

Unit L2.10 How do festivals and family life show what matters to Jews?

[God/Torah/the People]

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.38 Make sure that you can explain where this unit/question fits into key stage planning 	<p>L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]</p> <p>This is the second systematic unit focusing on Jewish people. This unit builds on that learning in Unit 1.7. This unit explores the importance of the family and home in Judaism. It has been written for pupils in Year 3; if studying it with a different year group this will need to be adapted.</p> <p>Pupils will go on to study Judaism in another systematic unit in Upper KS2 U2.9 <i>Why is the Torah so important to Jewish People?</i></p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<p>Note that this unit builds on learning from Unit 1.7. This unit explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated. You could re-visit the celebration of Shabbat and deepen pupils' understanding in this context.</p> <ul style="list-style-type: none"> Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals: <ul style="list-style-type: none"> Rosh Hashanah and Yom Kippur: Explore Rosh Hashanah, the Jewish new year festival; consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; and the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write G-d, because they wish to respect the name of G-d and do not want it to be erased or defaced.) Talk about the value in pupils' own lives of reflection, saying sorry, being forgiven and making resolutions to improve.

	<ul style="list-style-type: none"> ○ Pesach/Passover: explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal. Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom? • Learn that after their escape from Egypt, the Jewish people were given the 10 Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. • Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). • Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge) Sample statements:</p> <p>...explain two ways the story of Exodus shows Jewish beliefs about God ...say a way the story of Exodus leads to Jewish people being called chosen people ...describe two meanings of the story of Exodus for Jews today. ...explain two ways the story of Jonah shows Jewish beliefs about sin and forgiveness ...say what Jewish people believe about repentance ...explain what the commandments say about Jewish beliefs about God ...say two ways the commandments from Exodus are important to Jewish people today ...describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat ...describe how the celebration of Shabbat links to the Jewish story of creation ...list at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs ...say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance ...list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach ...say simply how two parts of Pesach celebrations link to freedom ...give two examples of how Jewish people show the importance of the words of the Torah ...give an example of how Jewish people show the importance of following the commandments</p>

	<p>....give an example of how Jewish people show the importance of their beliefs about thankfulness</p> <p>...describe the key features of festivals</p> <p>...say what you think about whether not celebrations are important</p> <p>...ask a question and suggest an answer about why it is good or not good for Jewish people to look to the past and to the future at Jewish new year</p> <p>...say why you think saying sorry, being forgiven and being grateful are important, whether or not you are Jewish</p> <p>...give an example of how you could demonstrate the importance of saying sorry, being forgiven and being grateful.</p> <p>...ask a question and suggest an answer about why it is good or not good for Jewish people to look to the past at Pesach</p> <p>...ask a question and suggest an answer about why it is good or not good for Jewish people to look forward to the future at Pesach</p> <p>...say why you think saying being grateful is important, whether or not you are Jewish</p> <p>....give an example of how you could demonstrate the importance of being grateful.</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>This unit offers between 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. You can develop additional 'I can' statements as necessary for your own classroom.</p> <p>The unit is in four sections. The sections give more material than can fit in one – sufficient material is given to fill approximately 2-3 hours, so you may need to select rather than use everything.</p> <p>This unit is a systematic unit. You should take time to remind pupils of what they have learnt in this unit when they are studying the thematic units, making connections with links content in, for example, Unit L2.11 <i>How and why do people mark the significant events of life?</i> and Unit L2.12 <i>How and why do people try to make the world a better place?</i></p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What is worth celebrating? What do Jewish families celebrate every week?	
<ul style="list-style-type: none"> Ask pupils to think about great parties and celebrations that they've been to. What was being celebrated? Ask them to consider why the celebration took place. Who was it for? <p>What celebrations do you know about?</p> <ul style="list-style-type: none"> Name a selection of celebrations. Sort them into religious celebrations and non-religious celebrations. Identify differences and similarities between these two different types of celebrations. Which celebrations <ul style="list-style-type: none"> Remember story? Are celebrated by everyone? Raise money? Share food exchange gifts? Remind people of beliefs and values? <p>A day of rest in story and commandments</p> <p>Ask pupils to recall the creation story and the celebrating of Shabbat that they studied in Year 1 (Unit 1.7). If pupils do not remember, remind them that on the 7th day God rests – he blesses this day and makes it holy. Explain that this is the reason why Jewish people observe Shabbat (one holy day of rest) each week. Also ask pupils to recall the 4th commandment – ‘remember the Sabbath day and keep it holy’ – another example of the importance of Shabbat being highlighted by the Torah.</p> <p>Ask pupils to thought-shower ‘work’ and ‘rest’ and discuss what Jewish people mean by these terms on Shabbat. Pupils can complete the ‘What Makes Work ‘Work’’ activity from the free Jewish Way of Life resource to consolidate their learning (www.reonline.org.uk/specials/jwol/).</p> <p>The Shabbat Queen</p> <p>Explain that Shabbat is so special that for Jewish people that it is like a religious holiday each week. It is such an important day that Shabbat can be likened to a very important person – a queen (the Shabbat Queen). Many Jewish people prepare for the arrival of Shabbat carefully – as you would expect someone to prepare if a Queen was coming. So houses will be cleaned, beautiful table cloths, cutlery and crockery used on the dinner table, best clothes worn etc. Watch a video showing a family preparing for Shabbat e.g. http://www.bbc.co.uk/programmes/p0114f7y.</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <p>Sample ‘I can...’ statements</p> <p>....describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat</p> <p>....describe how the celebration of Shabbat links to the Jewish story of creation</p> <p>....describe the key features of festivals</p> <p>....say what you think about whether not celebrations are important</p>

