

# Swedish Fika

Exploring Swedish culture

The meaning of Fika, the atmosphere, and the heritage



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## General overview

This exercise focuses on the Swedish tradition of 'Fika' which is considered a way to refresh oneself, relationships and mind.

Fika is a big part of everyday Swedish life. In summary, fika is essentially a coffee break. But it is also much more than that, it has often been described as a social institution or even in some cases as a phenomenon.

Swedish people are often described as distant and antisocial, fika gives them an opportunity to meet and hang out with new friends, get to know new people and make networks.

In many workplaces, fika is an important part of a regular schedule, having two fika's a day is not an uncommon occurrence usually around 10:00 and 15:00.

# What is 'Fika'? - Activity 01

## Activity overview

The first activity heavily focuses on the researching side of learning, and allows students to grow an understanding about how assumptions can be researched and learnt from, this activity will create the opportunity for students to discover what it is like to find credible evidence to support arguments, decisions, and also how to connect with others and gives opportunities to discuss what has been learnt with their peers leading to a more open form of networking. This set of exercises can lead to increased capacity to base assumptions on known knowledge, practices in different cultures or countries, different languages, different cooking methods, different food groups, ingredients. and how to successfully use digital devices.

## Descriptive activity sheet

### Stage 1

#### **Description / Instruction**

This activity is to be completed as individuals.

The students will write a brief summary of what they believe ‘fika’ is or might be.

**Entry level** Basic

#### **Objectives**

This is a step on helping the students understand stereotypes and foreign culture.

#### **Key competences**

- Communication in the mother tongue;
- Communication in foreign languages;
- Social and civic competences;

#### **Resources**

Paper, writing instrument, internet, device to access the internet.

#### **Duration**

This will take no longer than 10 minutes.

### Stage 2

#### **Description / Instruction**

This task is to be completed individually or in pairs (Or small groups if computers are limited).

Ask them to access the internet and research Swedish ‘fika’. During this research ask the students to research the “coffee break cultures” of other countries and compare the similarities and differences.

**Entry level** Basic

#### **Objectives**

This will allow the students to compare and contrast with the information they had assumed in the previous exercise, increasing cultural knowledge and increasing their ability to research using digital devices

### **Key competences**

- Communication in the mother tongue;
- Communication in foreign languages;
- Digital competence;
- Social and civic competences;

### **Resources**

Paper, Pen, Internet, digital device

### **Duration**

The students should be given a good amount of time to complete this (30 minute).

## Stage 3

### Description / Instruction

This is a whole class exercise.

The students will collaborate with the class and ask in turn what they have learnt by saying what they first thought to everybody in the class, after they have said what their assumptions were they will then discuss as a class what they have researched about 'Fika' and reflect on how it was different to what they had originally thought.

### Entry level Basic

### Objectives

This is going to improve the students communication skills, language skills, comparing and contrasting, and reflection in a very simple cost effective way.

### Key competences

- Communication in the mother tongue;
- Communication in foreign languages;
- Social and civic competences;
- Cultural awareness and expression.

### Resources

The research the students have completed and a class of peers that have similar information.

### Duration

This will take some time if the topic is to be discussed properly (1 hour - 1 hour 30 minutes)

### Notes

This is an example of how the final session on this activity could run:

1. Have the students in turn, read out what their expectations for 'fika' was.
2. Have the students compare their expectations and ask each other questions.
3. Have the students then read out what results they found on the internet and discuss.
4. Have each student finally share what food they chose.
5. Compare as a class the differences in coffee cultures between countries.

These proceedings fit a structure that allows the students to compare between multiple different categories being not only located in Sweden and allows them to reflect on their own country as well.

## Videography of FIKA - Activity 02

### Activity overview

The following video shows how a short, uplifting, silly video can be both incredibly informative and entertaining, while the video is a song about fika, the lyrics involve useful information.

Students can use this example as a way to provide benefits on portraying different brackets of information when providing ideas or examples.

## Descriptive activity sheet

### Stage 1

#### Description / Instruction

This is an activity for the entire class.

