examine, explore and build a sustainable future. They consist of real-world phenomena, creative thinking, futures studies and finding new solutions.

First, browse through the paws together with the children, and then choose at least ten that you would like to do. The paws can be adapted according to the age, interests, ideas and wishes of the children. The time it takes to complete a paw varies. Some paws can be completed in a few hours, while others may take up to several weeks, depending on your preferences.

When working on a paw, document your thoughts, discussions and activities in a variety of ways and add these to your group portfolio.

See the paws on the next pages!





LET'S INVESTIGATE

- 🌸 Discuss Chef Fox's story together. Did it stir any thoughts, feelings, questions or insights? How do you think the story could continue?
- 🌸 Learn about the fridge: when was it invented and how has it evolved over time? What sort of parts does it have? Where were the parts made? Can fridges be recycled? What will fridges look like in the future?
- 🌸 Find out what food waste is. Where does food waste come from? How could leftover food be reused?
- 🌸 Find out whether food can be grown in difficult conditions – in the desert or wilderness, or in places that are hot or cold.
- 🌸 Find out how food travels. Select domestic and foreign foods and find out how they travel from the fields to your plate. Study the environmental impact of journeys of different lengths. **Fox tip:** This can be done as a play or a game, in which children try out different roles (farmer, market vendor, etc.).
- 🌸 Study the causes and effects of desertification. How are 17 June and 16 October connected to this?
- 🌸 Learn what it means to be a refugee. Research what human rights are. What does climate displacement mean?
- 🌸 Learn about the environmental impact of food and create recipes around plant-based protein.
- 🌸 Study water and its properties. How are people and water connected to one another? Name places where water can be found.



LET'S PLAY

- 🌸 Create a theatre play based on Chef Fox's story, including props, playing and singing.
- 🌸 Grow food together and hold a harvest festival.
- 🌸 Learn what chefs do and create a menu that contains several dishes with plant-based protein sources.
- 🌸 Build a vegetable market that uses play money. Create new vegetarian recipes, cook them together and learn about food security.
- 🌸 Invent future dishes! What sort of food will we eat in the future? What might future foods and vegetables look like? What colour, shape and size will future food be?
- 🌸 Grow herbs and taste them.
- 🌸 Play house with Chef Fox.
- 🌸 Bake something healthy and delicious together. If your daycare centre has allotments or a grow box nearby, could some of their produce be used in the baking? What about something that grows in the forest?



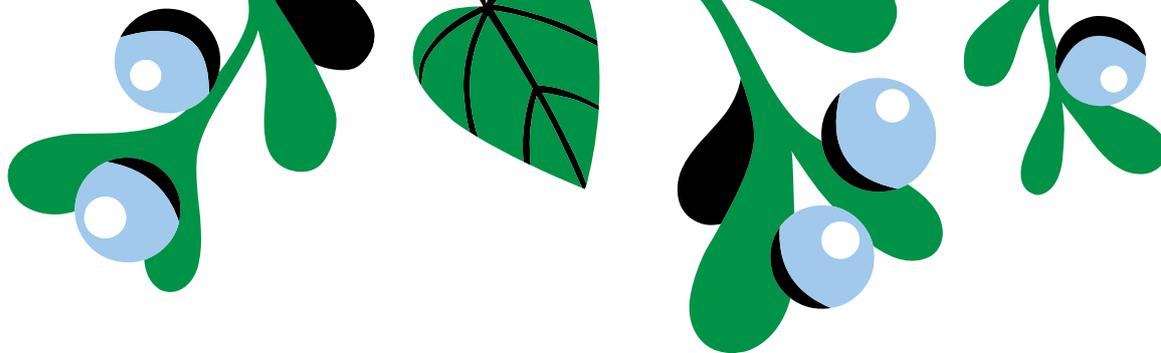
LET'S HAVE ADVENTURES

- 🐾 Choose one or more fish that interest you. Let's study the life of a fish. Where does it live? What does it like? Let's think friends for the fish.
- 🐾 Choose three fruits and find out how they travel to your city. How are they grown and transported, and how long are they stored for? Calculate the distances they travel.
- 🐾 Explore a nearby shop and look for environmental labels on the products.
- 🐾 Study the origins of organic products and find out what organic products daycare centres have.
- 🐾 Go on an adventure at a farm. How many different animals can you find?
- 🐾 Travel to Zoo and try to find foxes.
- 🐾 Create a fragrance bar by using various natural scents.

LET'S THINK

- 🐾 Discuss what local food means. What about global food? How do they differ? How can you tell that a food is domestically produced?
- 🐾 Discuss how you could take part in the harvest weekend in autumn and the Earth theme week in March with Chef Fox.
- 🐾 Learn about nutritional recommendations and good table manners. Are there any bad table manners?
- 🐾 Learn about Fairtrade products.
- 🐾 Why are they fair and not unfair? <https://www.fairtrade.net/about/what-is-fairtrade>.
- 🐾 Think and study together. What kind of food we eat in the future? Get to know what is solein: <https://www.solein.com/>
- 🐾 Learn about the cuisine in different countries. Find information about interesting and fascinating customs and habits when it comes to eating.
- 🐾 Share your insights, ideas and experiences on Instagram with the hashtag **#Foxclub2030**





Fox facts

Food that complies with sustainable development is a positive option for the environment, its nutritional value is good, it comes from a well-known area and helps reduce poverty. This can be any foodstuff that is local, seasonal, organic, chemical-free and ethical. However, it may also be genetically modified (Salonen, 2008.)

