

**Why are the
celebrations of
different cultures
important?**

Interact Teacher Manual

Social Science

Years 5-8

By Julie Owen

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OVERVIEW FOR THIS TERM

This Teacher Manual is for one subject of an integrated unit based around the theme of *God is faithful*. The subject of this particular Teacher Manual is shaded grey. Further information about the supplementary books and teaching resources mentioned below are available from www.interactcurriculum.com

Year 1-4

Year 5-8

Devotions



How do we know that God is faithful?



What can we celebrate about God?

Social Science



What do people celebrate and why?



Why are the celebrations of different cultures important?

Science



How does God show faithfulness to us every day?



How is God's faithfulness seen in our universe?

Health



What habits make me fit and strong?



How can my habits affect my strength and fitness?

Art



Food in Contemporary Art

Language



How can we share what is important to us?



What makes recounts helpful to us?



INTRODUCTION

Why are the celebrations of different cultures important? This *Interact Teacher Manual* forms part of the theme, *God is faithful and wants us to be faithful*. In this investigation we will explore how and why different cultures of the world have celebrated in the past, and those traditions they still observe today. Most importantly, we will learn about our need to celebrate the things that demonstrate God's *faithfulness* to us.

Everyone loves a celebration! Since earliest times, people have looked for reasons to celebrate – from the phases of the moon, to the bounty of the harvest, to the myriad of milestones in an individual's life. They have danced, decorated and dressed up, sung songs, told stories, feasted and performed rituals to acknowledge or ensure their good fortune.

Every society finds reasons for, and ways to, celebrate. Celebrations are about people sharing their joys and sorrows surrounding their ideals, beliefs, their experience and their history, and are often expressed in ways that become traditions for that society. Remembering and celebrating are ways in which people pass on their values to future generations.

The Bible makes it clear that celebration is to be an important part of our lives. Through the prophets, God gave clear instructions about how the children of Israel were to remember and celebrate God's *faithfulness* to them. An important part of their calendar was the celebration of the Passover, in which the Jews were to remember God's deliverance of their people from slavery to the Egyptians. Jesus was sharing this festival with his disciples when he laid down the model for a new celebration of God's *faithfulness* – the Lord's Supper or Communion.



God wants us to celebrate his *faithfulness*. Remembering and celebrating God's goodness to us in the past gives us confidence about God's goodness to us in the present, and ensures that future generations will continue to recognise God's *faithfulness* to them.

"The living, the living – they praise you, as I am doing today; parents tell their children about your faithfulness" (*Isaiah 38:19*).

If you are new to *Interact* resources we invite you to turn to Appendix I to learn about the *Interact Learning Path* on which this *Teacher Manual* is based, and to gain additional planning help.



PRE-PLANNER GUIDE

Resource People

- Family members, including grandparents; friends and neighbours
- Members of the local council
- Ministers of religion
- Someone to speak about Jewish celebrations
- Education officers and museum guides for displays about other cultures and beliefs
- Someone to speak about indigenous culture

Special Features could include:

- Organising to visit a place where you can learn more about the cultural practices of others, such as a museum or display, a synagogue, etc.
- Planning and holding a celebration to remember God's *faithfulness* in the past or the present. This might be a new celebration or a regular event in which students partake. Students should be encouraged to think of the elements of the celebration which will help invited guests to enjoy the occasion and to recognise its value in reminding us of God's *faithfulness*. They may decide to add some new or changed aspects to the celebration to make it more meaningful for their guests



BACKGROUND INFORMATION

Celebration is an important part of every culture in the world. No matter how poverty-stricken or affluent, every people group celebrates those things which they consider to be important. What they celebrate and the way in which they celebrate reinforces both to themselves, to ensuing generations and to people from other cultures, what they value, how they relate to their environment or ancestors, and who they are.

The idea of celebration is a key theme in the Bible. The children of Israel were instructed by God to celebrate particular events in order to remind themselves and future generations, of God's *faithfulness* towards them (see *Leviticus 23:1-44*). The Psalmist continually exhorts us to celebrate God's goodness to us, while Jesus told parables about the celebrations in heaven over "one sinner who repents" (see *Luke 15*). *Psalm 104:31* and *Zephaniah 3:17* describe God celebrating about us. Celebration occurs in heaven when sinners acknowledge their need and reliance on God. We can be the reason for a celebration amongst the angels by turning our lives over to our faithful God.

The origin of the word *holiday* was 'a holy day', and was used to denote religious observances and festivals. Many significant events in the Bible happened against the backdrop of a celebration of some kind.

What kinds of celebrations are important to people everywhere?

Since earliest times, people have celebrated together. Equinoxes, solstices, eclipses, planting and harvests, victories in battle – every celebration holds the key to a myriad of stories and traditions that speak of what people believe. Sometimes the celebration was to ensure their safety, by making offerings to appease the gods; at other times, celebration represented a reminder of past events or a recognition of significant achievements.

Today, reasons for celebrations around the world fall into three main categories:

- *Historical events*, e.g. national celebrations, foundation days, remembrance days, Christmas, Easter, anniversaries, etc.
- *Achievements, or recognition of commitments and promises in the present*, e.g. birthdays, baptisms, christening, weddings, nationalisation ceremonies, initiation ceremonies, etc.
- *Recognition of particular beliefs or values*, e.g. cultural days, a harvest celebration, a 'blessing of the fleet', Olympics, the World Cup, United Nations Day, sports carnivals, various religious festivals, Halloween, Mothers'/Fathers' Day etc.

God has created people to be like God in many ways. God wants us to think about the good things God has done and to celebrate the good things God has given us. God wants us to be happy.



Background Information continued

How does the family of a culture different from my own celebrate God's faithfulness?

We read of the first celebration of God's *faithfulness* in *Genesis 8:20*, where Noah built an altar to the Lord after his deliverance from the flood. The Bible outlines many festivals and celebrations, which the people of Israel observed in accordance with God's instructions to remember his *faithfulness* toward them. *Leviticus 32:1-44* outlines the festivals which God's people were to observe and how this was to be done.

Today, the Jewish people continue to observe many of the traditional ceremonies which were celebrated by their ancestors. Rituals mark important events in the life of each Jewish person, and holidays are an important part of Jewish life. They help to keep tradition alive, contribute to a sense of community and belonging, remind believers of important historical events, and ensure regular reflection and celebration of the sacred. The most important Jewish holy days are the Sabbath (*Shabbat*), the three pilgrimage festivals (*Passover*, *Shavuot*, and *Sukkot*) and the two High Holy Days (*Rosh Hashanah* and *Yom Kippur*). It is forbidden to work on any of these days.

- *Shabbat* (the Sabbath) – Jewish people observe the Sabbath on Saturday. No one is permitted to work. From the Jewish perspective, the Sabbath is not about rules but about joyful celebration and rest
- *Rosh Hashanah*, *Yom Kippur* and the *Days of Awe* – *Rosh Hashanah* is the Jewish New Year, and is a solemn and holy time when Jews commemorate the creation of the world and are reminded of their responsibilities as God's chosen people. It occurs on the first and second days of *Tishri*, which falls in September or October (see *Leviticus 23:23-25*). *Rosh Hashanah* is also known as the *Day of Judgment*, for it is believed that on this day God judges all of his people and decides on their fate in the next year. Along with the *Days of Awe* that follow, it is a time of reviewing and repairing one's relationship with God, the Supreme Judge. *Yom Kippur*, celebrated on the 10th day of *Tishri*, is the most important and solemn of Jewish holidays. *Yom Kippur* is the occasion on which otherwise nonobservant Jews are most likely to attend synagogue, refrain from work, or fast
- *Hanukkah* – Also known as *The Festival of Lights*, many people assume that this is the Jewish Christmas because of its celebration during December. However, it commemorates a post-Biblical event when the Maccabees overthrew the Syrian-Greek rulers of Jerusalem. During the subsequent rededication of the temple, God miraculously made the one day's worth of oil burn brightly for eight days
- *Passover* – This is a spring holiday commemorating God's deliverance of the Hebrews from slavery in Egypt in the time of Moses (see *Exodus 12 – 15*)
- *Purim* – The word 'Purim' means 'lots,' and refers to Haman's casting of lots in the story of Esther (see *Esther 9*)



Background Information continued

- *Sukkot* – Also known as *The Festival of Booths*, this celebration begins on the fifteenth day of *Tishri*, the fifth day of *Yom Kippur*. It is a transition from the solemnity of the most important holy day to the joy of a historical festival. Families build a temporary shelter, or 'booth' (see *Leviticus 23*), as a way of remembering the time the Hebrew people spent wandering in the wilderness. Many modern Jews set up these makeshift shelters in their yards and invite friends over to join them
- *Tu B'Shevat* – This might be compared to the beginning of the fiscal year in the modern world. The 15th of *Shevat* is a fixed date for counting the age of trees, in order to follow the biblical law in *Leviticus 19:23-25*. It is thus also known as the *New Year for Trees*

Throughout the centuries, Christians from all around the world have celebrated God's *faithfulness* in ways that they believe honour God. Many still celebrate as their ancestors did, while others have developed new customs. The two most important practices that Christians have celebrated through the ages are their remembrance of the work of the cross at *the Lord's Supper* or *Communion*, and *Baptism*. For hundreds of years, Christians have also celebrated *Christmas* and *Easter*, which have taken on a variety of cultural expressions and are observed by believers and non-believers alike.

The heart of true celebration is a rejoicing over God's *faithfulness* from generation to generation. The Psalmist reminds us that "one generation (is to) commend(s) your works to another", to "tell of the power of your awesome work" and "proclaim your great deeds" as they "celebrate your abundant goodness and joyfully sing of your righteousness" (*Psalms 145:4,6,7*). God was not pleased when the children of Israel did not focus their celebrations on God's *faithfulness* to them (see *Exodus 32*).

Because people have been made in God's image, we are designed to value *faithfulness* to each other. Many celebrations of people are for the recognition of people's promises and commitments to each other, or thankfulness for the *faithfulness* to promises that were made long ago. Examples include weddings, wedding anniversaries, national treaties and national holidays that celebrate nationhood.

What and how have our indigenous people traditionally celebrated?

Indigenous culture is never more alive than through the celebrations and festivals of its people. It is especially observable through:

- music, song and dance
- ceremonial dress and adornment
- decoration, art and craft
- feasts
- sacred places



Background Information continued

Agrarian cultures such as pre-settler *Aotearoa* were communal and they celebrated the cycle of life as it related to the growth and harvesting of their crops. The early Maori used the stars as indicators of the seasons and as signs of what was to come. The visibility of the stars in the *Matariki* constellation, seen in late May or early June, were helpful in forecasting the productivity of the coming crops – bright clear stars indicated warm weather which was favourable whereas hazy stars foretold a cold growing season.

The sighting of stars in the night sky around the time of the autumn harvest heralded the Maori New Year. In the far north the rising of *Puanga* (Rigel) around the end of May was the key, whereas further south the New Year celebrations were associated with the appearance of *Matariki* (Pleiades or the Seven Sisters) and the first new moon after that. *Matariki* is said to refer to the stars in the constellation: either *mata riki* – little eyes, or *mata Ariki* – the eyes of God.

