

## S1 Unit: Exploring Festivals

Programme of Work Title	Exploring Festivals
Brief Description	This unit is about developing an understanding of beliefs and traditions within festivals, inc the diversity of festivals celebrated in Scotland and beyond.

### Benchmarks:

#### Subject Specific:

Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. **RME 2-06b**

Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. **RME 3-04b**

I am developing my understanding of Scotland's religious diversity as well as the place of religion in society. **RME 3-06b**

I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a**

#### Literacy:

When listening and talking with others for different purposes, I can: communicate information, ideas or opinions, explain processes, concepts or ideas and identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-15a**

#### LIT 3-15a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**

#### Health and Wellbeing:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 4-11a**

I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. **HWB 3-23a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made. **HWB 3-24a**

Lesson title	Learning outcomes	Learning experiences	Resources	Differentiation	Possible homework	Success criteria
1. Introduction to festivals	<ol style="list-style-type: none"> <li>To explain what a festival is</li> <li>To give examples of 3 - 4 key features of festivals</li> <li>To understand the importance of light in many festivals</li> </ol>	<ul style="list-style-type: none"> <li>Two examples of special events within own life and the actions undertaken to remember/celebrate</li> <li>Video clip: what festivals can I recognise?</li> <li>Activity: Re-arrange the words</li> <li>Discussion: the importance of light</li> </ul>	<ul style="list-style-type: none"> <li>Power Point</li> <li>Jotters</li> <li>Video-clip: Festival celebrations around the world</li> <li>Post-it notes</li> <li>Coloured pencils</li> </ul>	Pre-printed lesson sheet with write-on options	Satchel Multiple choice quiz at end of Unit	<ul style="list-style-type: none"> <li>Pupils can explain what a festival is</li> <li>Pupils can give 3-4 examples of key features of festivals</li> <li>Pupils can judge the importance of light in many festivals</li> </ul>

2 Remembrance (2 lessons)	1. To learn about different types of poppy	<ul style="list-style-type: none"> <li>• PPT Information on poppies</li> <li>• Video Clip 1 - BBC</li> <li>• Video clip 2 - BBC</li> <li>• Complete a poppy template</li> <li>• Evaluation skills Qn: Should everyone wear a poppy?</li> <li>• Plenary Qn</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Video-clip;</li> <li>• Jotters</li> </ul>	Information support sheets for each poppy  Choice of poppy  Writing frame for evaluation question	<ul style="list-style-type: none"> <li>• Pupils can explain what / who different colours of poppies represent</li> </ul>
	2. To decide if Thomas Highgate is a coward, victim or casualty of war	<ul style="list-style-type: none"> <li>• Read about Thomas Highgate</li> <li>• Complete 2 of 3 activities</li> <li>• Plenary – acrostic poem</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Jotters</li> <li>• Newspaper Article</li> </ul>	Choice of activities: Diary task / questions  Class read through of newspaper article	<ul style="list-style-type: none"> <li>• Pupils can discuss the moral arguments of conscientious objection and its consequences – coward, victim or miscarriage of justice? – evaluation skill</li> </ul>
3. Hanukkah (or Diwali)	1. Explaining the meaning of Hanukkah 2. Describing how Hanukkah is celebrated	<ul style="list-style-type: none"> <li>• Class discussion: the key feature of festivals: Hanukkah</li> <li>• Watch a video – clip about the Hanukkah story and explain what does the Hanukkah festival remember</li> <li>• Answer the 3-1-1 activity</li> <li>• Traffic Lights</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• video-clip: history of Hanukkah</li> <li>• 3-3-1 worksheets</li> <li>• Jotters</li> </ul>	Sentence starters for each of the 5 key words	<ul style="list-style-type: none"> <li>• Pupils can explain the meaning of Hanukkah</li> <li>• Pupils can describe how Hanukkah is celebrated</li> </ul>
4. Thanksgiving	1. Explore the story behind the festival of Thanksgiving so that we can appreciate its value/message to people today 2. Compare this festival with one of my choice	<ul style="list-style-type: none"> <li>• Register Task: Unscramble</li> <li>• PPT note (background)</li> <li>• Video clip and questions</li> <li>• Think, Pair, Share</li> <li>• Venn diagram: comparison</li> <li>• Post-it Plenary</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Video-clip: BBC Learning Zone</li> <li>• Activity sheets</li> <li>• Jotters</li> </ul>	Write on video-clip sheet  Venn Diagram pre-printed template	<ul style="list-style-type: none"> <li>• Pupils can identify the main events in the history of this festival</li> <li>• Pupil will discuss its meaning for today</li> <li>• Pupils will complete a venn diagram to show similarities between festivals – comparison skill</li> </ul>
5. St. Andrew's Day (optional)	1. Exploring the life and faith of St. Andrew 2. Explaining the reason St. Andrew is the Patron Saint of Scotland	<ul style="list-style-type: none"> <li>• Find the aim of the lesson: 'Crack the code' starter</li> <li>• Watch a video-clip about St. Andrew's life</li> <li>• Add missing words</li> <li>• Peer assessment</li> <li>• Crossword</li> <li>• Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Active inspire flipchart</li> <li>• Video-clips: BBC Learning Zone</li> <li>• Jotters</li> <li>• Crossword worksheet</li> <li>• Post-it notes</li> </ul>	Pre-printed code sheets  Word bank	<ul style="list-style-type: none"> <li>• Pupils can identify 2-3 facts about St. Andrew's life</li> <li>• Pupils can explain the reason St. Andrew is the Patron Saint of Scotland</li> </ul>

