

Unit 3.4: Food and Fasting

How do fasting and feasting help people to celebrate?

About the Unit:

This unit provides an opportunity to explore fasting and feasting associated with the celebration of festivals. The symbolism of the food at the Last Supper is studied through the concepts of suffering and celebration.

Where the Unit fits:

This unit builds on Unit 2.4 *Endings and Beginnings* and provides the foundation for work in Unit 4.4 *Spring Festivals*.

Key Vocabulary:

fasting, feasting, food, Lent, Easter, Ramadan, Eid, Passover, Yom Kippur, suffering, celebration, life, death, beginning, ending, names of appropriate artefacts and foods

Suggested Resources:

relevant food and music associated with the celebrations, especially to express joy and sorrow

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
1	Talk about special foods for special times	Talk about what it feels like to eat special foods as part of a celebration
2	Know that certain special foods are linked to different festivals and celebrations	Talk about what it feels like to take part in a special celebration where special foods is distributed
3	Know why special food is linked to special festivals and celebrations e.g. <i>hot cross buns – Easter; seder plate – Passover</i> . To begin to know why people fast	Consider reasons and make links between why religious people fast prior to a festival
4	Show an understanding of the significance and symbolism of special food	Ask questions and to show an understanding of why certain food is associated with/eaten at specific religious festivals

Points to Note/Further Suggestions

Obvious care must be taken when sharing food with children. Refer to the school's health and safety policy regarding allergies and hygiene.

Be aware of possible responses when talking about suffering and be ready to handle sensitive issues.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>CELEBRATIONS</p> <p>(1) explore a variety of celebrations, including religious festivals</p> <p>(2) develop a feeling of what celebration or major religious festivals mean to people through exploration of the arts</p> <p>PEOPLE</p> <p>(1) explore the lives and work of special people including key religious figures in history and today</p>	<p>(a) describe some beliefs linked to major festivals</p> <p>(b) describe the significance of the actions of members of faith groups at a celebration</p> <p>(a) describe major events in the lives of key religious figures</p> <p>(b) give examples of key religious figures and briefly explain their significance to members of faith groups</p>	<p>(a) describe what it was like to participate in a celebration in the style of a religious festival</p> <p>(b) link the actions of members of faith groups at a celebration, to personal experience</p> <p>(a) express thoughts and feelings about the work of special people and reflect on what makes them special, making links with their own experiences, attitudes and behaviours</p>	<p>Connect</p> <ul style="list-style-type: none"> • Talk about special foods for special times. • Share special food and talk about what makes it special. • Create a display of festival food, using pictures, etc. <p>Consider and Respond</p> <ul style="list-style-type: none"> • In groups, find out information about food linked to different festivals and celebrations. Present to others. • Talk about what we mean by 'fasting' with reference to Lent, Ramadan or Yom Kippur. Suggest reasons why people might fast. Pupils can consider what they might be able to go without. Share their experience of going without and explain how they felt. • Observe a celebration of a religious festival, e.g. video of Mardi Gras procession, Chinese New Year celebration. Talk about what people did and why. • Investigate the celebrations based on new beginnings, e.g. Easter, Shabbat, Pesach, Eid-ul-Fitr, and consider, in particular, relevant food laws and traditions within these festivals, e.g. kosher. • Focus on the Last Supper in the Easter story. Reflect on the significance of the bread and the wine. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> • Plan a celebration in the style of a religious festival. • Find some appropriate recipes to make a range of traditional foods linked to the religious celebration and enjoy tasting! • Through the use of drama/dance, music and food, present ideas linked to suffering and celebration in the style of a religious festival, e.g. the Easter story <p>Review</p> <ul style="list-style-type: none"> • Talk about how food and fasting can help religious people remember important events in their faith. • Think about the importance of tradition in their own life. • Talk about their feelings at a celebration of new beginnings.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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