New Year celebrations were a time when *hapu* (family groups) and *iwi* (tribes) would gather together to remember the previous year, and particularly those who had died, and also to give thanks for the season's harvest. It was also a time to signify new beginnings and in some cases prayers and offerings were made to ensure good crops in the coming year. Celebrations would last for three or more days and included times for sharing tribal histories, *whakapapa* (genealogies), *waiata* and *moteatea* (songs and chants), competitions and of course feasting.

Today, *Matariki* celebrations have been revived as times for community celebrations with special emphasis on traditional Maori perspective on conservation, Maori culture – telling the stories and learning about the skills of astronomy, and planting traditional plants and growing Maori foods.

Celebration *hui* (gatherings) were also held for *tangihanga* (funeral observances), in recognition of alliances between tribes, and/or to signify special events in the life of a person of note – e.g. a high-ranking birth or marriage. The length of time needed to properly celebrate an occasion depended on the importance of the participants and also the distance travelled by the guests. Although the onus fell on the hosts to be generously hospitable, the *whakatauaki*, "*nau te rourou, naku te rourou; ka ora te manuhiri*" (with your basket and with my basket, everyone will be fed) would often be quoted by the visitors as they contributed what they could from their storehouses. This practice is replicated today by placing a *koha* (usually a monetary gift) on the ground at the end of the *whaikorero* (speeches) at a *powhiri* (welcome ceremony).



Background Information continued

What can we learn about people from celebrations?

Celebrations can unite and strengthen community bonds and help to maintain a common identity among a group of people. Every generation recognises the importance of different celebrations and can relate to the feelings associated with those occasions. Many of the celebrations we observe today are tied to our own cultural history. People celebrate to:

- Recognise milestones and achievements
- Remember important events of the past which have impacted their life or their culture
- Show gratitude for the things of the present
- Promote good feelings and a sense of belonging

In the early 19th century the British celebrated community events that related to the king or government, the church, e.g.local saint's days and the church seasons, and familial events like birthdays, weddings and funerals of their immediate family.

For middleclass or upper class families, important days to celebrate included a child's christening day, a young woman being presented as a debutante, a young man reaching twenty-one years of age, a couple's wedding day and eventually a person's funeral. Such events could be small and privately catered or could be extravagant and lavishly provided for at a cost. In most cases, and especially at birthdays and weddings, the guests would give a gift while the hosts provided the food and entertainment.

Community events, on the other hand, usually depended on the goodwill of volunteers to organise and arrange the details, from venue through to the programme. Most celebrations built up a history that allowed them to be revisited year after year with apparent ease, particularly those associated with the church.

Christian occasions and celebrations included *Lent, Easter, Pentecost, Advent* and *Christmas*, and were remembered at services during each year as seasons recognised by the church.

In migrating to *Aotearoa/New Zealand*, the new settlers had to decide which community celebrations to hold onto and which to relinquish and, because they were not all migrants from the same countries, very few community celebrations were carried 'down-under'. The celebration that appears to have been adopted by most of the immigrants was the 21st birthday. This is probably because it was attainable – everyone who survived could have a 21st, and it meant that they had survived!



Background Information continued

The early missionaries played an important part in teaching the Maori of the significance of Christian celebrations and in guiding them and the settlers through the seasons of the church year such as Lent, Easter, Pentecost, Advent and Christmas. For the Maori converts those gatherings were integral to their newly found faith, whereas to most of the settlers they were more likely to have been a reminder of 'the way things were at home' – a reminder of their cultural roots.

The reasons for celebration and the traditions observed by societies of the past tell us much about what people believed and valued. An investigation into the lifestyle of the Ancient Egyptians, Greeks or Romans helps us to better understand the world of Bible times, while early modern societies such as the Vikings, Medieval England, Islamic, Asian, etc., help us to recognise the origin of many traditions which exist in the world today.

Recognising and accepting the reasons for and the way in which people celebrate, regardless of culture or beliefs, promotes an attitude of tolerance. When we consistently focus our celebrations on God's *faithfulness* to us, we reinforce both to ourselves, to ensuing generations and to people from other cultures and beliefs, what we value, how we relate to the world God has given us and to past generations, and our reliance on God. God is pleased when we celebrate in this way.



the key competencies are:

**Practise participating
and contributing**

the habit of character focus is:

Reliability

the habit of mind focus is:

**Applying past
knowledge to
new experiences**



the big idea is:

**God is faithful
and wants us
to be faithful**

the key understanding is:

**Celebrations reveal
what people value
and believe**

the focus question is:

**Why are the
celebrations of
different cultures
important?**



New Zealand Curriculum requirements

Students will:

Vision: Become *Actively Involved*

Principles: Recognise *Cultural Diversity* and show *High Expectations* of self

Values: Value *Integrity, Excellence* and *Community and Participation*

Key Competencies: Practise *Participating and Contributing*

Social Science

Level 3

Understand how cultural practices vary but reflect similar purposes

Level 4

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people



key areas of investigation

We are investigating:

- 1.0** What kinds of celebrations are important to people everywhere?
- 2.0** How does the family of a culture different from my own celebrate God's faithfulness?
- 3.0** What and how have our indigenous people traditionally celebrated?
- 4.0** What can we learn about people from celebrations?

For a list of Key Learning Intentions to select from as a skill focus, please refer to the Appendix



Interact Learning Path | Phase 1

Firing Up

Fire Up imaginations and learning desires and gain knowledge in the following ways:



Relate

Be connected, in engaging ways, with the topic to get 'hooked' into learning
The exclamation mark reminds us to get enthused



Recall

Recall prior knowledge of this topic
The arrows remind us to consider all we have experienced, learnt and felt about this topic



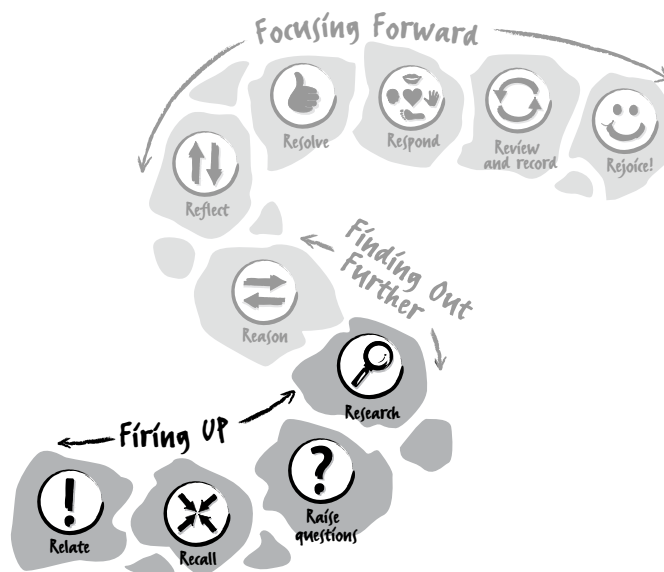
Raise questions and recognise problems

Consider what questions we have about this topic that we need to or would like to know the answers to. Identify possible problems. Some of these questions may be springboards into the topic study. Others may become the basis for further research later in the unit
The question mark reminds us to question



Research (initial)

Initiate research in the key areas of investigation, seeking to answer questions as you go
The magnifying glass reminds us to go searching





Relate

questions and activities

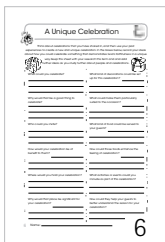
indicators of achievement

Provide an interesting, information-rich environment that engages the students in their learning. The following is a range of suggested ideas:

Put up some decorations to give the room a festive feel, share some party food together and play some party games. Discuss the following ideas:

- *What is the best thing about a celebration?*
- *How do celebrations make you feel?*
- *Why are celebrations important?*

- Engages in social scientific exploration and discussion



Imagine that some friendly spacemen arrive in the middle of your celebration, or arrange for someone dressed like 'an alien' to arrive at the classroom and generate discussion through questions, such as:

- *Is this the way that humans act all the time?*
- *Is this the food that humans eat all the time?*
- *Is this the way that rooms belonging to humans look all the time?*
- *If this is not normal for humans, why are you doing it?*

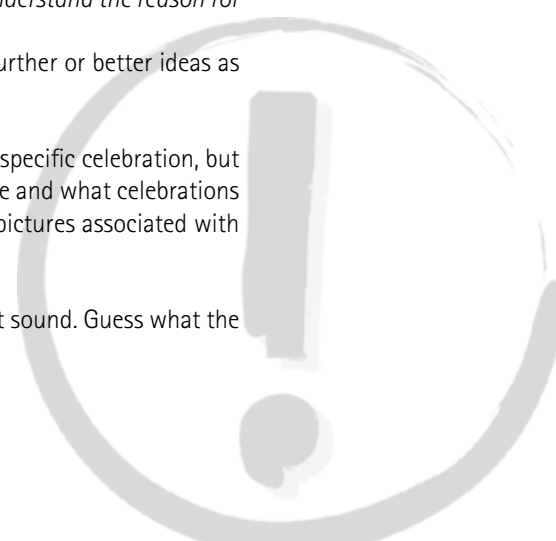
Brainstorm ideas for a celebration of God's *faithfulness*, that you could plan to hold at the conclusion of this term. Individually, or in groups of 2-3, discuss the following ideas and report back to the class about your decisions. Include sketches or diagrams to clarify further:

- *What could you celebrate? Why?*
- *Who could you invite? How would your celebration be of benefit to them?*
- *Where would you hold your celebration? Why would that place be significant for your celebration?*
- *What kind of decorations could be set up for this celebration? What could make them particularly suited to the occasion?*
- *What kind of food could be served to your guests? How could those foods enhance the feeling of celebration?*
- *What activities or events could you include as part of this celebration? How could they help your guests to better understand the reason for your celebration?*

Store your ideas for later discussion. You may have further or better ideas as you continue to investigate further

Draw a picture or design entitled *Celebration* – not a specific celebration, but ideas about what forms part of celebrations for people and what celebrations feel like. Alternatively, create a collage of words and pictures associated with celebrations

Watch some footage of different celebrations without sound. Guess what the celebration is and explain how you knew





Recall

questions and activities

indicators of achievement

Assist the students to consider what they already know and to build on that knowledge by asking further questions as they learn. The following is a range of suggested ideas:

List all the celebrations that you know of – festivals and events which you can name, explain their purpose and/or something special that is done to mark the occasion in some way

Describe a celebration in which you have participated, by recounting what you did, what clothing you wore, who was there, where it was, etc. Do not name the celebration, but invite your listeners to guess what the occasion was

Decorate the letters of the word *celebration* in a festive way, and write words or ideas that you associate with the concept of celebration

Share your experiences of the different celebrations. For each event listed below, describe what you enjoyed, what you learned and what you could apply to the event you are planning for the end of the term:

- A celebration that you shared with your family
- A celebration that you shared with your friends
- A celebration that you shared with people who attend an activity with you, such as a Sunday School or church, a club or team, etc.
- A celebration that you shared with people in your neighbourhood, in your town or district

Write a description of a celebration that you attended. Begin with the statement, *'It was a day I will never forget ...'*

Recall times you have attended celebrations of people's promises to each other or to God, such as an engagement party or wedding, a baptism or christening. Discuss:

- *What feelings did you have when you were at these celebrations?*
- *How do you think God wants people to feel at celebrations? Why?*

- Recalls prior knowledge and experiences





Raise questions

questions and activities

indicators of achievement

As a class, identify questions you would like to know the answers to in relation to this topic. The following is a range of suggested ideas:

Write some questions that you could ask people who are good at arranging celebrations, that could help you to plan your own celebration of God's *faithfulness*

- Plans a survey or interview
- Writes open questions
- Frames questions to focus an enquiry

Survey people's responses to questions such as the following. Discuss their ideas and any issues which may arise from them, which you could investigate, such as:

- *What celebration could we not do without? Why?*
- *Should people celebrate? What, why and how?*
- *What do we learn about people from their celebrations?*
- *What have you learned from a celebration you attended?*

- Plans a survey or interview
- Writes open questions
- Frames questions to focus an enquiry

How has the way that people celebrate changed over time, and why? Write some questions to help you investigate these ideas. You might choose to limit your investigation to a particular cultural group

- Creates a framework to focus an inquiry

Imagine that you are preparing a report about a celebration that was memorable to one or more of the following people. Write a list of questions which you would ask to find out what you needed to know about how that celebration was different to a celebration that is significant to you:

- A grandparent or older member of the community
- Someone who has migrated to our country
- A person whose family observes different traditions to your own family

- Plans a survey or interview
- Writes open questions
- Frames questions to focus an enquiry

Imagine that you are being sent back in time, to gather information about the festivals of people in the past. Decide what period/s of history you would like to visit, and list headings that you would use when you get there to organise the information you gather

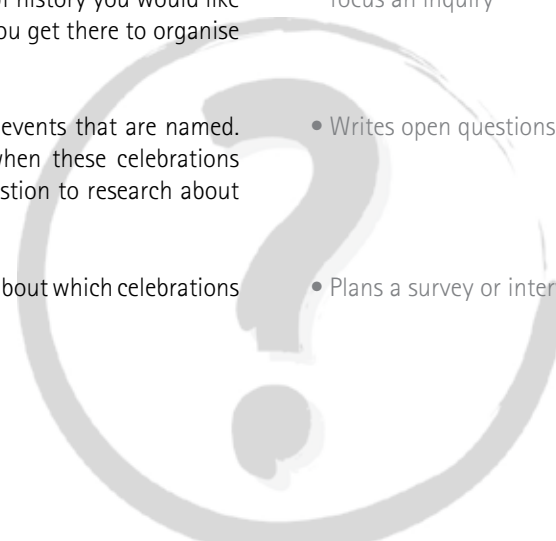
- Creates a framework to focus an inquiry

Go through a number of calendars or diaries to list events that are named. Create a table to collate your information about when these celebrations occur and who observes them. Write a different question to research about each one on your list

- Writes open questions

Design a survey of questions to ask a variety of people about which celebrations they consider to be the most important, and why

- Plans a survey or interview





Research

questions and activities

indicators of achievement

Immerse yourself in ideas and information about the topic as you develop those skills outlined in the *Key Learning Intentions*. As you research, try to:

- take notes as individuals or as a class
- identify groups of ideas and sort under headings
- note titles of interesting or helpful resources
- identify new questions you would like to investigate

The following is a range of activities, based on the *Key Areas of Investigation*:

1.0 What kinds of celebrations are important to people everywhere?

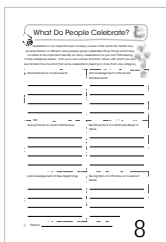
God has created people to be like God in many ways. God wants us to think about good things God has done and to celebrate the good things God has given us. Celebration is an important part of every culture in the world. No matter how poverty-stricken or affluent, every people group celebrates those things which they consider to be important. Events which are commonly celebrated by people everywhere, include:

- Remembrances of past events that are historically significant to them, or a special memory of the way that God has been faithful to us
- Acknowledgements of particular beginnings, or achievements of the present
- Reinforcement of beliefs and values to be passed down to future generations
- Recognition of an important promise or commitment that people have made to each other or to God

Identify as many celebrations as you can, including any cultural celebrations that are observed within your community or country. Sort them into the following categories:

- Remembrances of past events that are historically significant, e.g. foundation days, national days, etc.
- Thanksgiving for God's *faithfulness*, e.g. Thanksgiving Day in USA, Easter, Christmas, etc.
- Acknowledgements of particular beginnings, or achievements of the present, e.g. birth of a baby, the first day of our school, etc.
- Reinforcement of beliefs and values to be passed down to future generations
- Recognition of an important promise that people make to each other or to God, e.g. weddings, treaties, constitutions, baptisms

- Shares ideas
- Uses a range of sources to research
- Identifies main ideas
- Sorts ideas
- Draws or uses a graphic organiser, table, diagram to or cross section to show connections





Research continued

questions and activities

indicators of achievement

Gather information about when and why these celebrations are held, who participates in any events and how they do this. Complete a table or diagram to organise your information. Be sure to include:

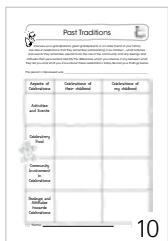
- Family celebrations, such as birthdays, weddings, christening or baptisms, etc.
- Celebrations that are special to your school community, including cultural days, community days, sports carnivals, etc.
- Community celebrations, such as a harvest celebration, a 'blessing of the fleet', foundation day, nationalisation ceremonies, etc.
- National celebrations, such as recognition of events that are significant in our history or to culture, etc.
- International celebrations, such as the Olympics, the World Cup, United Nations Day, etc.
- Religious festivals that have significance to specific groups of people in many countries



Identify the celebration which you consider to be the most important of the year. Investigate:

- The reason for this celebration
- Different ways in which you mark this occasion
- The impact on or involvement of other people in this celebration
- How this celebration identifies God's *faithfulness* to you, your family, your community or your country
- The origins of this type of celebration
- Any similar types of celebration which other people observe, and how they do this

- Shares ideas
- Sorts ideas
- Summarises information



Interview your grandparents or great grandparents about celebrations that they remember participating in as children. Identify the changes which you observe, if any, between what they tell you and what you know about these celebrations today. Consider:

- The events and activities associated with different celebrations
- The food associated with different celebrations
- The role of the community in different celebrations
- The feelings about and attitude toward different celebrations

- Conducts an interview
- Separates reasonable from unreasonable ideas
- Summarises information





Research continued

questions and activities

indicators of achievement

2.0 How does the family of a culture different from my own celebrate God's faithfulness?

Christians from all around the world, throughout the centuries, have celebrated God's *faithfulness* in ways that they believe honour God. Many still celebrate in the way that their ancestors did, while others have developed new customs.

We read of the first celebration of God's *faithfulness* in *Genesis 8:20*, where Noah built an altar to the Lord after his deliverance from the flood. The Bible outlines many festivals and celebrations, which the people of Israel observed in accordance with God's instructions to remember his *faithfulness* toward them. Read *Leviticus 32:1-44* and discuss the reasons for the festivals they were to observe and how this was to be done. Research to discover what celebrations the Jewish culture observes today, and how they are similar or different to the festivals outlined in the Bible. You might include:

- Shabbat
- Rosh Hashanah, Yom Kippur and the Days of Awe
- Hanukkah
- Passover
- Purim
- Sukkot
- Tu B'Shevat

Identify different celebrations which Christians celebrate everywhere, and in groups, research to discover how people of different traditions or cultures observe these today. You might consider:

- Christmas
- Easter
- The Lord's Day
- Communion
- Baptism
- Other

Choose one or more of the celebrations listed above and research how these events were celebrated in the past by Christians in our country or in other parts of the world

- Uses a range of sources to research
- Shares ideas
- Summarises information

- Uses a range of sources to research
- Summarises information

- Uses a range of sources to research
- Summarises information





Research continued

questions and activities

indicators of achievement

3-0 What and how have our indigenous people traditionally celebrated?

All people groups, including our indigenous people, celebrate to:

- recognise milestones and achievements of individuals
- remember important events of the past which have impacted their life or their culture
- acknowledge and reverence religious beliefs
- promote a sense of belonging to each other, to the environment and to their ancestors

Indigenous culture is never more alive than through the celebrations and festivals of its people. It is especially observable through:

- music, song and dance
- ceremonial dress and adornment
- decoration, art and craft
- feasts
- sacred places



Invite someone to speak to you about indigenous culture, or invite an indigenous group to give a cultural presentation for you. Research to discover how the traditional celebrations or ceremonies of our indigenous people are observable through:

- sharing music through the playing of musical instruments, singing and enacting ceremonial dances
- ceremonial dress and adornment, including clothing, body paint, head wear and jewellery
- decoration, art and craft, such as sculpture, painting, symbols, implements and festooning
- sharing of food that is reserved for celebratory feasts
- the dedication and use of sacred places

- Listens to people
- Uses a range of sources to research
- Describes findings
- Identifies symbols
- Identifies main ideas
- Sorts ideas
- Separates reasonable from unreasonable ideas
- Sees connections between ideas
- Summarises information



Use the categories listed below to guide your investigation:

Milestones and Achievements of Individuals

Identify the stories, beliefs and traditions of our indigenous people, which are associated with any or all of the following:

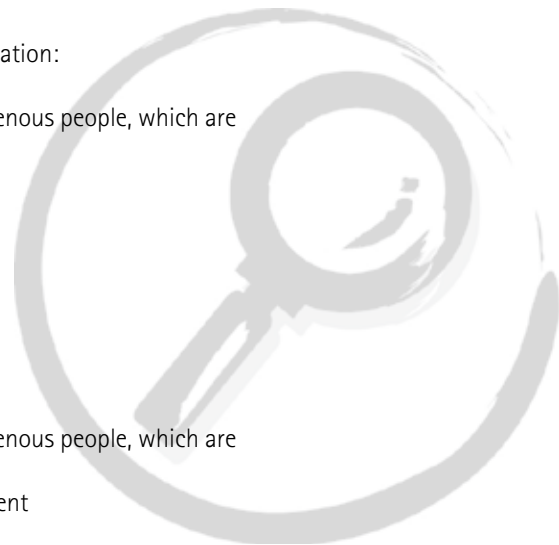
- Birth
- Puberty/manhood/womanhood
- Success in hunting, etc.
- Marriage
- Old age
- Death



Events of the Past

Identify the stories, beliefs and traditions of our indigenous people, which are associated with any or all of the following:

- Creation of specific aspects of the environment
- Migration
- Contact with other people groups, including battles and/or treaties





Research continued

questions and activities

indicators of achievement

Acknowledgement of Religious Beliefs

Identify the stories, beliefs and traditions of our indigenous people, which are associated with worship, appeasement or appeal for safety or prosperity

A Sense of Belonging

Identify the stories, beliefs and traditions of our indigenous people, which are associated with any or all of the following:

- Initiation or acceptance into the group
- Recognition of the role of the environment or the seasons in everyday life
- Connection to ancestors





WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? FIRING UP



Research continued

questions and activities

indicators of achievement

4.0 What can we learn about people from celebrations?

People share celebrations together to show what they value and believe; how they celebrate tells us how their culture relates to their environment and to each other. Throughout history, societies have identified reasons to celebrate their relationship to God or gods, to their environment, to people in the past or present, or to try to ensure their prosperity in the future. Still today, different cultures around the world observe festivals and ceremonies as an expression of their beliefs and ideals. While some festivals identify their dependence on God's *faithfulness*, others do not recognise God in the way that we do.



Identify a particular culture from the past whose celebrations you would like to investigate further. Choose from the following:

- *An ancient society*, such as the Egyptians, the Greeks, the Romans, primitive tribes in Africa, Asia, etc.
- *An early modern society*, such as the Vikings, Medieval England, Islamic, Asian, etc.

