

Spanish Festivals and Traditions

Activities and Teaching Ideas for Primary Schools

Nicolette Hannam and Michelle Williams



Dedication

In memory of my lovely mum, Pauline Cranfield.
Michelle Williams.

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Introduction

This book was written by a secondary and a primary school teacher to provide information about festivals and traditions in Spain.

Every month has ideas that support the intercultural strand of the *Framework for Modern Foreign Languages*. According to the *Framework*, by the end of Year 6 most children should be able to:

- ◆ Demonstrate understanding of and respect for cultural diversity.
- ◆ Present information about an aspect of another country.

The ideas in this book can be used to develop discussions about comparisons. The *Framework* suggests comparing attitudes towards aspects of everyday life (IU6.1) and understanding differences between people (IU6.2).

It then suggests children present information about an aspect of culture through a wide variety of media. By regularly using ideas from this book you are providing your pupils with a wealth of ideas.

Each month has a choice of guided sheets that can be photocopied. There is also a variety of suggested teaching activities, with vocabulary provided. Extension ideas are provided for more able pupils.

Running a Spanish Day (see Planning a Spanish Day for your school, pages 94–104) will complement your intercultural teaching and provide children with many opportunities to achieve a high standard in this area of Spanish. The Spanish vocabulary provided will support and reinforce your language work alongside this.

There are two analysis grids that show how and where the book covers the intercultural strand. The first (page 5) is split into year groups and shows where you can find work to cover the objectives for your own year group. The second grid (page 6) looks at each strand and shows where it is covered in the book. This will be extremely useful for MFL coordinators.

Analysis by year group

Year group	Objective	Covered in book
3	Identify other languages they'd like to learn	Planning a holiday (pages 59–62)
	Learn where Spanish is spoken	Planning a holiday (pages 59–62)
	Know some facts about one country	Throughout book
	Make contact with native speakers	Access contact through your Local Authority or the NACELL or CILT websites
	Compare different cultures	Throughout book: Feliz Cumpleaños (pages 40–43) A typical school day in Spain (pages 68–70) Comparing pastimes and everyday life (pages 71–72)
	Spanish song/rhyme	Feliz Navidad (pages 89–93)
4	Know about Spanish celebrations	Throughout book
	Identify similarities and differences in how festivals and special days are celebrated	El día de San Valentín (pages 16–18) Semana Santa (pages 25–28) Feliz Cumpleaños (pages 40–43) Feliz Navidad (pages 89–93)
	Use simple phrases to celebrate	Throughout book
	Compare everyday pastimes to their own	Comparing pastimes and everyday life (pages 71–72)
	Compare traditional stories	Cuentos de hadas (pages 52–56)
5	Compare particular aspects of everyday life to their own	A typical school day in Spain (pages 68–70) Alimento español (pages 81–84)
	Exchange information with a partner school	Access contact through your Local Authority or the NACELL or CILT websites
	Compare buildings and places in contrasting localities	Alimento español (pages 81–84)
	Investigate ways of travelling to another country/countries	Planning a holiday (pages 59–62)
	Consider how cultures of different countries are incorporated into everyday life	A typical school day in Spain (pages 68–70) Comparing pastimes and everyday life (pages 71–72) How is Spanish culture incorporated into our everyday life? (pages 63–64)
	Compare symbols and products	Symbols of Spain (pages 47–51)
6	Understand and respect cultural diversity (different attitudes)	How is Spanish culture incorporated into our everyday life? (pages 63–64) – develop discussion from guided sheet (page 64)
	Recognize and challenge stereotypes	Challenging stereotypes (pages 78–79)
	Present information about an aspect of another country: – perform songs/plays/dramas – use ICT to present information – greater sense of audience	Year 6 pupils can choose one idea/topic from the book and use it to develop a PowerPoint presentation aimed at a given audience. Choose a specific festival from the book, eg Christmas or Easter, or they could do a geography presentation.

