



<p>What this unit contains</p>	<p>The Jewish Year and calendar. Major and minor festivals. Rosh Hashanah & Yom Kippur. The Book of Life. Weekly celebration of Shabbat & concept of no work. Blessings. Keeping laws and rules. Religious and cultural diversity. Israel today.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the final KS3 Judaism unit.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Research how the following festivals are connected with the land of Israel: Shavuot, Sukkot, Pesach, TuBishvat, Yom Ha'azmaut. ➤ Consider how the start of the Shabbat meal reminds Jews of the Temple in Jerusalem. ➤ Research the use of an 'erev' to extend the boundaries of the 'home' with particular reference to London. ➤ Investigate religious and political struggles for a Jewish homeland. ➤ Peace in Israel is hard to resolve, what religious justifications might there be for struggles over land and political control for Jews and members of other faiths? 		
<p>Vocabulary</p> <p>Shofar kiddush The Book of Life Tashlich Fasting Shabbat Israel erev Repentance mitzvot Jerusalem Besamim Atonement Yom Kippur havdalah Rosh Hashanah</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ The relationship between authority and personal freedom. ➤ How a community can include different ways of interpreting and living by accepted community rules 		



Unit 6 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the rhythm of the Jewish Year; ➤ know that the Jewish year has its own calendar with its own months but that Jews also use the common calendar. 		<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Explain that during the next 5 lessons pupils will consolidate their knowledge about the Jewish festival year. Remind pupils that Shabbat is celebrated weekly throughout the year and that they will have a focus on that festival during the unit.</p> <p>Hand out the Jewish Calendar sheet and explain how it has been set out. Note that the months of the Jewish calendar are not in direct relation to 'western' months. Explain that Jewish people use both calendars, one for their faith and one for the remainder of their lives. Do pupils know about any other groups that are similar? Discuss what it means to work in two different ways like this. Why do pupils think that the faiths do not all take on an internationally agreed calendar?</p> <p>Working in small groups brainstorm what is known already about some of these festivals. Now using the criteria on the 'Major and minor festivals sheet', identify which festivals that have been identified are major or minor. Research, in groups, and sort the festivals into 'major' and 'minor' and record on the sheet.</p> <p>Feed back to the class, discuss outcomes and confirm categorisations.</p> <p>Homework Choose one of the following festivals: Shavuot, Yom Ha'shoah, TuBishvat Research the festival. How long has it been celebrated, what does it commemorate and how is it marked at home and /or in the synagogue?</p>	<p>Resources Jewish calendar sheet Major and minor festivals sheet Torah / Jewish Bibles http://www.jafi.org.il/education/festivals/ http://www.ou.org/chagim/default.htm http://www.st-andrews.ac.uk/~jewsoc/festival.html</p>



Unit 6 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
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Lambeth



JUDAISM Part 3

Unit 6: Jewish Life

Recall what you know about Shabbat. Read the Shabbat requirements and act out a Shabbat meal with your class with volunteers as mother, father and children.

Resources

The lesson objectives could be met differently -invite a member of a faith community to show artefacts etc.

- know and understand that Shabbat is a day set apart with special rituals and blessings;
- know how Jews respond to teachings prohibiting work;
- understand how different Jewish communities celebrate Shabbat;
- understand that Shabbat is the most important festival in the Jewish calendar:
 - recalls creation,
 - mentioned in the 10 commandments,
 - one of the very first commands given to the Hebrews on release from Egypt.

√
√
√
√
√

Normally the mother lights the candles just before sunset. In some communities unmarried girls will perform this and if there is no woman present it will be done by a man. Before lighting candles the family may make their weekly charitable offering. How does the timing of this relate to the instruction not to work on Shabbat?

Mother: lights the candles and beckons with her arms, symbolically welcoming the holy day into her home. After she lights she should cover her face with her hands and say the blessing over the candles.
The family may then go off to the synagogue. When they return the father will bless his son and/or daughter.
Father: takes the cup of wine in the right hand and recite the blessing. He drinks the wine and passes the cup round, first to mother and then to the children.

Everyone: should now wash their hands, and on their return to the table

Father: recite the blessing for the bread, cut the bread, dip the first piece lightly in the salt and pass the plate and salt round for each member of the family to eat some.

Why are blessings important during Shabbat?
Homework Answer the following questions:

- Why do Jews say blessings before eating bread? What belief do they express when they say them?
- How and why do Jewish fathers bless their children on Friday nights?
- How does Shabbat explain what Jews believe about their relationship with God?
- Why would having a day of rest be important to freed slaves?