Research to discover:

- *Where and when these people lived.* Draw a map to indicate their territory; create a timeline to show the span of their society in relation to Bible times
- *Everyday life for this society.* Collect pictures of how they dressed, what they ate, what their houses looked like, common occupations
- *Common beliefs held by these people.* Summarise information about their understanding of God, who they feared and who they worshiped, and why
- *Celebrations that they observed.* Gather information about their festivals, ceremonies and rituals, how they celebrated, and why



Research what celebrations the early European settlers of our country observed in order to demonstrate their beliefs and values

Identify one or more celebrations from your research so far in this investigation.

Summarise:

- the reason for the celebration, and what this tells you about the values and beliefs of the culture
- who shares in the celebration, and what this tells you about connections within families and communities
- how the event is celebrated, and what this tells you about the cultures' beliefs and values about God, their environment and their ancestors

- Listens to people
- Uses a range of sources to research
- Describes findings
- Identifies symbols
- Identifies main ideas
- Sorts ideas
- Separates reasonable from unreasonable ideas
- Sees connections between ideas
- Summarises information

- Uses a range of sources to research

- Identifies main ideas
- Sorts ideas
- Separates reasonable from unreasonable ideas
- Is aware of issues of social and environmental concern
- Summarises information



Interact Learning Path | Phase 2

Finding Out Further

Find Out Further and gain understanding in one of two ways:

1. Individual or group investigation
2. Whole class investigation

During this phase the students will gain understanding:



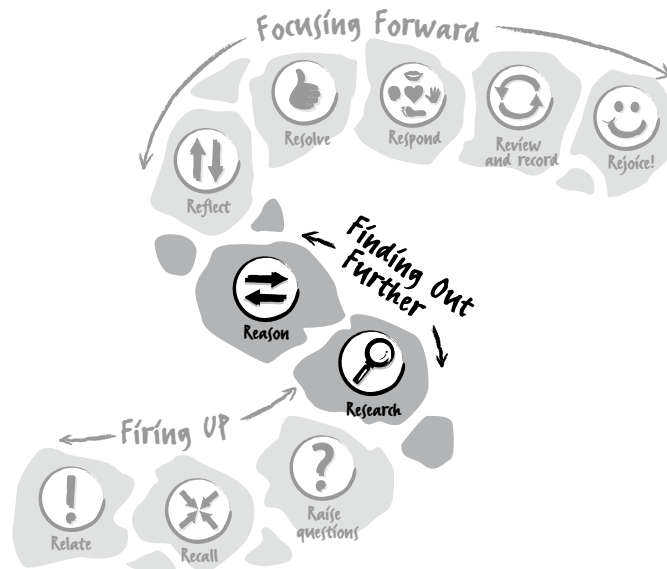
Research (further)

Find answers to other questions generated at the beginning of, or during, the study
The magnifying glass reminds us to go searching



Reason

Apply, analyse, interpret, compare and contrast findings
The arrows remind us to pull apart (analyse) and draw comparisons (compare)





Further research

questions and activities

indicators of achievement

1. Identify an issue or topic you would particularly like to research, based on what you have learnt so far. For example:

List ideas about ways in which you could hold a celebration that you could invite others to share with you. It could be a celebration that already exists which you could plan towards, or you might invent a brand new celebration.

Consider:

- *What is something that we could celebrate, which would show others what we value and believe about God, our world and our relationship to others?*
- *Who could we invite to be part of our celebration? Why would it be important to include them?*
- *What aspects of the celebrations of others could we include as part of our celebration? How would our celebration honour God's faithfulness to us?*

- Creates a framework to focus an inquiry

Organise to visit a place where you can learn more about the celebrations of other cultures, such as a museum or display, a synagogue, etc.

Select a present day culture other than your own. Research to discover:

- *Where these people live.* Identify their country on a world map and look at photographs of any of their significant natural or built environments. Investigate whether there are any communities of immigrants from this country living in our country
- *Everyday life for this culture.* Look at examples of typical dress, accommodation, diet and occupations
- *Common beliefs held by these people.* Investigate the value of the family and the community to individuals, as well as common religious beliefs and practices
- *Celebrations that they observe.* Gather information about any regular festivals, ceremonies and rituals, which are held in this country, how they celebrated, and why
- *Christian influence.* Evaluate the influence of Christians in this country on everyday life and practices

Choose a particular celebration which you would like to research further, which is celebrated in some form throughout the world. Research to discover the different ways in which it is celebrated by different cultures. You may consider:

- Birthdays
- New Year
- Independence/Foundation/National Days

Research different clothing and adornments used as part of the celebrations of different cultures. Draw sketches or collect pictures and explain the significance of different aspects of their dress

Investigate the stories, traditions and symbols behind the celebrations of different cultures or past societies



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? FINDING OUT FURTHER



Further research continued

questions and activities

indicators of achievement

Many people celebrate Halloween. Research how the celebration of Halloween began and how people celebrate it today. Discuss how Christians view Halloween, and what a 'Christian Halloween Celebration' might look like

While people from different cultures celebrate different things in different ways, there are a number of international celebrations that are being recognised by more and more people throughout the world. Investigate one or more of the celebrations listed below, to discover:

- *What is the purpose of the event? What does it celebrate?*
- *When is this celebration held?*
- *Who participates in this celebration?*
- *What events and activities are included?*

Celebrations

- The Olympic Games and/or Other International Sporting Events
- United Nations Day
- World Peace Day
- International Women's/Men's/Children's Day
- World Day of Prayer
- Earth Day
- Other

Plan a celebration for your school community with the theme, '*God is faithful!*' Consider how you might celebrate this, including music, activities for others to join in and special events to attend

2. Make a plan

Identify others with whom you could work on the task you have chosen. Consider which people you might ask for assistance in gathering information, and why

- Plans a schedule of tasks

3. Research

Keep your research together in a folder or book, where you can add new ideas as you investigate

- Uses a range of sources to research
- Conducts an interview
- Identifies main ideas
- Is aware of issues of social concern
- Summarises information
- Describes findings
- Draws or uses a graphic organiser, table, diagram to or cross section to show connections

4. Organise your notes and plan ways to communicate your understandings

Consider interesting ways in which you might present your research to the class

- Communicates clearly and creatively



Reason

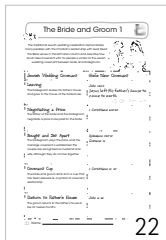
questions and activities

indicators of achievement

Consider ways you can apply your ability to reason to your study. The following are a range of ideas, but students and teachers may come up with their own as a result of their research:

Consider a celebration observed by a culture other than your own. Identify the similarities and differences between it and celebrations of other cultures. Record your findings in a graphic organiser and make generalisations about the value of celebrations to different people groups

- Classifies, compares, contrasts
- Suggests possible consequences of people holding particular world views



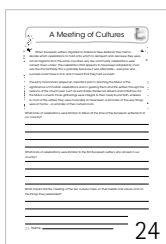
Compare the traditions of a Jewish wedding ceremony with God's relationship with his bride, the church

- Classifies, compares, contrasts
- Draws conclusions
- Justifies conclusions



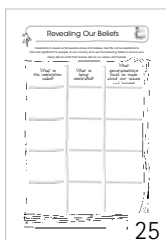
Identify the differences which the indigenous people of our country and our early European settlers would have noted in the celebrations they observed, and what this tell you about their beliefs and values at that time

- Classifies, compares, contrasts
- Draws conclusions
- Justifies conclusions

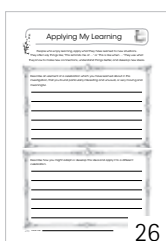


Identify a celebration that is familiar to people of your culture. Examine different aspects of that celebration, and discuss what generalisations could be made about your culture because of what you celebrate and how you do that. The following questions may be helpful to consider and you complete a table to record your ideas. Possible answers are provided, using the celebration of Christmas as an example. As you answer each question, explain why and describe what it tells people about your culture:

- Draws conclusions
- Justifies conclusions
- Distinguishes fact from opinion
- Suggests possible consequences of people holding particular world views



- *What is the celebration called?* For example, Christmas or 'Christ's Mass or Mission'; a celebration of the birth of Jesus Christ and his mission on earth. Those who celebrate Christmas acknowledge the importance of the work and teachings of Jesus Christ
- *Who shares in the celebration?* Almost everyone within the community, regardless of religious beliefs, observes this celebration. The celebration is very focused on connections within families and communities. This shows the importance of the family unit, the value of community, the desire to recognise the impact of Jesus on our culture and to acknowledge the traditions of our ancestors
- *How do people celebrate this event?* People put up decorations including Christmas trees; they give gifts to each other; they prepare a huge variety of special foods and often overeat; they make and do many particular things associated with past traditions of families or communities, and may attend events such as carol singing and religious services; they share traditional stories and talk about the arrival of Santa Claus, who will come bearing gifts for good children. These practices tell us that the celebration of Christmas is steeped in traditions which have become part of the culture, even though they may have been borrowed from other cultures. The indulgence of many traditions of giving, eating and lavishly decorating illustrates the affluence of the society. For some it is a religious celebration, while for others, the meaning has been lost and it has become an enactment of a range of traditional or historic rituals





WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? FINDING OUT FURTHER



Reason continued

questions and activities

indicators of achievement

Identify any traditions or customs associated with a celebration you have investigated, which you find interesting or meaningful. Discuss ways in which you could adapt or develop the idea to incorporate into a celebration of your own

- Thinks creatively



Draw a *Cause and Effect* diagram to illustrate the consequences of one or more of the following:

- There were no such thing as a 'celebration'
- Celebrations held no specific meaning for participants
- People had to justify their reasoning behind a celebration in order to be granted permission to hold one or to participate in one
- Christian celebrations of any kind were banned
- This generation ceased any recognition of traditional celebrations
- People did not acknowledge God's *faithfulness* to them, their family, community or country

- Identifies cause and effect
- Suggests possible consequences of people holding particular world views
- Evaluates consequences

Look at the celebrations which you named and recorded at the beginning of your investigation. Identify how each celebration shows God's *faithfulness*. For example:

- Birthdays celebrate God's goodness to a family through the gift of that person, and celebrate God's care of that person for another year
- Sporting events celebrate the health and strength that God has given us, and our friendship together

- Analyses relationships
- Distinguishes fact from opinion
- Thinks creatively

Discuss how remembering God's *faithfulness* gives us even more reasons to celebrate these events

Identify a celebration that is significant for people in our community or country. Discuss how that celebration shows us God's *faithfulness*, and how you might communicate your ideas to others

- Thinks creatively
- Suggests possible solutions to issues of social concern

Discuss your ideas about the following:

- *If people recognised a particular event such as sporting competition like the Olympics or the World Cup as a celebration of God's faithfulness to people, how might that change the way that games were played or the event was celebrated?*
- "Diversity is the one true thing we all have in common. Celebrate it every day" (*Unknown*)
- "Share our similarities, celebrate our differences" (*M. Scott Peck*)
- *Psalm 145:3-7* talks about one generation telling another about God's *faithfulness*. Discuss
 - *What has the previous generation told us about God's faithfulness, and how have they done that?*
 - *What will we tell the next generation about God's faithfulness, and how might we do that?*
 - *Why is it important for each generation to pass their beliefs and values to the next?*

