

# **Year Plan 2021-2024**

## **The Children's House**



***Uniqueness and individuality – a world of difference***

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# 1 Introduction

The Children`s House is governed by the Kindergarten Act, the regulatory framework that governs the purpose and content of the kindergarten,

Preschool education constitutes the most important period in children`s lives. It is the most prolific time for absorbing the sounds and meanings of words, developing fine and gross motor skills and laying the foundation for the development of social and emotional well- being. We are aware that together with parents we play a critical role in the development of these young explorers and target all the areas of their development, building the foundation for a lifetime of learning.

We recognize that all children are unique and individual with different strengths, interests and abilities. Our aim is to create an environment in which children succeed, are themselves and respect other individuals. We achieve that by introducing each child to activities she/he can accomplish, encouraging making choices and supporting his/her social and emotional development. With us, children learn that everybody is valued, and that other people`s opinions and feelings are important and must be respected. We make sure children recognize their own emotions (wonder, joy, sorrow), use their language to express them and teach our young learners` constructive ways to convey both positive and negative feelings.

In our kindergarten children amongst other things master language and literacy skills. It starts at a very basic level: we recognize that our everyday conversations are a primary source for the development of a growing child`s vocabulary and so we talk with our young learners during all aspects of the day.

## 2 Our History.

The Children`s House started in January 1985. Rented buildings were used up until the school bought the building on Kornbergveien. The Children`s House was located there until July 2007 when we moved into the new facility on Åsenvegen. Today we have 11 classes of children in our programmes. There are of a total of 170 children and around 50 staff members.



There are about 50 nationalities represented amongst our students and staff members. **The Children`s House is a truly international pre-school!** This is one of the factors that make us unique! We provide education for children from the age of 10 months and up in both English and Norwegian. Most of our children are not native English speakers and our programmes are therefore structured for English or Norwegian immersion. We have 6 classes in the English programme and 5 classes in the Norwegian programme.

Through both of our programmes, children are constantly exposed to the English and Norwegian language through play, games, stories, poems, songs, and activities. Each aspect of our

programmes are designed to make children feel comfortable in the relevant language so that they are able to communicate with their peers and staff. Our goal is to make language learning fun and natural so that children enjoy it and benefit from it. Our students are well prepared to enter the Norwegian and international school systems.

### **3 The purpose, values, and tasks of kindergartens**

The kindergartens value base is to be conveyed, practiced, and experienced in all parts of the kindergartens educational work.

We as a kindergarten shall help all children in The Children`s House to have a good childhood based on wellbeing and where friendship and play are fundamental.

Play is an important focus area in kindergartens also in The Children`s House. Play is important for building social relationships, language development and learning. Play, care, learning and positive attitude should be seen in this context.

#### **3.1 The kindergarten Act and Framework plan for the Content and Tasks of Kindergartens**

The social role of kindergartens is to offer pre-school children a care and educational environment that benefits each child. Kindergartens should provide both education and public service to the parents of young children (Ref. Section 1 Purpose, The Kindergarten Act).

The aim of the framework plan is to give the head teacher of the kindergarten, the pedagogical leaders, and the other staff a binding framework for the planning, implementation and assessment of the activities of kindergartens. The framework plan also provides information for parents, owners, and the supervisory authorities.

The framework plan shall be adapted to the differing ways of running kindergartens and to the local conditions and regulatory environments (For more details see chapter 12).

#### **3.2 Responsibility and roles**

In relation to The Kindergarten Act, section 7, the owner of the kindergarten shall run the institution in accordance with current statutes and rules. The owner of the school together with the school`s staff shall see that the goals and requirements are fulfilled.

#### **3.3 Early Years Foundation Stage Curriculum**

All classes follow the Norwegian framework plan and the internationally recognised Early Years Foundation Stage (EYFS)Curriculum that complies with the National Curriculum standards of Great Britain and the U.S.A.

- Focused exploration of natural phenomena, technology, and living things using observation, description, and experimentation. Some examples include dinosaurs,

electricity, fireworks, states of water, materials, Outer Space, various animals and insects.