According to Salonen (2008), sustainably produced food can be assessed based on the following aspects:

Ecological sustainability

- cultivation methods that do not erode the soil
- cultivation or production that does not pollute
- animals kept in conditions typical to their species
- contains no chemicals
- contains no heavy metals
- as low in the food chain as possible
- production process creates little waste and no hazardous waste
- production utilises renewable energy.

Economic sustainability

- produced by local producers
- produced by small companies
- produced according to season
- energy-efficient production methods
- transport costs' proportion of the product is small
- little packaging material and its recyclability
- genetically modified?

Social sustainability

- production profit not based on subjugation or exploitation
- producers are fairly compensated
- farm workers are paid no less than applicable minimum wage
- farm workers have freedom of association
- farm workers' working conditions are not harmful to their health
- production uses no child labour
- nutritional value is good and promotes health
- consumers know where the product comes from.

Chef Fox in early childhood education and careplans



The aim of food education is to promote a positive attitude towards food and eating, as well as support diverse and healthy eating habits. The children are taught to eat independently and to favour diverse and adequate food choices. The daily mealtimes take place in a calm atmosphere, and the children learn to let others eat in peace, and adopt good table manners and a culture of eating together. By using different senses and experimenting, the children learn about foods and their origins, appearances, ingredients and flavours. Discussions, stories and songs about food help children expand their food vocabulary. (Finnish National Agency for Education, 2018, p. 48.)

The children are taught to respect nature, its plants and animals. Environmental education promotes the adoption of a sustainable lifestyle and practising the necessary skills. These practical skills include leaving no trace, learning moderation and being frugal, responsibility when it comes to meals, energy conservation and reduction of waste, e.g. by recycling, repairing and reusing things. At the same time, the children are instructed to pay attention to the consequences of their actions. (Finnish National Agency for Education, 2018, p. 47.)



Chef Fox works towards global sustainability goals



By completing Chef Fox's paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total.

Chef Fox's paws are connected to several sustainability goals, but while working with the fox, you should focus particularly on goal number 2. It aims to end hunger, achieve food security, improve nutrition and promote sustainable agriculture.



Plenty remains to be done, as the aim is to secure sustainable food production systems by 2030. This means e.g. that we must develop agricultural methods that increase productivity and help protect the ecosystems. Simultaneously, we must boost our ability to adapt to climate change, extreme weather phenomena and flooding.

For further information, please visit:

<https://kestavakehitys.fi/en/agenda2030/goal-2>

*Wishing you delicious moments
with Chef Fox,*



Wise Fox learns the apple tree's story



Wise Fox likes to think, wonder and ponder. The fox feels that many ordinary things are fascinating and special. Only yesterday the fox was wondering how an ant can find its way back to the nest, whether owls are happy and how a person becomes who they are. The fox listens to its own thoughts and spends time thinking with others. The fox has noticed that new thoughts often pop into its head while playing, and they are fun to think about together. The fox has realised that it can learn more by sharing and hearing what others think. Thinking together improves the skills of thinking, verbalising thoughts and listening to others.

KEYWORDS: #waysofthinking #sustainability
#wiselifestyle #awareness #reflection #dialogue
#philosophy education #foxthinktank #Foxclub2030



Wise Fox's story

Autumn is here. Wise Fox is standing by the Fox Club door, gazing at the sky. It is raining, and muddy pools have formed around the yard.

'This will be a fun day!' the fox thinks with anticipation.

Wise Fox puts on waterproof trousers, a rain jacket and a pair of wellies.

The fox runs out and jumps into the first puddle, spraying its contents everywhere.

Suddenly, something gives the fox pause; it lifts his gaze up and looks lost in thought.

'If the water is dropping down, how did it get up in the first place?' The fox wonders.

'And where is the water kept up there before being poured down?'

'Thump!'

Wise Fox is interrupted mid-thought by a falling apple. The fox stares at the delicious-looking fruit and then the tree, which still has at least another hundred apples more. Then, he notices Rally Rat, huffing and puffing while trying to drag a bag with little luck.

'Ahh, the rat has picked more apples than it really needs, and now the bag is so heavy the rat can't carry it anymore. Why would the rat want more apples than it could possibly eat?' The fox wonders.





Wise Fox walks closer to the fallen apple and takes a bite.

'Mmm, tasty,' the fox says.

'What makes them taste so nice? And what creates their colour? I must think about this with my friends.'

This reminds Wise Fox of a story about an old apple tree, told by

Grandfather.

Grandfather Fox once found an apple tree at the edge of an allotment. The tree looked haggard, and no apples were growing on it. Grandfather inspected the tree, but could not understand why it was so unwell. At that very moment, Big B flew by, buzzing around the apple tree and Grandfather. The bee landed next to Grandfather and told him that the tree was suffering because no bee had had time to pollinate its blossoms. According to B, apple tree blossoms need pollen to turn into apples. However, so few bees lived in the area that they simply did not have the time to visit every flower.