Shabbat – Friday night

Set out a table as it would be set up in a Jewish family on a Friday night – wine, candles, two loaves of challah bread etc. Invite a Jewish visitor to demonstrate the main parts of the Friday night ceremony in a Jewish household or role play these with pupils in the class. Include the lighting of the candles, blessing the children, husband praising his wife, kiddush prayers and wine, challah, eating a meal, singing songs.

Shabbat – In the Synagogue

If pupils have not seen a video of the Torah scrolls being taken from the ark on Shabbat, now would be an appropriate time to show one from BBC class clips. This will take place on a Saturday morning (which is also part of Shabbat – Jewish days start in the evening, so Shabbat lasts from Friday evening to Saturday evening). Once the Torah scrolls have been removed from the ark, part of them will be read in the Synagogue - ask pupils which parts of the Torah they know of that might be read in the Synagogue on Shabbat. Their answers might include certain stories, 10 Commandments, laws of kosher, shema.

Spending time on Shabbat

Ask pupils to think of something they very much enjoy doing that a Jewish person might do to 'rest' on Shabbat when they are not in the Synagogue or taking part in religious ceremonies. Their answers might include spending time with friends and family, reading, playing, talking, learning, eating. Pupils should consider how a day focused on these sorts of activities can be special.

Think back to pupils' initial ideas about 'rest' and compare these with how a Jewish person would spend their time on Shabbat. Pupils who are able to could think for themselves about the pros and cons of keeping Shabbat as a Jewish child of their age. They could debate this, or produce a Positive/Negative chart on it.

Watch a video (e.g. from the free Jewish Way of Life Resource www.reonline.org.uk/specials/jwol/) or speak to a Jewish visitor about Jewish attitudes towards keeping Shabbat. If pupils have weighed up the pros and cons for themselves, does the video or visitor help to change their mind at all?