- Using the children's own powers of curiosity and interest to direct topics for exploration
- Hands-on experience and focus on the use of all five senses during exploration both in class and outside.
- Visual documentation of observations and experiences.
- Focus on comparing for similarities, differences and changes
- Children use a camera to capture nature and moments in their day.
- Weekly learning and art activities on the computer for child use
- Fostering a respect for the natural world and a sense of responsibility to take care of The Earth and our environment through outdoor and classroom activities and discussions.

At our school we encourage the children to be independent and to try to master new activities/situations. We train at dressing and undressing, going to the bathroom alone and to performing simple messages.

We work in differing subject areas throughout our days. We vary our offers to provide suitable age-related activities within the different department.

#### **4 Child Participation and Contribution and consideration of the child's best interests.**

The child's viewpoints shall be regarded in relation to his age and maturity. This means that the staff in the kindergarten prepare activities that the children see as challenging and popular. We plan activities, projects, and themes that the children are engaged in.

Children are to be encouraged to take part and contribute to making decisions regarding the daily activities. The children's views should be accountable according to their age and maturity (ref The Framework plan chapter 4 Children's participation)

The children evaluate the activities they are engaged in by using their body language or through discussion.

The staff must make sure that they have time to listen to and discuss things with the children. Look at the body language signs and be available/prepared to interact.

The children are allowed to decide their activity during free play. The children have toys and materials available. The toys have set places that are marked by pictures and text. Children's interests are regularly taken into account during planning and instructed activities.

## **5 Parent Involvement**

The kindergarten should give all the children developmental and appropriate activities in cooperation and with the understanding of the home (The Framework plan, chapter 5, Collaboration between home and kindergarten). We meet both the children and parents at their arrival and departure from the kindergarten. Here we should exchange information that has relevance to the child, parents, and staff. Parents receive weekly newsletters to keep them updated on upcoming events and class activities.

All parents are given the opportunity to “meet the staff” for an informative discussion about their child and reciprocal expectance before the child starts in the kindergarten. This is repeated every year as the child goes through the kindergarten system, so that each classroom teacher receives an informative update from the parent’s perspective.

Parent/teacher discussions are held twice a year. There is a possibility for more discussions if the parents or the kindergarten require this. It is important that the parents think through what they wish to talk about in this discussion.

Parent meetings are held 2- 3 times yearly. One of the meetings is for new parents and the meeting is held in June.

The staff maintain confidentiality and sign a written agreement to this effect. As such, all information given by parents is held in confidence by the staff and shall be kept confidential.

The parents are assured influence through their participation in the board and SU (Cooperation committee is an advisory, contacting and coordinating body).

Parents and children are encouraged to share their culture and traditions within the class and the kindergarten.

## **6 Focus areas 2021-2024**

The Children`s House decided to focus on two main focus areas in the period of 2021-2024

2021 – 2022: *Uniqueness, individuality and diversity; embracing our world of difference*

2022 – 2024: *Providing good learning language environment*

### **6.1 Uniqueness, individuality, and diversity; embracing our world of difference.**

The children are followed up based on their own cultural and individual prerequisites. The kindergarten will use diversity as a resource in our work and support. This is one of our main focus areas.

This means that the staff shall: -

- promote respect for human dignity by visualizing, appreciating and promoting diversity and mutual respect (ref The Framework plan, chapter 1, The value of the kindergarten – diversity and mutual respect.

- we shall show how we can learn from each other and promote the children`s curiosity and feeling of wonder about similarities and differences.

In this connection we shall also lay the foundation for the children to think critically, act ethically and show solidarity in taking care of our surroundings and nature.

## **6.2 Providing a good learning language environment**

Social competence and language skills are closely intertwined with each other (ref. The Framework plan, chapter 3, The purpose, and content of the kindergarten). TCH goals amongst other things is to build high self -esteem in children.

We are also responsible for good language and learning stimulations. All children shall take part in activities that promote communication and comprehensive language development.

