

## **Intangible cultural heritage workshops – Instructions for workshop leaders**

**Equal Oulu2026**

### **Workshop 1**

#### **SLIDE 1–2**

The workshop leaders introduce themselves. Tell students who you are and who you represent. In the beginning, it is intended to tell you what the purpose of the workshops is. Also tell us about the schedule of the workshops. Tell us how you will be able to utilize the results of the workshops in your own operations and in the development of your diversity work.

#### **SLIDE 3**

The students introduce themselves. Ask everyone to tell you briefly about themselves. For example, where the student is from, what their occupation and/or favorite hobby is, and how long they have lived in Finland.

#### **SLIDE 4**

What is living/intangible cultural heritage? We start by asking students what living cultural heritage means. Are the words: living, intangible, cultural, or heritage familiar? What do they mean separately? What kinds of meanings or examples come to mind for students? You can explain the Living Cultural Heritage by using the definition of the [Finnish Heritage Agency](#): "Intangible cultural heritage is the living heritage which is present in people's everyday lives, encompassing all forms of human activity. For example, it can be knowledge and skills relating to oral traditions, performing arts, festivities and practices, crafts, or nature and the universe. These can then take form of objects, different forms of expression, or even food and games."

#### **SLIDES 5-13**

With the following slides, we go through categories of living cultural heritage, such as celebrations, stories and games, nature, etc. Ask students to give examples of each category that are familiar and important to them. Encourage them to share memories, experiences, and stories about examples.

#### **SLIDE 14**

Is there a familiar tradition in the words? Slide has a word cloud that presents examples of living cultural heritage selected by the students of the Hakarinne school in Tammisaari. Ask the students if there is a familiar tradition in the words. Start the conversation by asking more about their experiences, e.g. have you eaten (rosolli), have you tried (reindeer ride, ice swimming), have you played (ice hockey), do you like (salmiakki, sauna), etc.

#### **SLIDE 15**

The same question and discussion continue. The slide shows examples of a wiki list of living cultural heritage. You can prepare in advance to tell students what the examples mean and/or by searching online with students for images of inheritances that are not familiar.

#### **SLIDE 16**

Break

## SLIDE 17

After the break, a brief recap of what was discussed in the group. Ask students to tell us once again what living cultural heritage means.

## SLIDE 18

Finnish cultural heritage. Show students a video of the Finnish sauna tradition. The video is part of a presentation sent to UNESCO from 2020 and today the Finnish sauna tradition is part of UNESCO's list of the intangible cultural heritage of mankind. Ask what kind of thoughts the video and sauna tradition evokes.

## SLIDE 19

Are there only Finnish traditions in Finland?

Tell students that the sauna tradition is an integral part of Finnish culture, and it is Finland's first item in UNESCO's list of Intangible Cultural Heritage of Humanity.

Start a discussion about what Finnish cultural heritage means. You can use [Yle's video](#), which asks which Finnish intangible cultural heritage should be protected.

The purpose of the discussion is to highlight the living cultural heritage maintained by culturally diverse and immigrant communities, which is to be identified and made visible in Finland.

## SLIDE 20

Wiki list of living cultural heritage.

Go through the link to the Living Cultural Heritage wiki list page and let us know that the site presents examples of living heritage in Finland. Explain that it is possible to make suggestions from the Wiki List to the National List of Living Heritage and that each group or community can add their own suggestions.

## SLIDES 21-24

The following slides are used to go through examples of culturally diverse living cultural heritage that can be found in the list, for example:

- Mexican Day of the Dead in Finland
- Latvian tradition of dyeing eggs in Finland
- Iranian classical music in Finland
- Celebrating Chilean Independence Day in Finland

## SLIDES 25-28

Group work

Divide students into small groups (5-10 people per group).

Ask each student to choose one example of living cultural heritage that is important to them and that they maintain in Finland. Students take turns sharing examples in small groups. They can show pictures and videos.

Ask students to consider questions about the Heirloom (you will move to a new page), such as:

## Learning

1. How have you learned this legacy? Who taught you that?
2. What has been the benefit to you of learning this legacy?
3. Have you taught heritage to others? How?

## Interaction

1. Is it possible to make new friends through this legacy?
- 2 Will this legacy make you feel good? Why is that?  
Can everyone contribute to this heritage (e.g., age, gender, cultural background, disability)? If not, can it be changed?
4. Is this a valued legacy? How do you see it?

## Economy

1. Is it possible to participate in this heritage for free?
2. Can this legacy make money? How?
3. Is this legacy being advertised? Where and how?
4. Is this a legacy of someone's profession?
5. Can commercialism ruin this legacy? How?

## Culture

1. Who is carrying on this inheritance? Why?
2. How is inheritance passed on to other people (e.g., in writing, verbally, figuratively, by doing)?
3. If a heritage were to be lost, what would be lost with it?
4. How does the heritage/tradition change or can it be changed?

## Environment

1. How is nature involved in the heritage?
2. What material is involved in the inheritance? Where is the material imported/made from?
3. How does heritage affect nature?
4. Can heritage be made more environmentally friendly? How?
5. Can heritage help us learn more about nature? How'?

## **SLIDE 29**

### Homework:

For next time, bring along something of your own living heritage (object, picture, story...) that you will present in the group.

Tell students that in the second part of the workshop, students present the whole group with examples of living cultural heritage in their own home country. Ask them to bring heritage-related materials, such as items, crafts, clothing, stories, or presentations of PowerPoint, if possible. The performances do not have to be long, no more than 7 minutes. If there are more students from the same country in the group, they can make a group presentation if they wish.