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?	
<p>A festival through the eyes of a child</p> <p>Rosh Hashanah and Yom Kippur are two festivals that are celebrated in the Autumn and mark the Jewish new year. It's important at new year to repent, turn from bad behaviour and set your course to be good in the coming year. Celebrations include food: apples and honey, time spent in the synagogue, the blowing of the Shofar (it's a ram's horn, one of the world's oldest known wind instruments). The blowing of the Shofar starts a ten-day period known as the 'Days of Repentance.' This ends with Yom Kippur, the holiest day of the year. Many Jewish people fast for 25 hours and spend most of the day praying. This is a time of forgiveness, after being judged by God during Rosh Hashanah.</p> <p>Charlie</p> <p>Before talking about the festivals, discuss words or phrases we ought to say more often. Among others, there are four which usually come up: 'Sorry', 'thank you', 'please' and 'I love you'. Talk about why these words matter, but are often left unsaid. Tell the class that Jewish festivals include saying all four of these things to the Almighty, and to each other as well. Show the clip from the BBC My life My religion on Rosh Hashanah www.bbc.co.uk/programmes/p02n2jc5. Can pupils see, in the clip, any ways that 'Sorry', 'thank you', 'please' and 'I love you' are referred to, either directly or indirectly? After watching, discuss what they noticed. The festival of Rosh Hashanah is all about saying sorry, but is also time to be thankful, and to express love.</p> <p>Isabel</p> <p>Share the interview with Isabel (at the end of this unit) with the pupils. Ask them the following:</p> <ul style="list-style-type: none"> • Why are Rosh Hashanah and Yom Kippur important to Isabel? • How do you think the things Isabel and her family do at these festivals will help them to live good lives? Split the class into groups and ask them to research the four foods that are mentioned by Isabel: Challah bread, pomegranates, honey cakes and apples. You may want to provide some of these foods for pupils to taste. <p>Ask the pupils to make a mobile to show some of the important themes of Rosh Hashanah. Create the shapes of the four foods to hang on the mobile. On the back of each food shape ask pupils to explain the significance of the food in this festival.</p> <ul style="list-style-type: none"> • When is it eaten? Why is it eaten? • What does it remind Jews of? • I think Rosh Hashanah is about . . . 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

Both Rosh Hashanah and Yom Kippur are solemn festivals where Jewish people reflect on the year gone by and the year to come.

Re-read Isabel's responses to the four questions that lots of Jewish people reflect on at Rosh Hashanah.

- What is Isabel committed to?
- What makes her life meaningful?

Ask the pupils to answer these four questions for themselves. Pupils may want to keep their answers to themselves or some of them may want to share their ideas and notice the similarities and differences to the responses given by Isabel.

Yom Kippur

In the Jewish tradition, the story of Jonah is read on Yom Kippur – a day when Jews ask for forgiveness for their sins. Read through the story of Jonah and the big fish, in an interactive manner. Perhaps allow children to sit in the shape of a boat or fish rather than the usual circle and give each child a percussion instrument. Stop the story at appropriate points to ask how characters might be feeling, what the atmosphere would be like or what is happening – discuss suitable responses and pupils can show these using their instruments.

Through class discussion and talk partners, pupils explore:

- Why do you think Jonah prayed in the fish? If Jonah didn't go to Nineveh the first time, why did he go on the second? Why did God keep Nineveh safe? Who was forgiven in this story?

(Note: a great Jonah song, 'When Jonah Sank into the Sea' can be found in 'Jonah Man Jazz' by Michael Hurd.)

At the Jewish ceremony of *tashlich*, Jews symbolically cast off sins by emptying their pockets into flowing water. Can children think of a time when they have needed to say sorry and/or be forgiven? Write or draw the incident onto the side of a small paper boat.

You could borrow the water tray to allow children to launch their boats and watch these incidents they are sorry for float away. If children cannot think of an example, you could have a list of generic examples and children choose the one they would like to see less of in the world to place on their boat.

New Year Festival themes

Discuss at a class what the important themes of these two autumn festivals seem to be. If pupils do not suggest them ensure the discussion includes repentance (saying sorry), salvation (forgiveness of their mistakes) and deliverance (being freed from captivity – physical in Jonah's case but metaphorical in terms of letting go of bad things, or any guilt for bad things, or from bad feelings when friendships break down etc.). Discuss

- How are these themes shown in the festival?
- Is this a solemn festival, a joyous festival or both? Why?

