

# Festivals

Curriculum Level : 3  
Component : Unit Plan  
Module : Festivals  
Strand : My Place in the World

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## Overview:

This social sciences unit will explore a variety of traditions that are celebrated through a variety of festivals in New Zealand and around the world. This unit will encourage students to explore a variety of festivals and to choose one in particular to complete an inquiry on. Students in New Zealand bring a wide variety of cultural backgrounds, and within a classroom there is likely to be some diversity of experience and knowledge of festivals.

Central Ideas:

**Groups, communities and cultures celebrate a variety of events through festivals.**  
**Historically, festivals have celebrated change, love and life.**

Social Sciences Achievement Objectives (from NZ Curriculum Document)		Key Competencies
<p><b>Identity, Culture and Organisation:</b> <i>Students learn about society and communities and how they function, about the diverse cultures and identities of people within those communities, and about the impact of these on the participation of groups and individuals.</i></p> <p><b>Place and Environment:</b> <i>Students learn about how people perceive, represent, interpret, and interact with places and environments to understand the relationships between people and the environment.</i></p> <p><b>Continuity and Change:</b> <i>Students learn about past events, experiences, and actions, and their changing interpretation over time, to understand about the past, the present, and possible futures.</i></p> <p><b>The Economic World:</b> <i>Students learn about the ways in which people participate in economic activities and about consumption, production, and distribution and use this knowledge to understand their place in the economic world.</i></p> <p><b>Social Enquiry:</b> <i>Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events, explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action.</i></p>	<p>Understand how cultural practices vary but reflect similar purposes.  <i>Students could demonstrate such knowledge and understandings when they:</i></p> <ul style="list-style-type: none"> <li>• identify needs that are common across cultures;</li> <li>• describe similarities and differences in the ways cultural groups meet common needs;</li> <li>• identify similarities in the purposes and activities of cultural practices across a range of cultural groups;</li> <li>• describe how cultural practices reflect tradition (e.g., through gift-giving, rites of passage, food gathering and preparation).</li> </ul>	<p style="text-align: center;"><i>Thinking</i></p> <p style="text-align: center;"><i>Using Language, symbols and text</i></p> <p style="text-align: center;"><i>Managing self</i></p> <p style="text-align: center;"><i>Relating to others</i></p> <p style="text-align: center;"><i>Participating and contributing</i></p> <p><i>(choose the key competencies to focus on to meet the needs of your class / students)</i></p>
<p>Specific Learning Outcomes</p>		
<p>Students will:</p> <p>Understand that the cultural practices of New Zealand cultural groups vary but often reflect similar purposes.</p> <p>Participate in a range of activities that demonstrate an increasing understanding of cultural practices.</p> <p>Compare a variety of festivals, looking at and discussing similarities and differences between them.</p>		
<p>Key Principles / Understandings Being Developed:</p>		
<p>There are differences in cultural practices.</p>	<p>Festivals have been used throughout history to celebrate important events and natural occurrences (such as changing seasons).</p>	<p>There are similarities in the purpose for cultural practices.</p>

Resources:

Contact local festival organisers and encourage students to contact them to ask questions.

Organise a variety of books, images and videos to support the module. Objects or clothing that represent different festivals could also be made available.

<http://www.eventfinda.co.nz/festivals/events/new-zealand> shows a variety of New Zealand festivals that can be searched by area.

Festival websites, including, <http://www.aucklandnz.com/lantern>, <http://www.matarikifestival.org.nz/>, <http://www.aucklandnz.com/diwali>, <http://www.kidsfest.co.nz/> and others that could be relevant.

eBook Titles By Type and Level				
eXplore	ePoem	eQuest	eTale	eScout
Festivals	Festival Poems	Festivals	The Kailao	Colourful Festivals, Sporting Festivals, The Pasifika Festival.

**Ignite** (to excite the students about the topic; to discover and provide prior knowledge; to expose students to wide ranging, related experiences)

Goal: To broaden the students' knowledge of and experience with cultural festivals.

