

Today and Yesterday**Festivals**

Programme 1

*Festivals through the year***ABOUT THE UNIT**

Four programmes that look at the role festivals have in our community and beyond. We begin with a look at the role festivals play around the world - now and in the past and, with the help of some ghostly day dreaming, in the future. In the following three programmes, local children are introduced to the most important events in their cultural or religious calendars as we visit Northern Ireland's Indian, Muslim and Chinese communities.

BROADCAST DATES

Programmes are broadcast on Radio Ulster, medium wave, every Tuesday morning from 11.20 - 11.40am.

Programme	Title	Broadcast Date
1	Festivals Through the Year	14.09.04
2	Festivals: Divali	21.09.04
3	Festivals: Ramadan	28.09.04
4	Festivals: Chinese New Year	05.10.04

PROGRAMME 2 – FESTIVALS THROUGH THE YEAR**LEARNING OUTCOMES**

By the end of the programme pupils should be able to

- Appreciate the need for festivals and the contribution they make in helping us understand our cultural heritage
- Discover why we celebrate certain festivals such as St Valentine's Day and April Fools day
- Learn how Christmas is celebrated in other parts of the world
- Have an understanding of the beliefs and reasons for celebrations of other faiths
- Learn the need for tolerance and acceptance of other views and beliefs
- Consider the need for festivals in the future

ABOUT THE PROGRAMME

This programme examines the role of festivals as seen through the eyes of Andrew, a schoolboy. It considers the importance and impact festivals have on our lives in terms of helping us learn about our cultural heritage. Through the eyes of the ghosts of festivals past, present and future we are introduced to a series of celebrations on a local, national and international stage.

With Andrew, we're transported to India, Lebanon, Japan and New York to witness how festivals are celebrated there and examine the religious aspects of Ramadan, Yom Kippur and Diwali.

Key words used during programme:	Festival, tradition, feast, celebration, Christian, Muslim, Hindu, Buddha, Saturnalia, Ramadan, Yom Kippur, Diwali, Passover, All Hallows Eve
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USEFUL WEBSITES:

<http://www.bbc.co.uk/festivals>

<http://www.encarta.co.uk>

<http://www.festivals.com/culture>

CLASSROOM ACTIVITIES – Before the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
WHOLE CLASS			
Discussion	<p>Debate Give a series of important calendar dates along with their significance. Pupils then have to match them up.</p> <p>Discuss the importance of festivals and their relevance to a pupils' historical and cultural heritage. Compare Christmas, Easter, Harvest etc</p>		<p>English Language and vocabulary development</p>

CLASSROOM ACTIVITIES – After the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
INDIVIDUAL/GROUPS			
Information finding	<p>Using a dictionary, pupils are asked to define the word 'festival.' They are then asked to find out why popular festivals came to be celebrated on their respective dates.</p> <ul style="list-style-type: none"> • St Valentine's day – Feb 14 • St Patrick's day – Mar 17 • Mother's day – [varies] • April Fools day – Apr 1 • The twelfth of July – July 12 • New Year's day – Jan 1 <p>Pupils are then instructed to colour in the respective calendar dates</p>	Worksheet 1	<p>English Development of writing skills; Dictionary skills</p> <p>History Historical enquiry</p> <p>Cultural Heritage Understanding the cultural significance</p>
Research and information finding using ICT	<p>Using Encarta, the Internet and other sources of information, pupils are asked to investigate the festival of Shrove Tuesday, completing certain tasks as they progress through the worksheet.</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Tuesday • Ashbourne • Carnival • Mardi Gras • Multimedia section <p>Pupils are then asked to illustrate a typical Shrove Tuesday celebration.</p>	<p>Worksheet 2 Worksheet 3</p> <p>Worksheet 2 Worksheet 3 [cont]</p>	<p>History and Cultural Heritage Understanding the culture, custom and significance of Shrove Tuesday</p> <p>ICT Locating information and the development of research skills</p> <p>Art & Design Illustration</p>