Passages from the Torah
Shabbat requirements sheet.
List of Shabbat activities
Information sheet on Shabbat symbolism - Havdalah etc
Blessings: for lighting the Shabbat candles, wine, bread
Video: *What's it like to be a Jew?* Section on Shabbat
Cup for wine – glass or goblet table, white cloth, crockery, cutlery and two candles and candlesticks.
Blackcurrant or grape juice for wine, and two large rolls for challot (Shabbat loaves or challah loaves). The rolls should be on a platter, covered with a cloth. Small container for salt

Unit 6 Session 3

Learning objectives	A	A T	Suggested teaching activities	Sensitivities, points to
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Lambeth

note, resources



JUDAISM Part 3

Unit 6: Jewish Life

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Pupils should:	√	Recall the importance of Shabbat to Jews. Investigate information on the information sheet to find out how the Jews first interpreted the requirement to rest. 39 categories are listed. Read the sheet and discuss why these were more easily understood in historical times. Read the modern interpretation of some of these rules. Can these be considered modern interpretations of any of these restrictions? If you were Jewish would you be able to participate in these activities on Shabbat?	Resources What is work? Sheet 2 What is work? information sheet Havdalah Blessings sheet Havdalah artefacts: Havdalah Candle Cup of Wine Besamim
➤ consider ways in which Jewish people interpret the concept of 'no work';	√	Shabbat is about quality time for self, family and God. Written Task: What do you think is the value of time that is away from the family routine existence? (5 minutes). List six things you enjoy doing in leisure time.	
➤ reflect on modern ways to interpret the 39 categories of work;	√	Act out the Havdalah Ceremony. This is a time of hospitality; a small celebratory meal shared with friends often follows Havdalah.	
➤ know about the end of Shabbat and the Havdalah ceremony.	√	Light and hold up the braided candle The leader / father: lifts the cup of wine and says the blessing. He lifts the Besamim (spice box) and says the blessing for the spices. The spice box is then passed around for everyone to smell. When everyone has sniffed the Havdalah spices, they then stretch out their hands towards the light with their palms facing upwards but their fingers bent over the palm towards their body. Ideally, the light should be reflected in your fingernails. While this is done the blessing for candlelight is said. <i>Everyone: take a sip of wine. The remaining wine extinguishes the candle flames.</i> Discuss and record responses to the symbolism of the spice box.	
	√	Homework What are the benefits of remembering good times during the tough times in life?	

Unit 6 Session 4

Learning objectives	A T	A T	Suggested teaching activities	Sensitivities, points to
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<p>Pupils should:</p>	<p>✓</p>	<p>Examine the Jewish Calendar sheet again and identify that there are 10 days between Rosh Hashanah and Yom Kippur. Identify the dates of these festivals. Explain these are the 'days of repentance' and link to the aims of the lesson.</p>	<p>Resources</p>
<p>➤ know that at Rosh Hashanah most Jews go to a Synagogue;</p>	<p>✓</p>	<p>Play a Shofar or a tape/CD of Shofar as an introduction to Rosh Hashanah. What is this sound? Why might it be used? Hand out the 'Why is the Shofar blown at Rosh Hashanah' sheet and in pairs discuss. Select one reason and explain choice in notebooks</p>	<p>Why is the Shofar blown at Rosh Hashanah? sheet Jewish Calendar sheet. Shofar</p>
<p>➤ know symbolism of artefacts and actions at Rosh Hashanah;</p>	<p>✓</p>	<p>Give out Rosh Hashanah Matching Cards and set up task for groups.</p>	<p>Shofar Playing honey apples scales</p>
<p>➤ know that the 10 days from Rosh Hashanah to and including Yom Kippur are the "10 days of repentance";</p>	<p>✓</p>	<p>At the end of the task eat apples and honey and record one good thing in the past year that you might wish to take forward into the next year.</p>	<p>CD 'Sounds of Religions' Encarta CD ROM of musical instruments Rosh Hashanah Matching Cards</p>
<p>➤ understand that repentance is more than just saying sorry</p>	<p>✓</p>	<p>Introduce the concepts of atonement and repentance and their relationship to Yom Kippur. What are repentance and atonement? Explore definitions. Homework Write a letter to someone you have wronged:</p> <ul style="list-style-type: none"> ▪ admitting something that was wrong ▪ saying sorry ▪ explaining how you will make amends ▪ describing how you intend to do better in future 	

