



KULTTUURIPERINTÖ
KULTURARV
2030



OPETUS- JA
KULTTUURIMINISTERIÖ



Compass for discussion on cultural heritage for children and young people – Background information and instructions for teachers and workshop leaders

Welcome aboard to reflect on the future of cultural heritage!

Cultural heritage is part of the lives of all of us in a variety of ways. As part of drafting the Cultural Heritage Strategy, we invite children and young people around Finland to reflect on the future of cultural heritage.

The compass for discussion on cultural heritage for children and young people has been created to provide structure for the discussion and help compile the discussion results in workshops on cultural heritage, organised as part of a lesson or a leisure activity group, for instance. The compass for discussion is targeted at children and young people aged approximately 10 to 16 years.

By using the compass for discussion and sending your responses through the Webropol form, you produce valuable children's and young people's views to support the drafting of the Strategy. The compass for discussion for children and young people will be available until **15 October 2021**. Only responses received by the deadline will be used as part of the preparation of the Cultural Heritage Strategy. However, the compass for discussion can also be used after the deadline to support discussions on cultural heritage.

By connecting everyone in building a sustainable future, cultural heritage is a positive resource, diverse and full of opportunities. It may be tangible, intangible or digital. The purpose of the Cultural Heritage Strategy is to identify the themes and entities of the cultural heritage that link the various sectors of society. Because of the Strategy, cultural heritage plays an established role in the activities of society, communities and individuals: it will be used and cherished.

Instructions for teachers and workshop leaders

The compass for discussion on cultural heritage for children and young people is a separate PowerPoint file. These instructions are intended for teachers and workshop leaders.

1. Think about who is organising and for what audience. A workshop targeted at children and young people can be organised by teachers of different subjects, leisure activity groups, associations, museums and so on.
2. Choose the time and place. Hold the workshop during a lesson or in a leisure activity group or, if the situation so permits, online, in a museum or in some other inspiring place: coffee shop, library, old building, forest...
3. Reserve one to two hours for the workshop.
4. The compass for discussion on cultural heritage for children and young people is in PowerPoint format. The teacher or the workshop leader should familiarise themselves with the materials in advance to get a clear view of the workshop content. The teacher or the workshop leader selects in advance the themes to be discussed in the workshop. Different small groups can also discuss different themes.
5. You can start the workshop by watching a video about cultural heritage: (1,08min)
6. The workshop consists of discussing together with the aid of PowerPoint slides. You can discuss as a single group or several smaller groups.
7. Summarise the key results of your discussion by answering Webropol's questions on the themes you discussed.

The teacher or the workshop leader should familiarise themselves with the response platform before the workshop. Please note that the responses are stored in Webropol under the themes and the number of words is limited. If you organised the workshop in small groups, you should submit the responses of each small group separately.

Send your responses to the Ministry of Education and Culture by 15 October 2021 via the Webropol link.

Tip! Tell everyone about your participation on social media with the hashtags #kulttuuriperintö2030 #kulturarv2030. Share photos of workshops, materials related to cultural heritage and so on.

Background and support for the questions in the Power Point presentation

Reflect on these questions together:

What kind of cultural heritage is familiar or close to you?

How do you identify cultural heritage?

What kind of cultural heritage do you like or what is important for you?

The purpose of these warm-up questions is to inspire discussion on cultural heritage and to highlight how extensive the concept of cultural heritage is.

There is no need to record this discussion.

Questions by theme

1. Regional equality and non-discrimination

What kind of cultural heritage can you identify among your closest friends and family and how do you keep it alive?

The discussion topics can include the following, for instance:

- *Relatives and friends around Finland, grandparents, cousins: what customs or traditions do they have for days such as Midsummer or Mother's Day? How do you spend weekends? How does that differ from how your aunt, for instance, does that?*
- ❖ *How do you participate in and contribute to the shared traditions of your closest friends and family?*

Answer the following questions in Webropol:

What is important in this theme?

How is this supposed to look like in ten years?

What can we do?