Grandfather felt sorry for the apple tree and decided to help.

'We'll find a solution to this problem,' he said emphatically.

'Thump!'

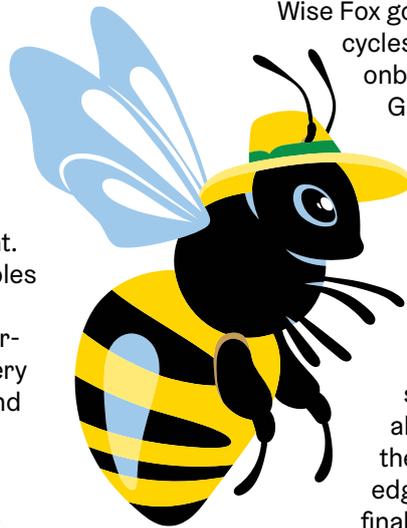
Wise Fox is startled again as another apple falls off the tree.

'Perhaps I could find the apple tree that Grandfather told me about,' the fox thinks.

Wise Fox runs back into the club house to look through Grandfather's old photos. While skimming through the album, the fox finds a black-and-white picture on the central spread with the text 'Omenatie 87'. The photo has an apple tree with a funny-looking rock next to it.

Wise Fox gets excited about this clue. The fox searches for more information online and finds a place that may fit the description. Omenatie 87 is an address in Helsinki's Marjaniemi.

Wise Fox goes in search for that place. The fox cycles to the metro station and jumps onboard a carriage. Wise Fox remembers Grandfather saying that there never used to be a metro when he was a cub. 'Did they have to cycle everywhere back then?' While riding on the metro, the fox wonders what sort of transport they might have in the future.



The fox arrives in Itäkeskus and starts to walk towards the Marjaniemi allotments. From between the tiny huts, the fox heads towards the gardens' edge. Circling around the area, the fox finally sees a tree that looks a bit like the one in the picture.

'Ooh, that rock by the apple tree is exactly like the one in Grandfather's photo. It must be the same one!'

The fox feels so happy that it decides to hug the tree.

'How come this tree is still doing so well? What did Grandfather Fox and Big B do to help it?'

'I must find out. I'm sure the other foxes can help me solve this mystery. And once we know, we can help the other apple trees around our club house flourish.'

'To the club house!'

Wise Fox's paws

The paws are used to examine, explore and build a sustainable future. They consist of real-world phenomena, creative thinking, futures studies and finding new solutions.

First, browse through the paws together with the children, and then choose at least ten that you would like to do. The paws can be adapted according to the age, interests, ideas and wishes of the children. The time it takes to complete a paw varies. Some paws can be completed in a few hours, while others may take up to several weeks, depending on your preferences.

When working on a paw, document your thoughts, discussions and activities in a variety of ways and add these to your group portfolio.

Wise Fox's paws focus on think tanks, i.e. joint thinking sessions. They improve the skills of thinking, verbalising thoughts and listening to others. Suitable themes for a fox think tank include any that the children are interested in, and you can discuss these together. If choosing a theme feels difficult, check out the paws for some options. A calm space and illustrating your ideas on a shared piece of paper, for example, will help you concentrate. You do not have to stay seated during the think tank; instead you could try drawing pictures or making things with Play-Doh. Maintain a dialogue and listen to each other to go over your ideas. Finally, consider what you have learnt during the think tank and what it felt like.

See the paws on the next pages!





LET'S INVESTIGATE

- 🌸 Discuss Wise Fox's story together. Did it stir any thoughts, feelings, questions or insights? How do you think the story could continue?
- 🌸 What do you think Grandfather Fox did to make the apple tree thrive for this long?
- 🌸 Grandfather Fox met Big B. How could B have helped the tree? How are bees, flowers and apples connected? Learn about cross-pollination, pollen and the life of bees.
- 🌸 Create drawings, an animation, a comic strip or something similar about a bee's day. What does the bee do during each day? How is honey connected to bees?
- 🌸 Learn about apple trees. What changes do they undergo during different seasons? Make apple tree art about these changes. Take part in the children's rights theme week. Become familiar with the theme and material database together. **Fox tip:** <https://www.unicef.org/world-childrens-day>.
- 🌸 Learn about the water cycle. How could you explain to Wise Fox the way that water first travels up and then down? How could you visualise the water cycle?
- 🌸 Decide on the rules of a good discussion with the children. The Timeout foundation has set some ground rules for adults: <https://www.timeoutdialogue.fi/tool/ground-rules-for-a-constructive-discussion/>. What would they look like if created by children? What would help you remember the discussion rules in the future?

LET'S HAVE ADVENTURES

- 🌸 Organise a grandparents' day and talk about topics that the children find important. Create an apple tree of insight based on your discussions.
- 🌸 Create a theatre play based on Wise Fox's story, including props, playing and singing.
- 🌸 Create your version of Big B on your daycare centre's yard. What materials could you use? Do you want to make a small, medium-sized or giant B?
- 🌸 Invent a new game that involves Big B.





