

## Theme: How to teach and transfer food traditions to children



<b>Target group</b>	8 –16-year-old
<b>Secondary target group</b>	The practitioners who want to increase their expertise in communicating food traditions to the main target group
<b>Venues</b>	1-4 course evenings. It can be organised in a school kitchen or similar. You can also organize it out in the nature (gather wild plants, fishing and so on).
<b>Precondition</b>	It's important to make sure that the participants can join the cooking. *In addition, you can include harvesting, gather food in the nature and so on to make an understanding of the process from «soil to table»/" fjord to table".
<b>Purpose</b>	Practical learning by doing.
<b>Aim</b>	<ul style="list-style-type: none"> <li>• Increase children and young people's understanding of and belonging to their local environment and cultural heritage</li> <li>• Raise awareness of the connection between traditional food and sustainable development</li> <li>• Ensure the transfer of knowledge about food traditions between older and younger generations</li> </ul>



### **Taste, feel, smell**

Traditional food education should be practical and tactile.



### **Together**

When you arrange courses “be curious together” and ask questions. Why is this traditional food court popular in this area? How to grow your own vegetables? How to use as much of the animal as possible for food?



### **Highlight traditional food through various topics**

\*Raw materials. Start with one specific raw material and see how many different dishes you can make.

\*Sustainability. Think about how traditional food can help us to be environmentally friendly. A lot of traditional food is about utilizing absolutely all the food

\*Special techniques. Start with one specific technique you know well, and make the course based on it. For instance: How to roll lefse and flatbread.

\* Inclusion/integration of minority women. Traditional food from Norway often has similarities with traditional food from other parts of the world. Use the influence of the rest of the world to explore both the domestic and the non-domestic food tradition



### **The method of learning by doing**

The children’s feedback is that they feel safe having a practitioner nearby while at the same time experiencing mastery because they get to try on their own. Both grown-ups, children and youth experience unity and a satisfaction of being an important part of a process.



## Example

**Gossen rural team is part of the organisation Norwegian Society of Rural Woman. This is a practical example of how the local group, chose to transfer and teach youngsters about local food traditions in Gossen.**

**Theme:**

"From fjord to table" - Fishing and trapping, old fishing, and food traditions.

**Venue:**

Juvika Marina/Clubhouse

**Time:**

Wednesday 7/4 – Friday 9/4 at 09.00 – 14.00.

**Resource persons:**

Rural Women's Team/Gossen local group (6 persons)

### Activities

- Fishing with nets/line
- "Fishing trail/Nature trail": create questions on the topic local history, fishing and hunting traditions, sustainable development (environmental, social, and economic perspective)
- About history before and now – visions for the future?
- Handling /extraction of fish from nets.
- Gutting fish – watching and learning about fish anatomy.

- Filtration of fish

Brief review of gutting/filleting. The groups receive practical and theoretical tasks (filtration, fish anatomy, etc.)

- Making fish burgers together with the practitioners.

## *"From fjord to table"*

### **With local fishermen out on the fjord**

Fishermen from the local community willingly lined up with their boats to take eager students out on the fjord. Nets and lines that were put out by the students the night before were going to be taken up - this was exciting! Enthusiastic students pulled up big cod, flounder and even halibut with help from expert guidance.



On the fishing ground. Photo: Gunnar Høgseth



Under expert guidance by Geir Hostad, John-Elias Dale Hjelle proudly shows off the big cod.  
Photo: Gunnar B. Høgseth





Hassan Haji-Ahmad (front left) John Kristoffer Rishaug, Lucas Rambø, John Kristoffer Dale Hjelle, Kinga Podkowa and Nora Melby are extremely proud of today's catch!  
Photo: Gunnar Høgseth



First learn, then try for yourself! Abulahi Abdi and Vilde G. Kallmyr work well together.  
Photo: Kjellaug Urdshals





Nora Melby gets good help from Svein Eikebø when the fish is going out of the net.  
Photo: Kjellaug Urdshals



Gunnar Høgseth is a teacher. He explained everything!  
Photo: Kjellaug Urdshals



### Traditional food – local, short-travelled, and good!

The village women provided 6 cooking stations and two large grills out in the open in the small boat harbour. Five, six students and a Village Woman in each team. Here it was time for both individual courting and good food talk. With expert help, it was both easy and fun to learn how to cook good food.



Good to have big grills!  
Photo: Gunnar Høgseth



Selma Løwe has a good grasp of the kitchen machine and ingredients.  
Photo: Helga Hjelmås



Matheo Sørensen and Mathias N. Skomsø learn to make fish farce from Rural woman Rigmor Hjertvik. Photo: Therese Naustdal

### **Fish burger - traditional food in a new costume!**

Homemade fish cakes have been a regular feature on the food table in our culture for a long time, and perhaps this traditional food can be passed on in the form of a good burger – homemade of course!

-At first, we were out there and had a lot of big fish, and now we`re eating a burger, it came spontaneously from a boy who was mightily impressed with the day.



Photo: Therese Nøstdal



### The brief conclusion from the practitioners in the local group

This was student-active learning and deep learning with good feedback from the children. The project is an example of collaboration and shows that valuable activities can be achieved across generations. Meeting in a project like this also creates knowledge about the local community and the cultural heritage that fishing is on the island Gossen in Norway.



A bunch of satisfied ladies concluded that the project was successful for both themselves as practitioners, and the youngsters! From left back: Helga Hjelmås, Rigmor Hjertvik and Anne Tangen Småge. From left in front: Randi Navestad, Oddny Nautnes, Kjellaug Urdshals and Kari B. Høgseth. Recessed left: Oddny Sporseem.

Photo: Therese Nøstdal