Analysis by objective

Learning objective		Covered in book
IU3.1	Learn about the different languages spoken by children in the school	Planning a holiday (pages 59–62). Could be developed from discussions around the Spanish language. Does anyone speak Spanish in our school? Which other languages are spoken? Why?
IU3.2	Locate country/countries where the language is spoken	Planning a holiday (pages 59–62)
IU3.3	Identify social conventions at home and in other cultures	Feliz Cumpleaños (pages 40–43) – typical names Social conventions addressed throughout book
IU3.4	Make direct or indirect contact with the country/countries where the language is spoken	We recommend that you approach your Local Authority for advice, or visit the NACELL or CILT websites
IU4.1	Learn about festivals and celebrations in different cultures	Throughout book
IU4.2	Know about some aspects of everyday life and compare them to their own	Throughout book, especially A typical school day in Spain (pages 68–70) and Comparing pastimes and everyday life (pages 71–72)
IU4.3	Compare traditional stories	Cuentos de hadas (pages 52–56)
IU4.4	Learn about ways of travelling to the country/countries	Planning a holiday (pages 59–62)
IU5.1	Look at further aspects of their everyday lives from the perspective of someone from another country	Guided sheet – What I know about Spain (page 88) See also, Spanish Day evaluation sheet (pages 103–104)
IU5.2	Recognize similarities and differences between places	Throughout book Planning a holiday (pages 59–62) – comparing two localities Alimento español (pages 81–84)
IU5.3	Compare symbols, objects or products which represent their own culture with those of another country	Symbols of Spain (pages 47–51) Alimento español (pages 81–84) Planning a holiday (pages 59–62) – develop locality discussion from guided sheet (page 62)
IU6.1	Compare attitudes towards aspects of everyday life	A typical school day in Spain (pages 68–70) Comparing pastimes and everyday life (pages 71–72) Role models for children (page 80) Alimento español (pages 81–84)
IU6.2	Recognize and understand some of the differences between people	Throughout book – comparing how people celebrate How is Spanish culture incorporated into our everyday life? (pages 63–64) – develop cultural diversity discussion from guided sheet (page 64) Challenging stereotypes (pages 78–79)
IU6.3	Present information about an aspect of culture	Children can be encouraged to develop plays, songs and dances from the information taught about Spanish culture They can use ICT (for example, PowerPoint) to present information for a given audience Can possibly be used for transition information/ assessment

Successful teaching ideas for new vocabulary

There are many ways to help children learn new vocabulary and it is important to use a variety of methods and make it fun. Below are some successful ideas that have been tried and tested:

- ◆ Very simply, hold up flashcards and ask the children to repeat the words after you. They like doing this in different voices.
- ◆ Mime a card. Children have to guess the word, in Spanish.
- ◆ Which flashcard am I holding? Hold flashcard facing you. Ask children to guess which one you are looking at. This tests memory and pronunciation.
- ◆ True or False. Children only repeat the flashcard after you if you are saying the word that matches it.
- ◆ Matching cards. Give out cards to match yours, for example with names of pets. Say a word and children hold up the matching card, if they have it.
- ◆ Children could sequence the words as you call them out.
- ◆ Children could stand in order with flashcards, for example, with names of the months. Or they could stand in alphabetical order.
- ◆ For colours, they could build towers in the order that you call out, using coloured bricks.
- ◆ Children could hold up key words as they hear them in a song.
- ◆ Children could draw what you say, using mini-whiteboards.
- ◆ Slap the flashcard! Or the correct part of a picture (for example, the face). Children come up to the board in pairs (boys versus girls is popular). They use their hands to touch (slap) the flashcard the teacher says. A point is given to the first one to touch the correct flashcard.
- ◆ Teach the children actions to go with the songs you learn.
- ◆ Use puppets or soft toys to ask and answer questions.
- ◆ Give the children cards with words and pictures and use them to play Pelmanism (also known as Pairs).
- ◆ As above, but play Snap.
- ◆ Picture lotto. Cross off pictures as you hear the word called out.
- ◆ Pictionary. The teacher can draw pictures, for example pets, and children call out as soon as they recognize it. Or they can play in small groups, on mini-whiteboards.
- ◆ Hangman (known as *El ahorcado* in Spanish).
- ◆ *Simon dice* (Simon says).
- ◆ Chinese Whispers.
- ◆ Kim's Game.