<b>Possible learning experiences:</b>	<b>Assessment:</b>	<b>Reflection:</b>
<p>Students could share festivals they know about. They could talk about why the festival takes place, the activities that happen, any foods that are associated, and any history they know about it.</p> <p>Matariki activities.</p> <p>Provide the students with a range of festival images. Have them do an "I see, I think, I wonder writing activity..."</p> <p>Students could begin eDetectives. Encourage them to think about these as they go along. Students might complete all or some of these and might work individually, in pairs or in groups depending on the appropriateness for the class.</p> <p>Students could find and watch a variety of festival videos. Encourage them to look at festivals around the world.</p> <p>Have students look at new years around the world. They could choose a variety of countries and look at when that country or culture celebrates a new year. Examples could include Matariki and Chinese New Year. <a href="http://www.fathertimes.net/traditions.htm">http://www.fathertimes.net/traditions.htm</a> and <a href="https://en.wikipedia.org/wiki/New_Year">https://en.wikipedia.org/wiki/New_Year</a> have some information on a variety of new years.</p>	<p>What is the students' prior experience? What diversity can be tapped into? What community support?</p>	<p>Am I providing opportunities and resources for students to access to build their curiosity and excitement around festivals?</p> <p>Am I ensuring there are a variety of cultures represented in the resources I provide, particularly reflecting those cultures of the students?</p>

**Ask** (to develop key questions to guide inquiry; to decide on key words; to structure independent learning)

Goal: To have students curious about festivals and their origins and meanings.

<b>Possible learning experiences:</b>	<b>Assessment:</b>	<b>Reflection:</b>
<p>Students could build up a range of questions that they could apply to festivals they come across when reading, for example:</p> <ul style="list-style-type: none"> <li>- When did the festival start?</li> <li>- Where does the festival take place?</li> <li>- How often is the festival?</li> <li>- Who started the festival?</li> <li>- What does the festival celebrate?</li> <li>- What events / activities occur during the festival?</li> </ul> <p>Encourage students to come up with their own questions and apply these as they go. If students can't find the information in what they are reading, encourage them to do further research.</p> <p>Students could find and research a local / regional festival. They could contact the organisers and interview them about what it takes to put the festival on.</p>	<p>Are students able to ask questions to help them guide their inquiry?</p> <p>Are students able to turn what they read / learn into questions to apply in different contexts?</p>	<p>Am I providing opportunities for my students to apply learning in meaningful contexts?</p> <p>Am I providing students with enough time and resources to complete expected tasks?</p>

**Find** (to develop research skills; to answer key questions; to use thinking and organising tools)

Goal: To have students researching and exploring a variety of festivals.

<b>Possible learning experiences:</b>	<b>Assessment:</b>	<b>Reflection:</b>
<p>Students could choose a variety of festivals to compare and contrast (using Venn diagrams).</p> <p>Students could identify the organiser or organisers of a local festival. Contact them and interview them, discuss the meaning, purpose and history of their festival. They could also talk about challenges and rewards.</p> <p>Choose a festival or event from one of the books and find a New Zealand equivalent. They could research the purpose and history of both festivals.</p>	<p>Are students able to relate ideas they read to ideas they already know, and fill in the gaps with research?</p> <p>Are students constructing appropriate research questions to guide their learning?</p>	<p>Am I providing students with resources to enable their research?</p> <p>Am I supporting students to research areas they are interested in and also broadening their experiences by introducing new and varied examples?</p>

**Create** (to synthesise information; to prepare for presentation; to apply learning)

Goal: To synthesise information in meaningful ways.

<b>Possible learning experiences:</b>	<b>Assessment:</b>	<b>Reflection:</b>
<p>Students could create a poster advertising a festival mentioned in one of the books. They could look at examples from websites of the mentioned festivals.</p> <p>Students could produce a documentary about a festival they have researched. They could work in groups to produce these. There could then be a film festival to share films (from eDetective Film Festival) and the documentaries.</p>	Are students showing their learning by creating something?	<p>Have I allowed students to work collaboratively when presenting their learning?</p> <p>Have I provided opportunities for meaningful sharing of learning?</p>

**Share** (to present information; to act on what is learnt and discovered; to share, celebrate and reflect)

Goal: To identify meaningful purposes and audiences to share learning with.