- Identifies cause and effect
- Suggests possible consequences of people holding particular world views
- Suggests possible solutions to issues of social concern
- Draws conclusions
- Justifies conclusions
- Evaluates consequences



Interact Learning Path | Phase 3

Focusing Forward

Focus Forward to develop wisdom in the following ways:



Reflect

Think deeply about the value and purpose of the subject, consider ethical issues, reflect on findings

The arrows remind us to think from a higher perspective, and a deeper perspective



Resolve

Choose. The benefit of our learning is evidenced by what we do more than what we can repeat. We consider how what we have learnt might impact who we are and what we do. De Bono's Thinking Hats can help in the decision-making process. The 'thumbs up' remind us that we can say 'yes' to a response of some kind

Our learning may have impacted our thinking, our attitudes, our actions, our communication on this topic, or where we stand on an issue



Respond

Take action. We apply our understanding

The symbols remind us to consider our thinking, our attitudes, our actions, our communication on this topic, or where we stand on an issue



Review and record

Review the Big Idea, the Key Understanding, the Focus Question, the Habits of Character, the Habits of Mind and the Competencies or Skills you have focused on. Evaluate. Consider what we have done well and how we could have improved. Identify what our next steps are in developing values, habits and skills

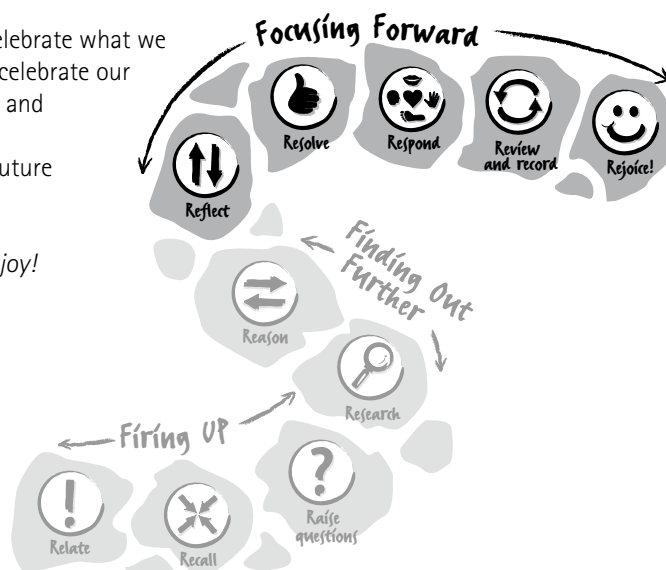
The arrows remind us that we need to look back in order to move forward



Rejoice!

Celebrate! We celebrate what we have learnt. We celebrate our gifts and talents and developing skills
We celebrate a future and a hope

The smiling face reminds us to enjoy!





Reflect

questions and activities

indicators of achievement

Reflect on what is valuable, important or conclusive about your topic of study by considering one or more of the following. Share your ideas:

Share your ideas about the following:

- Do you think God has happy feelings? Read *Zephaniah 3:17* and *Psalms 104:31*
- Do you think angels have happy feelings? Read *Luke 15:10*

Do you think God wants us to have happy feelings? Why or why not? Read *Psalms 96, 97, 145*, etc. Read about Miriam in *Exodus 15:19-21* or David in *2 Samuel 6:1-15*, and discuss what is important to God about celebrations

Discuss:

- Does the way we celebrate Christmas reflect our value and belief about God's faithfulness to us? Why or why not?
- If you were to celebrate God's faithfulness to you at your next birthday party, how would you do it? How would that communicate your reason for celebrating?

Identify the celebrations in which you participate regularly. Consider what changes you could make or aspects you could add in order to show:

- Your reliance on God's faithfulness
- Your love and/or respect for someone else
- Your desire to share with others
- Your commitment to serve others

In *Genesis 8:19-21*, we see that God was pleased with Noah's celebration. Discuss why you think Noah built the altar, and why you think God was pleased with Noah's actions

Luke 15 tells some stories that Jesus told about how and why God celebrates. Read these together and discuss how we can cause heaven to celebrate, and how people can join in with these 'celebrations' in heaven

The Bible tells us that we should celebrate things that please God. In the Old Testament, the children of Israel held a celebration that made God angry. Read about it in *Exodus 32* or read a Bible storybook about the golden calf they made. Discuss:

- Why did what they did make God angry?
- What actions would have pleased God?
- What does this tell us about celebrating?
- Are there some things that we should not celebrate?
- Are there ways in which turn our celebrations into worship of idols rather than a focus on God's faithfulness to us?

- Identifies a biblical perspective
- Expresses an opinion confidently and provides reasons for it

- Thinks critically
- Identifies a biblical perspective
- Understands and expresses uncertainties
- Identifies the impact of a world view
- Discusses aspects of the nature of people

- Thinks critically
- Identifies a biblical perspective
- Expresses an opinion confidently and provides reasons for it
- Identifies the impact of a world view

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- Identifies a biblical perspective
- Thinks critically
- Identifies the impact of a world view
- Expresses an opinion confidently and provides reasons for it
- Discusses aspects of the nature of people





Reflect continued

questions and activities

indicators of achievement

God wants us to celebrate! *But what does God want us to celebrate, and how?* Read some of the following verses from the Bible, and use them to help you to fill in a diagram entitled, 'God Wants Us To Celebrate!' You may find that *The Message* version of these verses explains some of the ideas in everyday language for students to better understand:

- *Psalm 32:11*
- *Psalm 96:1-13*
- *Psalm 97:1*
- *Psalm 106:1*
- *Psalm 149:1-5*
- *1 Corinthians 11:23-26*
- *Philippians 4:4-8*

When we remember and celebrate how faithful God has been to us, to our family, school, community or country, it gives us confidence to know that God will also be faithful to us in the future. Thank God for his *faithfulness* and ask him to help you to celebrate his *faithfulness* in different ways

Christians everywhere remember three important celebrations: *Christmas*, *Easter*, and *Communion* or the *Lord's Supper*. Read *Luke 1:1-20*, *Luke 22:7-19* and *1 Corinthians 11:23-26*, and then discuss:

- *What do Christians remember at each of these celebrations?*
- *How do Christians celebrate these events?*
- *Why is it important for Christians to celebrate these events?*

Many significant events in the Bible, happened against the backdrop of a celebration of some kind. Identify some of these and discuss your ideas about this

- Identifies a biblical perspective
- Expresses an opinion confidently and provides reasons for it

- Identifies a biblical perspective
- Communicates needs

- Identifies a biblical perspective
- Identifies the impact of a world view
- Expresses an opinion confidently and provides reasons for it

- Thinks critically
- Identifies a biblical perspective





Resolve

questions and activities

indicators of achievement

Identify how what you have personally learnt might impact who you are and what you do. Consider how this study might affect your actions in the future:

Heart

Your attitude toward celebrating in ways that honour God's *faithfulness*

- Makes decisions about possible actions

Head

Your thinking about how God's *faithfulness* is shown by different celebrations

Hands

Your actions in celebrating in ways that honour God's *faithfulness*

Mouth

How you might communicate to others about what is important to celebrate

Feet

Where you stand on an issue about celebrating in ways that please God

Use De Bono's Thinking Hats to help you determine what response you might choose:

White Hat: *What else do you need to learn about why celebrations of different cultures are important?*

Black Hat: *What problems might you have in doing this?*

Yellow Hat: *What might be the benefits of about learning the celebrations of different cultures?*

Red Hat: *How do you feel about the celebrations that your family, your school or your community share? How do you feel about the celebrations that other cultures observe?*

Green Hat: *How could you creatively celebrate God's faithfulness to you, your family, your school or community?*

Blue Hat: *What have you learned so far about why God wants us to celebrate, and what do you still need to do to understand why it is important?*

Purple Hat: *How could you pray about celebrating God's faithfulness?*

When you resolve to do something, you make a decision about what you will feel, think, do and say. Discuss some of the ideas listed above, and then complete these statements in relation to what you have learned:

- When I think about the ways that God has been faithful to me in the past, I feel ...
- Before I learned about the ways that people celebrated in other cultures or in past societies, I thought/did not think ...
- Something that I am going to do because of God's *faithfulness* to me, is ...
- I think that people need to understand why celebrations ...
- I think that is really important to remember that celebrations show everyone ...

- Makes decisions about possible actions





WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? FOCUSING FORWARD



Respond

questions and activities

indicators of achievement

Take individual or group action:



Change your attitudes

Sometimes it is easy just to celebrate different events with all the joy they bring, rather than to think about what they really mean and what we can learn from them. Think of a celebration that you have shared. Explain why it is important to celebrate this event and how it shows God's *faithfulness* to you or someone else. Ask God to help you celebrate the things that please God

- Demonstrates a desire to live in a manner that honours God



Change your thinking

When we remember and celebrate how faithful God has been to us, to our family, school, community or country, it gives us confidence to know that God will also be *faithful* to us in the future. Thank God for his *faithfulness* and ask him to help you to celebrate his *faithfulness* in ways that show others what we value and believe about God

- Demonstrates a desire to live in a manner that honours God



Take action

Write down some reasons to celebrate God's *faithfulness*, e.g. God has given us a beautiful day, God loves us, God sent Jesus, etc. Then write down some ways to celebrate with your class, e.g. Go outside and draw a picture, make something to give to someone else, etc. Place your ideas into a container and draw one out each day. Celebrate God's *faithfulness* together

- Acts on own values position
- Takes initiative
- Communicates confidently and creatively

Plan a celebration that shows others what you value and believe about God, our world and our relationship to others. Design invitations and make decorations or gifts to give. Prepare food to share and practise any special activities or ceremonies which will form part of the celebration

- Takes initiative
- Works well in a team
- Participates in school or community activities

Teach others some songs that are sung or dances that are performed at specific celebrations, or sing a song and perform a dance about God's *faithfulness*

- Actively identifies issues of social concern
- Communicates confidently and creatively



Communicate your learning

Design an interesting way to educate people about a celebration from another culture or society. You might consider:

- a board game like *Snakes and Ladders*, *Monopoly*® or *Trivial Pursuit*®
- a card game
- a quiz, find-a-word or puzzle
- a poster
- a recorded interview
- a PowerPoint presentation

- Communicates confidently and creatively
- Uses communication technology

Create a model or picture of something that is or was a significant part of a celebration of another culture or society. Explain its use and its meaning, and then create something similar which has significance for you in your culture

- Communicates confidently and creatively



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? FOCUSING FORWARD



Respond continued

questions and activities

indicators of achievement



Stand for what is right

As a class, write a letter to other classes in your school or the local newspaper, explaining the importance of a particular celebration and what we can learn from it

- Acts on own values position
- Takes initiative
- Communicates confidently and creatively





Review and record

questions and activities

indicators of achievement

Consider what you have learned and the skills you have developed:

Share with a partner:

- What you know about each of the *Key Areas of Investigation*
- Which activity you enjoyed the most and what you learned from it
- The most surprising thing you learned from our study this term
- The activity which helped you the most, to understand how and why people celebrate

- Determines whether the information as originally defined is met
- Evaluates research

Think about your work throughout this investigation, and respond to the statements below. They are based on some work about learning by *Guy Claxton*. Answer with an enthusiastic *yes*, an unsure *maybe*, or a definite *no*, and then talk about your responses with partner or your teacher:

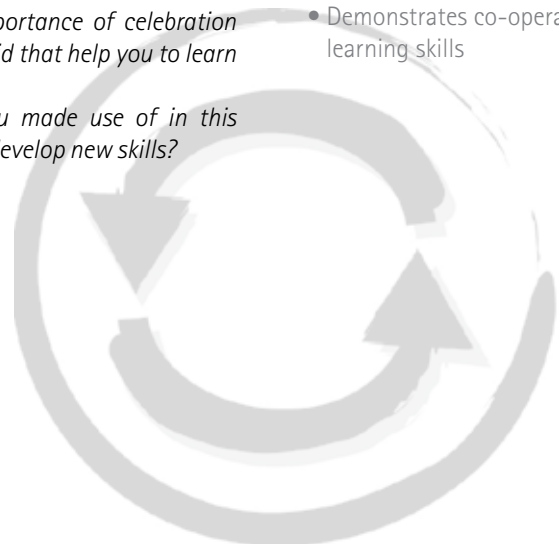
- Evaluates attitudes
- Evaluates actions

1. In this investigation, I felt like I was getting smarter
2. I loved learning new things in this investigation
3. I was willing to have a go at something new when I was doing this investigation
4. If something was hard in this investigation, I kept at it till I understood it
5. In this investigation, I was able to blot out distractions and concentrate
6. In this investigation, I was able to imagine how things could be different
7. I can think of ways to improve what I have done in this investigation
8. I can think of ways I can use what I have I have learned in this investigation
9. I like exploring learning with other people
10. I am interested to think about other people's viewpoints or ideas

Discuss with a partner, and then with your class:

- *What did you already know about the importance of celebration and what it tells us about people, and how did that help you to learn more?*
- *What skills did you already have that you made use of in this investigation, and how did they help you to develop new skills?*

- Identifies new learning
- Demonstrates co-operative learning skills





Rejoice!

questions and activities

indicators of achievement

Celebrate your learning:

Send out your invitations for your special celebration of God's *faithfulness*. Be sure to include as many different and interesting ways to create a festive atmosphere while helping your guests to celebrate the real reason for your party. Set up displays to share your research about celebrations in different cultures and societies. After your celebration, discuss:

- why celebrations are better shared
- how your celebration helped others to remember that God is faithful
- whether you think that your celebration would have pleased God, and why
- how learning about celebrations in other cultures or societies helps you to consider how and why you celebrate

- Celebrates learning
- Celebrates God's *faithfulness*





Scriptures relevant
to this unit



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? SCRIPTURES RELEVANT TO THIS UNIT

Genesis 8:19-21

19 All the animals and all the creatures that move along the ground and all the birds—everything that moves on land—came out of the ark, one kind after another. 20 Then Noah built an altar to the LORD and, taking some of all the clean animals and clean birds, he sacrificed burnt offerings on it. 21 The LORD smelled the pleasing aroma and said in his heart: "Never again will I curse the ground because of humans, even though every inclination of the human heart is evil from childhood. And never again will I destroy all living creatures, as I have done."

Exodus 12:1-14

1 The LORD said to Moses and Aaron in Egypt, 2 "This month is to be for you the first month, the first month of your year. 3 Tell the whole community of Israel that on the tenth day of this month each man is to take a lamb for his family, one for each household. 4 If any household is too small for a whole lamb, they must share one with their nearest neighbor, having taken into account the number of people there are. You are to determine the amount of lamb needed in accordance with what each person will eat. 5 The animals you choose must be year-old males without defect, and you may take them from the sheep or the goats. 6 Take care of them until the fourteenth day of the month, when all the members of the community of Israel must slaughter them at twilight. 7 Then they are to take some of the blood and put it on the sides and tops of the doorframes of the houses where they eat the lambs. 8 That same night they are to eat the meat roasted over the fire, along with bitter herbs, and bread made without yeast. 9 Do not eat the meat raw or boiled in water, but roast it over a fire—with the head, legs and internal organs. 10 Do not leave any of it till morning; if some is left till morning, you must burn it. 11 This is how you are to eat it: with your cloak tucked into your belt, your sandals on your feet and your staff in your hand. Eat it in haste; it is the LORD's Passover. 12 "On that same night I will pass through Egypt and strike down every firstborn of both people and animals, and I will bring judgment on all the gods of Egypt. I am the LORD. 13 The blood will be a sign for you on the houses where you are, and when I see the blood, I will pass over you. No destructive plague will touch you when I strike Egypt. 14 "This is a day you are to commemorate; for the generations to come you shall celebrate it as a festival to the LORD—a lasting ordinance.

Exodus 12:17

"Celebrate the Festival of Unleavened Bread, because it was on this very day that I brought your divisions out of Egypt. Celebrate this day as a lasting ordinance for the generations to come."

Exodus 15:19-21

19 When Pharaoh's horses, chariots and horsemen went into the sea, the LORD brought the waters of the sea back over them, but the Israelites walked through the sea on dry ground. 20 Then Miriam the prophet, Aaron's sister, took a timbrel in her hand, and all the women followed her, with timbrels and dancing. 21 Miriam sang to them: "Sing to the LORD, for he is highly exalted. Both horse and driver he has hurled into the sea."

Exodus 23:14-16

14 "Three times a year you are to celebrate a festival to me. 15 Celebrate the Festival of Unleavened Bread; for seven days eat bread made without yeast, as I commanded you. Do this at the appointed time in the month of Aviv, for in that month you came out of Egypt. No one is to appear before me empty-handed. 16 Celebrate the Festival of Harvest with the firstfruits of the crops you sow in your field. Celebrate the Festival of Ingathering at the end of the year, when you gather in your crops from the field."

Exodus 32:19-20

19 When Moses approached the camp and saw the calf and the dancing, his anger burned and he threw the tablets out of his hands, breaking them to pieces at the foot of the mountain. 20 And he took the calf the people had made and burned it in the fire; then he ground it to powder, scattered it on the water and made the Israelites drink it.



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? SCRIPTURES RELEVANT TO THIS UNIT

Leviticus 19:23-25

23 "When you enter the land and plant any kind of fruit tree, regard its fruit as forbidden. For three years you are to consider it forbidden; it must not be eaten. 24 In the fourth year all its fruit will be holy, an offering of praise to the LORD. 25 But in the fifth year you may eat its fruit. In this way your harvest will be increased. I am the LORD your God.

Leviticus 23:1-44

The Appointed Festivals

1 The LORD said to Moses, 2 "Speak to the Israelites and say to them: 'These are my appointed festivals, the appointed festivals of the LORD, which you are to proclaim as sacred assemblies.

The Sabbath

3 There are six days when you may work, but the seventh day is a day of sabbath rest, a day of sacred assembly. You are not to do any work; wherever you live, it is a sabbath to the LORD.

The Passover and the Festival of Unleavened Bread

4 These are the LORD's appointed festivals, the sacred assemblies you are to proclaim at their appointed times: 5 The LORD's Passover begins at twilight on the fourteenth day of the first month. 6 On the fifteenth day of that month the LORD's Festival of Unleavened Bread begins; for seven days you must eat bread made without yeast. 7 On the first day hold a sacred assembly and do no regular work. 8 For seven days present a food offering to the LORD. And on the seventh day hold a sacred assembly and do no regular work."

Offering the Firstfruits

9 The LORD said to Moses, 10 "Speak to the Israelites and say to them: 'When you enter the land I am going to give you and you reap its harvest, bring to the priest a sheaf of the first grain you harvest. 11 He is to wave the sheaf before the LORD so it will be accepted on your behalf; the priest is to wave it on the day after the Sabbath. 12 On the day you wave the sheaf, you must sacrifice as a burnt offering to the LORD a lamb a year old without defect, 13 together with its grain offering of two-tenths of an ephah of the finest flour mixed with olive oil—a food offering presented to the LORD, a pleasing aroma—and its drink offering of a quarter of a hin of wine. 14 You must not eat any bread, or roasted or new grain, until the very day you bring this offering to your God. This is to be a lasting ordinance for the generations to come, wherever you live."

The Festival of Weeks

15 "From the day after the Sabbath, the day you brought the sheaf of the wave offering, count off seven full weeks. 16 Count off fifty days up to the day after the seventh Sabbath, and then present an offering of new grain to the LORD. 17 From wherever you live, bring two loaves made of two-tenths of an ephah of the finest flour, baked with yeast, as a wave offering of firstfruits to the LORD. 18 Present with this bread seven male lambs, each a year old and without defect, one young bull and two rams. They will be a burnt offering to the LORD, together with their grain offerings and drink offerings—a food offering, an aroma pleasing to the LORD. 19 Then sacrifice one male goat for a sin offering and two lambs, each a year old, for a fellowship offering. 20 The priest is to wave the two lambs before the LORD as a wave offering, together with the bread of the firstfruits. They are a sacred offering to the LORD for the priest. 21 On that same day you are to proclaim a sacred assembly and do no regular work. This is to be a lasting ordinance for the generations to come, wherever you live. 22 When you reap the harvest of your land, do not reap to the very edges of your field or gather the gleanings of your harvest. Leave them for the poor and for the foreigner residing among you. I am the LORD your God."

The Festival of Trumpets

23 The LORD said to Moses, 24 "Say to the Israelites: 'On the first day of the seventh month you are to have a day of sabbath rest, a sacred assembly commemorated with trumpet blasts. 25 Do no regular work, but present a food offering to the LORD."

The Day of Atonement

26 The LORD said to Moses, 27 "The tenth day of this seventh month is the Day of Atonement. Hold a sacred assembly and deny yourselves, and present a food offering to the LORD. 28 Do not do any work on that day, because it is the Day of Atonement, when atonement is made for you before the LORD your God. 29 Those who do not deny themselves on that day must be cut off from their people. 30 I will destroy from among their people anyone who does any work on that day. 31 You shall do no work at all. This is to be a lasting ordinance for the generations to come, wherever you live. 32 It is a day of sabbath rest for you, and you must deny yourselves. From the evening of the ninth day of the month until the following evening you are to observe your sabbath."



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? SCRIPTURES RELEVANT TO THIS UNIT

The Festival of Tabernacles

33 The LORD said to Moses, 34 "Say to the Israelites: 'On the fifteenth day of the seventh month the LORD's Festival of Tabernacles begins, and it lasts for seven days. 35 The first day is a sacred assembly; do no regular work. 36 For seven days present food offerings to the LORD, and on the eighth day hold a sacred assembly and present a food offering to the LORD. It is the closing special assembly; do no regular work. 37 (These are the LORD's appointed festivals, which you are to proclaim as sacred assemblies for bringing food offerings to the LORD—the burnt offerings and grain offerings, sacrifices and drink offerings required for each day. 38 These offerings are in addition to those for the LORD's Sabbaths and in addition to your gifts and whatever you have vowed and all the freewill offerings you give to the LORD.) 39 So beginning with the fifteenth day of the seventh month, after you have gathered the crops of the land, celebrate the festival to the LORD for seven days; the first day is a day of sabbath rest, and the eighth day also is a day of sabbath rest. 40 On the first day you are to take branches from luxuriant trees—from palms, willows and other leafy trees—and rejoice before the LORD your God for seven days. 41 Celebrate this as a festival to the LORD for seven days each year. This is to be a lasting ordinance for the generations to come; celebrate it in the seventh month. 42 Live in temporary shelters for seven days: All native-born Israelites are to live in such shelters 43 so your descendants will know that I had the Israelites live in temporary shelters when I brought them out of Egypt. I am the LORD your God!" 44 So Moses announced to the Israelites the appointed festivals of the LORD.