Sample 'I can...' statements

...explain two ways the story of Jonah shows Jewish beliefs about sin and forgiveness

...say what Jewish people believe about repentance

...list at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs

...say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance

...ask a question and suggest an answer about why it is good or not good for Jewish people to look to the past and to the future at Jewish new year

...say why you think saying sorry, being forgiven and being grateful are important, whether or not you are Jewish

...give an example of how you could demonstrate the importance of saying sorry, being forgiven and being grateful.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Why is Pesach important for Jews?

Mystery artefact

- Place a seder plate in a bag but do not show pupils or tell them what is in there.
- Give each team of 3-4 pupils a sheet of paper. One pupil from each group has 10 seconds to look in the bag and then go and draw as much as they can remember onto their group's piece of paper. Once they have drawn everything that they can remember, the next group member comes to look in the bag for 10 seconds before returning to add what they can to the first person's drawing. Continue until each team has a completed likeness of the plate. Allow them time to decide what they know about the plate and what they would like to know.
- Explain to the pupils that they are going to learn a story from the Torah and think about how many Jewish people today remember it regularly. They will also find out how the seder plate helps Jewish people to remember the story.

Story of the Exodus

- Listen to the story of the Exodus, or watch a relevant video. Stop part of the way through the 10 plagues. Discuss what slavery would have been like. What restrictions would have been put on the slaves e.g. not being free to choose what to do with your own time, not being able to worship God in the way that you chose, not being able to keep your baby boys, not being able to have your meals where and when you wanted etc. Think of how vulnerable the slaves were. Consider how Pharaoh and the Egyptians might have been vulnerable too.
- Create two 'conscience alleys' - one for Pharaoh and the other for Moses. (See below for explanation of Conscience Alley)
- Moses' conscience alley: The pupils on one side of Moses' conscience alley should give reasons why Moses should continue to follow God's will and try to get the slaves released, the other side should give reasons why Moses should give up and leave the Children of Israel as slaves. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Moses should do.
- Pharaoh's conscience alley: The pupils on one side of Pharaoh's conscience alley should give reasons why Pharaoh should keep the Children of Israel as slaves, the other side should give reasons why Pharaoh should let them go. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Pharaoh should do.
- Hear or watch the end of the story – find out how the Hebrews were freed from slavery. Discuss with pupils what leadership skills Moses showed and why he was such a special leader for the Children of Israel. Would they have followed him if they had been a slave at the time?

Make sense of belief:

- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today.

Understand the impact:

- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.

Sample 'I can...' statements

...explain two ways the story of Exodus shows Jewish beliefs about God
 ...say a way the story of Exodus leads to Jewish people being called chosen people
describe two meanings of the story of Exodus for Jews today.

How is the Exodus remembered at Pesach?

- Explain that Jewish people remember the story of the Exodus every year through celebrating the festival of Pesach. Research the ways in which Pesach is prepared for and celebrated in Jewish homes. This may be through use of videos, internet, books, Jewish visitors etc. An excellent clip can be found from BBC My life, My religion at www.bbc.co.uk/programmes/p02n2kt9
- Ensure that pupils understand why Jews do not eat food with yeast in at Pesach and look at food boxes (e.g. matzot) to see whether they are kosher for Pesach or not. Help pupils to find out about cleaning the homes and searching for chametz. Teachers could hide 10 pieces of chametz in the classroom and allow children to search.
- Find out about main parts of the seder meal. If appropriate, set out and share a 'mock' seder where the story of Pesach is told through words and symbols.
- Find out about the symbolism of each item on the seder plate. Which ones relate to the Pesach story?
- Ensure that pupils know that this is a festival celebrating freedom from slavery, so at this celebration Jewish people drink wine and can lie on cushions to show they are no longer slaves.