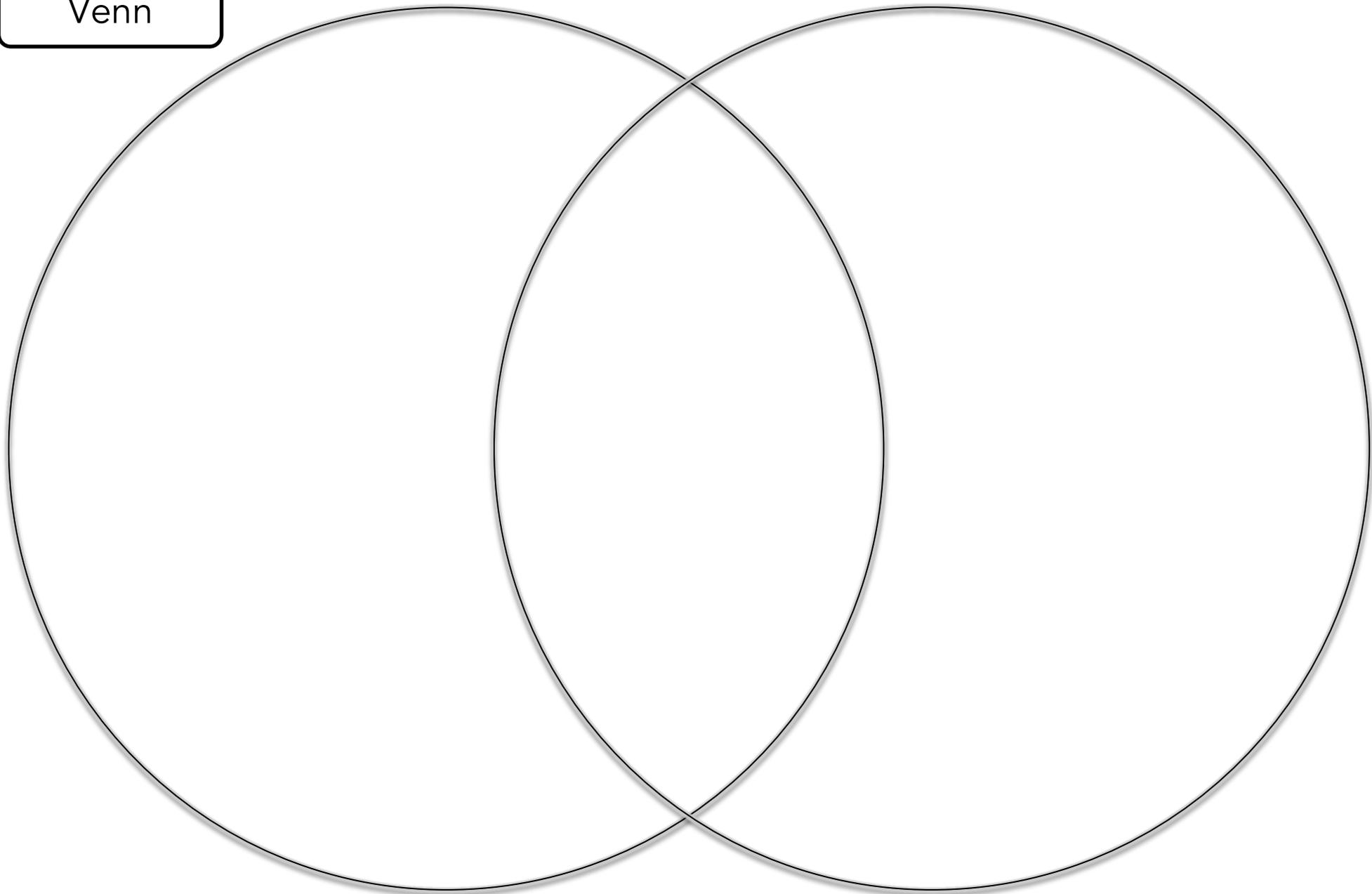
<b>Possible learning experiences:</b>	<b>Assessment:</b>	<b>Reflection:</b>
<p>Students could work together to organise a festival for the school, class, or community. They will need to think about who the festival is for, what the festival is celebrating, and what the festival will include.</p> <p>Have a community event where students share their learning. This could involve other activities and combine the results of the various eDetectives.</p>	<p>Are students identifying audience and purpose?</p>	<p>Have I allowed students to work collaboratively when presenting their learning?</p> <p>Have I provided opportunities for meaningful sharing of learning?</p>

