

Unit title	Year	Background notes
How do Jews celebrate their beliefs at home and in the synagogue?	4	<p>The Torah (the Jews' holy book) is at the heart of all Jewish belief and practice. This unit explores the ways in which Jews put into practice the teaching of the Torah both at home and in the synagogue. It looks at a Jewish home with its religious objects, the celebration of Shabbat (the Sabbath), key religious rituals (such as the reciting of the morning prayer, kashrut and reciting blessings). The unit also looks at the Torah itself, its contents and its role in synagogue worship.</p> <p>Please note</p> <p>The suggested activities below are meant only as a guide; teachers should feel free to adapt & develop activities as they see fit. Some key questions & associated activities will need to be spread over a number of sessions as they cannot be covered adequately in one session.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
What special objects would you see outside and inside a Jewish home?	Special objects	<p>I can show understanding of why Jews have different objects in their homes to express what is important to them. (Level 3)</p> <p>I can identify special things which inspire myself and my family and show the groups to which we belong. (Level 4)</p>	<ul style="list-style-type: none"> Carry out a 'Through the key hole activity'; showing children photos of what they might see first outside and then inside a Jewish house. Ask children to discuss who might live there. Ensure children see mezuzah, seder plate, candlesticks, picture of Israel, capel, tallit. Discuss what the pictures show and their importance in many Jewish homes. Focus on the mezuzah, its appearance and the words of the shema which are written on parchment and encased in the mezuzah. Look at the words of Shema – especially first line (in both Hebrew and English). Discuss what children think they might mean and why these words are so important for Jews. Children to carry out a 'Through the key hole' activity for their own homes – what could people learn about what is important to them and their families on looking through the keyhole? 	Scholastic Ready Resources Religious Education Book1

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What do many Jews do each day to express their beliefs?	Thanks giving Kosher Blessing	<p>I can use religious words to describe what Jewish people do and how they live their lives. (Level 3)</p> <p>I can compare the things that influence my daily life with the things that influence Jewish people. (Level 3)</p>	<ul style="list-style-type: none"> Morning prayer: If possible, listen to the prayer recited each morning in Jewish homes. Discuss how thanks is given for each new day. On a collage of the sun, each child should record something for which they are thankful each day eg family, friends, food, protection. Keeping kosher: Jews follow strict dietary rules eg eating meat only from animals with split hooves that chew the cud, not eating shellfish, not mixing milk and meat. Using appropriate CD Rom or website, make a chart of foods that can and cannot be eaten. Show children the symbol identifying kosher food products (hechsher). If possible, visit a supermarket to identify kosher and non kosher foods, or have a selection of products in the classroom for a sorting activity. Research the occasions when Jews will say a blessing (eg touching a mezuzah on entry to the house, before eating). Learn the opening words of the blessing (Baruch ata Ha Shem or Baruch ata Adonai) 	<p>Jewish way of life CD Rom</p> <p>Food wrappers</p>
Why do Jews celebrate Shabbat, and how?	Shabbat Rest Creation	<p>I can show understanding of why Jewish people celebrate Shabbat as a way of expressing belief in God as creator and God's rest on Shabbat. (Level 4)</p>	<p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> Retell the creation story from the book of Genesis, found in the Torah. Discuss God's role as creator and that God created rest on the seventh day and that Jews keep this seventh day as a day of rest (Shabbat). Brainstorm work and rest and discuss what Jews mean by work and rest on Shabbat. Watch a video/DVD of how a family welcomes in Shabbat on Friday evening and spends the rest of Shabbat. Invite a Jewish visitor to speak to the class about how he/she begins and ends Shabbat in their home and how their family spends the day. 	<p>Creation story</p> <p>BBC Pathways of Belief or BBC Places for worship videos/ DVDs</p>

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What stories and teachings are found in the Torah?	Torah Commandments	I can describe why the Torah is a sacred book for Jewish people and how they follow it. (Level 3)	<ul style="list-style-type: none"> • Prepare handouts of some stories from the Torah including Abraham, Moses collecting the Ten Commandments, Joseph and his brothers, creation, Noah. Use versions from a children's Bible. • Each group should present one of the stories to the rest of the class. • Ask the children to attach these to pieces of dowelling and roll up to make scrolls. Explain that these stories can all be found in the Torah scrolls and show pictures/ DVD of the Torah scrolls in the Synagogue. • Linking the stories with Jewish practice: creation – lighting the candles and keeping Shabbat, Moses – Exodus from Egypt with the annual celebration of Passover, Moses – the giving of the Ten Commandments, the first of which recognises belief in one God. • Look at the first five books in a Bible – can children find any other stories that they know? 	<p>Stories from the Torah. Doweling.</p> <p>Video of Torah in the Synagogue (Espresso could be used here)</p>
What does the Torah mean for Jewish people?	Torah Law	I can say how Jewish people use the Torah and why (Level 3)	<ul style="list-style-type: none"> • Watch a video of the Torah and worship in the Synagogue, asking children to note how Torah scrolls are covered and treated. • Discuss with children how Torah scrolls are written by hand in Hebrew on parchment, cost thousands of pounds, take approximately two years to be written by a sofer (scribe) and must be written perfectly with no smudging or mistakes. Discuss how the yad is used and the reason for this. • Ask children to design covers that demonstrate just how important the scrolls are. Children should note justifications for their designs. (The basis for this activity is the cover, mantle, bells and breastplate on Torah scrolls). • Introduce the fact that according to Jewish tradition, there are 613 laws within the Torah for Jewish people to keep 	Video (eg Espresso)

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How do Jews express beliefs in a Synagogue?	Synagogue Ark Ner Tamid Bimah	I can show how Jews express their beliefs through going to a synagogue. (Level 3)	<ul style="list-style-type: none"> • Show the children a picture or video of the interior of a synagogue. Ask them to identify what they think is the most important part. Focus on the Ark, ten commandments above it, ner tamid and the bimah. • Using shoeboxes, children make models of a synagogue, write explanations of the various features to be attached. • After their research and model making, ask children to identify questions to be asked on their visit to a synagogue. • Children to visit synagogue prepared with questions and cameras • Children to create illustrated and informative guidebooks to the synagogue. 	<p>Pictures or videos of Synagogue</p> <p>Shoeboxes Model making equipment</p> <p>Cameras</p>