¡Año Nuevo!/El día de los Reyes

New Year's Day / Epiphany

Background information

In Spain, New Year's Day is spent quietly with family and friends after the celebrations from the night before. People wish each other *Feliz Año* or *Feliz Año Nuevo* (Happy New Year). Many families start the New Year with a winter breakfast of hot chocolate and fried pastries (*chocolate con churros*) to help them recover after the New Year's Eve parties!

El día de los Reyes (Epiphany) takes place on the 6th January. The date celebrating Christ's birth has changed throughout history. The 6th January was the day of celebration until the Roman church adopted the 25th December in the fourth century. Today the 6th January is known as Epiphany. In many parts of Europe the Christmas celebration, or the 'twelve days of Christmas', (between Christmas and the 6th January), does not end until this date, now considered to be when the Three Kings arrived in Bethlehem.

In Spain, tradition has it that the Three Kings, *los Reyes Magos*, are the ones who bring children their presents on the morning of the 6th January, or *el día de los Reyes*. Parents encourage their children to write to the Three Kings to ask for their presents, in the same way British children write to Father Christmas.

In some areas, children leave their shoes on the windowsill or balcony ready for their presents. Spanish children leave straw and carrots out for the Kings' camels and food and drink for the Kings! The Kings are called Melchor, Gaspar and Baltasar. Melchor brought gold for Jesus, Gaspar brought frankincense, and Baltasar brought myrrh.

In every town in Spain adults and children celebrate on the 6th January with parades and street parties to welcome the Three Kings. *La cabalgata de los Reyes Magos* (the parade of the Three Kings) is a big parade with large floats, each one decorated with a different theme. At the end of the procession come the Three Kings, each one in his own big carriage. People on the floats throw sweets for the children.

It is also tradition to have a special dessert called *Roscón de Reyes*, or Kings' Cake. This is a sweet cake in the shape of a ring, topped with crystalized fruit pieces. Sometimes it is served cut in half and filled with cream. A lucky charm is hidden inside the Kings' Cake. Traditionally the charm was a bean, but nowadays it is a ceramic figure. Although the cake has religious origins, it has become a tradition for families to gather together to cut the cake; whoever finds the bean will be crowned king or queen for the day.

In Spain, and other countries in the Catholic religion worldwide, the Twelfth Night and Epiphany mark the start of the Carnival season.



Teaching activities

- ◆ Explain to the children about the tradition of *Los Reyes*.
- ◆ Children could role play visiting their friends to wish them Happy New Year, *Feliz Año Nuevo*.
- ◆ Children mime making a Kings' Cake as you give instructions in Spanish (see recipe on page 10)
- ◆ You could make a Kings' cake and act out the tradition of eating *Roscón de Reyes*.
- ◆ Use a bean or a raisin instead of the lucky charm. You will need a crown for the top of the cake. Ask the children questions about the tradition of the cake, the taste and so on. This could all contribute to a display with photographs.
- ◆ Design your own recipe cards for making the Kings' Cake. Use a dictionary to draw and label the ingredients in Spanish.
- ◆ Role play buying the *Roscón de Reyes* in a Spanish bakery.
- ◆ Have a crown making competition, or design a charm.
- ◆ Discuss and compare how New Year is celebrated here and in Spain.
- ◆ Design a New Year's Day card. Include details of what will be studied throughout the year in Spanish lessons to inform parents.
- ◆ Use the Internet to research different festivals and traditions for New Year's Day in Spain and other countries.
- ◆ Children could use the guided sheet on page 11 to describe your New Year's traditions and celebrations to a real or imaginary Spanish friend.
- ◆ Use photocopiable sheet on page 12 to draw a picture of the Three Kings and their gifts. Melchor was an Arabian king who brought gold for Jesus. Gaspar brought frankincense and Baltasar brought myrrh.
- ◆ Can you set out any New Year's Resolutions for your class or your school?