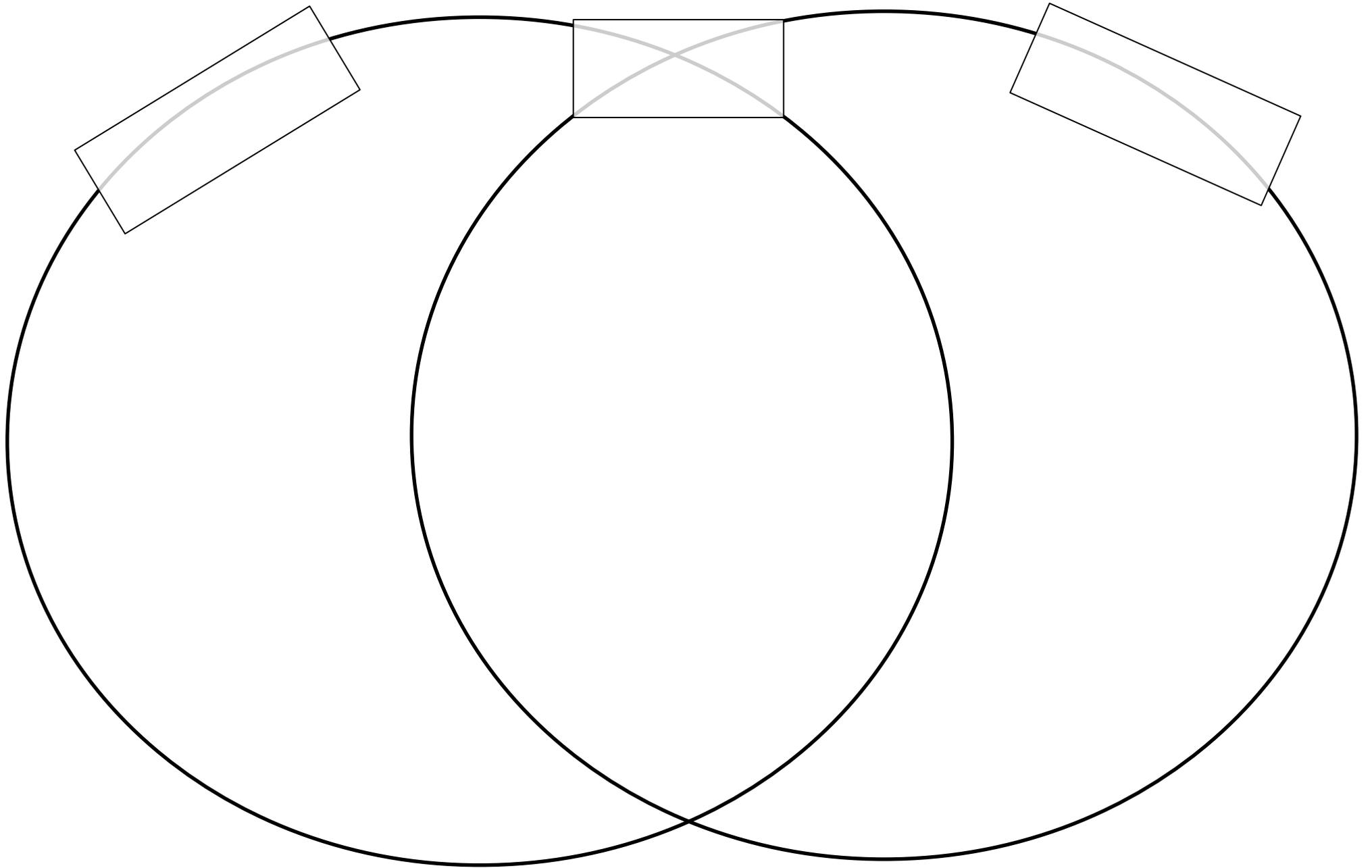
## I see... I think... I wonder... It makes me feel... - Level 2

Purpose for the lesson – student or teacher identified purpose	Audience for writing – who the students are writing for	Text Type
To respond to images from a text	Peers, whānau	Poetic
<i>(these are suggested ideas, depending on your class and students they may be different)</i>		
<b>Curriculum Objectives:</b>	<b>Learning Outcomes:</b>	
<b>Writing:</b>		
<ul style="list-style-type: none"> <li>Attempt to convey thoughts and feelings by adding detail</li> <li>Brainstorm to identify main ideas to be used in writing</li> <li>Use "Show, don't tell"</li> </ul>	<ul style="list-style-type: none"> <li>Students will respond to images, adding details about how they make them feel.</li> <li>Students will record a variety of words to stimulate their thinking then select the appropriate words to use in their writing.</li> <li>Students will show their feelings and what image those feelings relate to based on the language they choose.</li> </ul>	
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Festival Images</li> </ul>	