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PROGRAMME 2 – FESTIVALS: DIVALI**LEARNING OUTCOMES**

By the end of the programme pupils should:

- Be able to explain some of the main elements of Divali
- Understand how members of the local Hindu community celebrate the festival
- Identify elements common to Divali and other festivals in their culture
- Appreciate the importance of Divali to Hindus
- Have an understanding of the value of cultural differences

ABOUT THE PROGRAMME

The programme is presented by 11 year old Swapnil who arrived from Bombay with his family just four years ago. In that time, much has changed; he's had to learn English for a start, but the family makes a point of trying to celebrate Divali in much the same way as they would back in India. We join him as he makes the all important list of things to do to make sure the Divali celebration goes well.

Swapnil's parents recall that fireworks and sweets in NI are very different from those in India, and that here, there isn't a public holiday for the Divali celebrations, which makes it harder to visit friends and relations.

One of the stories of how the festival of lights got its name is told by Swapnil's friend Krishan. In his tale, of deception and bravery, we find out how Sita was kidnapped by the evil Ravana, how the monkey god found her, and how the animals helped her husband Rama's little army to win. As good triumphs over evil, their path home was illuminated by little lamps, the "divas" that give the festival of light its name.

No festival is complete without food, and a quick cookery lesson follows as Swapnil helps Nisha make his favourite Divali party food - samosas. It's more than just about eating, Nisha explains that it's about showing respect to friends and visitors.

We learn that the date of the Divali celebrations changes every year, depending on the moon, and that there are several parts to the festival. First, the celebration of joy and the parties, lovely food and gifts. The second part is the end of the old year and the start of a new one in the business world. Finally, the religious observation and for that, Swapnil takes us to Belfast's Hindu temple, where we hear of some Hindu gods and goddesses. The Pundit (priest) explains why it's important to do puja (prayers and offerings) at Divali.

Finally, we hear how other Hindus celebrate – in the Belfast temple and at a home temple.

Key words used during programme:	Hindu, Divali, samosas, puja, temple, Pundit, lunar calendar,
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RESOURCES:

Indian Community Centre and Hindu Temple, 86 Clifton Street, Belfast.
 Telephone 028 9024 9746
 Website: www.iccbelfast.org.uk
 An interesting place for a class visit.

USEFUL WEBSITES:

www.bbc.co.uk/schools/religion/hinduism

Aimed at slightly older children, this is a good summary for general background information on Hinduism.

http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/uk/religious_festivals/newsid_1656000/1656412.stm

The CBBC Newsround guide to religious festivals with information on most of the main ones.

www.bbc.co.uk/religion/religions/hinduism

A more detailed site with information useful for teachers.

CLASSROOM ACTIVITIES - Before the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
WHOLE CLASS			
Discussion	<p>Celebrations Have a discussion with the class about the festivals or events they celebrate. Make a list of the occasions or festivals the class celebrate.</p> <ul style="list-style-type: none"> • How does their family celebrate? • What festivals are shared by most of their community? • What are the main elements of a celebration? 		<p>English Talking and listening skills</p> <p>Cultural Heritage Exploring celebration in our culture and if/how that is shaped or touched by other cultures.</p>

