Unit 1.7 Who is Jewish and how do they live? [God/Torah/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.*

Step 1: Key question • Select a key question from p.38 • Make sure that you can explain where this unit/question fits into key stage planning	**Unit 1.7 Who is Jewish and how do they live?** This is the first unit focusing on Judaism. There are two further units in KS2: L2.10, focusing on festivals and family and U2.9, focusing on the Torah. This unit provides learning that will be built on in those units. This unit is designed as a double unit. It has been written for pupils in Year 1. If studying it with a different year group this will need to be adapted. Previous encounters in FS will have been as part of unit F6 *Which stories are special and why?* This unit will be recalled when doing thematic units such as 1.8 *What makes some places sacred?,* 1.9 *How should we care for others and the world, and why does it matter?* and 1.10 *What does it mean to belong to a faith community?*
Step 2: Use learning outcomes • 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.	**Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Step 3: Select specific content Look at the suggested content for your key question, from column 2 in the key question outlines/units of study. 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	• As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events. • Find out what special objects Jewish people might have in their home (e.g. 'Through the keyhole' activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils' questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils' questions and help the class to answer them where possible. • Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the

	words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring mezuzah, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God's *Chosen* or *Favoured* People • Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why. • Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes. • Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)). • Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. **Sukkoth**: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; **Chanukah**: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the menorah (7-branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people. • Consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.
Step 4: Assessment: write specific pupil outcomes • 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	**I can… (Self-assessment)** **You can… (Teacher assessment)** **Can you…? (Next steps/challenge)** **…**identify a line from the Jewish Shema …say what the Shema is ….repeat one of the lines of the Shema …give a meaning for one of the lines of the Shema ….say which story from the Torah is remembered on Shabbat …retell the 7 day creation story …say which day of the creation story is being remembered on Shabbat **…**retell the outline of the story of Chanukah …give 1 idea of what the story of Chanukah might tell Jewish people God is like ….Retell the outline of the story of David and Goliath ….Talk about where God might be in the story …What some of the words inside a mezuzah mean …That Jewish people believe in one God ….Why a mezuzah is put on the doorposts of houses …how some Jewish people use mezuzot

learning within your teaching, so that there is no need to do a separate end of unit assessment.	….why some Jewish people touch the mezuzot ….list 3 things that Jewish people do on Shabbat ….say how one thing that Jewish people do (or don't do) on Shabbat reminds them of the creation story …draw some of the things that are used on Shabbat …list two things that Jewish people do to celebrate Chanukah …say how lighting the Chanukiah might remind Jewish people about God …Give 1 way the story of David and Goliath might teach Jewish person about God **…**say why it might be good for Jewish people to remember and/or thank God …..give an example of important words to me ….say why these words are important to me ….explain what my important words remind me of …say why these words would or would not be good to have in my home… …say something that you think is important about saying thank you, remembering or praising on Shabbat ….give an example of a time that you say thank you, praise or remember important events or people ….talk about one thing that is good for Jewish people when celebrating Chanukah …give one example of what Jewish people are saying thank you for, praising or remembering at Chanukah …say a reason why remembering, praising, blessing or saying thank you is important or not for them …say 1 way this story teaches Jewish people about praising or remembering
Step 5: Develop teaching and learning activities • 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.	• **See examples of teaching and learning activities below** **Note:** This unit is a double unit and so offers between 10-12 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. The unit is in four sections. Most of the sections are more than one lesson, the exception being the section on the Jewish Bible. The other sections will take approximately 3-4 hours, so you may need to select rather than use everything. This unit is a *systematic* unit – it focuses on one religion. You should take time to remind pupils of what they have learnt in this unit when they are studying the *thematic* units, particularly Unit 1.8 *What makes some places sacred to believers?* and Unit 1.10 *What does it mean to belong to a faith community?*

