

This unit is designed to introduce a number of Jewish celebrations – some of these will be re-visited and developed in Year 3.

Year 1 Unit 5: JEWISH CELEBRATIONS
Celebrating Shabbat

Week 1

Learning Intentions:

AT1: To know that special meals/food are a part of Jewish celebrations.

AT1: To know how and when Jewish people celebrate Shabbat

AT2: To discuss experiences of being part of a special occasion.

Assessment:

AT1 L1: I can talk about some of the things that happen at Shabbat.

AT1 L2: I can identify the features of Shabbat and why it is important for Jewish people.

AT2 L1: I can talk about my own experiences of celebrations.

AT2 L2: I can respond sensitively to other people's experiences and feelings about celebrations.

Key Words:

Shabbat

Challah

Kiddush

Havdalah

Spices/spice pot

Resources:

A table set with a special cloth, serviettes, crockery, cutlery, place cards etc. This might be using best china, Christmas tableware, party plates, wedding glasses etc

Shabbat tableware

White cloth, Shabbat candles & sticks, Challah loaf & cover, Kiddush cup & grape juice, Havdalah candle & stick, spice pot

Books

Sammy Spider's First Shabbat by S Rouss

A Day to Rest by L Broadbent, J Logan

DVDs

Water, Moon, Candle, Tree and Sword - Candle
(The first part of this programme is about Shabbat but is quite basic)

Pathways of Belief: Judaism – I God

www.jewishbazaar.com

(Shabbat)

(An explanation of Shabbat and many examples of Shabbat tableware)

BBC Learning zone clips

Activities:

- Introduce the idea of special meals. Look at a special cloth, candlesticks, crockery, cutlery which may be used for a special meal – perhaps set a table carefully with these items. How might these make a meal special? People who attend might dress in a special way. How does it feel to eat a special meal – especially when it is a celebration? (AT2)
- Use DVD ‘Pathways to Belief’ (or clip from BBC Learning Zone clips) about Shabbat in a Jewish home (or Sammy Spider book or Big Book). Also make sure there’s an understanding that this happens the same way every week. (AT1)
- Set a table using the Shabbat artefacts exploring what they are used for and why they are special. Take up ideas of symbolism – especially light and blessing. (AT1)
- Explain the main features of Shabbat using pictures provided by the teacher. (AT1)
- Write about ‘The most special meal I ever went to ...’. Why was it important? What did it help you to think about and remember? (AT2)

Year 1

Unit 5: JEWISH CELEBRATIONS

Week 2

Celebrating family life

Learning Intentions:

AT1: To know about what reminds Jewish people about their faith in God.

AT1: To know that family life is important for Jewish people.

AT2: To talk about objects and symbols which are important for the pupils.

AT2: To talk about the importance of pupils' families.

Assessment:

AT1 L1: I can recognise a mezuzah and how it is used

AT1 L2: I can identify why a mezuzah is important for a Jewish family.

AT2 L1: I can talk about what is important for me and my family.

AT2 L2: I can respond sensitively to others' experiences and feelings about family life.

Key Words:

Mezuzah

Shema

Resources:

Book

My Jewish Faith A Clark

www.jewishbazaar.com

(Mezuzahs) (Information and many examples of mezuzahs)

DVD

Water, Moon, Candle, Tree and Sword – candle (clips of family life)

or equivalent from BBC Learning Zone clips

Activities:

- Show the mezuzah to pupils. What do they think it might be? What is a Mezuzah? What is inside it? Why are the words inside so important? (AT1)
- Explain what a Mezuzah is, where it can be found and what it contains. Read the Shema. Discuss why Jewish people touch the Mezuzah each and every time they go through the door – that they feel it will remind them of their faith and of God, and so deepen that faith. Give time for thought/reflection on this. (AT1)
- Make a 'mezuzah' for the classroom door. Agree the words which should go inside as a class, ie what pupils think they should remember each time they enter the classroom. (AT2)