LET'S THINK

- 🌸 Discuss why Rally Rat gathered so many apples that it became impossible to lift the bag. Was the rat hungry? Or greedy? Or was it picking the apples for someone else? What do you think Rally will do with the apples?
- 🌸 Fox think tank: have an unrushed think tank about friendships or choose your own theme.
- 🌸 Wise Fox found an apple tree at the Marjaniemi allotments. Ystävyden puisto, i.e. 'Friendship Park', is located nearby. What is a friendship? How do you know that someone is your friend? How does a friendship form? Can a friendship end? What is the opposite of a friendship? Can friendships be built? Is a mate, pal or a buddy the same as a friend? What friendship skills do you know?
- 🌸 Fox think tank: have an unrushed think tank about caring or choose your own theme.
- 🌸 What thoughts come to your mind when you hear the word 'caring'? Grandfather Fox wanted to care for an apple tree, even though he could have left it alone. Why did he decide to do it? What does caring mean? What is the opposite of caring? Can you think of people, animals or objects you want to take a particularly good care of?
- 🌸 Fox think tank: have an unrushed think tank about animals or choose your own theme.
- 🌸 What thoughts come to your mind when you hear the word 'animal'? What animals have you seen? Or touched? Can you talk to animals? Can animals talk? How can animals tell you how they are feeling? How can people care for animals? How can animals care for people?
- 🌸 Fox think tank: have an unrushed think tank about wisdom or choose your own theme.
- 🌸 What thoughts come to your mind when you hear the word 'wisdom'? What does wisdom mean? What is the opposite of wisdom? Do you know or have you heard of any wise people or animals? Can wisdom be gained or increased somehow?
- 🌸 Fox think tank: have an unrushed think tank about happiness or choose your own theme.
- 🌸 What thoughts come to your mind when you hear the word 'happiness'? What is the opposite of happiness? Can you tell if someone is happy? Or sad? Can you tell if an animal is happy? Can animals also be sad? How can you live a happy life?
- 🌸 Fox think tank: have an unrushed think tank about the future or choose your own theme.
- 🌸 What does future mean? Where does the future begin? Is something going to be different in the future compared to how it is now? Can you have an effect on the future? What might your daycare centre's yard look like in the future? Or your daycare centre's food? What about future toys?
- 🌸 Share your insights, ideas and experiences on Instagram with the hashtag **#Foxclub2030**.



Fox facts

As many as 75% of crops need pollinators. However, the number of pollinators has dropped alarmingly low in the world. The reason for this is the loss of the insects' habitats, pesticides, invasive species and climate change. (Asikainen, 2020.)

The pedagogical philosophical thinking carried out with children and young people is down to earth in nature. The participants can ask questions and discuss heavy topics at a calm pace, while instructed to also listen to others carefully. Adhering to the good discussion practices, the participants delve ever deeper into the fundamentals of humanity. The main aim of philosophical thinking is to improve the pupils' thinking and discussion abilities, promote team building, provide a dialogical basis for moral education and support the pupils in forming their worldviews. (Tomperi & Juuso, 2014.)

A dialogue does not need to reach a conclusion. It is equally valuable to listen and share new perspectives, thereby enriching the discussion. (Laine & Nukari, 2021.)

Discussion exercises are not just intended to nurture rational thinking; crucially, they also have socio-emotional and moral dimensions. Learning to listen to others, respecting opposing views and realising the importance of group processes teach us that we all have our limitations and are dependent on our communities. Furthermore, pedagogical philosophy has an important role in personal growth and as an educational complement, in which children's and young people's attempts at finding meaning in their lives are taken seriously. (Tomperi & Juuso, 2014.)

Education helps children form their own opinions, assess critically the prevailing ways to think and behave, and act in an ethically sustainable way (Curriculum for early childhood education and care 2018, p. 23). For example, a three-year study amongst 5–16-year olds in Sweden showed that the cooperation and interaction skills of children and young people who learnt to have philosophical discussions improved. They were able to use other participants' views as foundations for their own thoughts, but also to assess arguments critically. In addition to the ability to process linguistic information, non-verbal self-expression and skills in interpreting non-verbal messages, such as body movements and facial expressions, were enhanced. (Hirvonen et al., 2018, p. 8.)

What means philosophy for children? Check out for more: <https://p4c.com/>

Wise Fox in early childhood education and care plans

The purpose of ECEC is to support children's skills in thinking and learning. These skills develop through interaction with other people and the environment and form a basis for the development of other skills and lifelong learning. Acquiring and analysing information and discovering new things requires creative and critical thinking, and the foundation for this is formed during ECEC. (City of Helsinki curriculum for early childhood education and care, 2019, p. 14.)

Children are encouraged to ask questions and to question things. Together with them, adults can celebrate their successes and help them learn to give others encouragement. (City of Helsinki curriculum for early childhood education and care, 2019, p. 14.)

ECEC places value in personal growth, made evident by a person's attitude towards themselves and others, the environment and knowledge, and by their tendency and willingness to do the right thing. Staff members guide the children to act according to the underpinning values and to discuss values and ideals. (Finnish National Agency for Education, 2018, p. 20.)

