FESTIVALS

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider what a festival is and explore the different festivals held in Wales. They research a local fairy festival and investigate an historical fake fairy story. Learners find out about the history of 'fake news' and create a fake news story about the school grounds or local area. They find out about the different festivals held in Wales and what an 'Eisteddfod' is. Learners explore the Llangollen International Musical Eisteddfod and emulate an artist involved in this by creating a class patchwork as a first step to organising a school Eisteddfod.
They research and consider how they might organise an Eisteddfod and use their ideas to develop and run a school Eisteddfod.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Squares of white cotton, e.g. 10cm x 10cm (an old cotton sheet will suffice) and means of decorating it, e.g. fabric pens, sewing materials, etc.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT IS A FESTIVAL?

Explain to learners that this task should help them understand what a festival is and to explore the different types of festivals held in Wales and in the Clwydian Range and Dee Valley. They will also explore the concept of 'fake news'.

Screen 3

Ask learners to discuss the question posed and type their ideas in the box.

Focus question

- What does 'festival' mean to you?

Screen 4

Here, three definitions of 'festival', generated using AI from multiple online sources, are given. Ask learners to discuss the questions posed.

Focus questions

- How different are these to your ideas?
- How similar are these to your ideas?
- What annual events do you celebrate? Why? Would you consider these to be festivals? Why?

Screen 5

Invite learners to use think-pair-share to consider what festivals they know about.

Focus questions

- What festivals have you heard of? How?
- Where are these festivals held? How do you know?
- Who goes to these festivals? Why?

Screen 6

This screen provides examples of festivals held in Wales every year. Invite learners to research one of these festivals and share their findings in a 30-second presentation.

Screen 7

Explain to learners that there are also many festivals within the Clwydian Range and Dee Valley National Landscape and that the last few years has seen a celebration called the 'Legendary Llangollen Faery Festival'. Ask learners to discuss the questions posed.

Focus questions

- What do you think this festival is about? Why do you think that?
- What would you expect to see there? Why?
- Who might attend this festival? How do you know?
- What sort of activities might there be to take part in at the festival? Why do you think that?
- What time of year might this festival take place? Why?

Invite learners to access the website to find out more about the festival: The Legendary Llangollen Faery Festival

Screen 8

Ask learners to consider the questions posed to interrogate the image.

Focus questions

- What can you observe?
- What can you infer?
- What else do you want to know?
- How will you find out?

Screen 9

To reflect on the previous screen, ask learners to discuss the questions posed.

Focus questions

- Do you think fairies exist? Why? What evidence do you have?
- Have you ever believed in fairies? When? Why?
- What is a fairy tale? How do you know? Why are they called this? Why do you think that?

Screen 10

Ask learners to go into the school grounds and discuss the questions posed.

Focus questions

- If you were to find fairies, where would they be? Why do you think that?
- What would they be doing? Why?
- What would they be saying to each other? Why do you think that?

Screen 11

Explain to learners that the story of 'The Cottingley Fairies' might be considered an example of 'fake news'. Then, to discuss the questions posed.

Focus questions

- What is fake news? Why do you think that?
- What fake news stories are you aware of? How?
- When do you think fake news became a thing? Why?

Screen 12

Invite learners to access Fake news: the history and the facts - BBC Bitesize and to discuss the questions posed.

Focus questions

- How does fake news spread?
- Who spreads it? Why?
- Why is fake news more of a problem now than in the past?

Screen 13

Inform learners that they are going to create a fake news story about the school grounds or local area. Ask them to write their fake news story, backing it up with evidence and to discuss the questions posed.

Focus questions

- What will the focus of your fake news be? Why?
- How will you make sure your fake news doesn't upset people? Why is this important?
- What will you need as evidence to back up your fake news? How will you get this evidence?
- How will you use persuasive writing to share your story?

Screen 14

Explain to learners that you want them to use the reflection triangle to consider how they created their fake news story.

TASK 2

BRIDGES, NOT WALLS

Explain to learners that in this task they will find out about the different festivals held in Wales and what an 'Eisteddfod' is. They will explore the Llangollen International Musical Eisteddfod and as a first step to organising a school Eisteddfod, they will make a class patchwork.

Screen 3

Explain to learners that Wales is known for celebrating its arts and culture through a range of festivals and that there are many smaller festivals in towns across the Clwydian Range and Dee Valley.

Invite learners to explore the different festivals that are held in Wales every year by accessing Welsh festivals - Festivals in Wales, UK - Visit Wales and Alternative festivals in Wales - Visit Wales and to discuss the questions posed.

Focus questions

- Which festivals did you find out about?
- Which looked the most interesting? Why?
- Which festivals were near to where you live? How do you know?
- Which one festival would you choose to attend if you could? Why?