- Explore what makes a family a special unit (be sensitive to different family groupings). Focus on the value of particular routines and times for the family – make a list of special family activities valuing the different examples suggested. Relate this to the Shabbat and Mezuzah of lessons 1 and 2. Focus on similarities between pupils' families and Jewish families. Then draw out differences – make sure that both are valued. (AT1/2)
- Possibilities might include drawing or writing “Families are Important “ “My Family” “A Jewish Family” (AT1/2)

Year 1 Unit 5: JEWISH CELEBRATIONS Week 3
Celebrating Sukkot

Learning Intentions:

AT1: To know about various Jewish festivals.

AT1: To know that Sukkot provides the opportunity for Jewish people to thank God for his provision for them.

AT2: To consider the importance of being thankful.

Assessment:

AT1 L1: I can talk about some of the things that happen at Sukkot.

AT1 L2: I can identify the features of Sukkot and why it is important for Jewish people.

AT2 L1: I can talk about my own experiences of thankfulness.

AT2 L2: I can respond sensitively to other people's experiences and feelings about thankfulness.

Key Words:

harvest festivals
sukkot
sukkah,

Resources:

Books

Sammy Spider's First

Sukkott by S Rouss

What Do We Know About Judaism? by Doreen Fine

My Jewish Faith by Anne Clarke

All About Sukkot by J Groves, M Nikler

Festivals (Looking at Judaism) Wayland

DVD

V Water, Moon, Candle, Tree and Sword –
3 candle (relevant clip)

CD

Faiths and Celebration – Judaism - Sukkot

Materials to construct a sukkah.

Activities:

- See what pupils remember about fruit, vegetables and flowers at Harvest Festivals. Do they remember that Christians have Harvest Festival in church to thank God for all the good things that grow from the earth? Now they are going to find out what Jewish people do to thank God for the harvest.
- Use video or posters to show what a sukkah is and how it is built. Make your own sukkah in the home corner, decorating it with leaves, flowers, fruit and pupils' pictures. Use a digital camera to take a record of building and using your sukkah. Explain that Jews invite their neighbours to eat with them in their sukkah. Ask pupils to invite guests to share some simple food and drink in their classroom sukkah. (AT1)
- Make a 'shoebox' sukkah and write a simple information label to explain what it contains and what it reminds the Jewish people about.
- Explain that the sukkah reminds Jews of long, long ago when their ancestors lived in tents. Discuss pupils' experiences and feelings about living in tents. Explain that Jews thank God at Sukkot for looking after them when they lived in tents. Help pupils to realise that we are closer to nature in a tent than in a classroom. (AT1)
- Put up a tent on the school field and let them spend some time there in small groups with an adult helper. Talk about: What can they smell? What can they hear? Can they feel what the weather is like? What are they thankful for in their lives? (AT2)

INFORMATION - SUKKOT

Sukkot is another name for the biblical Festival of Tabernacles. A 'sukkah' is a tabernacle ie a makeshift booth, hut or shelter, specially constructed for the festival. 'Sukkot' is the plural of 'sukkah'.

Jews try to spend some time during this festival living in their sukkah. This reminds them of the huts their ancestors lived in during the period that they travelled in the wilderness from Egypt to the Promised Land. It reminds them that they are dependent on God for their safety.

When they reached the Promised Land, they settled as farmers and planted olive groves and vineyards. Each year, at the time of the grape and olive harvest, they built huts in their fields and vineyards so that they could live on the job and keep guard over their produce. Therefore the sukkah also reminds Jews to thank God for the harvest.