Every child has a right to express themselves, their opinions and thoughts and to be understood through the means of expression that they have available (Finnish National Agency for Education, 2018, p. 21).

In addition to the past and present, it is important to think about the future as well and how we can make it a positive one. Discussions about the future can be linked to games typical for an upcoming season or designing a learning environment, for example. The children and staff can build imaginary future worlds or think about the future e.g. by focusing on potential jobs that the children are interested in. (Finnish National Agency for Education, 2018, p. 45.)



Wise Fox works towards global sustainability goals

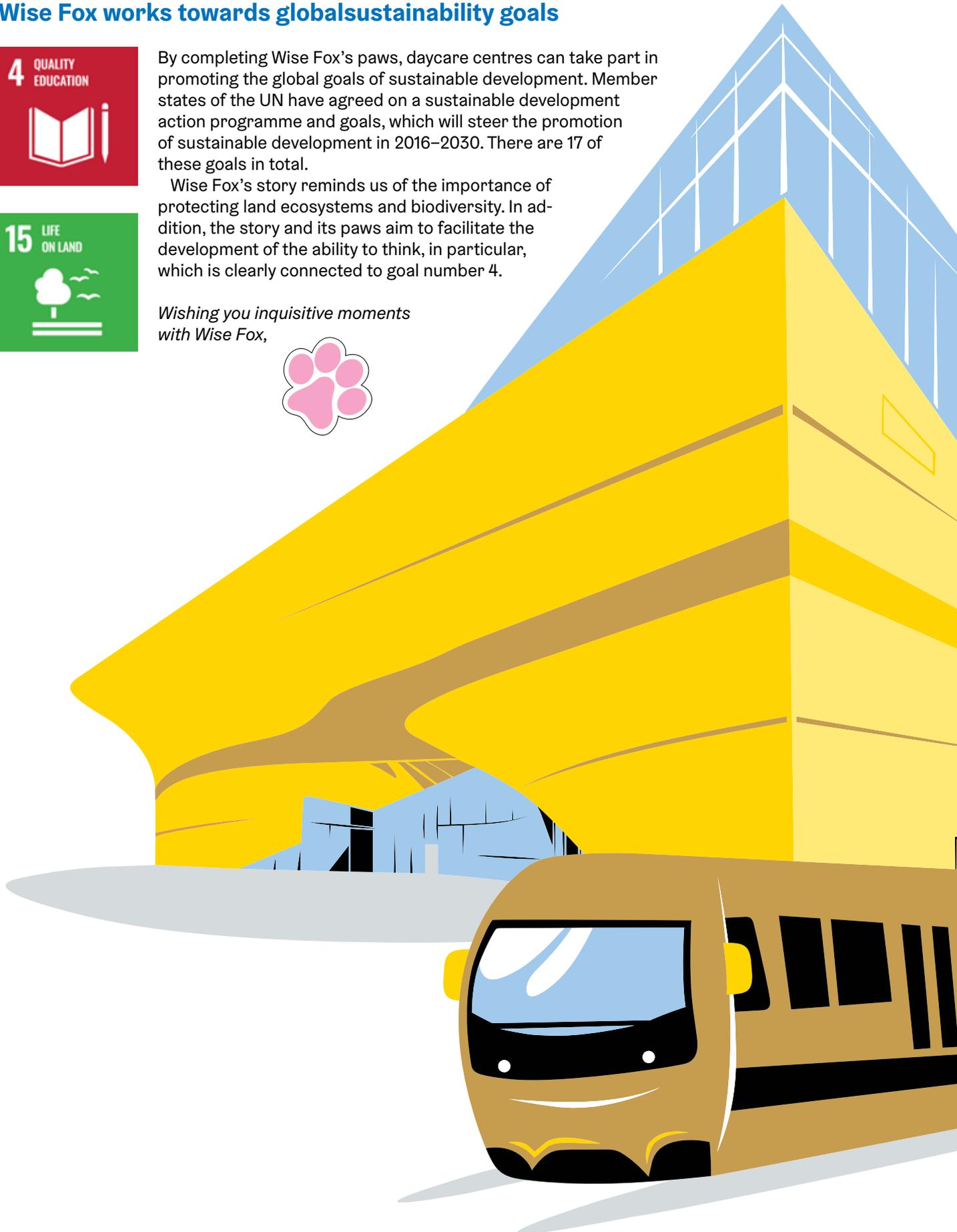


By completing Wise Fox's paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total.

Wise Fox's story reminds us of the importance of protecting land ecosystems and biodiversity. In addition, the story and its paws aim to facilitate the development of the ability to think, in particular, which is clearly connected to goal number 4.



Wishing you inquisitive moments with Wise Fox,



Written by: Anssi Almgren

Artist Fox has a birthday party at the club house

Artist Fox gets excited easily and loves to create something new. The fox boldly tries out things, whether its painting or music. For Artist Fox, art is about experimentation, excitement and giving a visible form to something imagined. Artist Fox's pieces reflect personal interests: parties, nature and the future. The fox believes that everyone is an artist, because everyone can create new things. Those who join Artist Fox can make a change in the world through fun, games and wonderment.

