



Grow your own grub.



## Harvest Objectives

To learn about the Christian harvest festival  
To compare the Christian and Jewish harvest festivals  
To plan and present a harvest festival within the school

## Resources

- Photographs of Christian harvest festivals
- Photographs of Jewish harvest festivals
- Art resources
- Musical instruments
- Multimedia equipment e.g. camera, video camera, dictaphone

## Teaching activity

### Introduction

Ask the class to...

- Watch the harvest animations at [bbc.co.uk/digin](http://bbc.co.uk/digin).
- Discuss what they already know about the harvest; what is it? What is celebrated? When is the festival celebrated?
- Look at some photos of a harvest festival and think about what the key components of the celebration are.
- Talk about why harvest time is celebrated. Discuss that it is a time to say thank you for food and for the people who grow and harvest the food.
  - Think about how lucky the class may be to have good food to eat, and not to know what hunger is.
  - Discuss the harvest festivals celebrated by the Jewish religion; Shavuot which celebrates the spring harvest and the time when Moses received the Ten Commandments from God, and Sukkot – the autumn harvest when Jews remember how Moses searched for the Promised Land.
  - Look at photos of Sukkot and Shavuot being celebrated; how are they similar or different to a Christian harvest festival?

### Activity

Host a harvest festival for the school. Split the class into teams to be responsible for the following things:

**Creative Coordinators** – to be in charge of the presentation of the food, design the layout and present the food in an attractive and appealing way, making sure that the produce grown by the class is shown to its full potential.

**Linguistic Technicians** – to prepare and deliver a speech for the festival. This may include thanking everyone for attending, describing how the produce has reached the harvest stage and introducing the different sections of the festival.

**Musical Directors** – to be in charge of the music for the festival. Choose tracks which are suitable, harvest songs for the congregation to sing and original compositions to be played during the festival.

**Worship Officers** – to be in charge of writing, selecting and delivering the harvest prayers giving thanks to God and the farmers who produce the crops.

**Party Planners** – to come up with a way to make the festival special for those attending it. Ideas could include writing and creating invitations to be sent out to parents and some of the local people who will be benefiting from the food. They could help arrange refreshments on the day; perhaps using some of the vegetables grown to create snacks such as carrot and courgette muffins or butternut squash and tomato soup. See Food Technology lesson plan for ideas.





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**Multimedia Moguls** – to be in charge of any multimedia aspects of the festival, for example; creating a PowerPoint/slideshow to be shown on a screen during the festival, filming the festival, taking photos of the event, interviewing class members and parents about how they have found the whole project and creating a podcast about the harvest festival.

### **Plenary** (ongoing throughout)

Make sure the class understand the tasks they have been set. Each team should be working well together and everyone should be given the opportunity to share their ideas with the rest of the class and receive constructive ideas from others.

### **National Curriculum**

En1 Speaking and listening - (1a,b,c,d,e, 3a,b,c,d,e,f, 10a,b,c)

En3 Writing - (1a,b,c,d, 2a,b,c,d,e,f, 3, 11, 12

ICT - (1a,b, 3a,b)

Art and design - (1a, 2a,c, 3a,b, 4a,b, 5b,c)

Music - (1a,b,c, 2a,b, 3c)

### **Curriculum for Excellence (Scotland)**

Literacy and English 2-02a, 09a, 10a, 21a, 22a, 23a, 25a, 26a, 27a, 28a

Expressive Arts 2-01a, 02a, 03a, 07a, 16a, 17a, 18a, 19a.

Technologies 2-03a, 03b, 4a, 4b

Religious and Moral Education 2-03b, 06b, 06c.

### **NI Curriculum:**

**Lang+Lit:** Talking and listening, reading, writing, presentation skills

**PDMU:** valuing and celebrating cultural difference and diversity

**World Around Us:** Origins and traditions in different cultures (Geog, place) celebrations in different places (Geog, Interdependence), Stories from the past (Hist, Place)

**Arts:** Creative work with sound for accompaniment and musical stories (Music), Working with range of electronic media (Art and Design, ICT)

