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|---|---|-----------|-----------|-------|--------|----------|--------|-------|---------|--------|-------|--------|----------|-------|--------|--------|--------|---------|--|--|--|--|--|
| <p><b>What this unit contains</b></p>   | <p>Celebrations and special meals.<br/>The context of the Pesach (Passover) festival, the story attached to it, how it is celebrated and its inner meaning.<br/>Symbolism attached to Pesach - freedom.<br/>Moses, the giving of the Ten Commandments. The Promised Land - Israel &amp; symbols.</p>  |           |           |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| <p><b>Where the unit fits and how it builds upon previous learning</b></p>  | <p>This unit builds on work covered in previous units of Judaism on Kashrut and Shabbat. It introduces pupils to a significant festival in the Jewish calendar that is celebrated in the home.<br/>The Pesach meal develops ideas about freedom.</p> <p>This festival also introduces pupils to Jewish beliefs about their relationship to Israel.</p>  |           |           |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| <p><b>Extension activities and further thinking</b></p>   | <ul style="list-style-type: none"> <li>➤ Explore what freedom means, locally, nationally, and internationally.</li> <li>➤ Find out about anti-slavery campaigns today.</li> <li>➤ Find out about the experiences of people such as Terry Waite and Brian Keenan.</li> <li>➤ Investigate the work of Amnesty International.</li> <li>➤ Explore through cross - curricular activities such as dance, music, artwork.</li> </ul> |           |           |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| <p><b>Vocabulary</b></p> <table border="0" data-bbox="145 1133 985 1300"> <tr> <td>Judaism</td> <td>symbol</td> <td>community</td> <td>Egypt</td> </tr> <tr> <td>Jewish</td> <td>Passover</td> <td>Matzah</td> <td>Moses</td> </tr> <tr> <td>freedom</td> <td>Pesach</td> <td>Seder</td> <td>plague</td> </tr> <tr> <td>Haggadah</td> <td>slave</td> <td>Kosher</td> <td>Israel</td> </tr> <tr> <td>Exodus</td> <td>slavery</td> <td></td> <td></td> </tr> </table> | Judaism   | symbol    | community | Egypt | Jewish | Passover | Matzah | Moses | freedom | Pesach | Seder | plague | Haggadah | slave | Kosher | Israel | Exodus | slavery |  |  | <p><b>SMSC/Citizenship</b></p> <ul style="list-style-type: none"> <li>➤ Significant events and times in people's lives.</li> <li>➤ Belonging to a community.</li> <li>➤ Valuing difference.</li> <li>➤ Life rules.</li> <li>➤ Human rights.</li> </ul> |  |  |
| Judaism   | symbol  | community | Egypt     |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| Jewish  | Passover  | Matzah    | Moses     |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| freedom   | Pesach  | Seder     | plague    |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| Haggadah  | slave   | Kosher    | Israel    |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |
| Exodus  | slavery   |           |           |       |        |          |        |       |         |        |       |        |          |       |        |        |        |         |  |  |  |  |  |



### Unit 4 Session 1

| Learning objectives   | A<br>T<br>1                | A<br>T<br>2                | Suggested teaching activities  | Sensitivities, points to note, resources   |
|---|----------------------------|----------------------------|--|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ recall times when members of the class have celebrated an event with others including special meals;</li> <li>➤ know that Passover is a Jewish festival celebrated in the Spring;</li> <li>➤ know that Moses is important in the story and that he was raised as an Egyptian.</li> </ul> | <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> | <p>Before the session ask pupils to bring in evidence of special celebrations which they have shared with others.</p> <p>Have a class discussion about times when members of the class have shared celebrations. Show pictures / images / resources. Talk about activities that marked these occasions and list special meals that have been shared. Talk about those that are particular to certain celebrations, e.g. wedding cakes.</p> <p>Introduce Passover as a Spring festival that Jewish people celebrate and explain that during the festival they have a special family meal. As well as sharing food together a symbolic 'meal' is shared which helps them to tell the story associated with the festival. Explain that the festival remembers an important time for Jews long ago and that Moses was significant in the story.</p> <p>Retell the birth and childhood of Moses as a 'Prince of Egypt'. This could be done by watching a section from a video.</p> <p>On plate shaped paper write and /or draw a special meal to share with others, labelling the occasion it belongs to.</p> | <p><b>Resources</b><br/>Magazine photographs of occasions e.g. weddings, Christmas, Diwali.</p> <p>Video showing Moses' birth and adoption by the Egyptian royal family.</p> <p>Plate - shaped paper.</p> <p><a href="http://www.topmarks.co.uk/judaism/moses/index.htm">http://www.topmarks.co.uk/judaism/moses/index.htm</a></p> |