The staff shall:

- Show care for the children in the kindergarten and make them feel secure.
- Direct the children in various situations and support them in their interaction with other children.
- Be role models for the children in the use of our language and tone.
- Have a common positive behaviour towards others and be aware of our actions.
- Take part in the children`s play.
- Stimulate their natural curiosity and search for knowledge.
- The adults shall be conscious of their actions with the use of colleague supervision.
- Have regular meetings/opportunities to reflect on our actions and activities in order to be more critical of our methods: i.e.: Staff meetings, teacher`s meetings, colleague discussions, team meetings, share information on attended courses or seminars.

## **7 Planning, documentation, and evaluation**

### **7.1 Planning**

Planning gives us the basis for thinking and acting on a long-term and systematic basis in our educational work. Planning contributes to continuity and progression both for individual children and the child`s group. The planning is based on the children`s well- being and development as well as through observation, documentation, reflection, assessment and conversations with children and parents.



## **7.2 Evaluation**

We shall evaluate the content of the kindergarten continuously.

Evaluation is a central theme at group meetings. The staff evaluates the groups and individual child's development continuously. Various methods of evaluation include observation, written assessment where applicable, regular meetings with the child to discuss progress, likes, dislikes etc. The children have an opportunity to express feelings towards activities presented in the kindergarten so that staff may make changes or adjustments if needed according to the wishes of the children.

The staff systematically evaluate the pedagogic work and intended goals in relation to the period plan, project work yearly plan and the framework of planning for the kindergarten.

The parents have the possibility to contribute to the evaluation process through parent's conversations and daily through the delivery process. Each teacher has provided her email address and school phone number so that we are accessible to parents if they have questions or comments about what happens in our Kindergarten.

The children shall in correspondence with their age and maturity take part in the evaluation process. We will ask the older children their opinion about our activities and their content. We will also interpret the child's body language. Those activities that are deemed more popular will be included more often.

## **7.3 Documentation**

The staff documents what the child does and what they learn in the kindergarten.

Documentation is an important tool for reflection and learning. Documentation gives the parents and the staff information about what the child experiences, does and learns in the kindergarten. It is important that any information that affects the child's wellbeing is passed to the necessary people who work with that child so that proper planning takes place to coincide with the child's abilities and needs.

We will document the children's project work using pictures and text. The children each have a file or scrapbook where we put drawings, pictures, and project work that the child has made. This file or scrapbook shows the growth and progress of each child during the year. Each child receives this file at different points during the year as a keepsake of their time with us.

We will regularly hang up a photo display that is available to be viewed by both the parents and the children.

Each teacher provides their TCH email address and school phone number.

#### **7.4 Adapt the public /general educational situation for children that need extra support.**

We will ensure that those children that are identified as needing help receive early support in social and learning participation and/ or the physical facilities that are necessary to give the child an inclusive and equal offer in the pedagogic arena.

### **8 Physical Development**

The staff creates situations that give varied physical activity in kindergarten.

We stimulate the children to use their body for physical activity. We focus on the basic skills of creeping, rolling, walking, running and jumping. We will also introduce games that make physical activity popular. This can include obstacle courses and games with simple rules.

We have one set walk day a week and we use the surrounding environment for activity. This may be in the woods, the fields or in the housing area. Children need to see their surroundings, to explore, to be curious and to use their senses.

Through various project activities we encourage the development of fine motor skills.

### **9 Healthy Lunch Policy**

The Children's House encourages a healthy diet, so we have implemented a healthy lunch policy.

We are a nut free school. We ask that each child bring a packed lunch that includes healthy items. We do not allow cookies, biscuits, sweets or chocolate or other sugar-based spreads in the lunches. A healthy lunch should contain fruits, vegetables, sandwiches, yogurt, milk or water. We ask that all food must be prepared and ready to eat so that the child can help themselves at mealtimes. We do not offer the services of a microwave oven, so we ask parents to consider a thermos if they wish to send along hot food. We also ask parents to be mindful of possible allergies to foods or other items in classroom as well which may limit what items can be brought into the class. Parents are asked to inform the school if their child has any allergies, food sensitivities or dietary restrictions so that accommodations may be made to plans for baking day or other special events.