- ❖ *The teacher or the workshop leader gathers the responses yielded by the discussion on the theme on Post-it notes or an electronic platform, for instance*
- ❖ *The small groups can also record the theme-related responses themselves*
- ❖ *The teacher, the workshop leader or the small group secretary records the responses by theme on the Webropol form at the end of the workshop, for instance*

2. Cultural heritage as part of a sustainable future

How can we use cultural heritage to contribute to a more sustainable future?

The discussion topics can include the following, for instance:

- ❖ *How did people cook in the past and how have leftovers been used? What kinds of solutions have been developed in Finland for moving around in different seasons and why? Could they be useful in the future, too?*

Answer the following questions in Webropol:

What is important in this theme?

How is this supposed to look like in ten years?

What can we do?

- ❖ *The teacher or the workshop leader gathers the responses yielded by the discussion on the theme on Post-it notes or an electronic platform, for instance*
- ❖ *The small groups can also record the theme-related responses themselves*
- ❖ *The teacher, the workshop leader or the small group secretary records the responses by theme on the Webropol form at the end of the workshop, for instance*

3. Conveying, cherishing and using cultural heritage

How can you cherish and use cultural heritage?

The discussion topics can include the following, for instance

- ❖ *What hobby or thing is important for you right now? Why? How could you cherish it? How could you make others interested in it?*

Answer the following questions in Webropol:

What is important in this theme?

How is this supposed to look like in ten years?

What can we do?

- ❖ *The teacher or the workshop leader gathers the responses yielded by the discussion on the theme on Post-it notes or an electronic platform, for instance*
- ❖ *The small groups can also record the theme-related responses themselves*

- ❖ *The teacher, the workshop leader or the small group secretary records the responses by theme on the Webropol form at the end of the workshop, for instance*

4. Wellbeing and cultural diversity

How can we use cultural heritage to increase discussion and understanding among different people?

The discussion topics can include the following, for instance:

- ❖ *What could unite you and others living in the same apartment building? What customs have you come across when travelling abroad? What do they indicate?*
- ❖ *How does the Finnish school meals system differ from the practices in other countries?*

Answer the following questions in Webropol:

What is important in this theme?

How is this supposed to look like in ten years?

What can we do?

- ❖ *The teacher or the workshop leader gathers the responses yielded by the discussion on the theme on Post-it notes or an electronic platform, for instance*
- ❖ *The small groups can also record the theme-related responses themselves*
- ❖ *The teacher, the workshop leader or the small group secretary records the responses by theme on the Webropol form at the end of the workshop, for instance*

5. Reliable information

Where and how could you use cultural heritage information?

The discussion topics can include the following, for instance

- ❖ *For instance, how have you learnt to play card games? Are the rules same in all games? What kinds of different recipes can you find for baking bread? What does the variety of recipes indicate?*
- ❖ *How do you know that an online news item is reliable?*

Answer the following questions in Webropol:

What is important in this theme?

How is this supposed to look like in ten years?

What can we do?

- ❖ *The teacher or the workshop leader gathers the responses yielded by the discussion on the theme on Post-it notes or an electronic platform, for instance*

- ❖ *The small groups can also record the theme-related responses themselves*
- ❖ *The teacher, the workshop leader or the small group secretary records the responses by theme on the Webropol form at the end of the workshop, for instance*

Additional information

- ❖ Compass for discussion on cultural heritage for children and young people in [PowerPoint format](#).
- ❖ Send your responses to the Ministry of Education and Culture by 15 October 2021 via [the Webropol response form](#)
- ❖ The following video can lead to reflecting on cultural heritage: <https://www.youtube.com/watch?v=QHHI-t4jepl&t=68s> [Finnish Heritage Agency and Visit Finlans 2018]
- ❖ In addition, teachers or workshop leaders can read the background study of the Cultural Heritage Strategy, where they can find a lot of material for discussing cultural heritage (The text is in Finnish, but summary is in English): <https://minedu.fi/julkaisu?pubid=URN:ISBN:978-952-263-889-2>

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