



<p>What this unit contains</p>	<p>The journey of Jewish life: Bar/Bat Mitzvah and marriage, blessings. The synagogue. Use of Kippah, tallit and tzitzit in worship. Reading the Torah.</p>																						
<p>Where the unit fits and how it builds upon previous learning</p>	<p>The third unit of Judaism, this builds on work previously covered on the Jewish home. A synagogue visit, in Session 2, would best start this unit. The learning objectives could be achieved by asking a class list of questions during the visit and from pupil research in the synagogue.</p> <p>Alternatively, a Jewish visitor could be invited to talk about the synagogue or the class could be organised to research these areas from a range of sources including use of ICT. The work could be presented as guidebooks, wall displays or group presentations. Session 3 provides the time for drawing the work together and presenting it.</p>																						
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ If this unit is taught after work in Sikhism on the Amrit Ceremony or Confirmation in Christianity then pupils could consider concepts of 'coming of age' in a faith and the types of responsibilities this includes. ➤ Create a 'journey of life' timeline for either a Jewish person or for oneself. 																						
<p>Vocabulary</p> <table border="0" data-bbox="114 1066 1021 1236"> <tr> <td>Judaism</td> <td>Kippah</td> <td>wedding</td> <td>chuppah</td> </tr> <tr> <td>Jewish</td> <td>Tallit</td> <td>thank you</td> <td>Mazel tov</td> </tr> <tr> <td>Rabbi</td> <td>Tzitzit</td> <td>adult</td> <td>rite of passage</td> </tr> <tr> <td>Bar Mitzvah</td> <td>Synagogue</td> <td>groom</td> <td>bride</td> </tr> <tr> <td>Bat Mitzvah</td> <td>blessing</td> <td></td> <td></td> </tr> </table>	Judaism	Kippah	wedding	chuppah	Jewish	Tallit	thank you	Mazel tov	Rabbi	Tzitzit	adult	rite of passage	Bar Mitzvah	Synagogue	groom	bride	Bat Mitzvah	blessing			<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Taking responsibility for one's actions as a member of an adult community. ➤ Significant events and times in people's lives. ➤ Sharing good times with the wider community. ➤ Taking responsibility for religious duties. 		
Judaism	Kippah	wedding	chuppah																				
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Unit 3 Sessions 1, 2 & 3

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"> ➤ consider places that are special to them; ➤ know about the Synagogue: <ul style="list-style-type: none"> ▪ a special place for Jewish people, ▪ what happens there in weekly worship, ▪ respect paid to the Torah, ▪ the reading of Torah through the year, ▪ the Ner Tamid ▪ role of a Rabbi, ▪ used as a place for study, a venue for special occasions e.g. festivals and family celebrations. 		<p>√</p> <p>√</p> <p>√</p>	<p>In Session 1 in small groups and then as a class, identify and discuss places that are important in the lives of members of the class.</p> <p>For each one highlight:</p> <ul style="list-style-type: none"> ▪ What makes it special? ▪ Who can / does go there? ▪ When do you go there? ▪ How do you behave there? <p>Then engage pupils in the range of areas which they are going to find out about - for a visit or if you are inviting a visitor in to the class instead, a questionnaire can be devised. If a research task is being planned then pupils should be grouped and the expectations of the outcomes agreed.</p> <p>Session 2 is either the visit, where pupils investigate the areas indicated in the learning objectives or pupils interview a Jewish visitor or using books or the internet, engage in research.</p> <p>Session 3 provides the time for drawing the work together and presenting it. The work could be presented as guidebooks, wall displays or group presentations.</p>	<p>Resources</p> <p>Video</p> <p>Places for Worship - Judaism section on the synagogue.</p> <p>Websites</p> <p>The Board of Deputies of British Jews http://www.bod.org.uk/ http://re-xs.ucsm.ac.uk/gcsere/revision/judaism/jud3/page1.html http://www.bbc.co.uk/religion/religions/judaism/worship/worship3.shtml http://juniors.theresite.org.uk/nframe.php?http://re-xs.ucsm.ac.uk/re/places/ http://www.spirit-staffs.co.uk/synagogue/index1.htm</p> <p>Books</p> <p>My Jewish Faith – Anne Clark ISBN 023752046X My Jewish Life – Anne Clark & David Rose ISBN 0750212993 Where we worship – synagogue – Angela Wood ISBN 0749 662069</p>



Unit 3 Session 4

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"> ➤ consider how people are given more responsibility as they grow up; ➤ know that in Judaism boys have Bar Mitzvah celebrations to show they are becoming adult members of the community; ➤ know that learning to read the Torah in Hebrew is an important part of preparing for Bar Mitzvah; ➤ know that in some Jewish communities girls celebrate their Bat Mitzvah. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Make a class list of responsibilities that members of the class have been given at home or in school as they have grown up. Talk about when they will be expected to take on more responsibilities at home or in society.</p> <p>Watch programme 2 of the video – Pathways of Belief – Judaism. (This revisits some knowledge from Unit 2 and teachers may wish to edit sections from this.)</p> <p>Talk about how Jeremy and his family feel about his Bar Mitzvah.</p> <p>Write a diary entry describing attending a Bar Mitzvah or make a Bar Mitzvah congratulations card incorporating Jewish symbols.</p> <p>Explain to pupils that in some Jewish communities, girls celebrate Bat Mitzvah at roughly the same age.</p> <p>Design an invitation to a non-Jew for a Bar / Bat Mitzvah ceremony explaining what they will see and what it symbolises. Decorate with appropriate symbols.</p>	<p>Resources Book My Jewish Life</p> <p>Posters Synagogue / Torah reading / Bar Mitzvah posters (Badger and Folens)</p> <p>Artefacts Yad Mini Torah scroll Tallit Kippah Bar/bat mitzvah cards</p> <p>Video Pathways of Belief: Judaism – programme 2</p>