Vocabulario

Feliz Año Nuevo!	Happy New Year!
Roscón de Reyes	A special 'King's Cake'
un amuleto	a charm
un rey	a king
una reina	a queen
una panadería	a bakery
una corona	a crown
harina	flour
azúcar	sugar
leche	milk
levadura	yeast
mantequilla	butter
huevos	eggs
sal	salt
azúcar glas	icing sugar
zumo de naranja	orange juice

Roscón de Reyes



Ingredients

Cake

- 3 1/2 cups of plain flour
- 1 packet of active dry yeast
- 2/3 cup of milk
- 1/3 cup of butter
- 1/3 cup of sugar
- 1/2 tsp salt
- 2 eggs

Topping

- 1 cup of icing sugar
- 2 tsp of orange juice
- mixed peel to decorate

Instructions

- ◆ In a large bowl, mix 1 1/2 cups of flour and the yeast.
- ◆ In a small pan, heat the milk, butter, sugar and salt until warm.
- ◆ Add to the flour mixture.
- ◆ Add eggs and beat mixture until it can be kneaded.
- ◆ Knead in the remaining flour and shape into a ball. Cover and leave in a warm place until it doubles in size (1–2 hours).
- ◆ Shape the dough into a long sausage and join the ends together to make a ring.
- ◆ Cover and leave to rise in a warm place (30–40 minutes).
- ◆ Bake at 350°F for 30 minutes. Leave to cool.
- ◆ Mixing icing sugar with orange juice and spread over cake.
- ◆ Sprinkle with mixed peel.

Ingredientes

Pastel

- 3 1/2 vasos de harina
- 1 paquete de levadura
- 2/3 vasos de leche
- 1/3 vaso de mantequilla
- 1/3 vaso de azúcar
- 1/2 cucharadita de sal
- 2 huevos

Decoración

- 1 vaso de azúcar glas
- 2 cucharaditas de zumo de naranja
- la piel de limón y naranja

Instrucciones

- ◆ En un bol grande, mezclar 1 1/2 vasos de harina y la levadura
- ◆ En un sartén calentar la leche, la mantequilla, el azúcar y la sal.
- ◆ Añadir la harina con la levadura.
- ◆ Añadir los huevos y batir la mezcla hasta formar una masa.
- ◆ Añadir la harina sobrante y continuar con la masa para formar una bola. Cubrir y dejar la masa reposar en un lugar cálido, hasta elevarse al doble (1–2 horas).
- ◆ Formar la masa como una salchicha grande y juntar las puntas para formar un círculo.
- ◆ Cubrir y reposar en un lugar cálido (30–40 minutos).
- ◆ Poner dentro del horno a 350°F por 30 minutos. Dejar enfriar.
- ◆ Mezclar el azúcar glas con el zumo de naranja y untar en el roscón.
- ◆ Adornar con la piel de limón y naranja.

¡Año Nuevo!



Nombre:

Fecha:

I can describe how I celebrate New Year.

Use the space below to write a letter in English to an imaginary Spanish pen friend. Introduce yourself and explain where you live. Describe how you celebrate New Year. What do you eat? What do you do? Who do you spend it with? Can you explain the reasons for any of your traditions?

This page may be photocopied for use by the purchasing institution only.

Extension activity

Write some questions that you could ask a Spanish friend about New Year. Are there any other questions you would like to ask a Spanish friend about their life?

El día de los Reyes



Nombre:

Fecha:

I understand how and why *El día de los Reyes* is celebrated in Spain.

Can you draw floats with the three kings on them? Label each one, and their gifts.

Can you draw the items that Spanish children leave out on the eve of 5th January? Include shoes on a windowsill, straw and carrots for the Kings' camels and wine and food for the Kings.

Extension activity

Use the Internet to find out more about *El día de los Reyes*.