A Symbolic Meal

- This is an additional activity that you might not have time for but it can support understanding of Pesach. Discuss a big event that pupils may experience such as joining a new school. What are the good things and what is hard? Set pupils the task of devising a symbolic meal to welcome a new pupil to their class. What six symbolic foods would they put on a plate for this symbolic meal? Pupils will have to think about what it is like to join a new class in general and their class in particular to design the meal as well as possible.
- What are the important themes of Pesach?
- Ask pupils to identify some main themes and events in the Exodus story and Passover celebration. e.g. freedom, faithfulness of God, power, suffering, leadership, slavery, vulnerability, good, evil, parting of the red sea, plagues, blood on doorposts, Children of Israel leaving Egypt, the rescue showing that Jews were chosen by God etc. Once pupils have identified about 15, they should work in small groups with a target board. Can they decide which theme or event is the most important at Pesach? This goes on the bullseye in the centre of the board. The three next most important go on the first ring around the bullseye. The five next on the ring outside of that, and so on.
- After completing this activity come up with some meanings of the Exodus story for Jewish people today.

Slavery today

- Talk about the ways in which and places that slavery are present in the world today. Look at the work of an anti-slavery charity such as www.stopthetraffik.org How do the pupils have freedom in their lives? Do we

...list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach
...say simply how two parts of Pesach celebrations link to freedom

...ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past at Pesach

.....ask a question and a suggest an answer about why it is good or not good for Jewish people to look forward to the future at Pesach

all have a role in bringing freedom? Can the pupils think of ways they can bring help freedom in their local area and more widely.

NOTE: Conscience Alley: One pupil takes the part of a person or character who faces a dilemma. They walk down between two rows of five or six pupils facing each other. These are the character's conscience and they have to give their advice to the character as they walk down the alley.

You can give more structured support by telling one side of pupils that they are 'for' or 'against' a particular choice; or give individual pupils in the rows specific perspectives to speak from.

The pupil taking the role of the person/character has to listen to all the advice. When they reach the end of the alley, they have to come to a conclusion, with reasons.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>Why are commandments and blessings important to Jewish people?</i>	
<p>Sefer Torah Use Charlie from BBC My Life, My Religion www.bbc.co.uk/programmes/p02mxblj to show the importance of the Torah to Jewish people. Explain that many Jews believe the words in the Torah are the word of God; that Moses received the Torah from God when he was on Mount Sinai. Watch a video of a Torah scroll being taken out of the ark during a Synagogue service e.g. www.cleo.net.uk/resources/displayframe.php?src=465/consultants_resources%2Freligiouseduc%2Fjudaism%2Fservice.html or www.bbc.co.uk/education/clips/zrsb9j6</p> <p>We all live by rules Put the names/titles of relevant people in authority into a hat e.g. parent, football referee, teacher, prime minister (or another relevant person from government). As a name/title is pulled out of the hat, children should think of a typical rule that person might have for or about a child aged 7, 8 or 9 then act out how the person in authority might say it. Focus together on how rules change the way they live their lives.</p> <p>Important rules in the Torah Tell pupils about the 10 Commandments from the Torah and the story of Moses going to collect them. Explain that although the Torah is not just a book of rules and commandments, those that are in the Torah help to shape the way many Jewish people live their lives. Look together at the 10 commandments and ensure that pupils know the meaning of each. Use a Diamond 9 board. Give pupils cards with the 10 Commandments on. Ask them to think about what the Jewish people at the time of the Exodus would think: from their point of view, put the most important at the very top of the board, the two next most important on the row below and so on. The least important will not get a space on the diamond. Pupils should work in pairs on this activity and can be called upon to justify their decisions: What is top and why? What is left out and why? For Jewish people all of these commandments, along with lots of others, are still important today. Talk about why. What would happen if</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <p>Sample 'I can...' statements</p> <p>...Explain what the commandments say about Jewish beliefs about God</p> <p>...say two ways the commandments from Exodus are important to Jewish people today</p> <p>...give two examples of how Jewish people show the importance of the words of the Torah</p> <p>...give an example of how Jewish people show the importance of following the commandments</p>

Jews dropped some of the commandments? Talk about whether all or any of these commandments are good ways to live for everyone – or if they are only for Jewish people.

The most important rule of all

Pupils should each decide upon their own ‘most important rule to make a good world’ – it might be one of the 10 commandments, but might not, depending on what pupils think is most important. These can be written carefully onto a large class scroll with children trying to make no mistakes (a Jewish Torah scroll can have no mistakes in it) and children could try writing some Hebrew letters and words on the scroll too.