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:**
What is precious to Jewish people? What does a mezuzah remind Jewish people about?	
Our Precious Objects • Teacher shows an object that is precious to them from their home – emphasise that it does not have to be precious in terms of money, but in terms of how much it means. Ask pupils to work with their parents to find an object at home that is precious to them. They could bring it in, bring in a photograph of it, or bring in an image. Use these to start a discussion on precious objects in our homes – whose homes have similar precious objects in? Who has very different objects but similar reasons why they are special? Who has something precious linked to their religion? How do we treat these precious objects? • Explain to pupils that we will be learning lots about Jewish people in RE and show the symbol of the Star of David. If pupils have studied Judaism in earlier units throughout the school, split them into groups and give each the job of reporting back three things that they already know about Jewish people. **What special objects might we find in a Jewish home?** • Tell pupils that many Jewish people may have special objects in their homes that are linked to their religion and that we are going to explore some now. This can be done in a range of ways, for example: a) A 'through the keyhole' type activity where pupils can look at pictures of what they might see outside and then inside a Jewish house. Pictures could be of a mezuzah, candlesticks, challah bread, table set up for Shabbat, seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah. Allow pupils time to look at some of the images in more detail, and decide: do we know what it is called? Do we know what it is for? Do we know anything else about it? Can we guess something else about it? What question would we like answered about it? NB Ensure that the mezuzah is one of the images looked at in greater detail. OR b) Set up part of the classroom as a room in a Jewish house for the session. Objects in the house might be: mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah, kippah. Remember to put the mezuzah at the entrance and objects in relevant places. Some objects might be prominently on display e.g. candlesticks and chanukiah, whilst others might be in cupboards e.g. kosher food, prayer book and challah cover. Allow pupils time to be visitors in and explore this Jewish 'home'. After their visit to the home, pupils should report back objects that they found that they think might be 'precious' for Jewish people. Focus in on some of these objects in more detail and decide: do we know what it is called? Do we know what it is for? Do we know anything else about it? Can we guess something else	**Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer **Understand the impact:** • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Make links between Jewish ideas of God found in the stories and how people live **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

about it? What question would we like answered about it? NB Ensure that the mezuzah is one of the objects looked at in greater detail.

What would we like to find out now?

Together, make a list of the questions that pupils wanted answered about objects in the Jewish home. Display this in a prominent place so that these questions can be revisited at appropriate points throughout the unit.

- Focus on the mezuzah and remember the pupils' thoughts about it from the discussion on objects found in a Jewish home: What did pupils already know about it? What did they guess about it? Look together at the class list of questions and see if there are any about the mezuzah.

What is inside a mezuzah and what does it mean?

- Explain that the mezuzah is incredibly important to Jewish people, not just because of the case on the outside, but because of what is inside too. Look together at a paper version of a scroll from the inside of a mezuzah and unroll it together. What do pupils notice about it? What would they like to know about it? Written on the scroll is the Jewish prayer the 'Shema' "Hear O Israel, the Lord is our God, the Lord is one. Love the Lord your God with all your heart, with all your soul and with all your strength." – listen to a recording of the Shema in Hebrew. (e.g. https://www.youtube.com/watch?v=7po2EZ4Y-KU)
- Look together at the first line of Hebrew writing – this states an important Jewish belief about God. Read a translation of this to pupils and ask them to think, pair, share what the first line of the Shema tells Jewish people about God. **Translation: 'Hear O Israel, the Lord is our God, the Lord is one.'** Take feedback and acknowledge well thought out contributions. The key point here is the Jewish belief in one God – if pupils did not yet think of this, use questioning to help them work it out for themselves.
- Explain to pupils that 'Hear O Israel' is a way of saying 'Attention!' or 'Listen up!', so the first line of the Shema is really telling Jewish people to pay attention to one of their most important beliefs of all – the belief in one God. Play some calm background music and allow pupils some time to reflect on one of their most important beliefs of all – is it a belief about God? Nature? How to behave? etc Ask pupils to say their belief in the same way as Jewish people show their important belief in one God at the start of the Shema, ie by calling for attention and then saying who needs to listen to their wise words e.g. 'Attention class…'/'Listen up everyone in our town…'/'Attention everyone in the world…'. Pupils can do this orally, or write down their important belief message onto a speech bubble.
- Remind pupils that they have only learnt what the first line of the writing in the mezuzah says. There are plenty more messages in the Shema. For example, one sentence says. **Love the Lord your God with all your heart, with all your soul and with all your strength.** Ask pupils to pick out the key words here and work out together what it means.