CLASSROOM ACTIVITIES - After the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
WHOLE CLASS/GROUPS			
Discussion idea 1	<p>Good versus evil The story of story of Rama and Sita is an age old tale of good versus evil. Recall the story from the programme, and brainstorm with the whole class other good v evil stories from literature, films, TV or cartoons.</p>		<p>English Retelling and interpreting stories that have similar qualities to the story of Rama and Sita</p>
Story plotting and drama	<p>Good versus evil – the new tales In groups, the children should storyboard one of the above stories, plotting the various key scenes which their group should then rehearse and act for the rest of the class.</p>		<p>Art Using simple line drawings to organise main points of presentation</p> <p>English Preparing a short dramatic presentation of a story.</p>
Discussion idea 2	<p>Ideas about God Most Hindus have a small temple at home – anything from a whole room to a collection of special things on a shelf that help them worship.</p> <p>Discuss</p> <ul style="list-style-type: none"> • What do other people do to help them think about God or other important things. • Do the children have a “quiet place” of their own? • What are their ideas about God? 		<p>RE Understanding a central element of another world religion</p> <p>English Talking and listening skills</p>
Craft	<p>Making diwa lamps Make small diwa lamps in class. Traditionally, they’re made with clay, ghee (clarified butter) and a cotton wick. Discuss why they burn slowly. What other fuels could be used safely? What other non-flammable materials could they be made from?</p>		<p>Art Problem solving and modelling</p>

Activity	Tasks	Worksheets	Relevance to NI Curriculum
INDIVIDUALS			
Research skills	<p>The symbol of light The name Divali comes from the rows of lights that guided Rama and Sita home. Light is a powerful symbol in many religions and festivals. Give some examples;</p> <ul style="list-style-type: none"> • Christingle • A candle in the window for the holy family at Christmas • Divali lights on a path for Lakshmi • The Advent candle <p>Worksheet 1 asks the children to reflect on different kinds of lights, their use and the feelings they evoke.</p>	Worksheet 1 In the spotlight	English Creative writing
Research Consolidation	<p>Turning detective Young people from the Indian Community Centre in Belfast recalled the names of several deities. Children are asked to find out about some of the main Hindu gods and goddesses and to complete a simple word puzzle, the answers to which (Hindu, India, diwas, puja, Lakshmi and light) reveal the hidden word "Divali".</p>	Worksheet 2 Bright sparks!	English Recall of information from programme to complete quiz sheet

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PROGRAMME 3 – FESTIVALS: RAMADAN**LEARNING OUTCOMES**

By the end of the programme pupils should be able to

- Understand the importance the Islamic community places on fasting during the month of Ramadan
- Appreciate the discipline required to participate during Ramadan
- Learn that the fast is one of the five pillars of Islam and be aware of the other four elements
- Recognise and value the diversity of cultural and religious beliefs of other local communities
- Learn the need for respect and tolerance of the beliefs of others

ABOUT THE PROGRAMME

Nine year old Ridwaan was born in Belfast, but his father is from Palestine and his mother from Syria and the family are Muslim. During the programme, he introduces his friend John-William to the five pillars of Islam and in particular, the fast during Ramadan.

The pillars: belief in Allah, daily prayer, fasting during the month of Ramadan, giving to charity and sharing with those less fortunate and the pilgrimage to Mecca at least once.

We learn that there are nearly a billion Muslims in the world and that it's the fastest growing religion. There are strict rules about food – no pork, so no Ulster fries, and no alcohol. The five pillars influence much of daily life for a Muslim, prayer five times a day, but specially on Friday at the mosque where Ridwaan goes with his father.

John-William has fasted for a day for a charity and knows how hungry he got. Ridwaan explains that the Muslim fast lasts for the whole month of Ramadan, when the fast begins at dawn and ends at sunrise – much easier in the winter than in the summer! It's a good way to identify with the poor and the hungry around the world too. A lot more prayer than usual is called for, and he really enjoys the month as his family is a lot closer. If you're too old or too sick to fast, you make a payment to a charity for each day that you can't take part.

Ridwaan's mum remembers what it was like during Ramadan when she was a child in Syria when most of their neighbours were taking part.

The festival of Eid follows when everyone gets together to have special feasting, children get sweets and presents and new clothes, and local children get a day off school. At the mosque, everyone meets for prayer just before the celebration.

Key words used during programme:	Muslim, Islam, Allah, Koran, prophet, Mohammad, mosque, fasting, pilgrimage, Ramadan, Eid
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USEFUL WEBSITES:

www.bbc.co.uk/schools/religion/islam

Aimed at slightly older children, this is a good summary for general background information on Islam.