A Jewish mother writes:

'Our children enjoy all the various festivals we celebrate, but Sukkot is probably their favourite. It is an eight-day festival. Before Sukkot, I go to the local park where our friendly park-keeper helps me load our car with vast amounts of greenery. The children love to help us make a sukkah in the garden. A sukkah is a hut covered in greenery. Every year our children ask their friends from school to come and help put the finishing touches on the sukkah. We feel this is important as there are so few Jewish children at their school that it gives the boys the chance to share this aspect of their lives with their classmates. Each child brings a piece of fruit or a vegetable and we hang it from the branches. As Sukkot is to do with hospitality, we also invite as many of our neighbours as we can to come and sit and drink in the sukkah. As this festival is usually in October, we try to make sure it's a warming drink. Although our neighbours may think it is odd that we build this little hut each year, they all seem to enjoy it and they often give me greenery from their own gardens to add to the sukkah.'

To make a sukkah in the home corner:

- Construct an open frame.
- Hang curtains for the walls, tied back at the entrance.
- Make the roof with branches of foliage.
- Hang fruit from the roof eg. in orange nets.
- Pin pictures on the inside walls
- Put something to sit on inside

Year 1

Unit 5: JEWISH CELEBRATIONS

Week 4

Celebrating Hanukkah

Learning Intentions:

AT1: To know about various Jewish festivals.

AT1: To know that Hanukkah provides the opportunity for Jewish people to thank God for his amazing provision and protection.

AT2: To consider the importance of being faithful even when that is difficult.

Assessment:

AT1 L1: I can talk about some of the things that happen at Hannukah.

AT1 L2: I can identify the features of Hannukah and why it is important for Jewish people.

AT2 L1: I can talk about my own experiences of needing to be brave.

AT2 L2: I can respond sensitively to other people's experiences and feelings about needing to be brave.

Key Words:

Hanukkah

Hanukkiah

Dreidel

Resources:

Artefacts

Hanukiah candlestick and candles

Hanukkah cards

Dreidels and tokens

Pictures

Judaism Artefact Cards J.Thompson 8.Hanukiah

Books

Sammy Spider's First Hanukkah S Rouss (Quite simple)

Hanukkah Lights D Smith (Quite simple)

Jewish Stories A.Ganeri

The Jewish Faith R.Nason (Basic introduction)

The Hanukkah Story by A Ganeri (More detail)

www.jewishbazaar.com

(Hannukkah)

www.torahtots.com/fungames.htm

(Chanukah) (A fun website & teacher information)

Activities

- Can pupils remember and name the festival we looked at last lesson? Do they remember that Jewish children and families celebrate this festival? This is a lesson about another festival celebrated by Jewish children.
- Read/tell the story behind Hanukkah – use drama or simple ‘hot-seating’ to get a sense of how much danger there was for the Jewish people and how they needed to be brave, strong and faithful.
- Because of the amazing thing that happened to the oil, Jews today have an 8-day celebration and have a special candlestick for 8 candles. Show pupils a special candlestick for Hanukkah (hanukkiah) with 8 candle-holders. *(NB Sometimes they have 9 candle-holders – the ninth is for the ‘servant’ candle used to light the others.)* Make a class candlestick eg. with sugar paper stuck to the windows and coloured tissue paper for the flames. (AT1)
- Think about times when the pupils need to be brave – doing something new for the first time, standing up in front of others eg in the nativity play or similar, standing up for someone if others are not being kind to them etc (AT2)

Hanukkah - Information

Hanukkah is a Jewish mid-winter festival, which comes near, and occasionally on the same day as, Christmas. 'Hanukkah' means 'Dedication', and the festival recalls how the Jews drove out the occupying forces from Israel and rededicated the Temple in Jerusalem back to the worship of the One God. This happened in the 2nd Century BCE.

Hanukkah is also a Festival of Lights. This is because, when the Temple had been cleansed and was ready for use, the priests could only find enough pure olive oil for the great Temple candlestick to burn for one day. However, it stayed alight for eight days – the time it took to prepare new oil. This is why Hanukkah is celebrated for 8 days.