Sample 'I can…' statements

…identify a line from the Jewish Shema
…say what the Shema is
….repeat one of the lines of the Shema
…give a meaning for one of the lines of the Shema

…What some of the words inside a mezuzah mean
…That Jewish people believe in one God
….Why a mezuzah is put on the doorposts of houses
…how some Jewish people use mezuzot
….why some Jewish people touch the mezuzot

…say why it might be good for Jewish people to remember and/or thank God
…..give an example of important words to me
….say why these words are important to me
….explain what my important words remind me of
…say why these words would or would not be good to have in my home…

Why do Jewish people put mezuzot on the doorposts of their houses?

- Enquire whether pupils know where mezuzot (plural of mezuzah) are kept in homes. Look at some images of mezuzot on doorposts. Explain that Jewish people put mezuzot on their doors, because they are told that they must do this in the Shema. They can remember the important words of the Shema (and other important Jewish words too) whenever they walk past a mezuzah. Some Jewish people will touch the mezuzah and then kiss their fingers when they walk past it – ask pupils to speculate why they might do this.
- Think together how many Jewish people display the important words of the Shema in their homes inside mezuzot, kiss a mezuzah when they walk past and remember to say the shema two times every single day. This means many Jewish people must think about the very important words in the Shema a lot of times each day!

Our very own words to display

- Which words would pupils like to have displayed to remember every single day? Their important belief messages that started with attention/listen up? A class rule? Some different words that they write together? Decide on which words to use.
- Think of what the class could do to show these words are special and help remember them – some ideas may be taken specifically from examples linked to pupils' learning in this unit e.g. putting the words in a box to be displayed on the doorpost/saying the words at certain points in the day whilst others might be different e.g. each making and using a bookmark with the words on/making and displaying posters showing their meanings. Choose and carry out a few ideas.
- The reminders of these words should be left up for a week and any actions relating to them (e.g. using the bookmarks) should be carried out every day for the week too. At the end of the week, reflect with pupils on how it felt and what it meant to all be remembering their special words each day for a week in a variety of ways. Draw parallels with how many Jews have reminders about their beliefs about God every single day through saying the words of the Shema, seeing the mezuzah etc – this is not just for a week, but in many cases for a whole lifetime.

Answering our questions

Look back at the list of questions from the start of the unit about Judaism – have any about the mezuzah been answered?

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:**
How and why do Jewish people celebrate Shabbat?	
Thinking about Shabbat • Give pupils a 'mystery thinking box' and allow them to explore it. It should contain a number of 2D and 3D items related to Shabbat, for example: candlesticks, a globe, candles used on a Friday night to welcome in Shabbat, challah, challah board, challah cover, Havdalah candle, spice box, goblet, images of people worshipping in the synagogue at Shabbat, pictures of people spending time together chatting, going on walks and reading books, images of the first six days of creation from the creation story in Genesis 1. Ask pupils to each choose two items – one that they like and one that they would like to know more about. Discuss their ideas and why they made the choices. Do pupils remember any of these items from the activity about precious objects in a Jewish home? Check to see if there are questions about any of these objects on the class' list of questions. • Put the box into the middle of a table. This should become the centre of a 3D mind map that is linked to the contents of the box. Discuss with pupils whether they feel that any of these objects are similar or could be linked. Use string/ribbon to form the lines on the mind map – children should be involved in deciding which objects from the box go where. They may be able to see basic links (e.g. 'candles', 'pictures of people', 'items we might see in a Jewish home' etc) between objects easily, so can link these on the mind map. Pupils can use the thought bubbles to add comments or questions to the mind map too. Take a photo of the mind map for use later in this unit. If possible, make a record of pupils' comments, questions etc to retain for evidence. **Why do Jewish people have Shabbat each week?** • Explain to pupils that everything in the box is linked to a special day for Jewish people. It is a holy day each week where many Jewish people rest and really think about God. It is called 'Shabbat'. To know just why Jewish people have Shabbat each week, pupils need to know a story from the Jewish holy book – the Torah. • Share a child-friendly story of the Jewish story of creation with pupils. **Note that this is the same story that Christians use, so they may well have explored this in Unit 1.2. Build on their learning with some of these suggestions:** If necessary, allow them a little time to become familiar it – e.g. have a range of copies around the classroom, use a 'quick draw' method of telling which involves the teacher reading the story and leaving 60 seconds after each day for pupils to draw a quick picture of it – after around seven minutes, the pupils should each have their own pictorial version of the story, allow pupils to select their favourite day from the story and explain the selection, create a mobile or collage showing the seven days, work in groups to create a creation story dance.	**Make sense of belief:** • Re-tell simply some stories used in Jewish celebrations • Give examples of how the stories used in celebrations remind Jews about what God is like. (e.g. on Shabbat) **Understand the impact:** • Give examples of how Jewish people celebrate special times • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and