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The CBBC Newsround guide to religious festivals with information on most of the main ones.

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CLASSROOM ACTIVITIES - Before the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
WHOLE CLASS			
Discussion	<p>Being in the minority To help the children think through the feelings of isolation felt by ethnic minority groups living in NI, and to understand the importance of meeting with others from that community, encourage them to</p> <ul style="list-style-type: none"> • Discuss what they would miss about their favourite celebration if their family moved to another country where almost no one shared that festival • How would they feel when no one knew anything about their festival? • How would they feel if people misunderstood their festival and were suspicious of them? • What would make them feel better? <p>Explain that the Today and Yesterday programme they're going to listen to is presented by a Muslim boy from Belfast, who finds himself in a religious minority in NI.</p>		<p>English Talking and listening skills</p> <p>Vocabulary development</p>

CLASSROOM ACTIVITIES - During the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
INDIVIDUAL			
Listening and Comprehension	<p>Listening to the programme Before the programme begins, distribute worksheet 1 – a multiple choice quiz. All the answers are to be found in the programme, so careful listening is called for. After the programme, check the answers and find out who was really listening!</p>	Worksheet 1 The Easiest Quiz Ever	English Listening for comprehension

CLASSROOM ACTIVITIES - After the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
INDIVIDUAL/GROUPS			
Discussion on Fasting and the benefits of discipline	<p>Fasting and discipline A fast can be a period of doing without something – it doesn't have to be food or drink!</p> <ul style="list-style-type: none"> • What is the purpose of a fast? • How would it make you feel? <p>Muslims fast from dawn to dusk for 30 days, and pray more than the usual 5 times a day. This takes a lot of discipline.</p>		Personal Development Developing tolerance and mutual respect
Preparation for a class debate on the benefits of discipline	<p>Children use the preparation sheet to work through the pros and cons of being disciplined about</p> <ul style="list-style-type: none"> • music or sport practice • helping at home • religious observance <p>They record their position before a class debate. Does anyone change their mind after the debate?</p>	Worksheet 2 Prep sheet for debate on the discipline of fasting	English Recording and ordering arguments for debate

CLASSROOM ACTIVITIES - After the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
INDIVIDUAL/GROUPS			
Art	<p>Sunset skyline With a day long fast, the setting sun is a welcome sight for Muslims during Ramadan. To make a sunset skyline;</p> <ul style="list-style-type: none"> • discuss the colours of a good sunset. • Using these colours, either colourwash a white page in a landscape position or using tissue or other fabrics, create a sky at sunset effect • On black paper, draw an outline of buildings – don't forget local landmarks • Cut the outlines out and stick them over the (dried!) sunset wash. <p>A long, group piece could be used as part of a wall display about Ramadan.</p>		<p>Art Observing and recording.</p>
Discussion on poverty and a class response	<p>Sharing with others Muslims must give money to charity for each day of Ramadan they can't fast.</p> <ul style="list-style-type: none"> • Is it important to share what we have with others? • What does being "poor" really mean? • What does being "hungry" really mean? <p>Find out about local charities who support people who are "poor" and/or "hungry". Consider a class activity that might engage with this. Why not</p> <ul style="list-style-type: none"> • Organise a class collection box for small change • Have a fund raising event – make cards or buns and sell them at breaktime <p>Have a one day "fast" from tv, or something else they enjoy!</p>		<p>Personal Development Developing tolerance and mutual respect</p> <p>Developing an understanding of the imbalance of the world around them</p> <p>Promoting an awareness of the difference between need and want</p>

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PROGRAMME 3 – FESTIVALS: CHINESE NEW YEAR**LEARNING OUTCOMES**

By the end of the programme pupils should be able to

- Explain some of the main elements of Chinese New Year
- Understand how members of the local Chinese community celebrate the festival
- Discover why celebrating the new year festival is important to the Chinese Community living in Northern Ireland
- Have an understanding of cultural differences and develop tolerance and respect towards others

ABOUT THE PROGRAMME

Our presenter for a tour through the Chinese New Year is Nadine Ong who was born in Belfast, and whose parents are from Malaysia. We're introduced to the idea that New Year's Day isn't always the first of January, find out how to scare off people eating monsters and hear why Chinese children are happy to clean their bedrooms in the hope of generous red packets!