KEYWORDS: #art #excitement #wonderment
#immersion #enchantment #meanings
#counterculture #culturalpath #Foxclub2030





Artist Fox's story

The second floor of the club house has been finished, and Artist Fox proposes a daytrip. The foxes decide to cycle to a nearby sandy beach and enjoy the hot summer's day. The journey does not take long, and once there the foxes lock their bikes to a rack.

Samba is playing, the sea is glistening and the sun is hot on their backs.

'I'm going over to the water,' Artist Fox tells the others.

'I'm glad I put on enough sunscreen and remembered to bring this wide brimmed hat,' the fox says excitedly.

Artist Fox digs sand with a small scoop into a tall pile and wets it with seawater. Then the fox begins to shape it. In addition to the scoop, Artist Fox also has

a small wooden stick and a wooden spoon for carving some details.

The other foxes are a short distance away. One is lying under a parasol, another lazing on a beanbag and a third lifting weights at an outdoor gym.

Story Fox and Chef Fox are talking while playing a round of crazy golf.

'Have you found a birthday present for Artist Fox yet?' Story Fox asks.

'When is the birthday?' Chef Fox replies.

'The day after tomorrow.'

'The day after tomorrow! It has completely slipped my mind. Could we get her something together?' Chef Fox asks.

The foxes decide to finish the round and then invite the other foxes to plan the birthday present.

'I thought I'd buy Artist Fox a rubber duck,' Inventor Fox says.

'I was thinking of getting her new crayons,' says Skilful Fox.

'And I've decided to buy her a new sketchbook,' Outdoor Fox replies.

Wise Fox looks lost in thought.

'What if we didn't buy Artist Fox anything?' Wise Fox suggests.

The other foxes fall silent and turn to look at Wise Fox, puzzled.

'What if we gave something better than what you can buy? Something you can't get from a shop,' Wise Fox continues.

'I don't understand,' Chef Fox says.

'Well, you could cook something wonderful for Artist Fox as a present.'

Chef Fox seems to find this idea inspiring, and the other foxes begin to discuss other options.

'Hmm, I could write a birthday poem,' Story Fox says.

'And I could design an amazing adventure trail,' Outdoor Fox says enthusiastically.

'While I could arrange a workshop, teaching Artist Fox to fix broken toys,' Skilful Fox says.

The foxes are deep in discussion about the presents and treats when they notice that Artist Fox is heading back from the beach.

'Shh,' they tell each other.

Artist Fox walks closer and shows the other foxes a new friend from the beach, who is dressed in blue.

'Hey everyone, this is Nova. I've invited Nova to my birthday party.'

'Sounds good! You are most welcome,' Skilful Fox says on behalf of them all.

Two days later, Artist Fox's party is about to begin.

Lanterns have been hung in rows outside the club house and a small stage has been built in a corner.

Chef Fox is setting birthday treats onto the table when the doorbell rings for the first time.

'Ding, dong!'

The Seagull is the first to arrive, and Nova is close behind. The next ones to show up are Desert Fox, Rose Chafer and the foxes' other friends.

'Ding dong, ding dong, ding dong!!!'

'Who could that be?' Artist

Fox wonders and opens the door.

'Why, it's Rally Rat!'

'I got you some flowers. Happy birthday!'

Artist Fox thanks Rally for the bouquet, which still has a little bit of soil dangling from it.

'These flowers look very similar to the ones in our neighbours' flower beds,' the fox realises.

'Woohoo, a buffet! Here I come!'

The rat exclaims and goes to mingle with the others.



Artist Fox receives amazing presents all night long. Poems, songs and circus acts are performed. The last present of the evening comes from Nova, who has a playful smile. Nova loves adventures and wants to give Artist Fox a different kind of adventure as a gift. Nova's present has been drawn on a piece of paper titled 'How to build future goggles'.

'Can you really see into the future with these?' the fox asks.

'Yes, you can. Into many different futures,' Nova replies.

'Shall we get started then?' Inventor Fox asks excitedly behind them.