- Ask pupils to recall what God did on the seventh day of the creation story (rested and made it holy). Help pupils to understand that this is why Jewish people have a holy day where they also rest each week.
- Look back at the objects and images in the mystery thinking box. Which do pupils feel are linked to the creation story and the reason for having Shabbat each week.
- If pupils are familiar with the Ten Commandments, explain that the fourth one tells Jewish people to keep Shabbat each week, so this is another reason from the Torah that many Jewish people keep Shabbat.

What happens on a Friday night?

- Tell pupils that they are going to be finding out about how Jewish people celebrate Shabbat each week. Ask pupils what they have to do at home before they have a special day or a special visitor – think tidying up, food preparation and wearing our good clothes. Watch a video of Jewish preparations for Shabbat.
- Look together at a picture of a table set up for a Friday night, such as Alex Levin's still life Shabbat Shalom http://artlevin.com/product/shabbat-shalom/
  Discuss which objects on the table were in the mystery thinking box. Explain that this is the start of Shabbat – it might seem strange to pupils that the sky outside the window in the picture is a night sky, but this is because Shabbat starts in the evening (Friday evening) and ends the next evening (Saturday evening).
- Explain that as well as tidying the house, a table must be set up for Shabbat on Friday night. Using the picture and objects in the mystery thinking box as clues, pupils help teacher to set up a table in the manner that a table would be set up in many Jewish households on a Friday night.
- Hold a short demonstration in class of how Shabbat is welcomed at this time. Elements to include are - lighting of the candles to welcome the Sabbath, blessing the children, husband praising his wife, kiddush prayers and wine (for joy), two loaves of challah under a cover and on a board (the two loaves represent the double portion of mannah provided by God for the Children of Israel when in the desert, the cloth and board symbolise the layers of dew protecting them, eating a proper meal, singing songs (listen to or learn a traditional song such as 'Shalom Aleichem').
  Pupils can learn the traditional Shabbat greeting 'Shabbat Shalom' (Shabbat Peace) and try it out on each other.
  Watch a video showing a Friday night in a Jewish household and ask pupils to spot and explain elements that were included in the class demonstration.
- Think about the blessing for children on a Friday night: **May God bless you and guard you. May the light If God shine upon you, and may God be gracious to you. May the presence of God be with you and give you peace.** Discuss what these words mean and how the parents are wishing good things for their children. Ask pupils to think of what good wishes they would like to bestow on a member of their own family – write them up individually or as shared writing.

Praying on Shabbat

- Remind pupils that Shabbat lasts for a whole day, Friday night is only one part of it. Watch a video showing Jewish people going to Synagogue for Shabbat on a Saturday. Discuss what pupils can see.

remembering have something to say to them too.

Sample 'I can…' statements

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….say which story from the Torah is remembered on Shabbat
…retell the 7 day creation story
…say which day of the creation story is being remembered on Shabbat

….list 3 things that Jewish people do on Shabbat
….say how one thing that Jewish people do (or don't do) on Shabbat reminds them of the creation story
…draw some of the things that are used on Shabbat

…say something that you think is important about saying thank you, remembering or praising on Shabbat
….give an example of a time that you say thank you, praise or remember important events or people

- Ask pupils to find any objects or pictures from the mystery thinking box that link to worship at the synagogue on Shabbat. (if they have not already completed unit 1.8- you may want to leave this section out)