Nadine brings us to Mrs San's home, where we find out why cleaning your house is so important and why red and gold decorations and banners with upside down writing are to be found in all Chinese homes at New Year. We also hear that Chinese "selection boxes" bear no resemblance to the chocolate filled versions local children are used to.

In one of Belfast's Chinese Supermarkets, Nadine's mum translates for us as we hear about eating lotus seed to make sure you have a son every year, nibbling on oysters to be prosperous and new year cake so you do well at school! Eating really long noodles is a good idea too, because the longer the noodle, the longer your life!

Lions, dragons and unicorns eat whole lettuces – at least, the dancing versions do – but maybe because there's a red packet full of money tied to it. Nadine chats with Alan Lui who explains about the animal heads and the dance. The story behind the Nian – the New Year Monster – is told by Nadine's dad, George.

Key words used during programme:	Cantonese, Emperor, lion dance, red packets, symbolises, spring clean, majestic, out-smarted
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USEFUL WEBSITES:

<http://www.bbc.co.uk/religion/religions/features/chinesenewyear/index.shtml>
 Good general background information for teachers.

<http://www.chinatown.com>

Lots of additional information, stories, full list of dates for Chinese zodiac, cookery and craft ideas.

CLASSROOM ACTIVITIES - Before the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
WHOLE CLASS			
Discussion	<p>Which feels like the biggest “fresh start” – new year or the start of a new school year in September? What do the children like best about “fresh starts”?</p> <p>Explain that the programme today is about a festival that happens at the time of the first new moon of the year – and for one of the world’s largest communities, that’s when new year really happens.</p>		<p>English Contributing personal ideas to discussion and considering points made by others</p>

CLASSROOM ACTIVITIES - After the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
WHOLE CLASS			
Calendar of events			History: sequence calendar dates
Discussion	<p>Recall the story of the Emperor and the creatures who went to see him. Consider the moral of the story – that the winner isn’t always the bravest, the strongest or the biggest.</p> <p>Discuss the idea that each creature was given a year and every person born during those years are supposed to have similar qualities to that creature.</p>		<p>English Talking and listening</p> <p>Retelling a story from memory</p>

CLASSROOM ACTIVITIES - After the Programme

Activity	Tasks	Worksheets	Relevance to NI Curriculum
INDIVIDUAL			
Research and writing	Children complete the worksheet, using whatever means of research they can.	Worksheet 1 The Chinese Zodiac	English Recall and creative writing Research skills
Collect and compiling information	<p>Pupils are asked to find the symbols most commonly associated with some of the main world religions - and to design one of their own for those they can't find.</p> <p>A list of festivals should then be compiled along with a note of it's date, who celebrates it and the appropriate symbol.</p> <p>Pupils should then design a monthly calendar illustrating the various festivals chronologically.</p>	Worksheet 2 Festival Diary	<p>ICT Research – finding symbols used by world religions</p> <p>Art Designing symbols for other festivals</p> <p>Constructing a simple chronological calendar of festivals around the world</p>
Activity ideas	<ul style="list-style-type: none"> • make Chinese lanterns to decorate the classroom • try to find the Chinese characters for new year greetings and make red and gold banners to hang at the door – upside down of course! • Learn a new year greeting – Gong Xi Fa Cai (<i>pron Gung Hei fat choi!</i>) • Make cards to send to members of the Chinese community in your school – or in local businesses • Spring clean the classroom! 		Art Working with paper