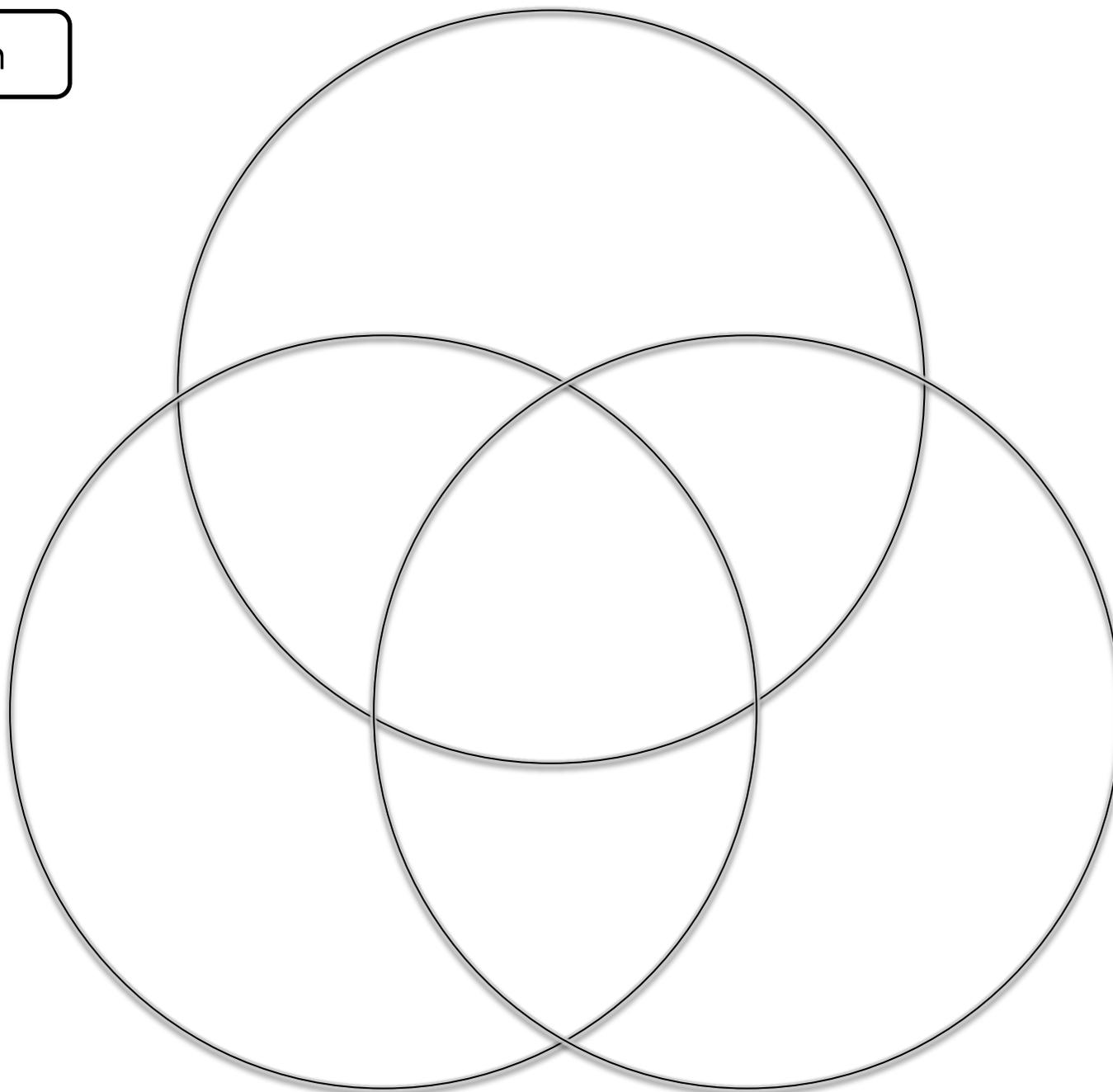
	Learning Sequence
<b>How will I lead the learning?</b> <b>What tasks will I need to design?</b>	<p>Read the festival books. Have students discuss the images on page two.</p> <p>Share images. Model the discussion with one. "I see a tree with different animals sitting in it. I think the animals are looking out for their friends. I wonder if the animals are friends. The picture makes me feel amused because the giraffe is swinging and that looks funny."</p> <p>Have students discuss the images, ensuring they are using appropriate language.</p> <p>Have students brainstorm a range of words to select from. Have them eliminate the 'boring' feeling words and encourage them to choose richer words. For example, instead of choosing 'happy' the students could choose "delighted", "excited", "cheery" etc.</p> <p>Have students go away and write their 4 sentences. Have them choose one image to write about. Describe the image in I see... and share.</p> <p>Continue writing sentences and sharing.</p>

