

Unit 1E How do Jewish people express their beliefs in practice?

ABOUT THE UNIT

This unit outlines the key beliefs and practices in Judaism, emphasising current practice while giving children the opportunity to learn about the historical foundation of the religion. Children have opportunities to express their own feelings about these beliefs and practices.

WHERE THE UNIT FITS IN

This is an introductory unit on Judaism. The Torah will be taught in more detail in year 2. See the generic unit 1D 'Beliefs and practice'.

PRIOR LEARNING

It is helpful if children have:

- used words associated with celebrations, festivals and artefacts

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- Jewish beliefs and practices, eg *mezuzah, Shabbat, Hanukkah, Passover*
- feelings and emotions, eg *awe, wonder, holy*

RESOURCES

- a variety of texts on Judaism and Jewish festivals
- artefacts, eg *a hanukiah*
- video extracts of Jewish family life

EXPECTATIONS

At the end of this unit

most children will:

recall some key events in the life of Moses; know the key facts about Hanukkah and Passover; begin to understand the symbolism of Jewish artefacts, eg *mezuzah, hanukiah, menorah*; identify some main features of Jewish belief and practice; connect some key ideas with their own experience

some children will not have made so much progress and will:

retell the story of Moses' early life; recognise the Jewish festivals of Hanukkah and Passover; recognise some religious artefacts and link them to Judaism; identify some aspects of their own experience

some children will have progressed further and will:

explain the importance of Moses as a leader of the Israelites; understand the meaning of the festivals of Hanukkah and Passover, and the concept of one God who has a special relationship with the Jews; explain the significance of some Jewish beliefs and practices; make links between their own values and experience, and those of others

