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# METHODOLOGICAL GUIDE OF THE NORWEGIAN CULTURAL COURSE

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	Results



## INTRODUCTION

These guidelines were elaborated to facilitate the cultural course implementation in the partner countries. The course will consist of 8 modules, and each module will last 2,5 hours. In total, the course will last 20 hours. In every country, there will be 10 participants in the course.

After the focus groups, held in three partner countries – Norway has found that the following subjects would be essential to individuals of all backgrounds to be acquainted with in order to achieve a better societal understanding of the nation:

- **History**
- **Religion**
- **Traditions**
- **Cuisine**
- **National Holidays**
- **Politics**
- **Arts**

The goal of each is to be dynamic and interesting to the pupils, so the focus will be on the practical nature of each subjects, rather than a theory heavy introspection into the subjects. This is to give a better understanding of Norway with a focus on practicality so that the pupils can receive crucial knowledge beneficial to living in Norway, in a manner they would likely find interesting.

# HISTORY

## Objectives

The goal is to give participants a better grasp on the history of Norway, its historical figures, relevant dates and how some of the cultural aspects of the country came to be.

## Methodology

The YouTube video "<https://www.youtube.com/watch?v=SBRxRYLYLy0>" provides an overview of some aspects of Norwegian history for the participants.

The educator responsible for playing the video may pause it at times to give explanations.

Discussions surrounding the video are also encouraged once it ends.

In this case the educator writes a few notable events or historical aspects on the board or on a piece of paper. In a random manner, each pupil receives a topic which is then supposed to be researched in-depth and presented to the class. Historia de la Hispania Romana. The pupils may use different presentational methods other than PowerPoint.

## Results

The goal here is to create a more vivid and interesting depiction of Norwegian history, historical figures, relevant events and cultural formation through history.

Critical thinking is also practiced through the participants researching Norwegian history.

They will practice their research skills, when searching for information for their presentations.

The course also encourages being social and discussing among others, and in this way the educator can create a pleasant atmosphere in which every participants helps one another see a different aspect of the historical topic being discussed.

## Religion

### Objectives

The goal will be for participants to learn about the religions in Norway, and their statistical prevalence.

### Methodology

The video "<https://www.youtube.com/watch?v=mPma-5-Ywks>" will help present some of the religions of Norway.

Each participant will be tasked with researching a religion they choose and what its characteristics are, before presenting it to the class.

The participants will

### Results

Participants will practice their presentational and listening skills and they will develop further the capability to understand how religions in Norway form and impact the country.



## Traditions

### OBJECTIVES

The goal is to teach the participants about different traditional aspects unique to Norway, such as the Norwegian Royal family.

### METHODOLOGY

The Norwegian monarchy will be presented through: "<https://www.youtube.com/watch?v=805uGzJ9jQM>" on YouTube.

Then the participants will be led on a guided tour to the Oslo Royal Palace.

An open discussion between the educator and the participants will help students reflect on the position of The Royal Family and how they are regarded in Norwegian society. The participants will then be tasked to choose between the following topics and then present them: the Norwegian school system, tax system, immigration policy or economy.

### RESULTS

The participants will learn about the traditional aspects of Norwegian society pertaining to its monarchy, along with the ability to reflect upon and discuss these in an in-depth manner from a historical and cultural perspective.



## Cuisine

### Objectives

We want the participants to become experts in the creation of traditional Norwegian recipes, such as the creation of “brown cheese”

With the help of a guide, we will guide the participants through the process of creating brown cheese.

### Methodology

To present the recipe, the participants will be shown the YouTube video titled “...”

They will also try out the brown cheese mixture they have prepared.

### Results

Knowledge on the history, uses and preparation of one of the most important recipes in Norwegian cuisine. They will also participate in the social activity of preparing food together.



## National Holidays

### Objectives

Knowledge on traditional traditions and celebrations.

The goal is to have participants actively engage with the topics at hand.

### Methodology

The participants will learn about the traditions of Christmas Christmas and the 17<sup>th</sup> of May practiced in Norway.

In groups of two or three, five teams of participants will have to research and present the following topics:

Christmas, Easter or the 17<sup>th</sup> of May

### Results

The participants will learn about main holidays of Norway and ways of celebrating them.

Practiced here are also research skills, teamwork and public speaking.

## Politics

### Objectives

The goal of the activity is to provide participants with knowledge on some of the current acting political figures, how they relate to Norwegian society, and the structure of Norwegian government.

### Methodology

The YouTube video "<https://www.youtube.com/watch?v=hKGwGAHznFQ>" will present the Norwegian economic system.

Among each other, the pupils will be tasked with discussing:

- 1) How the Norwegian political or economic system differs from their own
- 2) Their perception of Norwegian politics and economy
- 3) The possible pros and cons of the Norwegian government structure

### Results

The participants will receive an overview of prominent political figures and institutions.

Teamwork, the ability to discuss, and a more reflective approach to political discourse are some of the key results from the activity.





## ARTS

### Objectives

The goal is to give participants insight into one of the most well known painters in the world, yet who some might not be familiar with entirely, whose name is Edvard Munch. In this way, the participants may also gain an understanding of the ways in which Norwegian culture has shaped the world.

### Methodology

The participants will be shown videos about the life of Edvard Munch. "[https://www.youtube.com/watch?v=ltzz\\_oQ9DUw](https://www.youtube.com/watch?v=ltzz_oQ9DUw)" Furthermore, video tutorials of his painting style will be shown to the participants. The participants will then be asked open ended questions regarding what they liked about his style, if they actually enjoy looking at it, along with adjectives they will be asked to list to describe this art style, such as "mysterious", or "happy". They will be asked where they have seen his paintings before.

### Results

Better knowledge on Norwegian art and how Norwegian artists depict the world and reality.  
Knowledge of the global impacts of Norwegian art.  
Understanding how Norwegian art may be created, or at least how a famous Norwegian artist may have structured his artistic work.  
Motivation in seeing how important art is in shaping the world.



## Links to be used:

History:

<https://www.youtube.com/watch?v=SBRxRYLYLy0>

Arts:

[https://www.youtube.com/watch?v=ltzz\\_oQ9DUw](https://www.youtube.com/watch?v=ltzz_oQ9DUw)

Cuisine:

<https://www.youtube.com/watch?v=Y561JaCuVjc>

Politics:

<https://www.youtube.com/watch?v=hKGwGAHznFQ>

National holidays:

<https://www.visitnorway.com/typically-norwegian/norways-national-day/>

Religion: <https://www.youtube.com/watch?v=mPma-5-Ywks>

Traditions: <https://www.youtube.com/watch?v=8O5uGzJ9jQM>