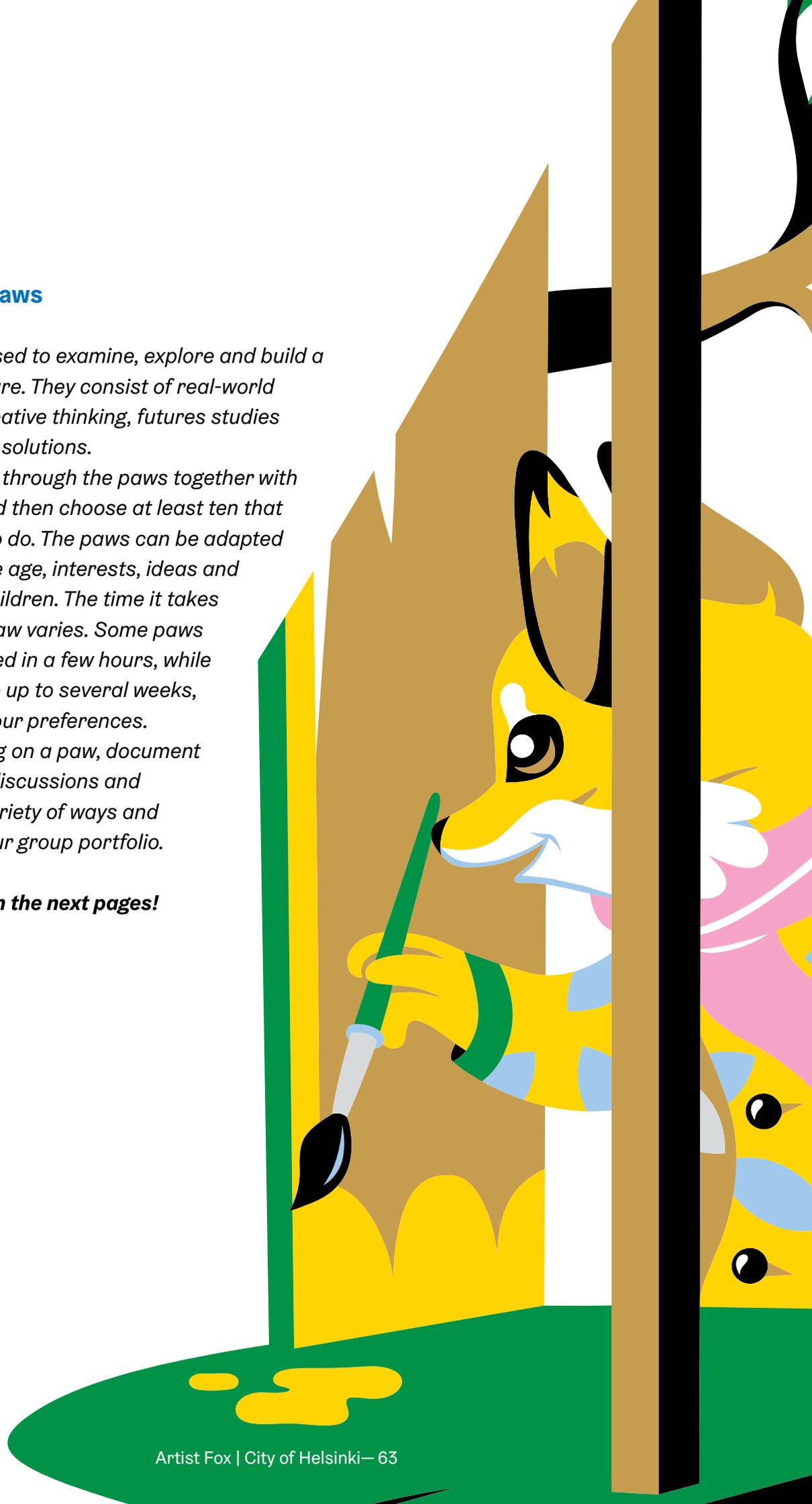
Artist Fox's paws

The paws are used to examine, explore and build a sustainable future. They consist of real-world phenomena, creative thinking, futures studies and finding new solutions.

First, browse through the paws together with the children, and then choose at least ten that you would like to do. The paws can be adapted according to the age, interests, ideas and wishes of the children. The time it takes to complete a paw varies. Some paws can be completed in a few hours, while others may take up to several weeks, depending on your preferences.

When working on a paw, document your thoughts, discussions and activities in a variety of ways and add these to your group portfolio.

See the paws on the next pages!





LET'S INVESTIGATE

- 🌸 Discuss Artist Fox's story together. Did it stir any thoughts, feelings, questions or insights? How do you think the story could continue?
- 🌸 Invent a sequel to Artist Fox's story as tabletop theatre or a shadow play.
- 🌸 Design and build a fox-themed piece of installation art. What is installation art? Hmm...
- 🌸 Make street crayons from egg shells and use them to make art.
- 🌸 Design dance maps. Decide on a set of symbols and draw them on a map, so that e.g. an arrow means a step back and a circle means a forward roll. Everyone creates their own dance and draws a map of the dance moves. You can then swap maps to see what sort of moves your friend has included in their map.

LET'S PLAY

- 🌸 Create a theatre play based on Artist Fox's story, including props, playing and singing.
- 🌸 Make art with sand, snow or ice with Artist Fox.
- 🌸 Create a fox play and perform it to the parents.
- 🌸 Create and perform a fox dance together!
- 🌸 Make one or more hand puppets.
- 🌸 Make a birthday song, including the lyrics, instruments and arrangement.
- 🌸 Create a piece of street art with Artist Fox.
- 🌸 Try making berry art. You can use blueberries, lingonberries or any other berries you have.
- 🌸 Create your own paw and do what you like.
- 🌸 Invent a new game with Artist Fox.
- 🌸 Make ice decorations by using natural materials. What would a pine cone inside a ball of ice look like? What about rowan berries inside an ice brick?
- 🌸 Make snow sculptures and paint them with environmentally friendly water colours.





LET'S HAVE ADVENTURES

- 🐾 Everyone makes their own set of future goggles and looks into the futures with them. The design style is completely free. You should hold a joint goggle session where you can discuss what sort of futures the goggles are able to show.
- 🐾 Design and make a travel flag for your group to take with you on daytrips. You should use materials and techniques that your group finds particularly interesting.
- 🐾 Study street art and visit a location where street art can be seen. Discuss the thoughts that street art provokes.
- 🐾 Take art equipment with you to a forest and create visual artworks with a technique of your choice (e.g. charcoal, wax colours, coloured pencils or water colours).
- 🐾 Visit public art, <https://www.hamhelsinki.fi/en/public-art/>. **Fox tip:** this paw is also linked to the cultural path of early childhood and pre-primary education.
- 🐾 Go see a play at a theatre and talk about the thoughts it provoked.