Spending time on Shabbat

- With pupils, discuss their daily routines from busy weekday. Together think of times when we do not have such hectic routines e.g. holidays, bank holidays, weekends. Compare these times and how they make us feel, perhaps through a repetitive machine dance to fast, repetitive music to represent our normal busy weeks, contrasted with a freer dance more relaxed music to symbolise freer, more restful time. Which do pupils prefer? Would they like to only every have busy times or only ever have restful times? Would there be any problem with this? Link this activity to having a day each week for Shabbat – a more restful time.
- Ask pupils to discuss then draw a quick sketch of something they very much enjoy doing to rest that does not involve using a machine. Their answers might include spending time with friends and family, reading, playing, talking, learning, eating.
- Explain that for many Jewish people, it's really important to spend the day resting and not doing any work at all on Shabbat. Many Jewish people would not use any machines (including ones pupils might think of as helping them to rest e.g. games consoles or televisions). Look at some of the pictures from the mystery thinking box about what Jewish people might do to 'rest' on Shabbat when they are not in the Synagogue or taking part in religious ceremonies. A guided visualisation script could be used to help pupils imagine this (a script for this can be found in *Talking Pictures* RE Today Services)
- Ask pupils to draw their ideas of at least one way that a Jewish person might rest on Shabbat. Compare these pictures with those drawn for what they enjoy doing at restful times (without machines!) – what are the similarities and differences? How can a day that includes these sorts of activities be special?

What have we learnt about Shabbat?

- Look back at the items from the mystery thinking box. Ask pupils to pick 1 item that they know much more about now and explain what they have learnt.
- Repeat the 3D mindmap activity. It will hopefully look different this time – take pictures and record comments and questions so you can see where children's have moved on in their thinking.
- Look at the class list of questions about Jewish artefacts – which ones have we answered by learning about Shabbat?

There are a variety of films that will support learning in this section The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: www.bbc.co.uk/education/subjects/zxnygk7

- Short film of a family preparing for Shabbat: www.bbc.co.uk/education/clips/zs2hyrd
- Short film showing a Friday night in a Jewish household: www.bbc.co.uk/education/clips/z3hyr82
- Short film showing Shabbat in the synagogue: www.bbc.co.uk/education/clips/zcfgkqt
- Short film about Shabbat www.bbc.co.uk/programmes/p02mx9mx

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:**
What stories do Jewish people tell from the Jewish Bible?	
Stories from the Jewish Bible (Tenakah) Jewish people learn lots from the stories in their sacred texts. Some of the stories are the same as stories in the Christian Bible and the Qur'an. This story for Jewish people is found in the Jewish Bible. Why do the pupils think that Jewish people tell stories from their sacred texts? **Sharing a story** • Explain to the pupils that the story that you are going to share is not only important to Jewish people but it is also important to Christians. Discuss with the pupils; When have you seen someone being brave? How did you know they were being brave? What helps them be brave? When have you been brave? Teach pupils a chant they are going to use as you tell them a story from the Jewish bible. **David, David did you get a scare?** **David, David who is out there?** • As a class choose an action for each of the lines. For example, pupils could hug themselves and put on a scary face for the first line and put a hand to their forehead as if they are looking into the distance for the second line. • Read the story to the pupils with them joining in with the chant. Ask who or what do you think helped David be brave? • Talk through the story with the pupils. Choose the four or five most important parts of the story. Arrange pupils into the groups and get them to act out and then create a freeze frame of their section of the story. Each group can then write a pair of lines to add before the chant for their scene. The lines don't have to rhyme. An example might be Brave David he can fight a bear Brave David he said a prayer Or Brave David used his sling Brave David can hit anything • The pupils might enjoy performing this to others in the school. Photographs of their freeze frames could be collected to use together with their chants and the stones from activity 3 to create a display of the pupils' learning.	**Make sense of belief:** • Re-tell simply some stories used in Jewish celebrations **Understand the impact:** • Make links between Jewish ideas of God found in the stories and how people live **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas **Sample 'I can…' statements** ….Retell the outline of the story of David and Goliath ….Talk about where God might be in the story …Give one way the story of David and Goliath might teach Jewish person about God …say one way this story teaches Jewish people about praising or remembering

A version of the story to use

David was small, the youngest of 8 sons. He was only a boy but everyone had to work in those days and so his job was to look after the sheep on the hillside. It was a lonely job. It was sometimes a scary job. It was a job that meant being out on the hill in the dark and the light protecting the sheep with only a sling and some stones to protect him.

David, David did you get a scare?

David, David who is out there?

One day David heard growling on the hillside. He felt like running home to his Dad but he didn't. It was his job to protect the sheep.

David, David did you get a scare?

David, David who is out there?