Unit 6 Session 5

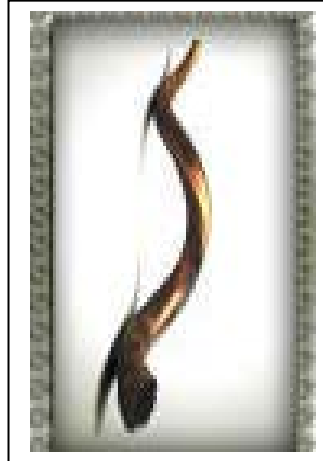
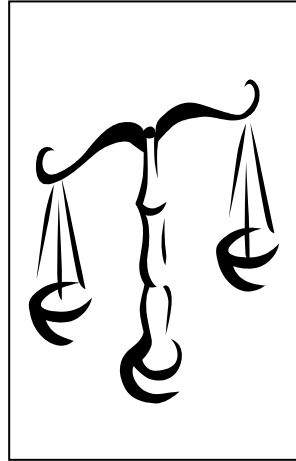
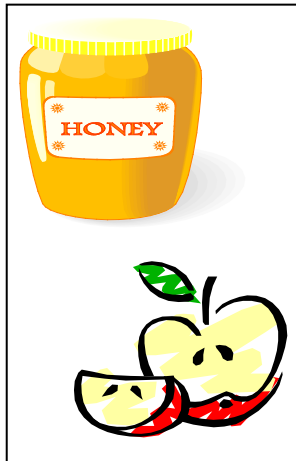


Learning objectives	T 1	T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand the solemnity of Yom Kippur; ➤ know that on this day the Jews exclude the outside world to concentrate on their relationship with God; ➤ understand the symbol of the Book of Life and what that means to Jews; ➤ consider ways in which the concepts of repentance and atonement can relate to personal and national situations. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Discuss issues raised by the homework. How would it feel to have apologised? What is the benefit to both parties? How hard is it to accept someone's apology?</p> <p>Introduce the inner meaning of Yom Kippur. Discuss the idea of collective responsibility and collective forgiveness.</p> <p>Consider how important it is to recall the past year and identify ways that you might have behaved badly and to who you might need to apologise. Yom Kippur is a time of pardon and return to a good relationship with God and other people.</p> <p>Read the "We have abused..." statement together. Discuss whether it is possible to take responsibility for the actions of others as Jews do at this time.</p> <p>How does it feel to accept responsibility for things done by society as a whole? What might be the benefit? Introduce the idea of the Book of Life as a record of good and bad actions in the past. In pairs record for each person 3 things you are proud of and 3 things / behaviours you would like to improve in the coming year giving a reason for one from each list</p> <p>Homework / assessment Use images or events local, national or international from the past year. Explain one that you found shocking or sad. Explain how that situation could be improved by applying the Jewish concept of repentance and / or atonement.</p>	<p>Resources 'We have abused' statement</p> <p>Text about Yom Kippur (from text book or other source)</p> <p>BBC Belief File video</p> <p>NB <i>In talking about collective responsibility, spell out that we are acknowledging being part of a society which allows bad things to happen</i></p> <p><i>Be aware that focusing in on negatives may be a problem for some pupils.</i></p>



Unit 6 Session 4

Rosh Hashanah matching cards



Apples & Honey
"Blessed are you Lord our God, King of the Universe who creates the fruit of the tree"
"Blessed are you Lord our God who has brought us unto this time and in this season"
 These thank God for being alive to celebrate this festival.

The Scales
 At Rosh Hashanah your life is in balance and your good and bad deeds are assessed for the year

The Shofar
 This has the effect of waking Jews up to Prayer returning to God and charity.

Tashlich
 Throwing breadcrumbs into the water symbolises the casting away of your sins

Peace
 Making peace and making amends are important.

The Book of Life
 Between Rosh Hashanah and Yom Kippur are 10 days. During this time people can symbolically change God's judgement on their behaviour over the last year by acts of atonement.



Unit 6 Session 4

Rosh Hashanah Cards – instructions

Give a set of the 6 image cards to pairs of pupils. Ask each pair to identify what the image is and to suggest what it might represent as this festival.

Feed back to class and discuss suggestions

Explain the real meanings of the symbols

Written Task

Each pupil should select 2 symbols and explore / explain their meanings and why they are used in the festival.

The explanation cards can be used to support the less able pupils as they devise their written statements



Unit 6 Session 1

Major and minor festivals in the Jewish Calendar

Complete the sheet by placing the festivals on the calendar into one of these categories and explaining the reasons for your decisions:

Major Festivals

Involve a day of rest
Basis for the festival found in the Torah (at least 2,500 years old)
Special prayers and rituals in the synagogue
Ceremonies and customs relate to the subject of the festival

Name ***Reason***

Minor Festivals

Do not usually involve a day of rest
Some involve fasting
Usually related to a historical event
Some may be very new (within the past 100 years)

Name ***Reason***



Unit 6 Session 5

Statement of bad things we have done

We have.....