### **10 Hygiene**

Good hygiene is important to help the prevention and the spreading of disease in the kindergarten. We encourage the children and adults to wash their hands on a regular basis. We work systematically to create good habits, when it comes to the children's hygiene such as washing hands after visiting the toilet/diaper changing and washing hands before eating.

## 11 Our Goals

Children are given the opportunity to learn and succeed through various experiences

We aim to prepare children for the next stage of their education and give them a unique opportunity to learn by having fun and spending their time in a loving, safe environment.

The children are able to experience and perceive through various situations/experiences that the adults provide/create.



This the children will experience through the various projects that the kindergarten will work on this year.

The children gain knowledge and experience about themselves and how to be a friend

The children shall gain experience of what happens in nature.

Experience gives learning. Every day offers opportunities for new impressions and adventures that give the children experience. Learning happens in the daily interaction between people and our environment. We shall have an active learning environment within the kindergarten, through formal and informal learning situations.

The children shall experience accomplishment as a means to stimulate self-confidence.

This can be done by various means:

- Use songs, song games, rules and stories.
- Go on weekly walks in the local environment.
- Let the parents contribute with knowledge and come with suggestions of activities.
- Let the staff share their knowledge, show enthusiasm and creativity to gain the interest of the children.

## 12 Learning areas

The Norwegian Framework has a total of seven learning areas to ensure that the kindergarten's content is comprehensive and diverse. These learning areas, along with working methods and goals, will often overlap and must be seen in close connection to each other. The areas are process oriented and focus on children's play, learning and experiences. Learning areas will often be integrated into everyday activities and goals will be based on children's maturity, age and interests.

The purpose and values of the kindergarten shall guide the direction for our work with the learning areas. The children in the kindergarten have a right to express their views and also be

given the opportunity to take an active part in planning and assessing the activities of the kindergarten (ref the Kindergarten Act, chapter 2).

It is vital that children have shared knowledge and experiences in order to play and interact well together. These are experiences we aim to give each child to best stimulate their development and learning ability: “to foster children’s curiosity and thirst for knowledge and desire to learn and shall help to provide a sound basis for lifelong learning”.

The role of the staff is of vital importance in all areas of learning and development, they shall be present, active and involved in the progression of children in their search for knowledge.

### 12.1 Communication, language and text

The kindergarten plays an important role in providing early and good language stimulation. All children should have the opportunity to develop their verbal and non-verbal language, communication and pre-writing skills. Having good conversations with the children and being a good listener is essential to a child’s language development.

1 - 3 years	4 – 6 years
Pictures of everyday, known objects Locating every day, known objects Simple songs/rhymes/riddles Use of objects during story telling Reading stories out loud Looking at picture books Focus words for each theme Use of words and concepts during everyday situations Playing lotto games	Turn taking in conversation, listening Encouraged to share experiences and to ask questions Name recognition and writing practice, letter sound recognition Read aloud stories Rhyming and syllable games Express feelings – learn to negotiate Role play activities Theme words and games to help develop language Talk about the past, present and the future.

### 12.2 Body, movement food and health

During a child’s first years, they should learn basic fine and gross motor skills, body control, physical abilities, good health and dietary habits. Children learn about themselves and others through physical activity. They learn to respect their own and other’s capabilities and boundaries. Their experiences should make them feel confident and give a sense of achievement. The children need to develop positive attitudes and knowledge with regard to hygiene and diet.