How might keeping the 10 commandments affect your actions?

Take some of the 10 commandments which children can relate to in their own lives (such as honour your father and mother, do not steal, do not lie, do not be jealous). Allow children to role play situations when they or a Jewish child of their age might find it hard to live by one of these rules. The endings of the role plays should show how pupils predict a Jewish child might act in the situation. Discuss why would a Jewish child try to keep these commandments even if it was difficult to keep them?

Blessings

- Jewish people think it is not only important to keep the 10 commandments but also to follow other guidance. The Talmud teaches that Jewish people should say thank you 100 times each day!
- Learn the opening words of a Jewish blessing ‘Baruch ata Adoni’ this means: ‘Blessed are you, God’ or ‘Blessed are you, King of the Universe’. Explain that many Jewish people say blessings for lots of things e.g. touching mezuzah on entry to a house, seeing a rainbow and eating different foods. Pupils could look these up in a Jewish prayer book (siddur).
- Why might it be good to express gratitude regularly? Many non-religious people are encouraged to keep ‘gratitude journals’ or ‘thankfulness jars’. Do other religions find ways to show gratitude? What happens if people are not thankful?

And finally...

- Compare and consider the value of family rituals in pupils’ own lives. Ask pupils to share their family rituals e.g. always going to the same place on holiday, a way of celebrating birthdays or a regular visit to a place to remember someone who has died.
- Make connections with the way Jewish family life and festivals encourage a reflective approach to life and living. The festivals and family life give Jewish people a chance to:
 - Remember the past

....give an example of how Jewish people show the importance of their beliefs about thankfulness

.....say why you think saying being grateful is important, whether or not you are Jewish

....give an example of how you could demonstrate the importance of being grateful.

- Look forward to the future
- Say sorry and be forgiven
- Say thank you
- Seek freedom and bring justice to make the world better

What opportunities do pupils have to do all or any of these? How is what the pupils do similar or different to what they have studied? Should we do it more often? Can pupils think of rituals they could use at school and at home to reflect on these ideas?

- Talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well; for example planting or digging up a time capsule for a school anniversary, grandparent's tea; examples will depend on your school customs.

What means most to Isabel?

Why are Rosh Hashanah and Yom Kippur such important festivals for Jewish people?

Rosh Hashanah and Yom Kippur are the most important Jewish festivals because they give us a chance to say sorry for the bad things we've done.

We can say sorry to our friends and family for times when we have lost our temper, hurt people or lied. At this time Jewish people have a chance to pray to God so we can say that we are truly sorry and we will make things better if God forgives us.

Rosh Hashanah is a happy celebration because it is the start of a New Year.

After Yom Kippur we feel happy too, because it is like God has given us a second chance and we can have a new beginning.

What special food do you eat at this time?

On Rosh Hashanah we eat Challah bread, which is sweet and round like a crown. We eat honey cakes, which my brother loves. We have pomegranates because they have loads of seeds like the Torah has loads of laws.

The best thing of all is dipping pieces of apple into honey because the honey is sweet and we wish everyone a sweet new year. It's really yummy and sticky, I wish we could have it all the time.

We usually have a special family meal to celebrate and my Grandma always puts out serviettes with Hebrew writing on them and pictures like apples, honey, pomegranates and the shofar.



At Rosh Hashanah all Jewish people think carefully about the past year, reflecting on these questions. Can you tell us how you would answer these questions?

What is the most meaningful thing in my life?

The most meaningful thing in my life is probably my family, but my friends, my school and my dancing are also the most meaningful things.

Who in my life means most to me?

My family means most to me, and my rabbit called Sprinkles.

How often do I tell them?

I tell them that I love them every day.

What are the most significant things I have achieved . . . over the last year?

In the last year I have achieved well in my ballet and tap exams, I performed in a theatre, where I could show everyone what I had learned. I have also improved lots in my swimming and in Maths.

. . . in my life so far?

The most significant things in my life so far have been winning races, winning a competition and taking my dancing exams. I will always remember these things and the holidays that I have had with my family.