

Food and Festivals in Leeds

Who is this learning resource for? KS2 Learners

What you'll need:

- Creative resources for the task A3 paper, pens
- Teacher notes (at the end of this resource)
- Question prompts and examples (at the end of this resource)

Lesson objectives	To learn about the importance of food and festivals as part of cultural heritage and to create a festival design
Lesson outcomes	<p>All learners will understand that food and festivals play a role in cultural heritage</p> <p>Most learners will understand that food and festivals play a role in cultural heritage and create their own simple festival idea based on this</p> <p>Some learners will that food and festivals play a significant role in cultural heritage and create their own creative festival idea based on this</p>

National Curriculum links:

- English KS2: *Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.*
- Design & Technology KS2: *Pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.*

Activities:

1. Introduce the topic of festivals and carnivals as a way of celebrating cultural heritage and community and explain that food is a big way that communities come together to celebrate their heritage. You could check prior knowledge by asking if learners have ever been to a festival or carnival before. Then watch the Food and Festivals film which explores this in more detail. (5 mins)

2. After watching, have a discussion with the group, asking the learners what types of food Maureen cooks and checking understanding on the film. Ask learners which festivals they have been to, know about or have celebrated, and what foods were associated with this event. For example, have they been to a festival at school, at home, their religious centre, or in their community? Do they celebrate Christmas, Passover or Eid, for example, and which foods are associated with these events? Ask learners to discuss in pairs or small groups and then feedback their ideas to the class. *(5 mins)*

3. Then ask learners to consider the question 'why is food important to festivals?' Learners can work as a table team or group to discuss this and feedback to the class. Here you may be able to elicit more sophisticated ideas about food being symbolic, food having religious or cultural significance, or food being a way for groups of people to come together and share moments or share cultural identity. *(5 mins)*

4. Creative activity: Create your own Super Fun Festival. In small groups (such as table groups of 3-6) ask learners to mind map what they would include in a festival, giving it a title, and deciding on food choices, music, events, a location and when it takes place. *(30 mins)*

5. Ask each group to present their ideas back to the class, giving each group 3-5 minutes. *(15 mins)*

6. As a plenary, ask learners what they have learnt about the significance of food and festivals in culture, about the cultural heritage of festivals in Leeds, and about what the challenges were of creating their own festival. *(5-10 mins)*

Differentiation:

- For the discussions in this session, question prompts have been provided to structure group talk for less confident learners.
- More able learners could develop a menu of food which would be included at the festival and illustrate it. Less able learners could create a visual idea for their festival such as a poster or drawing of the event rather than a full plan.
- As an extension, learners could choose a site which is local to them to 'set up' their festival, so they can envisage where they would be setting up the festival and make it feel more real. This may be a park, school premises, a local faith centre.

Teacher Notes

Introduction to this session

In this session, we learn about festivals in Leeds and focus on Leeds West Indian Carnival which is the oldest Caribbean carnival celebrated in Europe. We meet the owner of Maureen's Caribbean Kitchen, Maureen Wilkes, who explains how important food is to carnival celebrations and the Caribbean community. Learners recap and respond to what has been taught in the video and as a final task learners develop ideas for their own ideal festival based on what they have discovered. There are opportunities for learning about the significance of both food and festivals or carnivals in celebrating community and cultural heritage, and learners can draw on prior knowledge from Religious Education or their own communities to discuss this. Learners will produce a creative response to the theme of the session.

Teacher Notes on the Film

In this film we tell the story of how food is important to festivals by interviewing Maureen Wilkes, owner of Maureen's Caribbean Restaurant, about the meaning of food and cooking to her and how it links to carnival. We see imagery of the carnival in action, including Maureen cooking at the carnival. In the film we also talk about several other festivals which Leeds has to offer.

Question Prompts for Discussion

- What festivals have you heard of?
- Can you think of any religious festivals you know about or celebrate?
- Have you been to any festivals or carnivals in Leeds?
- Can you think of a time when food was an important part of something you celebrated?
- Do some festivals have certain foods associated with them?
- Why do you think food might be important to groups of people?
- Why do you think food is often a part of a religious event, such as Eid, Passover, or Christmas?