Abused	Blackmailed/ bullied	(been) Cruel/cursed
Destroyed/damaged	Envied	Fought
Gossiped	Hit	Injured/ignored
Jeered	Kicked/killed	Lied
Murdered	Nagged	(been) Obstinate
(been) Proud	Quarrelled	Robbed
Sworn	Taken/truanted	(been) Unsympathetic
(been) Vicious	(been) Wicked	Excluded
(been too) Zealous		



The Jewish calendar Hebrew months begin with the New Moon, which comes every 29/30 days. The 12 months add up to 354 days. Every 3 years an extra month (called Adar 2) is added to the calendar.

months	Jewish the Torah	Reading of	Some Festivals
September	Tishri	De ut	Rosh Hashanah (1 st . New Year) Yom Kippur (10 th . Day of Atonement) Sukkot (Days 15 – 21 st Tabernacles) Simchat Torah (23 rd . Rejoicing the Law)
October	Cheshvan	Genesis	Hanukkah (25 th for 8 days)
November	Kislev		
December	Teveth	Exodus	Tubishvat (15 th) Purim (14 th)
January	Shevat		
February	Adar	Leviticus	Pesach (14 – 21 st . Passover) Yom Ha-Shoah (27 Nissan, Holocaust Day)
March	Nisan		
April	Iyar	Number	Yom Yerushalayim (28 th) Shavuot (6 th & 7 th Pentecost)
May	Sivan		
June	Tammuz	Deut	Tisha B'av (9 th .)
July	Av		
August	Elul		
September			



Unit 6 Session 2

Shabbat requirements

'Remember the Sabbath day to keep it holy.

For six days shall you work and do all your jobs, but on the seventh is a Sabbath for the Lord your God.

You shall not do any work, neither you nor your animals nor the stranger who lives among you, because in six days God made heaven and the earth, the sea and all that is in them and he rested on the seventh day.

Therefore, God blessed the seventh day and made it holy.'



Unit 6 Session 2

Blessings

Blessing the Shabbat candles:

'Blessed art thou, Lord our God, King of the Universe, who has sanctified us by your commandments and commanded us to light the Shabbat lights'

Blessing the Children:

(Girls) 'May the Lord make you like Sarah, Rebecca, Rachel and Leah.'

(Boys) 'May the Lord make you like Ephraim and Menassah*.' (Genesis 48:20)

(All) 'May the Lord bless you and protect you. May He make His presence shine on you and be gracious to you. May He make His presence shine on you and give you peace.' (Numbers 6: 24-26)

Kiddush:

'Blessed are you, O Lord our God King of the Universe, who create the fruit of the vine'

Blessing the Bread

Bread is regarded as the staple food.

'Blessed are you, O Lord our God, King of the Universe, who brings forth bread from the ground',

* Ephraim & Menassah were 2 sons of Joseph who, although they lived in Egypt, remained good Jews worshipping the one God and are therefore an example to all.



Unit 6 Session 3

What is work?

Source of authority

What it says about Shabbat

The Torah

The fourth of the Ten Commandments (Exodus 20.4) is The instruction to keep the Sabbath day Holy. But what does this mean in practice? The main guidance is rest. Just as God rested from Creation on the seventh day so must you. You honour God by not working on the Sabbath. Exodus 35 contains one very specific instruction: not to 'kindle a flame' (light a fire) on Shabbat – but that's about it. Of course, people wanted to know what else counts as work and what doesn't. This is further detailed in the Talmud.

The Talmud

(written approximately 200-500CE).

39 Categories of work are forbidden on Shabbat. This spells out teaching about them in some detail It also adds some guidance on 'kindling a flame'. For example, it explains that on Shabbat even kindling a flame to burn Torah spices in the Tabernacle (the tent used before the Temple was built) is prohibited. This records the Teaching of the law , but expands it with decisions of the Early Rabbis. This is still Important in modern Judaism

The 39 forbidden categories of work listed in the Talmud are:

- | | | | |
|-------------------------|--|--|---------------------|
| ploughing | tearing | sowing | trapping or hunting |
| reaping | slaughtering | sheaf-making | skinning |
| threshing | tanning | winnowing | scraping belts |
| selecting | marking out | sifting | cutting to shape |
| grinding | writing | kneading | erasing |
| baking | building | sheep-shearing | demolishing |
| bleaching | lighting a fire | combing raw materials | putting a fire out |
| dyeing | the final hammer-blow (<i>putting the finishing touch to a newly manufactured article</i>) | | |
| spinning | various weaving operations | carrying from a private to a public area (<i>and vice versa</i>) | |
| separating into threads | tying a knot | untying a knot | sewing |



Unit 6 Session 3

What is work? - sheet 2

Talmud

Ploughing

Sowing

Reaping



Trapping or hunting

Lighting a fire

Carrying

Modern interpretations

gardening

shopping

switching on a light/oven
driving a car
riding a motor-bike

carry or use money

Ingenious ways have been devised to enable some of the prohibitions to be a little alleviated. For example in modern Israel hotel lifts stop on every floor on the Sabbath so lifts can be used. As using a lift was not in the original list of restrictions, which statement has been interpreted to mean you should not use a lift?



Unit 6 Session 3 Teachers' information sheet

Havdalah

Havdalah is a ceremony that marks the end of a Sabbath or Festivals. It takes place in Jewish homes on Saturday evenings approximately one hour after sunset, marking the end of Shabbat. The ceremony requires wine, spices and a candle with several wicks intertwined. Taking the wine cup in his hand, father praises God as the continual source of help and salvation, and pronounces the blessing over the wine. He then recites the blessing over the spices, and passes them round for everyone to smell. A blessing is then recited over the light of the candle – signifying that Jews may kindle fire once more. A final blessing is given, praising God for separating the holy from the profane and everyone takes a sip of the wine. The ceremony concludes with the candles being doused in the remaining wine.

What you need to make Havdalah

Havdalah Candle - Usually these are braided candles that have three or more wicks but provided it has at least two wicks any type of candle can be used. However, they should be approximately 6-8 inches long.

Cup of Wine - Generally, this will be the Kiddush cup that is also used during the rituals preceding the Friday night meal in Jewish homes.

Besamim - A small container filled with spices.

Ideally all of these items should be well made as Jewish people try to use things of beauty on Shabbat.

How to make Havdalah

The braided candle is lit and held up, often by a child. The leader will lift the cup of wine and say:

“Give us light and joy, gladness and honour, as in the happiest days of Israel’s past. I lift up the cup of my salvation and call out the name of the Lord. Blessed are You the Lord our God, King of the Universe, who creates the fruit of the vine.”

The Besamim is held and the leader says:

“Blessed are You, the Lord our God, King of the Universe, who creates all kinds of species.”

The spice box is then passed around for everyone to smell. When everyone has sniffed the Havdalah spices, they then stretch out their hands towards the light with their palms facing upwards but their fingers bent over the palm towards their body. Ideally, the light of the fire should be reflected in the fingernails. While this is done the following is said:

“Blessed are You, the Lord our God, King of the Universe, who creates the light of the fire.

Blessed are You, the Lord our God, King of the Universe, who separates the holy from the secular, light and darkness, Israel and the other peoples, the seventh day and the six days of rest. “Blessed are You Lord, who separates the holy from the secular”

Everyone takes a sip of wine. The candle flames are extinguished by the remaining wine. Some families will also include some songs and sing. This is also a time of hospitality; a small celebratory meal shared with friends often follows Havdalah.



Unit 6 Session 3

Havdalah Blessings

The Wine

'Give us light and joy, gladness and honour, as in the happiest days of Israel's past. I lift up the cup of my salvation and call out the name of the Lord.'

Blessed are You, Lord our God, King of the Universe, who creates the fruit of the vine.'

The Besamim

'Blessed are You, the Lord our God, King of the Universe, who creates all kinds of species.'

The Candle light

'Blessed are You, Lord our God, King of the Universe, who creates the light of the fire.'

'Blessed are You, Lord our God, King of the Universe, who separates the holy from the secular, light and darkness, Israel and the other peoples, the seventh day and the six days of rest. "Blessed are You Lord, who separates the holy from the secular.'



Unit 6 Session 4

Why blow the Shofar at Rosh Hashanah?

All of the following statements are answers given to the question by the Jewish community. Which do you feel is most appealing and why?

- Because the Torah tells Jews to do this.
- Because trumpets are blown at a King's coronation and Rosh Hashanah is the coronation day of the king of kings.
- To awaken people spiritually.
- Because it reminds Jews the Shofar was blown at Mount Sinai when the Jews received Torah.
- The Shofar was used in wartime to signal when the army should advance.
- To encourage Jews to return to God and charitable behaviour.