### Unit 4 Session 2

| Learning objectives   | A<br>T<br>1       | A<br>T<br>2       | Suggested teaching activities  | Sensitivities, points to note, resources  |
|---|-------------------|-------------------|--|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know that God gave Moses a job that he found hard;</li> <li>➤ know that Passover is celebrated in Spring and recalls the exodus of the Jews from Egypt;</li> <li>➤ share views on how sharing a hard task can be helpful.</li> </ul> | <p>√</p> <p>√</p> | <p>√</p> <p>√</p> | <p>Continue telling / watching the story of Moses, up to the time of the exodus taking time to focus on the situation of the Jews in Egypt and reasons why Pharaoh would not let them leave. Why did Moses find it difficult to go and see Pharaoh.</p> <p>'Hot seat' as characters in the story or role-play the scene where Moses and Aaron ask Pharaoh to let the people go. Discuss the characters of Moses, Aaron and Pharaoh. How are their personalities displayed through their behaviour? Make a class list of personal characteristics / personality traits of each and write an individual brief character study of one of them.</p> <p>Talk about and record opinions on how working with someone else can often help people to tackle difficult situations.</p> | <p><b>Resources</b><br/>Jewish faith symbol.</p> <p><b>Video</b><br/>Testament –The Bible in Animation – Moses (S4C)<br/>Animated World Faiths – Moses and the Passover Meal – Channel 4</p> <p>Pathways of Belief<br/>"Judaism – family" BBC</p> <p><b>Book</b><br/>Let my People Go – the story of Pesach by Lynne Broadbent &amp; John Logan<br/>RMEP<br/>ISBN 1-85175-209-9</p> |



### Unit 4 Session 3

| Learning objectives  | A<br>T<br>1                         | A<br>T<br>2 | Suggested teaching activities   | Sensitivities, points to note, resources   |
|--|-------------------------------------|-------------|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know how the festival of Passover is a freedom festival;</li> <li>➤ reflect on the meaning of freedom to themselves, the characters in the story and people today.</li> </ul> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> |             | <p>Recall the story of Moses that has been told so far and watch a video version (e.g. Pathways of Belief Judaism) to continue the story to the escape of the Israelites from Egypt. They were free!</p> <p>As a class discuss the meaning of freedom. Decide what freedom means to members of the class, to groups of people and to the world.</p> <p>Suggest how freedom is related to the story. Reflect on the meaning of the phrase 'as free as a bird'. On bird outlines or on the short response sheet, pupils complete 'I feel as free as a bird when....'</p> <p>Display flock of 'freedom birds' in class.</p> <p>In groups devise either a newspaper front page or a television report on the situation, concentrating on the views of the two communities - the Egyptians and the Jews, the personalities involved and emphasising issues of freedom.</p> | <p><b>Resources</b><br/><b>Video</b> e.g. Pathways of Belief Judaism - family</p> <p>Bird outlines or short response sheet 'I feel as free a bird when...'</p> |



### Unit 4 Session 4

| Learning objectives  | A<br>T<br>1 | A<br>T<br>2                | Suggested teaching activities  | Sensitivities, points to note, resources   |
|--|-------------|----------------------------|--|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know how families prepare for Passover;</li> <li>➤ consider feelings about looking forward to special times.</li> </ul> | <p>√</p>    | <p>√</p> <p>√</p> <p>√</p> | <p>Before the lesson hide some wrapped sweets around the class</p> <p>Watch the section of the 'Pathways of Belief Judaism – the family' video that shows how a family prepares for and celebrates Passover or use an information text to find out this information.</p> <p>Spring clean the classroom, giving the pupils 'hot' and 'cold' clues to find the sweets.</p> <p>Discuss feelings of anticipation in preparing for special times. How do these differ before different types of special time?</p> <p>Record feelings about the anticipation and preparation for special times on short response sheets 'Getting ready for..... makes me feel....'</p> | <p><b>Resources</b></p> <p>Short response sheets 'Getting ready for..... makes me feel....'</p> <p>Sweets</p> <p><b>Video</b></p> <p>Pathways of Belief Judaism – family</p> |