It was a bear, a hungry bear, looking for a sheep for tea to fill his empty tummy. David surprised himself. He jumped up with a roar and chased away the bear. Another time he rescued a lamb from the jaws of as lion. Each time he said thank you to God for protecting him.

David, David did you get a scare?

David, David who is out there?

When he wanted a break from the hillside David went to deliver food to his brothers who were in the Israelite army. Israel was at war with Philistines. The Philistines had a secret weapon and the day that David visited his brothers was the day they revealed it. As David turned the corner could see him. He was called Goliath. He was twice the height of all the other soldiers with shining armour and a 3 metre long spear.

David, David did you get a scare?

David, David who is out there?

David heard Goliath teasing the Israelite army. Not one of you is brave enough to fight me. This bullying behaviour annoyed David and he said to his brothers, 'Who does he think he is? Doesn't he know that God is fighting for us?'

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David went up to the King and said, 'I will fight Goliath.'

The king was so surprised he burst out laughing but David continued to speak, 'I managed to fight off a bear and a lion when they attacked my sheep. God helped me then and he will help me now.' The king agreed and tried to fit his armour onto David but it was too big- David could hardly move. David left the armour behind, picked up his sling, 5 stones and began to walk towards Goliath.

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Goliath gave a big belly laugh when he saw David, the little Shepherd boy. That was the moment that David pulled out a stone, slipped it in his sling, swung it around his head and let the stone fly. Before Goliath could utter a sound the stone hit him and he fell down dead.

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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:**
What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?	
An image of Chanukah • Look with pupils at some art work showing Chanukah being celebrated or the story of Chanukah (such as 'Hanukkah Lights' or 'Chanukah Lights and Suvganiut' both by Alex Levin) **See**: http://artlevin.com/ Ask children to look at it closely. Discuss how we sometimes move a mouse over pictures on the internet and tags appear with words about the picture. Children should create 5 tags that might appear linked to the picture they are looking at – the tags can be very simple at this stage and might refer to colours and shapes in the picture as well as to objects that pupils can name. • Are pupils able to notice anything from the picture that they found out might be in a Jewish household at the start of this unit? **Story of Chanukah** • Read through a short version of the story of Chanukah. With pupils, choose 8 key words which are important in the story. (Children should take a lead in picking the 'key words', however, teachers can encourage pupils to think about which words are most suitable for selection, some might come in nearer the end of the story – pupils sometimes miss these). List them together, before deciding upon an appropriate action or sound to go with each. Re-read the story with pupils performing appropriate sounds and actions whenever a key word is mentioned. Explain that the story is the root of the Jewish festival 'Chanukah' and many of the words that pupils have been performing their sounds and actions for are incredibly important words at this festival. This is a version of the story *The Jewish people were living in the land of Judaea and were ruled over by a King called Antiochus. He was a very powerful man, and wanted everyone in his great empire to live the Greek way of life.* *King Antiochus ordered the Jewish people to stop worshipping their God; instead they had to worship the Greek god, Zeus. Antiochus put a statue of Zeus in the most holy place in the Jewish Temple. The Jews were not allowed to keep the Sabbath, or to do other things which they believed to be important.* *There were some Jews who did as they were told, but many refused.* *A priest, Mattathias, killed one of the king's officers, and escaped with his five sons to the wilderness. There they were joined by many other Jews, who carried on a war against the king.*	**Make sense of belief:** • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too

When Mattathias died, Judah, his eldest son, became leader. He became known as "the Maccabee", which means "the Hammerer".

After two years of fighting, the Maccabees were finally successful in driving the King and his people out of Israel and they took back the Temple in Jerusalem.

The Maccabees wanted to clean the building and to remove the Greek symbols and statues. On the 25th day of the month, the job was finished and the Temple was rededicated.

When Judah and his followers finished cleaning the temple, they wanted to light the lamps of the great Menorah, which symbolised the presence of God. This should be kept continually alight, and is remembered in synagogues today by the eternal light, known as the N'er Tamid. Once lit, it should never be put out.

When they entered the Temple, only a tiny jug of oil was found with only enough to light the lamp for one day. The oil lamp was filled and lit. Then a miracle occurred as the tiny amount of oil stayed lit not for one day, but for eight days. Ever since, Jewish people have celebrated the occasion with an eight day festival and the lighting of eight branched lamps known as Chanukiahs.

