

JOURNEY INTO FESTIVALS

Why do people celebrate festivals everywhere?



TARGET LEARNERS

Teens (B1 level)



PREPARATION

- Smartboard
- "Festival Around the World" tables in A3 size
- School supplies (pencils, crayons,...)



DURATION

60 - 90 minutes



LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- explore various global festivals and understand their cultural significance.
- compare and contrast festivals from different regions.
- reflect on the importance of festivals in human society.
- create festivals for specific calendar dates.
- use new vocabulary related to festivals.



1 ENGAGE

10 - 15 minutes



MATERIALS:

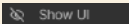
- 3D panorama illustration
- Pictures of festivals



This stage is to introduce today's lesson topic, capture students' interest and curiosity, and activate their prior knowledge about festivals.

What is a festival?

Exercise A: Open the 3D panorama illustration of a festival (generated by Skybox AI).

- Click View → Turn off "Show UI" button to hide the prompt before showing it to students. 
- Ask students to observe and discuss what they see in it.
- Collect and write students' ideas on the board or have them write those themselves.
- Explain to the students that the focus of today's lesson is exploring festivals.
- Introduce the question: "Why do people celebrate festivals?"
- Explain that students will explore the reasons behind celebrating festivals throughout the lesson.

What festivals are these?

Exercise B: Open pictures of festivals along with their festival names on Genially.

- Let students guess which country each festival comes from and explain their answers.
- Have the students match the names with corresponding pictures on Students' Worksheet.
- Correct the answers and ask students to share what they already know about these festivals.

Exercise C: Have students brainstorm and make a list of festivals they are familiar with.

- Ask students to share their knowledge about festivals, including the mood, decorations, activities, food, and people involved.
- Ask questions about their favorite festivals and how their families celebrate them.

Answer key

A.

Possible answers:

- Crowded people
- Music band
- Dancers wearing traditional costumes
- Fireworks
- Lanterns
- Flowers
- Street food stalls

B.

- Gion Matsuri – Japan
- Mid-autumn Festival – countries in East Asia, including China and Vietnam
- Dia De Los Muertos (Day of the Dead) – Mexico
- Diwali (Festival of Lights) – India
- Thanksgiving: The Festival of Gratitude – the United States

C. (Students' answers vary.)

2 EXPLORE

15 - 20 minutes

This stage lets students explore festivals through a text and learn new festival-related vocabulary.

What are these festivals about?

Exercise A:

- Divide the class into 5 groups and assign each of them to read one festival.
- Have the students read the text in 5 minutes.
- Have each group retell the festival to the class. Answer questions from the class if any.

Exercise B:

- Have the students read the text again and answer the questions.
- Have them compare their answers with friends.
- Correct their work and have them explain their answers.

Answer key

A. (Students' answers vary.)

B.

1. The passage is mainly about how festivals are important to different cultures and where they come from. It does this by highlighting five distinctive festivals from around the world as examples.

2.

- True (17th century is from 1601 - 1700)
- False (Dia De Los Muertos is a festival originating in Mexico)
- True

3. According to the passage, festivals are important because they bring people together from different cultures, help preserve traditions, and show the beauty of our shared humanity.

3 EXPLAIN

15 - 20 minutes

MATERIALS:

Blank "Festivals Around the World" tables in A3 size (refer to the attached template).

This stage is to deepen students' understanding of festivals and provide them with opportunities to explain the concepts on their own.

Exercise A:

- Have students read and match definitions with new words on their worksheets.
- Review the answers as a whole class discussion, highlighting the correct matches and addressing any questions or uncertainties.

Exercise B:

- Divide the class into groups.
- Print out the "Festivals Around the World" table in A3 size and distribute a copy to each group.
- Ask the groups to read the passage to fill the missing information in the table.
- Have the groups present their work.



Exercise C:

- Facilitate a class discussion.
- Pose the question to the class: "What are the key features that define a festival?" and allow students to express their ideas and thoughts.
- After gathering various responses, guide the students towards identifying the key features that are commonly associated with festivals.
- Emphasize the importance of elements such as joyous gatherings, special events, cultural expressions, and a sense of occasion.
- Follow up by asking, "Are all the key features necessary for an event to be considered a festival?"
- Guide the discussion to help them understand that while certain features are commonly found in festivals, not all are required for an event to be considered a festival.
- Display the completed table and help the groups correct themselves.