Jews have special Hanukkah candlesticks that hold 8 candles. One is lit on the first day of the festival, two on the next, and so on until they are all lit on the eighth and best day of the festival. Sometimes you will see Hanukkah candlesticks with nine candle-holders – the ninth will probably look a bit different from the rest because it is for the candle that is used to light all the others. These candles are usually placed in the windows of Jewish homes for all to see.

Year 1 Unit 5: JEWISH CELEBRATIONS Weeks 5 and 6
Celebrating Purim

Learning Intentions:

AT1: To know about various Jewish festivals.

AT1: To know that Purim provides the opportunity for Jewish people to thank God for his faithfulness and protection.

AT2: To consider the importance of doing what is right.

Assessment:

AT1 L1: I can talk about some of the things that happen at Purim.

AT1 L2: I can identify the features of Purim and why it is important for Jewish people.

AT2 L1: I can talk about my own experiences of doing what is right.

AT2 L2: I can respond sensitively to other people's experiences and feelings about doing what is right.

Key Words:

Esther

Festival

Haman

Mordecai

Purim

scroll

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children in which the story of Esther is found – simple versions

Other story book versions are available – but some are quite detailed and complicated

www.torah tots.com/holidays/purim/purim1.htm#foods

(A fun website & teacher information)

Includes a recipe for 'Haman's hat' pastries

Resources for making puppets and greggers (rattles) needed.

Activities

- Introduce the word 'Purim' and explain that it means 'lots' ie casting lots like rolling a dice or picking a card. Use a Maths game, at an appropriate level, to illustrate this - to be played in groups, with different numbers on cards which pupils pick by chance eg the highest number wins.

- Spend the first lesson making puppets and masks and greggers which will enable you to tell the story of Purim in the following lesson. Explain who the characters are and what they are like as you are doing this. If everyone has a character, they can hold up their puppet when he/she appears in the story. Wooden spoons work well for simple storytelling puppets. (AT1)
- In the second lesson, use the puppets to tell the story and the greggers to shake whenever Haman is mentioned. This is a 'fun' festival with a serious message, so try and reflect both aspects.
- Explain that, for the festival of Purim, the story from the Jewish Scriptures is written out on a small scroll, and that when it is read, the Jews cheer the goodies and boo the baddies, just like a pantomime. (AT1)
- Ask pupils to suggest other stories of goodies and baddies, where the goodies win in the end.
- Discuss what sorts of things are good/ right. Discuss what sorts of things are bad/wrong. (Make a link with the story of Esther.) Write them up in two lists on the board.
- Pupils could role-play some situations where people choose to do what is right. (AT2)

INFORMATION

THE STORY OF PURIM from the biblical book of Esther

A long time ago, there lived a King in a far away country called Persia. He was married to a beautiful lady, called Queen Esther.

Queen Esther was a Jew, but she had not told the King this. The Jews had been captured by the Persians and taken to Persia.

The King's Prime Minister was Haman. He was a bad man. Haman told everyone to bow down to him because he was so important. Everyone was afraid of Haman, and so they did what he said. Everyone, that is, except Mordecai. Mordecai was Esther's cousin, and he too was a Jew. He knew that he must only bow down to God.

Haman was very angry when Mordecai refused to bow down to him. He decided to kill all the Jews. He cast lots ('purim') to find the date when he would kill all the Jews in Persia.

When Mordecai heard this, he went to the palace and told Queen Esther what had happened. He begged her to help them.

Esther was afraid. She was not allowed to go to the king unless he sent for her. And, if she helped the Jews, the King would find out that she was a Jew, too. She did not know what he would do to her for keeping this a secret.

Esther knew that she had to do something. So she invited the king to a party, and told him about Haman's plot to kill her and all the Jews. The King asked who the bad man was, and Esther pointed to Haman. The king sent for his soldiers, and Haman was taken away and killed. Mordecai became the new Prime Minister, and all the Jews were safe.

Every year, Jews all over the world have parties to celebrate being saved from Haman's plot to kill them. The festival is called Purim (or the Festival of Lots).