1 - 3 years	4 – 6 years
Crawling/walking/climbing/jumping Grip and release Body awareness (body parts) Moving in uneven terrain Practice riding tricycle Rolling/throwing/kicking ball Beading	In-depth exploration of how various body parts work Hand hygiene focus First Aid practice and role play Focus on healthy eating habits Regular use of outdoor obstacle course Outside play two times daily

Practice dressing Potty-training Practice washing hands Practice eating independently Positive dialogue during mealtimes. Eating a variety of food	Weekly walks in the local environment Gym activities and ball practice Playing organized games on the playground Fine motor practice with small manipulatives, Support with independence in dressing
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### 12.3 Art, culture and creativity

Children should be able use their imagination and be creative. It is important that they develop an ability to observe their surroundings and express themselves artistically. Creating, or doing something together, contributes to a sense of fellowship. Children create their own culture based on first-hand experiences.

1 - 3 years	4 – 6 years
Painting (fingers/utensils) Play in the sandbox Use of simple musical instruments Dancing/singing Coloring Sensory play Role play Use of fairytales and stories (with objects/dramatize) Books/pictures easily accessible Construction play	Painting with a variety of tools Mixing mediums in free choice projects Practice drawing basic images such as face, body, car, animal, house, etc. Mix of 2D and 3D art projects Play dough and “salt dough” activities Building with a variety of construction toys Repetition of familiar songs and introduction of new songs Listening to different types of music Exposure to playing many different instruments Musical performances for peers and parents

### 12.4 Nature, environment and technology

Children should have the opportunity to experience nature and gain an understanding of plants, insects, animals and weather. It is also important to learn about respect for the environment. There shall be a focused exploration of natural phenomena, technology and living things using observation, description and experimentation.

1 - 3 years	4 – 6 years
Walks outside the kindergarten during all seasons Play with water/ice/snow Play with nature materials Picking flowers Looking at animals/insects	Using the children’s own powers of curiosity and interest to direct topics for exploration Focus on the use of all five senses during exploration both in class and outside Visual documentation of observations and experiences Focus on comparing for similarities, differences and changes in nature. Explaining the seasons and the life cycles of insects. Children use the camera to capture nature and moments in their day. Weekly learning and art activities on the

	computer for child use Fostering a respect for the natural world and a sense of responsibility to take care of The Earth and our environment through outdoor and classroom activities and discussions
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## 12.5 Numbers, spaces and shapes

Children should develop their mathematical competence through play, experimentation and everyday activities. It is important to encourage and stimulate children’s curiosity and their need for exploration.

1 - 3 years	4 – 6 years
Counting Songs/rhymes/stories with numbers and counting Sorting (toys, colors etc.) Matching (objects, colors etc.) Use of prepositions (over, under) Inset puzzles/simple jigsaw puzzles Shape recognition (circle, square, triangle)	Encourage the correct use of mathematical terms and comparison concepts in play Practice counting and sorting Play with a wide variety of number games and activities Exploring number concepts outside and in nature Practice number recognition and formation Exploration of 2D and 3D shapes Experience using measurement, weight and capacity skills to explore and compare in environment Adding games and activities Exploration of patterns in numbers to 100 Role play and experience using money Graphing familiar information such as colors of clothing, numbers of favorite foods, etc. Games and activities to begin to tell time

## 12.6 Ethics, religion and philosophy

The kindergarten shall reflect and respect the diversity of children. The children will form attitudes and values that will shape the way they see themselves and others. A child’s curiosity is just as important as an adult ability to take them seriously. Every child should be met with respect, in regard to his/her thoughts and ideas.

1 - 3 years	4 – 6 years
Greeting others (gestures/words) Listening to others Showing care for others (empathy) Ways of expression Giving thanks Asking for help Taking turns/sharing	A mutual respect for each other’s culture, children shall promote their country and its traditions. Explore a variety of texts and music from around the world look at different types of homes, families, clothing around the world Activities surrounding United Nations Day Encouraging families to support us in sharing and celebrating cultural traditions.

	<p>Celebration of traditional Norwegian holidays and learning about Norway's history and culture.</p> <p>Looking at different ways to manage feelings, conflicts and differences of thoughts and opinions</p>
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### 12.7 Local community and society

Children should experience being part of a society. It is essential that they are seen and heard. A child's participation in the kindergarten provides their first insight into a democratic society. Children shall also participate in discovering and exploring their local community, to learn about the world outside their home and kindergarten.