Numbers 9:1-5

1 The LORD spoke to Moses in the Desert of Sinai in the first month of the second year after they came out of Egypt. He said, 2 "Have the Israelites celebrate the Passover at the appointed time. 3 Celebrate it at the appointed time, at twilight on the fourteenth day of this month, in accordance with all its rules and regulations." 4 So Moses told the Israelites to celebrate the Passover, 5 and they did so in the Desert of Sinai at twilight on the fourteenth day of the first month. The Israelites did everything just as the LORD commanded Moses.

Deuteronomy 16:14-15

14 Be joyful at your festival—you, your sons and daughters, your male and female servants, and the Levites, the foreigners, the fatherless and the widows who live in your towns. 15 For seven days celebrate the festival to the LORD your God at the place the LORD will choose. For the LORD your God will bless you in all your harvest and in all the work of your hands, and your joy will be complete.

2 Samuel 6:1-15

1 David again brought together all the able young men of Israel—thirty thousand. 2 He and all his men went to Baalah in Judah to bring up from there the ark of God, which is called by the Name, the name of the LORD Almighty, who is enthroned between the cherubim on the ark. 3 They set the ark of God on a new cart and brought it from the house of Abinadab, which was on the hill. Uzzah and Ahio, sons of Abinadab, were guiding the new cart 4 with the ark of God on it, and Ahio was walking in front of it. 5 David and all Israel were celebrating with all their might before the LORD, with castanets, harps, lyres, timbrels, sistrums and cymbals. 6 When they came to the threshing floor of Nakon, Uzzah reached out and took hold of the ark of God, because the oxen stumbled. 7 The LORD's anger burned against Uzzah because of his irreverent act; therefore God struck him down, and he died there beside the ark of God. 8 Then David was angry because the LORD's wrath had broken out against Uzzah, and to this day that place is called Perez Uzzah. 9 David was afraid of the LORD that day and said, "How can the ark of the LORD ever come to me?" 10 He was not willing to take the ark of the LORD to be with him in the City of David. Instead, he took it to the house of Obed-Edom the Gittite. 11 The ark of the LORD remained in the house of Obed-Edom the Gittite for three months, and the LORD blessed him and his entire household. 12 Now King David was told, "The LORD has blessed the household of Obed-Edom and everything he has, because of the ark of God." So David went to bring up the ark of God from the house of Obed-Edom to the City of David with rejoicing. 13 When those who were carrying the ark of the LORD had taken six steps, he sacrificed a bull and a fattened calf. 14 Wearing a linen ephod, David was dancing before the LORD with all his might, 15 while he and all Israel were bringing up the ark of the LORD with shouts and the sound of trumpets.

Psalms 32:11

Rejoice in the LORD and be glad, you righteous; sing, all you who are upright in heart!



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? SCRIPTURES RELEVANT TO THIS UNIT

Psalm 51:16-17

16 You do not delight in sacrifice, or I would bring it; you do not take pleasure in burnt offerings.
17 My sacrifice, O God, is a broken spirit; a broken and contrite heart you, God, will not despise.

Psalm 96

1 Sing to the LORD a new song; sing to the LORD, all the earth. 2 Sing to the LORD, praise his name; proclaim his salvation day after day. 3 Declare his glory among the nations, his marvelous deeds among all peoples. 4 For great is the LORD and most worthy of praise; he is to be feared above all gods. 5 For all the gods of the nations are idols, but the LORD made the heavens. 6 Splendor and majesty are before him; strength and glory are in his sanctuary. 7 Ascribe to the LORD, all you families of nations, ascribe to the LORD glory and strength. 8 Ascribe to the LORD the glory due his name; bring an offering and come into his courts. 9 Worship the LORD in the splendor of his holiness; tremble before him, all the earth. 10 Say among the nations, "The LORD reigns." The world is firmly established, it cannot be moved; he will judge the peoples with equity. 11 Let the heavens rejoice, let the earth be glad; let the sea resound, and all that is in it. 12 Let the fields be jubilant, and everything in them; let all the trees of the forest sing for joy. 13 Let all creation rejoice before the LORD, for he comes, he comes to judge the earth. He will judge the world in righteousness and the peoples in his faithfulness.

Psalm 97:1

The LORD reigns, let the earth be glad; let the distant shores rejoice.

Psalm 104:31

May the glory of the LORD endure forever; may the LORD rejoice in his works.

Psalm 106:1

Praise the LORD. Give thanks to the LORD, for he is good; his love endures forever.

Psalm 145:1-7

1 I will exalt you, my God the King; I will praise your name for ever and ever. 2 Every day I will praise you and extol your name for ever and ever. 3 Great is the LORD and most worthy of praise; his greatness no one can fathom. 4 One generation commends your works to another; they tell of your mighty acts. 5 They speak of the glorious splendor of your majesty— and I will meditate on your wonderful works. 6 They tell of the power of your awesome work — and I will proclaim your great deeds. 7 They celebrate your abundant goodness and joyfully sing of your righteousness.

Psalm 149:1-5

1 Praise the LORD. Sing to the LORD a new song, his praise in the assembly of his faithful people. 2 Let Israel rejoice in their Maker; let the people of Zion be glad in their King. 3 Let them praise his name with dancing and make music to him with timbrel and harp. 4 For the LORD takes delight in his people; he crowns the humble with victory. 5 Let his faithful people rejoice in this honor and sing for joy on their beds.

Isaiah 38:19

The living, the living—they praise you, as I am doing today; parents tell their children about your faithfulness.

Zephaniah 3:17

The LORD your God is with you, the Mighty Warrior who saves. He will take great delight in you; in his love he will no longer rebuke you, but will rejoice over you with singing.



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? SCRIPTURES RELEVANT TO THIS UNIT

Luke 15

The Parable of the Lost Sheep

1 Now the tax collectors and sinners were all gathering around to hear Jesus. 2 But the Pharisees and the teachers of the law muttered, "This man welcomes sinners and eats with them." 3 Then Jesus told them this parable: 4 "Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? 5 And when he finds it, he joyfully puts it on his shoulders 6 and goes home. Then he calls his friends and neighbors together and says, 'Rejoice with me; I have found my lost sheep.' 7 I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

The Parable of the Lost Coin

8 "Or suppose a woman has ten silver coins and loses one. Doesn't she light a lamp, sweep the house and search carefully until she finds it? 9 And when she finds it, she calls her friends and neighbors together and says, 'Rejoice with me; I have found my lost coin.' 10 In the same way, I tell you, there is rejoicing in the presence of the angels of God over one sinner who repents."

The Parable of the Lost Son

11 Jesus continued: "There was a man who had two sons. 12 The younger one said to his father, 'Father, give me my share of the estate.' So he divided his property between them. 13 "Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. 14 After he had spent everything, there was a severe famine in that whole country, and he began to be in need. 15 So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. 16 He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything. 17 "When he came to his senses, he said, 'How many of my father's hired servants have food to spare, and here I am starving to death! 18 I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. 19 I am no longer worthy to be called your son; make me like one of your hired servants.' 20 So he got up and went to his father. "But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him. 21 "The son said to him, 'Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.' 22 "But the father said to his servants, 'Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. 23 Bring the fattened calf and kill it. Let's have a feast and celebrate. 24 For this son of mine was dead and is alive again; he was lost and is found.' So they began to celebrate. 25 "Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing. 26 So he called one of the servants and asked him what was going on. 27 'Your brother has come,' he replied, 'and your father has killed the fattened calf because he has him back safe and sound.' 28 "The older brother became angry and refused to go in. So his father went out and pleaded with him. 29 But he answered his father, 'Look! All these years I've been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends. 30 But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!' 31 "'My son,' the father said, 'you are always with me, and everything I have is yours. 32 But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.'"

Luke 22:7-19

The Last Supper

7 Then came the day of Unleavened Bread on which the Passover lamb had to be sacrificed. 8 Jesus sent Peter and John, saying, "Go and make preparations for us to eat the Passover." 9 "Where do you want us to prepare for it?" they asked. 10 He replied, "As you enter the city, a man carrying a jar of water will meet you. Follow him to the house that he enters, 11 and say to the owner of the house, 'The Teacher asks: Where is the guest room, where I may eat the Passover with my disciples?' 12 He will show you a large room upstairs, all furnished. Make preparations there." 13 They left and found things just as Jesus had told them. So they prepared the Passover. 14 When the hour came, Jesus and his apostles reclined at the table. 15 And he said to them, "I have eagerly desired to eat this Passover with you before I suffer. 16 For I tell you, I will not eat it again until it finds fulfillment in the kingdom of God." 17 After taking the cup, he gave thanks and said, "Take this and divide it among you. 18 For I tell you I will not drink again from the fruit of the vine until the kingdom of God comes." 19 And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me."



WHY ARE THE CELEBRATIONS OF DIFFERENT CULTURES IMPORTANT? SCRIPTURES RELEVANT TO THIS UNIT

1 Corinthians 11:23-26

23 For I received from the Lord what I also passed on to you: The Lord Jesus, on the night he was betrayed, took bread, 24 and when he had given thanks, he broke it and said, "This is my body, which is for you; do this in remembrance of me." 25 In the same way, after supper he took the cup, saying, "This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance of me." 26 For whenever you eat this bread and drink this cup, you proclaim the Lord's death until he comes.

Philippians 4:4-8

4 Rejoice in the Lord always. I will say it again: Rejoice! 5 Let your gentleness be evident to all. The Lord is near. 6 Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. 7 And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. 8 Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.



Understanding Interact

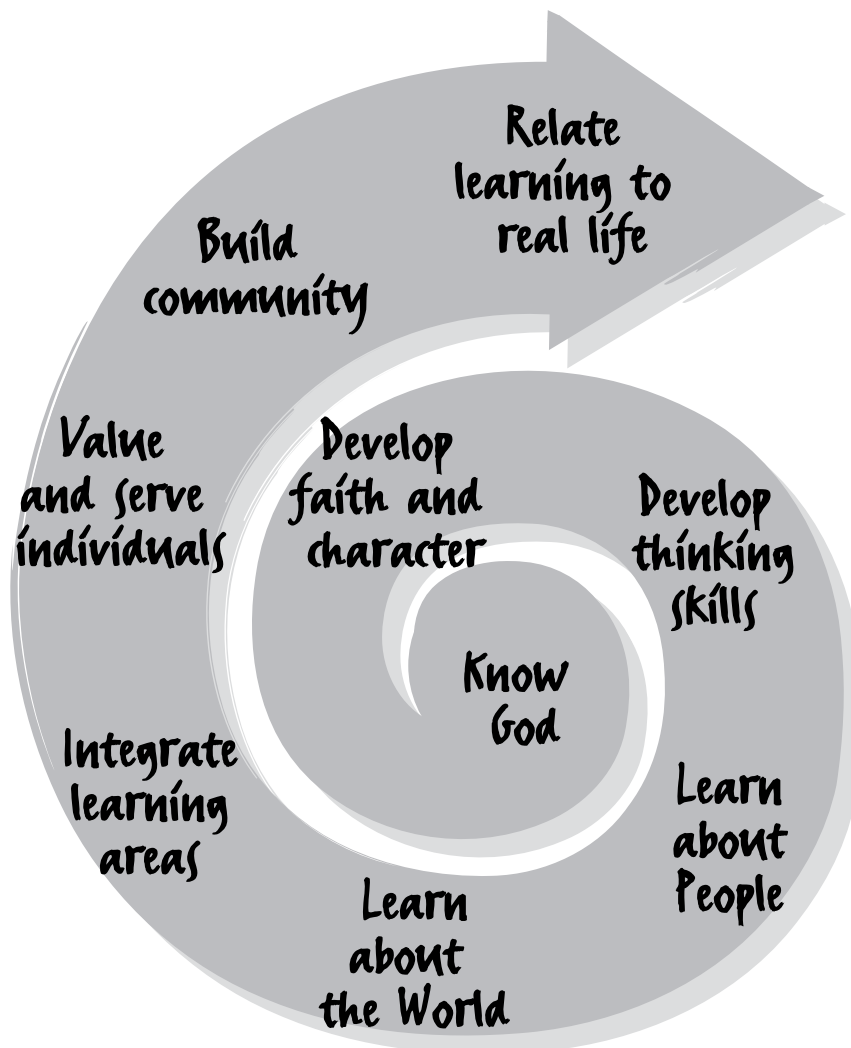


THE INTERACT RESOURCES

The *Interact Curriculum* is a biblically-based and integrated programme of learning suitable for students in Years 1-8. It is designed to inspire teachers with a multitude of creative ideas, questions and learning activities through which students can engage in learning about God and his world.