What brilliant questions can we ask about Chanukah?

- Gather pupil-generated questions about anything in the story that makes them wonder or puzzles them (e.g. How did the oil last for eight days? Where is Jerusalem? Why didn't Judah and his army give up and do what the rulers wanted? How is oil made? How did the small army manage to beat the bigger more powerful one?)
- Split these questions into two groups – a) those that would be **easy to answer** by looking on the internet/in books etc. b) those that would be **difficult to answer**, but that we could enjoy discussing. Vote on one question from the second set that the class think would be excellent to talk about and hold a Philosophy for Children (P4C) style discussion on it. Pupils should discuss the question whilst bearing in mind the Chanukah story – ideas that may be touched upon (or pupils may be encouraged to think about) due to the plot of the story are: God, miracles, standing up for what you think is right, being yourself even when others tell you that you mustn't, being brave, trying as hard as you can, dedication, having hope, bigger and powerful people do not always win in the end.

How do Jewish people celebrate Chanukah?

- Explain to children that Chanukah is generally a happy time when Jewish people think of the Chanukah story and the miracles in it. The oil burning for 8 days and the small army winning can both be seen as miracles. Help children to find out about aspects of Chanukah practice today linked with miracles e.g. **dreidel** (A game played by Jewish people with a spinning top. The top has four letters on it standing for the sentence 'A Great Miracle Happened There'), **chanukiah** (Multi-branched candlestick lit for 8 days as a reminder of the oil lasting for 8 days in the story), **foods eaten at Chanukah** (Such as latkes and doughnuts which are cooked in oil as a reminder of the miracle). NB Miracles in religious stories are not believed by everyone to have happened literally. Their place within the stories and what they represent are seen to be important. If pupils refer to the fact that they don't believe in miracles without teacher prompting, this is fine.

Sample 'I can…' statements

…retell the outline of the story of Chanukah
…give one idea of what the story of Chanukah might tell Jewish people God is like

…list two things that Jewish people do to celebrate Chanukah
…say how lighting the Chanukiah might remind Jewish people about God

….talk about one thing that is good for Jewish people when celebrating Chanukah
…give one example of what Jewish people are saying thank you for, praising or remembering at Chanukah
…say a reason why remembering, praising, blessing or saying thank you is important or not for me

- Finding out about practices linked with the miracle at Chanukah could be done as 'jigsaw' learning with each group finding out about and being provided with information about only one of the practices. Children should present their findings orally to those in other groups. They should explain the object they were learning about, its name, how it is part of Chanukah celebrations and how it helps Jewish people remember the miracle/another relevant part of the story at Chanukah. The intention is that all pupils in the class should know about a number of practices related to miracles at Chanukah once the presentations are finished.
- Although not the main purpose of the lesson, pupils could taste latkes and doughnuts and have a go at playing the dreidel game for a short time.

What is important at Chanukah time?

- Ask pupils to think of one thing that they think must be really important at Chanukah time for Jewish people. It might be part of the story. It might be one of the ideas touched upon in the P4C session. It might be one of the practices linked to miracles. Children show their ideas in writing and pictures on a paper candle or flame. If possible, they should also state why they made their choice. The candles and flames can be displayed on or around a large picture of a menorah.

What do we know about Chanukah?

- Look back at the picture from the start of the learning about Chanukah. Ask pupils to write/say five tags for it. Compare these with the 5 they wrote/said at the beginning. Ask pupils to imagine that they working at an art gallery. They should write or share write a title for the picture and a sentence or two explaining it. This is to be displayed on the wall to help visitors to the gallery find out about the meaning of the image.
- Look at the list of questions from the start of this unit of work. Are pupils now able to answer any which have links to Chanukah?

What do we know about Judaism that we didn't know before?

Look at the whole list of questions from the start of this unit of work. Together, decide which the class can now answer and which are yet to be answered. Work out how you will go about finding out the answers to the remaining questions – find out the answers where possible.

How do we celebrate and remember things that are important in our own lives?

In class celebrate something that is important e.g. the birthday of the TA, being able to go onto the field for summer, some achievement of the class. Create a celebration in class with music and food or some other fun activities. Talk about how this celebration makes them feel. Link to other special times that the pupils have encountered. Connect this to what they have learnt in this unit, focus particularly on Shabbat and Chanukah.