Screen 4

This screen gives the origin of 'Eisteddfod'. Invite learners to find out more about the Llangollen Eisteddfod by accessing Home - Llangollen International Musical Eisteddfod and The Eisteddfod Archive – Llangollen International Musical Eisteddfod Archive and to discuss the questions posed.

Focus questions

- What did you find out about the Llangollen Eisteddfod?
- What surprised you? Why?
- What is the ethos of the festival?
- How many performers and visitors are there usually?

Screens 5-6

These screens give information about the return of the Llangollen Eisteddfod following the Covid19 pandemic and how an artist transformed the mediaeval Llangollen Bridge, by wrapping both sides in giant patchwork to reflect the crafts and cultures of Wales and the participating nations of the Eisteddfod.

Screen 7

Inform learners that they are going to organise a school Eisteddfod to celebrate the arts, language and culture in the school and community. As a first step, learners will make a patchwork of squares with the rest of the class.

Invite learners to go outside to decide where to display their patchwork and to discuss the questions posed.

Focus questions

- Where could you display the patchwork so that everyone sees it?
- Which do you think is the best place? Why?
- What is the area of the space you need to cover? How do you know?
- If each child in the class makes a patchwork square, how many will you need to cover this area? How do you know?
- What size will the squares need to be? Why?

Screen 8

Take learners outside to look for a suitable place to display their patchwork in the school grounds.

Screen 9

This screen provides the following quote from Sir Isaac Newton:

"*We build too many walls and not enough bridges*."

Invite learners to read the quote and discuss the questions posed.

Focus questions

- What do you think Newton means by this? Why?
- Do you agree with him? Why?

Explain to learners that this quote inspired Luke Jerram's artwork, 'Bridges, not walls' and encourage them to find out more about his artwork by accessing lukejerram – Bridges, not walls.

Screen 10

Ask learners to use Luke Jerram's work and their ideas to plan to make a patchwork square and to discuss the questions posed.

Focus questions

- What is the overall inspiration for the class square?
- What will your square look like? Why?
- What is the inspiration for your square? Why is it meaningful to you?
- How will you make your square? What images and/or words will it contain? Why?
- How will you create the images and/or words?

Screen 11

Ask learners to make their patchwork square and then, to create the class patchwork.

TASK 3

HOW COULD WE ORGANISE A SCHOOL EISTEDDFOD?

Explain to learners that in this task they will explore how they might organise an Eisteddfod and use their ideas to develop and run a school Eisteddfod.

Screen 3

Ask learners to follow this link to explore how they might organise their school Eisteddfod: Ysgol Hen Felin - Key Stage 3 - Eisteddfod 2021 and discuss the questions posed.

Focus questions

- How could you celebrate music and poetry in your Eisteddfod? Why would you do it like this? How else could you do it?
- What other art forms could you celebrate? Which would be good to include? Why?
- How could you involve the local community in your Eisteddfod? What local groups are there involved in music or literature? How could you invite them?

Screen 4

This screen provides learners with ideas to support the development of their school Eisteddfod. It gives examples of different types of music and literature, who and how they might be performed and other art forms that might be included.

Screens 5-6

These screens inform learners that they will need to plan both the content and the structure of the Eisteddfod and might need to find expertise amongst teachers, families and the local community to help organise and run the school Eisteddfod.

Explain that as a class they will need to plan how they will...

- Decide what music, literature, culture and art forms will be celebrated on the day.
- Decide which children or classes will do what.
- Decide what time to start and finish events and the day.
- Engage the local community.
- Enlist the help of teachers and families.
- Organise the performers in the school grounds.
- Advertise the Eisteddfod.
- Take account of any health and safety issues.
- Make a thorough risk assessment.
- Invite people to the school Eisteddfod.
- Provide refreshments.

Screen 7

Ask learners to discuss the questions posed and then to select a date and time when they will hold the school Eisteddfod.

Focus questions

- When would be the best time to hold the Eisteddfod? Why?
- How could social media be used to find volunteers and visitors? Why do you think that?
- What might be the best social media platform to use to advertise the Eisteddfod? Why do you think that? How would you structure the post? Why?
- What would your poster to advertise a school Eisteddfod look like? Why?

Invite groups of learners to produce either a social media post or a poster to advertise their school Eisteddfod.

Screens 8-9

Invite learners to run their school Eisteddfod and afterwards to reflect on the process by discussing the questions posed.

Focus questions

- What worked well with your school Eisteddfod?
- What didn't work well with your school Eisteddfod? Why?
- If you set up another school Eisteddfod, what would you do to make it more successful than the first one?