Watch the Swedish Fika video and ask them to identify the mentioned sweets and biscuits, research their contents and even history. A good one to start is the **Punsch-roll** or **dammsugare pastry**.

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

**Entry level** Basic

#### Objectives

To provide an in depth explanation about Swedish Fika in a quick and entertaining way, then following it up with some in depth research as to increase the effectiveness of the activity.

#### Key competences

- Communication in the mother tongue;
- Communication in foreign languages;
- Digital competence;

#### Resources

Digital device, Internet

#### Duration

The video lasts for 4 minutes. Research 30/40 minutes  
50 minutes - 1 hour

## Stage 2

### Description / Instruction

This is an activity for the entire class.

Once you have watched the Swedish Fika Video, collect the group together and open up a discussion about stereotypes which can be attributed to the countries

(Some questions listed below in the **Notes** section)

### Entry level Basic

### Objectives

To allow the students an open forum for discussion about learning, thought, grievances.

### Key competences

- Communication in the mother tongue;
- Communication in foreign languages;
- Social and civic competences;
- Cultural awareness and expression.

### Resources

Nothing (Unless the students wish to take notes).

### Duration

30 minutes +

### Notes

- What are some stereotypes?
- How is your country stereotyped?
- Do you stereotype people?
- Does stereotyping help you in some way?
- Why do you think people stereotype?
- How can stereotypes be damaging?
- Do you think that it is a good idea to stereotype people?



Erasmus+



- How are various nationalities stereotyped?
- How can being stereotyped hurt your job opportunities?
- What is the difference between stereotypes and prejudices?
- Are stereotypes offensive?
  - Funny?
  - Realistic?

# The 'fika' project - Activity 03

## Activity overview

This activity is going to be a collection of useful tools and experience for any students interested in hospitality. The activity is going to offer experiences that will improve students' ability to:

- Cater for people
- Improve hospitality skills
- Improve versatility with ingredients
- Learn about other cultures

The fundamental parts of this activity is to allow students the ability to grow and improve over a natural amount of time, this is done by nurturing the giving side of education, and allowing students to choose their own materials in order to grow and improve. This is accomplished by allowing them to choose certain foods, partners, researchers, websites, and allowing the students to reflect after an activity is finished, all the students within one group may have different answers when it comes to reflection that is perfectly fine, it just shows that they have grown in different ways.

## Descriptive activity sheet

### Stage 1

#### **Description / Instruction**

This task is to be completed in groups of two or three.

Have the groups select which pastry, or traditional fika food they would like to create then research the ingredients and recipes online.

#### **Entry level** Basic

#### **Objectives**

To improve the amount known of intercultural foods and traditions.

#### **Key competences**

- Communication in the mother tongue;
- Communication in foreign languages;
- Digital competence.

#### **Resources**

Internet Connection, a device to access information.

#### **Duration**

This will take no more than 30 minutes.

## Stage 2

### Description / Instruction

This task is to be completed in the same groups as above.

Have each group prepare a meal and a drink for the class. The food and drinks will be presented on the last step of the activity.

**Entry level** Basic

### Objectives

To allow for experience in the hospitality sector, cooking, cleaning, handling, social interaction, recipe following.

### Key competences

- Communication in the mother tongue;
- Communication in foreign languages;
- Social and civic competences;

### Resources

Recipes, ingredients, cooking utensils, stove, fridge (etc).

### Duration

1 hour +

## Stage 3

### Description / Instruction

This is to be performed by the entire class.

Let the students have a Swedish fika and reflection about cooking and learning.  
(Some Leading questions below in the **Notes** section)

**Entry level** Basic

### Objectives

This allows the students time for reflection and learning while in a social engaging group setting.

## Key competences

- Communication in the mother tongue;
- Communication in foreign languages;
- Social and civic competences;
- Cultural awareness and expression.

## Resources

Food, questions, drinks.

## Duration

20 - 30 minutes.

## Notes

- Was it easy to create?
- Is there anything similar in our/your country?
- Is there anyway we could adapt the recipe?
- Do you think your country could benefit from having a similar routine?
- What is the importance of having a break, and what effect does it have on one's well being?