Unit 3 Session 5

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 that weddings are a way in which some couples make a public commitment to each other for life; ➤ know some of the customs and symbols of a Jewish wedding; ➤ consider promises that should/could be made by a bride and groom. 		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Before the lesson, create a Jewish wedding display.</p> <p>Share experiences of weddings that have been attended by members of the class. Discuss and make a class definition of a wedding.</p> <p>Discuss the different roles in a wedding e.g. bride, groom, best man, witness etc. Where do weddings take place? Make a list of venues. Where might you expect a Jewish wedding to take place? Who would be in charge?</p> <p>Explain the use of a chuppah or wedding canopy, symbolising the Jewish home. Show pupils images of weddings taking place under a chuppah.</p> <p>Examine the promises made in a Jewish wedding and information about weddings. In groups decide on promises that pupils believe should be made to each other, by the bride and groom, in a wedding.</p> <p>Either design a wedding card for a Jewish wedding or devise a set of wedding vows / promises and set out on a sheet decorated with Jewish wedding images and symbols.</p> <p>As weddings are happy family occasions, play appropriate Jewish music whilst pupils work.</p>	<p>Resources</p> <p>Books</p> <p>"Weddings - a resource pack for schools" Lewisham Education My Jewish Life (p12) My Jewish Faith (p28) What do we know about Judaism? – Doreen Fine ISBN 087226386X Books about weddings which include a Jewish section</p> <p>Jewish music tape Wedding artefacts; Pictures of Jewish weddings showing a chuppah Wedding contracts (ketubah)</p> <p>Wedding promises and information sheet</p> <p>N.B. Teachers should ensure that they affirm the wide range of family experiences of their pupils. These should be equally valued in order to promote pupils' self esteem and demonstrate that faith marriage is only one option of many.</p>



Unit 3 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that times of change in life are often marked by ceremonies and rituals; ➤ know that for some people these rituals take place in a place of worship; ➤ know that these are called rites (rituals) of passage (passing from one state into another). 	<p>√</p> <p>√</p>	<p>√</p>	<p>Recall knowledge from previous sessions and point out that these Jewish celebrations are public, shared by families, friends and by the faith community. Ask the class to recall similar times that they have known that have been shared by more than their immediate family.</p> <p>Introduce the idea of a 'rite of passage' and talk about some of the ceremonies and symbols in the Jewish rites of passage that they have studied.</p> <p>Assessment task In small groups devise a meaningful rite of passage celebration to mark moving up a year in school or moving on to another school.</p>	<p>Assessment Levels <i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils suggest meanings for religious actions and symbols. <i>Attainment target 2</i> Pupils ask, & respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. <i>Attainment target 2</i> Pupils identify what influences them, making links between aspects of their own and others' experiences. They make links between values and commitments, and their own attitudes and behaviour.</p>	



Unit 3 Session 5 Information Sheet 1

Wedding promises and information

The Ring Ceremony

The exchange of rings is the central act of the marriage ceremony. In Jewish law, a verbal declaration of marriage is not legally binding. There must be an act of formal physical acquisition of some object of known value.

Traditionally, the ring is placed on the index finger of the right hand so that witnesses can see the ring easily. Following the ceremony, the ring is moved to the more familiar fourth finger of the left hand, due to the belief that a vein runs directly from this finger to the heart.

Traditionally, the ring must be a band of metal with no holes and no gems - one solid piece. In Judaism the union of two people involves the achievement of wholeness represented by the wholeness of the wedding band.

Jewish Wedding Vows

(Groom) Do you _____, take _____ to be your wife? ("I do"). Do you promise to love, cherish and protect her, whether in good fortune or in adversity, and to seek with her a life hallowed by the faith of Israel? ("I do")

(Bride) Do you _____, take _____ to be your husband? ("I do"). Do you promise to love, cherish and protect him, whether in good fortune or in adversity, and to seek with him a life hallowed by the faith of Israel? ("I do")



Unit 3 Session 5 Information Sheet 1 continued – Wedding promises and information

*(Groom) _____ , as you place this ring upon the finger of _____, speak to her these vows:
" With this ring/ be thou consecrated unto me/ as my wife/ according to the law of God / and the faith
of Israel."*

*(Bride) _____, as you place this ring upon the finger of _____, speak to her these vows:
" With this ring/ be thou consecrated unto me/ as my wife/ according to the law of God / and the faith
of Israel."*

Ketubah (Marriage contract)

Now comes the reading of the Ketubah (marriage contract) in the original Aramaic text. This is one of the oldest and most essential parts of the Jewish wedding. The Ketubah sets forth responsibilities that both partners accept. It promises something unwritten...a covenant between two people who promise to be partners in life and care for one another.

In marriage, the groom accepts certain responsibilities which are detailed in the Ketubah. His principal obligations are to provide food, shelter and clothing for his wife, and to be attentive to her emotional needs. The protection of the rights of a Jewish wife is so important that the marriage may not be solemnized until the contract has been completed.

The bride and groom sign the Ketubah before the wedding during a private ceremony with the Rabbi and two witnesses. It is a legally binding agreement. The Ketubah is the property of the bride and she must have access to it throughout their marriage. It is often written amidst beautiful artwork, to be framed and displayed in the home.