

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5**

### **On the Lenten Journey**

#### **Lesson 5**

#### **Fasting**

## Unit 5 Lesson 5

### On The Lenten Journey

#### Fasting

##### Lesson Overview

In small groups students will think of what they can “fast” from during Lent. They will read scripture passages and reflect on why we fast and how it can bring us closer to God.

**Duration:** 40 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Grade 4 - CL3.1:** Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Lent, and communicate what they reveal about and celebrate in Jesus’ life.

**Grade 6 - CL3:** Demonstrate an understanding of the Liturgical season of Lent as it is revealed through rituals.

##### Language:

**Oral Communication 2:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

**Media Literacy 3:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

#### ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

##### The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation  
Rights and Responsibilities

##### The Ontario Catholic School Graduate Expectations evident in this lesson include:

A Discerning Believer Formed in the Catholic Faith Community Who:

**CGE1c:** Actively reflects on *God’s Word* as communicated through the Hebrew and Christian scriptures

A Collaborative Contributor Who:

**CGE5e:** Respects the rights, responsibilities and contributions of self and others

An Effective Communicator Who:

**CGE2c:** Presents information and ideas clearly and honestly and with sensitivity to others

## Though Many, We Are One - Religious Education for Combined Junior Grades

### GUIDING QUESTIONS (coming out of the Big Idea)

#### Big Idea:

- During the Liturgical season of Lent, Catholics practice prayer, fasting and almsgiving.
- How does fasting help us to experience our faith in Christ? How can it help us to change our hearts in preparation for Easter?

#### Scripture Passages:

- Matthew 6:16-17
- Luke 4:1-4

### LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- how fasting can help us to experience our faith in Christ and help us to change our hearts in preparation for Easter

**Success Criteria**, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

### INSTRUCTIONAL COMPONENTS AND CONTEXT

#### Terminology:

- fasting
- sacrifice

#### Materials:

- large sheets of white paper (ledger size)
- Bibles
- Lenten Journals

#### Resources:

- example of word cloud (*see Appendix 1*)

### MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Ask students “What does fasting mean?” Once the class has established that fasting means giving up food, ask them to think about what foods they might give up during Lent. Ask them to think of other things they might give up. Have them share their ideas in small groups (3-4).

In groups or individually, students will create a word collage/word cloud (see example in *Appendix 1*) by writing the names of things they can fast from during Lent.

*\*Differentiated instruction: Some students may use wordle.net or other online word cloud generators.*

## Though Many, We Are One - Religious Education for Combined Junior Grades

### ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

In their groups, students will read Luke 4:1-4 and Matthew 6:16-17. They will discuss and write group responses to the following questions:

- Why did Jesus go into the desert to fast?
- What did Jesus mean when he said “One does not live by bread alone.”?
- What did Jesus say was important to do when fasting? Why do you think He said this?

One student from each group will present the group’s responses to the rest of the class.

*\*Differentiated instruction: Some students could read and respond only to Luke and others only to Matthew.*

### CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

In their Lenten journals have students respond to the following:

Giving up food can make us realize how fortunate we are to have food. What else might it make us think about and how might this lead to a change of heart and bring us closer to God?

Ask for volunteers to share their responses and discuss as a whole class.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Make Lenten Bracelets by braiding 3 colours of yarn (*three shades of purple if possible*) together to represent prayer, fasting and almsgiving.

## APPENDIX 1

Word cloud example