LET'S THINK

- 🐾 Talk about birthdays and what they mean. Think up non-material birthday gifts and write them down. Discuss what it might feel like to give or receive a non-material gift.
- 🐾 Create a future garden together.
- 🐾 What kind of plants does it have? Do they have any special characteristics? If you were a seed, what sort of a plant would you grow into?
- 🐾 Ask the children to tell a story about the foxes and/or fox friends of their choice. Tape it and turn it into an audio play, for example.
- 🐾 Make a piece of nature art that will convey something important to the passers-by who will see it.
- 🐾 Share your insights, ideas and experiences on Instagram with the hashtag **#Foxclub2030**.



Fox facts

An individual's environmental sensitivity and inspiring personal experiences are important pedagogical cornerstones in art-based environmental education. In addition to that, a strong community spirit plays a major role. (Cantell, Aarnio-Linnanvuori & Tani, 2020, p. 163.)

The aim of art is to evoke emotions and to touch. It can facilitate a holistic connection and feeling of being intertwined not just with nature and others, but with the self and the nature within. (Lehtonen, 2020, p. 177.) Art can also verbalise or make visible experiences that are otherwise difficult to talk about, and making art can result in feelings of comfort, compassion and empathy (Lehtonen, 2020, p. 177).

Futures literacy has a great significance in art. Art provides a good basis for imagining alternative futures, but an accepting atmosphere that encourages experimentation should be promoted. From art pedagogy's perspective, the focus is on the idea of an art experience as a meeting place (Pääjoki, 2004), in which being surrounded by another's ideas and imaginations allows an individual to see themselves in a new light. The enhancement of futures literacy aims to achieve a change and promote transformative learning. Through this type of learning, norms, roles, identities and the concept of 'normal' are questioned (Lehtonen et al., 2018).

In recent years, the tools of theatre and drama have been used in theatre productions, research and

teaching connected to climate and environmental education (Cantell, Aarnio-Linnanvuori & Tani, 2020, p. 167).

Arguments advocating the importance of green drama include the fact that it can help individuals recognise their values when it comes to the environment, as well as the underlying reasons (Hiltunen & Konivuori, 2015).

Drama has been used to gather art-based research material and carry out performance projects on climate and futures education with children, young people and adults (Lehtonen, 2015).

Furthermore, dance and other physical forms of expression have been used in both artistic research of environmental themes and practical environmental education (Foster, 2016).

Art can also be used to harness emotions, creativity and bodily expression, as well as pupils' creative energy and imagination for learning purposes, while stories and drama can help individuals immerse themselves into roles, practise problem solving in the world of fiction and gain experiences in empathy (Lehtonen, 2020).

Artist Fox in early childhood education and care plans

The purpose of ECEC is to support the development of children's musical, visual, verbal and bodily expression in a goal-oriented way, and to familiarise them with various art forms and cultural heritage. Children



express themselves in a holistic manner and creatively combine different means of expression.

Artistic experiences and expression promote children's learning abilities, social skills, positive self-image, and ability to understand and analyse the surrounding world. (Finnish National Agency for Education, 2018, p. 42.)

The children get to enjoy creating images and gain aesthetic experiences from art. Children are instructed to observe the soundscape and helped to gain experiences through active listening. They experience music through musical instruments, songs, dance, games and listening. (City of Helsinki curriculum for early childhood education and care, 2019, p. 33.)

Artist Fox works towards global sustainability goals

By completing Artist Fox's paws, daycare centres can take part in promoting the global goals of sustainable development. Member states of the UN have agreed on a sustainable development action programme and goals, which will steer the promotion of sustainable development in 2016–2030. There are 17 of these goals in total.



Artist Fox's paws are connected to several sustainability goals, but while working with the fox, you should focus particularly on goal number 12,

sustainable consumption. This goal encourages all the countries in the world to ensure the sustainability of their production and consumption.

<https://kestavakehitys.fi/en/agenda2030/goal-12>.

Creative moments with Artist Fox

Yours, Artist Fox



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What is the fox model?

The fox model is a tool for teaching sustainability in early childhood education. The model's focal points include climate and environmental education, circular economy skills and futures literacy.

The model is based on the national core curriculum for early childhood education and care, which states that early childhood education recognises and complies with the principles of a sustainable lifestyle by taking its social, cultural, financial and ecological aspects into account. (Curriculum for early childhood education and care, 2018, p. 21.)

In addition to that, the model adheres to the curriculum's views that early childhood education helps children develop a positive outlook on the future (Curriculum for early childhood education and care, 2018, p. 23).

This allows the fox model to be used by mixing and matching the various goals of the early childhood education curriculum and the pre-primary education curriculum.

The Fox Book communicates a sense of hope and reminds its readers that we are all contributing to the future.