This *Interact Teacher Manual* is part of a set of manuals produced for a single term's work on an integrated theme. The *Interact Curriculum* provides teacher manuals in the subject areas of Devotions, Science, Social Science, Health and English on 16 such themes over a four-year cycle. Additional resources are also available in other subjects, including reproducible student worksheets entitled Discovery Sheets.

The *Interact Curriculum* is designed to encourage students to interact with God, with others and with their world in the course of their learning day, and it is our intention to serve teachers by resourcing them with leading-edge curriculum material that helps students to:





OPTIONS FOR USING THIS INTERACT TEACHER MANUAL

Introduction:

This *Interact Teacher Manual* is designed to give you many different ideas from which to select and plan a programme for your own class. It is recommended that the *Interact Learning Path* be used as a guide in the planning process, but there is plenty of scope for choice in this manual.

This *Interact Teacher Manual* will give opportunity for teachers to design either:

(a) A short, more traditional unit of work

By focusing on the *Firing Up* stage, covering the *Key Areas of Investigation* as a class, and selecting one or two activities in the *Focusing Forward* section, a teacher could design a short programme of work for a whole class lasting two to three weeks and follow it with assessment.

(b) A longer inquiry investigation

By working through the process of the *Interact Learning Path*, it will be possible to develop understanding of key concepts and skills in the *Firing Up* section, and then to ignite student enthusiasm to take responsibility, in negotiation with the teacher, for their own research, reasoning, reflecting and responding. This will engage the students in developing questioning and research skills and therefore equip and inspire them for future learning.

(c) A combination of both

The more independent students in the class could be given more control over their learning by setting them off on their independent inquiry approach whilst the teacher approaches the topic in a more traditional / teacher-centred approach with the remainder of the class.

N.B. Regardless of what approach to the material is used, the *Interact Learning Path* provides the structure so that students are given opportunity to have some degree of choice about their learning. Because they have more ownership, deeper and more independent learning may occur.



PLANNING WITH INTERACT

- 1. Term Overview**
Read the *Term Overview* document at the front of the Term Folder to understand the integrating thread of the term and the national curriculum requirements.
- 2. Understanding *Interact***
Read the *Understanding Interact* section on page (I) so that you are confident in understanding the principles and processes of the *Interact Resources*.
- 3. Overview and Introduction**
Read these pages to understand what this subject area is about, and where it fits into the integrated term's work.
- 4. Big Idea and Focii**
Read the *Big Idea*, the *Habit of Character Focus* and *Habit of Mind Focus*, the *Key Understanding* and the *Focus Question* which summarise the main focii of this unit.
- 5. Biblical World View and Background Information**
Read these pages to familiarise yourself as a teacher with the content being taught this term. Look up the *Scriptures* (found at the end of the manual for your convenience).
- 6. Key Areas of Investigation**
These four points summarise the content the students may learn in this subject. Confirm with your national requirements and determine your priorities.
- 7. Key Learning Intentions**
These points give ideas for Skills you can select as focii during this unit. All the skills listed are found in the *Indicators of Achievement* throughout the book, and any can be selected to become the focus of your teaching and assessment of skills for this subject this term. Determine what is appropriate for your class.
- 8. Plan for School-wide Activities or Visitors**
Meet several times with other staff to engage personally and corporately with the term theme and plan school-wide activities.
- 9. Determine Main and Subsidiary Topics**
Determine the main focus topic for your class (e.g. Science, Social Science, Health) this term and the supporting topics. Note that the main focus topic may vary between classes. At the conclusion of the term, when school-wide presentations are made, all students may benefit from each other's deeper learning in particular topics.
- 10. Plan**
Plan, using the *Interact Learning Path* as a guide.

Have a great term teaching!

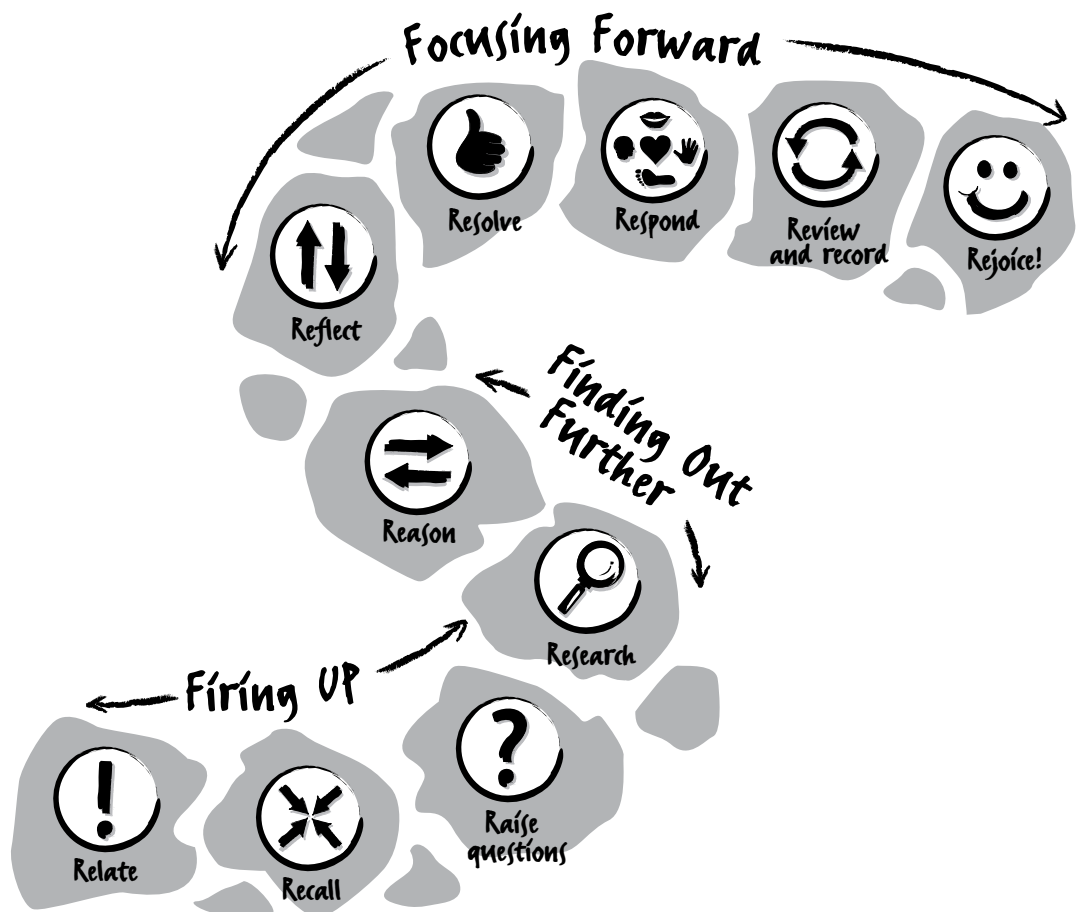


THE INTERACT LEARNING PROCESS

The *Interact Curriculum* resources are being developed in a framework of learning, developed by Helen Pearson, called the *Interact Learning Path*.

The *Interact Learning Path* helps students to recall prior knowledge, to develop knowledge, skills, understanding and godly wisdom, to consider how what they have learned impacts who they are and what they do, to respond with the benefit of new skills and understanding, to evaluate their work, and to celebrate their learning in a range of ways as outlined below:

The Interact Learning Path



We hope you enjoy discovering, with your students, a fresh perspective on the world!



KEY LEARNING INTENTIONS

We are learning to:



**Relate
Engage**

Engages in social scientific exploration and discussion



**Recall
Remember**

Identifies prior knowledge and experiences



**Raise questions and recognise problems
Inquire**

Frames questions to focus an enquiry
Creates a framework to focus an enquiry
Writes open questions

Plans

Plans a survey or interview



**Research
Gather information**

Uses a range of sources to research including original sources, reference texts, people, media, computer technology, places

Shares ideas

Listens to people

Describes findings

Identifies symbols

Conducts an interview

Classify information

Identifies main ideas

Sorts ideas

Separates reasonable from unreasonable ideas

Is aware of issues of social and environmental concern

Record data

Summarises information

Organise information

Draws or uses a graphic organiser, table, diagram to or cross section to show connections

Sees connections between ideas



KEY LEARNING INTENTIONS

We are learning to: *continued*



Reason
Interpret information

Classifies, compares, contrasts

Analyse information

Identifies cause and effect
Analyses relationships
Distinguishes fact from opinion
Thinks creatively

Make a generalisation based on findings

Suggests possible consequences of people holding particular world views
Suggests possible solutions to issues of social concern
Draws conclusions
Justifies conclusions
Evaluates consequences



Reflect
Analyse

Thinks critically
Identifies a biblical perspective
Understands and expresses uncertainties
Identifies the impact of a world view
Discusses aspects of the nature of people
Communicates needs

Discuss ethics

Expresses an opinion confidently and provides reasons for it



Resolve
Make judgments and decisions

Makes decisions about possible actions



KEY LEARNING INTENTIONS

We are learning to: *continued*



Respond
Respect God

Demonstrates a desire to live in a manner that honours God

Respect People

Actively identifies issues of social concern

Present Information

Communicates confidently and creatively
Uses communication technology

Solve problems

Acts on own values position

Participate and contribute

Works well in a team
Takes initiative
Participates in school or community activities



Review and record
Judging the process

Determines whether the information as originally defined is met
Evaluates research
Evaluates attitude
Evaluates actions
Identifies new learning
Demonstrates co-operative learning skills



Rejoice!
Celebrate

Celebrates learning
Celebrates God's faithfulness



ACKNOWLEDGEMENTS

Developing the *Interact Curriculum* has been the result of over twenty-five years of thinking and working in the education field, and therefore twenty-five years of gleaning ideas and principles from a multitude of mentors, advisors, observations, teaching experiences, books and curricula from around the world.

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