Venn





3 Venn



# Creating documentaries – for students

A documentary is a nonfiction story told through moving images and sound.

## **The Team:**

Your team will take on different roles:

- Researchers / writers
- Director
- Presenters
- Camera People
- Editors

You might do more than one role, and you might swap roles as you go.

## **Researchers / Writers**

- Decide the topic for the documentary
- Frame the scope of the project – what message are you trying to get across?
- Research and organise the required information
- Write scripts and directions for the project
- Create story boards to plan the documentary
- Decide on an audience for the documentary

## **Director**

- Decide the locations for the filming
- Chooses camera shots and angles
- Organises crew for filming

## **Presenters**

- Learn their script and have a good understanding of the content
- Interview experts, if appropriate

## **Camera People**

- Record the action
- Scout locations

## **Editors**

- Mix sound and images
- Ensures film is required length
- Adds any text (titles, credit etc.)

## **The Process:**

The production process is a three step process that can be organised to be completed over a variety of timeframes – from a week for a short documentary, to over a term for an in depth documentary.

- Pre-production – planning the film
- Production – shooting the film
- Post-production – putting it together

You should make sure everyone in the group is involved at each stage.

### **Pre-production**

- Choose the idea / information to be shared
- Research the topic – write the information in a logical, informative and entertaining way
- Story board the film
- Choose locations for the shoot
- Get together any resources, props and experts needed for the project

### **Production**

- Film the documentary and any sounds or voice overs required
- Film location shots to add context
- Record different shots of the same thing to give options in post-production
- Write down all the videos shot

### **Post-production**

- Cut the video together to right length
- Add voice overs and sound effects
- Add any photos, text or special effects required
- Finish video

## **Considerations:**

- Who and how will you share your work?
- If it is going to be shown publicly, or as part of a competition, copyright needs to be considered. Talk to your teacher about this.
- How long will you need at each stage.

## **Useful Tools:**

- Talk to your teacher about the tools you will use.

## **Creating documentaries – for teachers**

A documentary is a nonfiction story told through moving images and sound.

### **The Team:**

The documentary team is a group of students (3-6) who take on a variety of roles.

- Researchers / writers
- Director
- Presenters
- Camera People
- Editors

It will be necessary for students to take on multiple roles and students should have the opportunity to experience a variety throughout the process.

### **Researchers / Writers**

- Decide the topic for the documentary
- Frame the scope of the project – what message are they trying to get across
- Research and organise the required information
- Write scripts and directions for the project
- Create story boards to plan the documentary
- Decide on an audience for the documentary

### **Director**

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- Organises crew for filming

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Students in the group should be involved in each step of the process.

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### **Post-production**

- Cut the video together to right length
- Add voice overs and sound effects
- Add any photos, text or special effects required
- Finish video

### **Considerations:**

- Who and how will the students share their work?
- If it is going to be shown publicly, or as part of a competition, copyright needs to be considered. Students could create their own music to avoid this.
- How much time will you allow the students to spend on each stage?

**Useful Tools:**

- GarageBand (Apple), Audacity (Windows), Walk Band (Android) – to create original music
- Multiple cameras / recording devices (digital cameras, video cameras, phones, iPads, tablets)
- iMovie (Apple), Windows Movie Maker (Windows), VivaVideo (Android) – to edit and put together the film
- Sound recording devices (microphones, phones, iPads, tablets)















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