6. Christmas	1. Critiquing the Nativity Story	<ul style="list-style-type: none"> <li>• Register Task: My favourite Festival</li> <li>• Brainstorm: Christmas Nativity</li> <li>• Video clip and bingo</li> <li>• Critical Thinking Video Task</li> <li>• Plenary</li> </ul>	<ul style="list-style-type: none"> <li>• Power points</li> <li>• Video-clips: YouTube</li> <li>• Jotters</li> <li>• Bingo sheets</li> <li>• Son Of God Part 1 - DVD</li> </ul>	Write-on bingo sheets and critique sheets		<ul style="list-style-type: none"> <li>• Pupils can identify the main events in the Traditional Christmas Nativity</li> <li>• pupils can evaluate what elements are likely and unlikely</li> </ul>
7. Assessment: Investigation	1. Displaying knowledge, understanding and analysis of key topics studied in this unit	<ul style="list-style-type: none"> <li>• Revise the success criteria for the investigation</li> <li>• Create an investigation into a festival of own choice</li> </ul>	<ul style="list-style-type: none"> <li>• Peer marking sheets</li> <li>• Investigation outline sheets</li> </ul>	Choice of festival and method of presentation		Pupils successfully complete the investigation task

Contexts for learning	<b>Curriculum areas and subject</b>	IDL	The ethos of life and the school	Opportunities for personal achievement
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Key Progression framework Statements	<b>Second Level:</b> Use sources to investigate and understand the importance of celebrations, practices, festivals and traditions practices and traditions within world religions and other perspectives	<b>Third Level:</b> Reflect upon and evaluate the role of celebrations, practices, festivals and traditions in world religions and other perspectives
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SALs Curriculum	<p><b>Learning about religion, beliefs and morality:</b> Investigating beliefs, values, issues, traditions and practices through a range of primary and secondary sources</p> <p><b>Learning from religion, beliefs and morality:</b> Appreciating the importance of respect for the beliefs, values and traditions of others and being able to demonstrate this.</p>
Experiences and Outcomes	<p>Investigates, describes, explains and expresses an opinion with supporting reasons on the importance of at least two from a tradition, a practice, a ceremony, a custom, a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion.</p> <p>Evidence: At least two festivals studied and investigation completed.</p>

Skills for learning, life and work	Remembering, understanding, analysing, evaluating, creating, organisation, emotional intelligence.
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Learning for Sustainability	Studying festivals speaks to the importance of developing pupils as moral, social and ethical human beings - developing the very qualities they will need to use throughout their lives. Pupils are encouraged to be thoughtful, respectful and empathetic of different religious practices, acknowledging the diversity of religious practices in society. Additionally, pupils are considering aspects of discrimination and prejudice that might underpin religious festivals e.g. assumptions that it is a woman's role to pass on religious traditions to her children or the theft of land and destruction of culture experienced by indigenous peoples e.g. Thanksgiving
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