### Unit 4 Session 5

| Learning objectives   | A<br>T<br>1   | A<br>T<br>2                                  | Suggested teaching activities   | Sensitivities, points to note,<br>resources   |
|---|---|--|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know how families celebrate Passover;</li> <li>➤ explain the symbolism of the food at a Passover meal;</li> <li>➤ reflect on what they would like to remember in their own lives.</li> </ul> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>Before the lesson prepare a Seder table in the classroom.</p> <p>Watch video or CD Rom of Jewish children telling and showing how and why Passover is celebrated in their family.</p> <p>Look at copies of the Haggadah and consider why the dish and meal are called 'Seder' (order) and how the book explaining the order is important. Reflect on and record why people make efforts to keep things done in the same way.</p> <p>Use some of the questions asked by the youngest children in the family to tell the story of the escape from Egypt (the Exodus).</p> <p>Do a matching activity to link the symbolic food on the Seder table to the story. Look at the virtual Seder dish online at:<br/> <a href="http://www.reonline.org.uk/allre/nframe.php?http://www.shamash.org/reform/uahc/congs/nj/nj006/seder/plate.html">http://www.reonline.org.uk/allre/nframe.php?http://www.shamash.org/reform/uahc/congs/nj/nj006/seder/plate.html</a></p> <p>Taste lettuce dipped in salt water and discuss why this is a useful symbol in the meal.</p> <p>Recap what has been learnt about this festival. Consider and record what would pupils like to remember forever? What would remind you of it?</p> | <p><b>Resources</b></p> <p>CD Rom or video of Jewish children talking about why Passover is celebrated in their family.</p> <p>Seder dish and artefacts for a seder meal.<br/>Haggadah.</p> <p>List / flash cards of the questions asked by the youngest child.<br/> <a href="http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Glossaries/Judaism/Seder.html">http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Glossaries/Judaism/Seder.html</a></p> <p><a href="http://www.chabad.org/holidays/passover/pesach.asp?AID=1606">http://www.chabad.org/holidays/passover/pesach.asp?AID=1606</a></p> <p><a href="http://www.reonline.org.uk/allre/nframe.php?http://www.holidays.net/passover/">http://www.reonline.org.uk/allre/nframe.php?http://www.holidays.net/passover/</a></p> <p><a href="http://209.58.241.78/vjholidays/pesach/picture.htm">http://209.58.241.78/vjholidays/pesach/picture.htm</a></p> |



### Unit 4 Session 6

| Learning objectives  | A<br>T<br>1   | A<br>T<br>2                | Suggested teaching activities  | Focus for assessment  | Sensitivities, points to note, resources |
|--|---|----------------------------|--|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know that the journey in the desert took many years and would end in Israel, 'The Promised Land';</li> <li>➤ know that during the journey Moses went up Mount Sinai and received the Ten Commandments.</li> </ul> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> | <p>Recall the meal from the previous session. Explain that Jews believe that the story celebrated at Passover was a beginning not an end.</p> <p>Watch section of a video showing Moses receiving the Ten Commandments or tell the story.</p> <p>Discuss why rules are needed in society today and introduce one or two of the Ten Commandments e.g. do not kill, do not steal. Discuss their relevance to all of modern society, not just to members of the Jewish faith.</p> <p>Record 3 personal rules that each pupil feels are important for everyone to follow in society.</p> <p>Explain to pupils that the people of Israel continued their journey to their 'promised land' and that to Jews today this is the country now known as Israel.</p> <p><b>Assessment Task</b><br/>Explain how Passover is a Freedom Festival and why it is important for Jews. Explain 3 items of symbolism associated with the festival.</p> | <p><b>Assessment Levels</b></p> <p><i>Level 2 Attainment target 1</i><br/>Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils retell religious stories and suggest meanings for religious actions and symbols.</p> <p><i>Attainment target 2</i><br/>Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. In relation to matters of right and wrong, they recognise their own values and those of others.</p> <p><i>Level 3 Attainment target 1</i><br/>Pupils use a developing religious vocabulary to describe some key features of religions. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p> <p><i>Attainment target 2</i><br/>Pupils ask important questions about religion and beliefs, making links between their own and others' responses.</p> |  |





### *Unit 4 Session 4 Activity Sheet 2*

## Short Response Sheet

Getting ready for.....

Makes me feel.....

.....

.....

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