Answer key

A.

settler: a person who goes to live in a new country or region

parade: a public celebration of a special day or event, usually with bands in the streets and decorated vehicles

unrest: disagreements or fighting between different groups of people

float: a piece of light material that stays on the surface of water

onlooker: a person who watches something that is happening but is not involved in it

origin: the point from which something starts; the cause of something

altar: a structure with a flat top, often shaped like a table, where people perform religious or ceremonial activities

unity: the state of being in agreement and working together; the state of being joined together to form one unit

B.

Completed "Festivals Around the World" table: Refer to the attached completed table in this Teacher's Guide.

C.

(Students' answers vary.)

Possible answers:

- *"What are the key features that define a festival?": Historical or religious roots, specific dates, special activities, food and drink, special costumes,...*
- *"Are all the key features necessary for an event to be considered a festival?": No, not all the key features listed are necessary for an event to be considered a festival. Some festivals have them, some don't. It depends on where and why the festival happens. What makes something a festival is that it's important to a group of people, and it's a time for them to celebrate or remember something special.*

4 ELABORATE

15 - 25 minutes

This stage encourages students to work together to design unique festivals inspired by their assigned day and theme, using the language they've just learned.

Create new festivals

Exercise A:

- Divide the class into groups, ensuring each group consists of students with various language proficiency levels to encourage peer learning.
- Assign each group a theme or have them play "Rock, Paper, Scissors" to pick.
- Provide clear instructions about the assigned day and theme.
- Instruct students to begin brainstorming ideas for their festival and encourage them to consider the follow-up questions.
- Emphasize language use and collaboration during brainstorming.
- Promote group discussions for refining festival ideas. Encourage active participation from all group members.

Design posters

Exercise B: Provide groups with A3-sized papers and school supplies like pencils, crayons, etc., and instruct them to create posters illustrating their discussed ideas.

Exercise C:

- Have each group present their festival concept to the class.
- Allow for questions and feedback from other groups after each presentation.
- Provide constructive feedback to each group, highlighting both language proficiency and creativity in their presentations.

Answer key

A, B, C.

(Students' answers vary.)

5 ELABORATE

5 - 10 minutes

This stage is for students to self-evaluate on what they have learned and apply it in real-life situations.

- Have students reflect on what they have learned today using the checklist.
- Ask the students to write a self-reflective passage of about 30 words on why people celebrate festivals around the world.
- Have some students share their writings.
- Summarize the key points of the lesson and emphasize the importance of festivals in human society.

Answer key

(Students' answers vary.)



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EDUCATION SOLUTIONS

Festivals Around the World

*Edu*verse
NEWSLETTER
Issue 04 - October 2023

	THANKSGIVING	THE GION MATSURI	DIWALI	DIA DE LOS MUERTOS	MID-AUTUMN
Origin Country					
			5 days in October or November		
Activities					
Special Food					
		To honor gods during challenges and offering blessings for difficulties.			
Costumes					

Festivals Around the World

	THANKSGIVING	THE GION MATSURI	DIWALI	DIA DE LOS MUERTOS	MID-AUTUMN
Origin Country	United States	Japan	India	Mexico	East Asia (China, Vietnam)
Duration	On the fourth Thursday of November	Throughout July	5 days in October or November	From October 31st to November 2nd	On the 15th day of the eighth lunar month
Activities	Family gatherings, feasting on turkey, and enjoying parades and football games	To watch floats, music, dance, parades	To light lamps, create rangoli decorations, family gatherings for prayer	To create ofrendas, make sugar skulls, paint faces	To watch the moon, carry the lanterns
Special Food	Roasted turkey, stuffing, cranberry sauce, and pumpkin pie	Roasted sweet potatoes and tofu hot pot	Savor sweets	Sugar skulls, bread of the dead, favorite foods of the departed	Mooncakes
Purpose	To give thanks for a good harvest	To honor gods during challenges and offering blessings for difficulties	To represent the of light over darkness and good over evil	To honor and remember loved ones who passed away	To express gratitude for the harvest and celebrate unity and togetherness
Costumes	None	To wear colorful yukata	To wear new and brightly colored clothes	To wear traditional clothing (colorful dresses and sombreros)	None