1 - 3 years	4 – 6 years
<p>Individual and group activities</p> <p>Get to know the physical space of the kindergarten (building/outdoor area)</p> <p>Exploring the local community</p> <p>United Nations Day</p> <p>Expressing themselves during circle time</p> <p>Going for walks in the local community</p> <p>Differences/similarities between boys/girls</p> <p>Understanding of traffic rules (when going for walks)</p> <p>Helping adults with everyday tasks</p>	<p>The children shall experience that their own interests and needs are reflected in the activities of the group and that they are valued members of the group</p> <p>Practice listening, taking turns, sharing ideas, compromising and working together in various situations and through various activities</p> <p>Yearly visit to a local nursing home to perform holiday songs and pass out cookies</p> <p>Topic activities to highlight jobs in our community such as fire fighters, police and healthcare workers.</p> <p>Attention paid to supporting the equality of activities, roles and jobs for boys and girls.</p> <p>Learning about the Sami culture through music, clothing, and language</p> <p>Learning about Viking history through stories, clothing, jewellery, boats, home life and role-play</p>

## 13 Collaboration

### 13.1 Departments

The children change departments each autumn, meeting new staff and new classrooms. They take with them the social and academic learning they have gained in that department. During spring and the new school year the children visit their new classrooms to get to know the room and the staff for the next school year.

### **13.2 Primary school/SFO After school childcare**

The Children`s House prepares the children for the start of compulsory schooling, and we follow Sola municipalities guidelines for transition to school and SFO.

In 2021 Sola municipality introduced partner schools for all kindergartens in Sola. The Children`s House is partnered with Røyneberg skole. You will find more information in the links below.

<https://www.sola.kommune.no/f/p1/iff1cbd0d-0ad0-4d5f-9af1-4413898f9a59/overgang-fra-barnehage-til-skole-og-sfo-2021-2025.pdf>

<https://www.sola.kommune.no/f/p1/ib0c06cf8-fb2b-43c4-8ef3-6d16dfcb5feb/overforing-av-informasjon-fra-bhg-til-skole-og-sfo.pdf>

Each day at TCH there are exciting activities that stimulate the child`s interests and provides motivation to experience and learn new things. The day is divided into predictable routines and transitions that the child will experience at school. At the same time the children are taught that the routine can be set aside when activities that capture their imagination are found and are developed and that we can spontaneously change the routine.

### **13.3 Health station (Helsestasjon)**

Health Clinics shall amongst other give advice guidance on provision of medication at kindergartens and on the prevention of contagious diseases.

### **13.4 The Family Centre (Familiesenteret)**

The Family Centre is a free interdisciplinary offer for parents, children and young people.

The staff include health professionals, and those with pedagogical and social backgrounds. You will meet well-qualified staff who take you seriously. (<https://www.sola.kommune.no/barnehage-skole-og-familie/familiesenteret/>). The Family Centre can take part in cooperating with kindergarten. Amongst other thing they run parent`s courses and offer guidance to parents.

Help for children and youth in Sola municipality.

<https://www.sola.kommune.no/barn-og-unge/hjelp-til-barn-ungdom-og-familier/>

A safe and good upbringing in Sola <https://www.sola.kommune.no/barn-og-unge/trygg-og-god-oppvekst>



### **13.5 Child welfare service**

Norway has a comprehensive child welfare system under which local authorities have duties and responsibilities towards children in need in their area. This covers the provision of advice and services for the accommodation and care of children who become uncared for. It also provides the capacity to initiate proceedings for the removal of children from their parents' care/care proceedings. The criterion for the latter is 'significant harm' which covers physical, sexual and emotional abuse and neglect.

### **13.6 Pedagogical-psychological counselling service (PPT)**

PPT is the expert body for recommendations on special education assistance and where the kindergarten can seek collaboration and help. If the school seeks collaboration and help with an individual child at the kindergarten, the parents must have given their consent. Parent shall be actively involved in the cooperation as well.

## **14 The Children`s House contacts details**

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