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
HOW DOES A JEWISH CHILD CELEBRATE SHABBAT?			
<ul style="list-style-type: none"> that Jews have a distinctive pattern to the week, which is reflected in their lifestyle 	<ul style="list-style-type: none"> Show the children some cards displaying the days of the week. <i>Which days are for work, and which are for rest? How do you spend your weekends? What is your favourite weekend activity?</i> Explain that Shabbat is a special day when Jewish people think about God. Explain how long Shabbat lasts and how it ends. Describe the events of the start of Shabbat through the experience of a Jewish child. Discuss how Shabbat is special and separate from ordinary weekends, ie routine, special prayers, candles, special blessings, bread and wine, family time, rest from work. Children could make a class book on how children spend the week contrasted to the weekend. <i>Why is it important to have times of rest? What makes a rest day a holy day for Jews?</i> 	<ul style="list-style-type: none"> know that Shabbat is the holy day for Jews identify key elements of the Shabbat meal understand the concept of a separate, special day 	<ul style="list-style-type: none"> The purpose of this unit is to provide opportunities for children to learn about current Jewish practices and lifestyles. It is important to emphasise that although many Jews live in Israel, Jews also live all over the world. A glossary word list including pictures and artefacts should support the teaching of this unit.
WHAT IS A MEZUZAH?			
<ul style="list-style-type: none"> that the Jewish symbol of the mezuzah contains a key belief 	<ul style="list-style-type: none"> Show the children a mezuzah and open the scroll containing the Shema. <i>What do you have or do that reminds you of something important (eg tie a knot in a handkerchief, write it down, learn by heart)?</i> Describe the special prayer contained in the mezuzah and place on the doorpost of the classroom to demonstrate how it is used. <i>What things are very important to you? How do you remember them?</i> 	<ul style="list-style-type: none"> identify the mezuzah and explain its purpose learn that Jews believe in one God reflect on and discuss how they remember important features of their own lives understand the link between practice and belief 	<ul style="list-style-type: none"> The Shema is the major Jewish prayer affirming belief in one God. It is found in the Torah. An interview with a faith representative is a valuable support when discussing artefacts.
HOW AND WHY IS HANUKKAH CELEBRATED?			
<ul style="list-style-type: none"> the key features of the story of the festival of Hanukkah that Jews believe that God has performed miracles in Jewish history that light is seen as representing the presence of God 	<ul style="list-style-type: none"> Discuss with the children the difference between ordinary holidays and religious festivals. Make a chart or timeline to show holidays and festivals throughout the year. <i>When do you go on holiday? How do you celebrate a well known festival (eg Christmas, Divali, Id)?</i> Use a hanukiah to introduce the story of Hanukkah. Tell the story in two halves, asking the children to predict the outcome. Explain the difference between a menorah and a hanukiah. <i>What difference does a candle flame make in a dark room? How do you feel in the dark? How do you feel in the light? What do you think the burning oil lamp in the temple represents?</i> Explain that we often celebrate festivals with special food or games. Make links with work in design and technology; with children making latkes and eating them together, and making and playing with dreidels. 	<ul style="list-style-type: none"> identify Hanukkah as a Jewish festival understand that the miracle of the oil symbolised that God was always with the Israelites understand that light represents the presence of God talk about the importance of light 	<ul style="list-style-type: none"> The focus of this unit is practices and lifestyles. Texts containing the story of Hanukkah are also a source of recipes for latkes (potato cakes). Hanukkah can also be taught as a thematic unit under 'light'.
WHAT IS THE FESTIVAL OF PASSOVER?			
<ul style="list-style-type: none"> the key features of the story of the festival of Passover how Passover is celebrated why Jewish people want to remember this event in their history 	<ul style="list-style-type: none"> Watch a video or CD-ROM of Jewish children telling and showing how and why Passover is celebrated in their family. Use the questions asked by the youngest children in the family to tell the story of the escape from Egypt (the Exodus) under the leadership of Moses. Do a matching activity to link the symbolic food to the story. Ask children to think about something they would like to remember forever. <i>What would remind you of it?</i> 	<ul style="list-style-type: none"> identify Passover as a Jewish Festival describe the key points of the story and how they influence Jewish practices and lifestyle explain the symbolism of the food at a Passover meal reflect on what they would like to remember in their own lives 	
WHY WAS MOSES A LEADER?			
<ul style="list-style-type: none"> about the qualities of leadership and obedience in the life of Moses the story of Moses and the burning bush about the feelings and emotions in the story to reflect on their own feelings and experiences 	<ul style="list-style-type: none"> <i>What does it mean to be a leader? What special responsibilities does a leader have (eg leader of a class, leader of a group of musicians, leader of a school)? What makes a good leader?</i> Invite visitors to talk to the children; such as leaders in the school, meal time assistant leaders, key stage leaders, Chair of governors, older children with particular responsibilities. <i>Do these people have something in common? Produce a collage of leaders in your school.</i> <i>Who do you respect?</i> Encourage a class discussion on people who care for them, people who have special responsibility for them, and people who make decisions on their behalf. Tell the story of 'Moses and the burning bush'. Use this powerful and dramatic story to explore feelings and emotions. <i>How did Moses feel when he saw the burning bush? Why did he take his shoes off? What was the writer of the story trying to say about what God is like?</i> Explore the children's own experiences through discussion. <i>Have you ever felt you couldn't do something? What happened? Who helped you?</i> Further work on Moses should revisit the Exodus story and cover the giving of the Ten Commandments. At the end of the unit, ask the children to identify what they think made Moses a great leader. 	<ul style="list-style-type: none"> identify Moses as a key historical figure make connections between their own experiences of leaders and the qualities of leadership shown by Moses talk about the feelings and emotions experienced by Moses when he was called by God to be a leader write about their own experiences in the light of the story identify Moses' qualities of leadership 	<ul style="list-style-type: none"> Introductory work could be supported by drawings and photographs of leaders from different groups or organisations. The story is in the Torah in Exodus chapter 3.

LEARNING OBJECTIVES**POSSIBLE TEACHING ACTIVITIES****LEARNING OUTCOMES****POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

WHAT HAVE WE LEARNED ABOUT JEWISH BELIEFS AND PRACTICES?

- to evaluate and present what they have learnt about Jewish beliefs and practices
 - Organise the class into groups to prepare a class book or display showing what they have learnt during this unit. Give each group a question, eg *What happens on Shabbat?*
 - Make time for the groups to present their findings to the rest of the class, and add them to the book or display.
- communicate through talking and writing what they have learnt about Jewish beliefs and practices
 - present their findings to an audience

FUTURE LEARNING

Children could go on to:

- study the beliefs and practices of Judaism in greater depth
- visit a synagogue