

Unit 2C Celebrations

Generic

ABOUT THE UNIT

In this unit children are given the opportunity to learn about the beliefs of a particular religion through a festival. They will learn about the meaning of the festival for believers, the way in which it is celebrated around the world, and what children may learn about their own lives and communities from it.

WHERE THE UNIT FITS IN

This unit builds on previous units in year R and year 1, which cover harvest festivals and Christmas. It provides a framework which can be adapted to fit the religion being covered by the class at this point in their RE programme.

PRIOR LEARNING

It is helpful if children have:

- begun to use technical terms concerning religions
- begun to understand that religion is a way of life for believers
- begun to recognise the use of artefacts in religions

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- the study of a particular religious festival
- the study of a particular religion, *eg place of worship, founder, artefact*

RESOURCES

- religious artefacts
- a range of reference books for a particular religion
- relevant religious scriptures
- information relating to cultural diversity
- internet link to a school in another country

EXPECTATIONS

At the end of this unit

most children will:

retell the story behind the festival and begin to understand the symbolism of the festival for believers; identify the main ways in which the festival is celebrated; know some of the cultural differences; understand the religious significance of the festival; connect the ideas of celebrating in their own lives with those of others

some children will not have made so much progress and will:

retell the story of the festival and the main ways in which the festival is celebrated in this country; know something of the importance of celebrating

some children will have progressed further and will:

understand that religion is a way of life for believers and that festivals are one part of a range of experiences and occasions; explain the significance and symbolism of the ways in which the festival is celebrated; understand how celebrations are important for churches and communities

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
CELEBRATIONS			
<ul style="list-style-type: none"> that religions usually involve celebration 	<ul style="list-style-type: none"> Talk to the children about when we celebrate, <i>eg special occasions such as birthdays, weddings, birth of a baby, passing a test, scoring a goal</i>. Ask them questions. <i>Is it important to celebrate special events? How do you celebrate in your family?</i> Compare, through class discussion, different ways of celebrating. Talk about how food is often used in celebrations. Ask why special food is often used at times of celebration, <i>eg community celebration, sharing together</i>. In small groups, brainstorm different types of special celebration food. 	<ul style="list-style-type: none"> identify the difference between festivals and other types of celebrations explain how and why they and their communities have celebrations reflect on and share their own experiences of celebration 	<ul style="list-style-type: none"> All religions have festivals, and they are an effective means of teaching about beliefs. However, it is important to emphasise that religions are a way of life, and festivals should be one of several approaches to learning about teachings from religions.
WHAT IS A RELIGIOUS FESTIVAL?			
<ul style="list-style-type: none"> that festivals are occasions for remembering particular events in religions 	<ul style="list-style-type: none"> Choose a particular religious festival and ask questions about it. <i>How is it different from a holiday? What is the story and the meaning of this festival?</i> Tell the story behind the festival, use video extracts, make life size cut-out characters, make masks and/or costumes. 	<ul style="list-style-type: none"> recount the story linked to the festival begin to understand its significance and symbolism for the believers 	<ul style="list-style-type: none"> In order to ensure progression of skills and variety of experience, different learning opportunities should be provided for different festivals.
HOW IS THIS FESTIVAL CELEBRATED IN DIFFERENT PARTS OF THE WORLD?			
<ul style="list-style-type: none"> that religious festivals reflect cultural differences and beliefs 	<ul style="list-style-type: none"> Show video extracts/CD-ROMs which show how the festival being studied is celebrated in different parts of the world. Discuss similarities and differences and suggest reasons for them. Ask the children to think about the festival through the eyes of a young child. Have a class celebration to participate in a festival. Make recipes associated with the festival. Focus on cultural diversity. 	<ul style="list-style-type: none"> identify some of the ways in which believers celebrate festivals recognise cultural diversity 	<ul style="list-style-type: none"> Develop internet links with a school in another country. Find out how they celebrate this religious festival. It is important to recognise the cultural diversity of festivals, and that many aspects, such as celebration food, are linked to the culture, rather than the religious context.
HOW DO RELIGIOUS BELIEVERS CELEBRATE THE MEANING OF A FESTIVAL?			
<ul style="list-style-type: none"> that festivals have a religious significance and that this is their prime function 	<ul style="list-style-type: none"> Describe the religious observance of the festival, <i>eg using videos, poster packs and postcards to illustrate the events. Have you ever attended a place of worship to celebrate a festival?</i> Discuss attending a religious service to celebrate a festival, <i>eg Christmas, Easter, Id, Baisakhi, Divali, Navaratri or Hanukkah</i>. Ask children to talk about why believers attend a place of worship during a festival, <i>eg thanksgiving, remembrance</i>. Emphasise that this is the main part of the festival for believers. <i>How do you think a believer feels during a festival?</i> If possible, either visit a place of worship during a festival, invite a visitor to talk to the children, or watch a video about a festival. 	<ul style="list-style-type: none"> explain that worship, both at home and in a place of worship, is a key part of the festival celebrations explain the importance of the festival to believers and their communities 	<ul style="list-style-type: none"> Assessment criteria should emphasise the meaning of the festival, not simply how it is celebrated.
WHAT HAVE WE LEARNT ABOUT THE FESTIVAL?			
<ul style="list-style-type: none"> to identify the key features of the festival 	<ul style="list-style-type: none"> Draw together what has been learnt about the festival under different headings. <i>What? Who? When? Where? Why? How?</i> Present what has been learnt as a class book or wall display labelled by the children. 	<ul style="list-style-type: none"> link the different aspects of the festival into a coherent whole evaluate what they have learnt about the festival 	

FUTURE LEARNING

Children could go on to:

- apply what they have learnt to the study of other festivals and celebrations

OUT-OF-SCHOOL LEARNING

Children could:

- look out for evidence of festivals and celebrations, *eg decorations, displays and cards, and special food for sale in shops and restaurants*