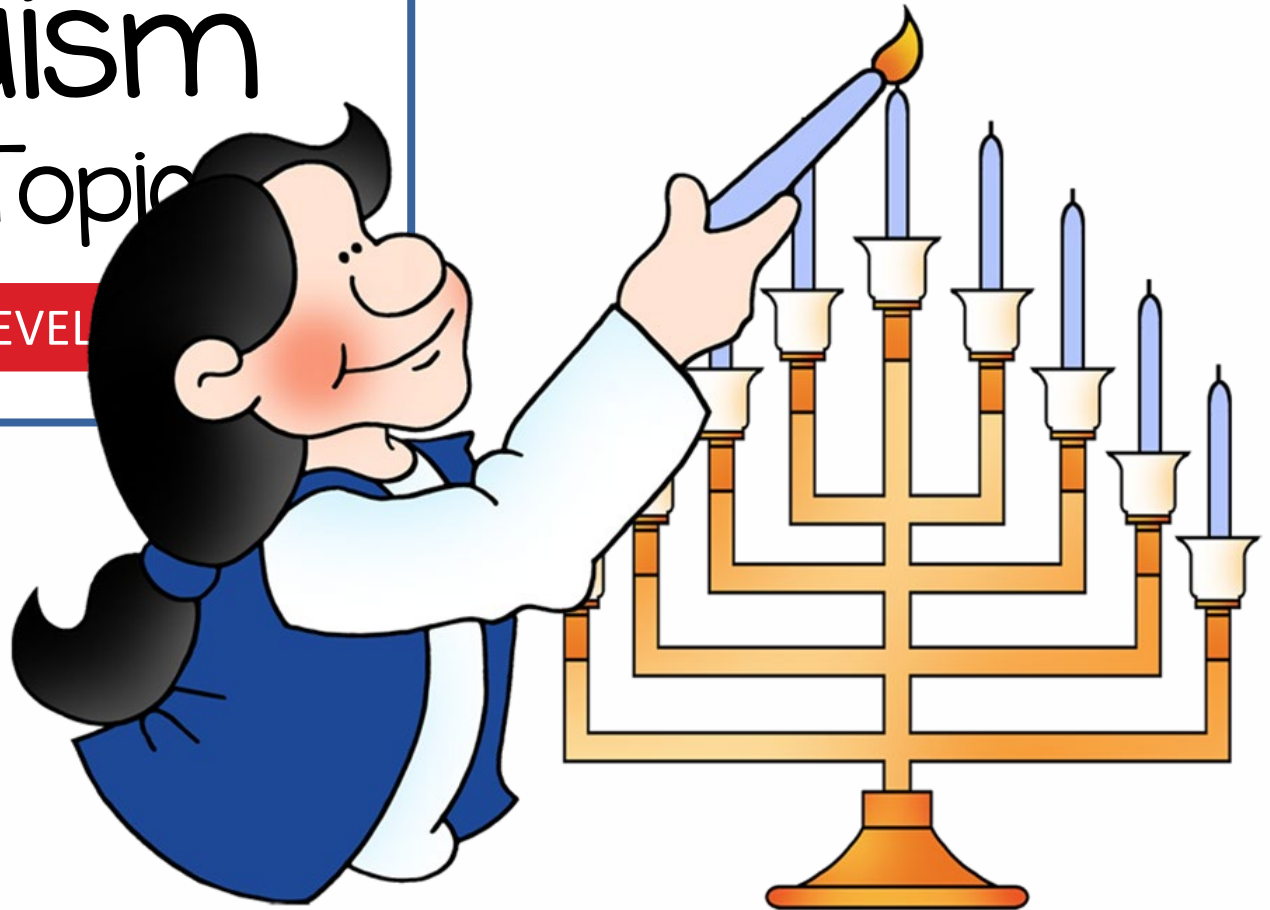




Discovering Judaism

RME Topic

FIRST LEVEL



CONTENTS

Outcomes

PACE Planner

Introductory Lesson

PART ONE

Beliefs

PART TWO

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PART THREE

Stories

PART FOUR

Celebrations

BLURB

Discover the beliefs of Judaism.
Find out about the features of a Jewish synagogue. Discover the stories of Judaism and the meaning behind the stories.
Explore Jewish festivals and celebrations.

FOLLOW US ON SOCIAL MEDIA



OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
DISCOVERING JUDAISM	1 st	Religious and Moral Education	

CURRICULUM FOR EXCELLENCE OUTCOMES

ART AND DESIGN

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

EXA 1-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 1-04a

HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 1-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 1-14a



HEALTH AND WELLBEING

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

LITERACY

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-02a

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.

LIT 1-04a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

LIT 1-09a

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.

LIT 1-13a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.

LIT 1-16a



LITERACY

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 1-20a

Throughout the writing process, I can check that my writing makes sense.

LIT 1-23a

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

LIT 1-24a

RME

Through exploring stories from world religions, I can describe some of their key beliefs.

RME 1-04a

By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world.

RME 1-04b

I can talk about my own beliefs, or express them in other ways.

RME 1-04c

Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities.

RME 1-05a

I can describe the key features of the values of world religions which are expressed in stories.

RME 1-05b



RME

I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others.

RME 1-06a

I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community.

RME 1-06b

I am developing respect for others and my understanding of their beliefs and values.

RME 1-07a

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.

RME 1-08a

I am developing an awareness that some people have beliefs and values which are independent of religion.

RME 1-09a

I can show my understanding of values such as caring, sharing, fairness, equality and love.

RME 1-09b

I am becoming aware that people's beliefs and values affect their actions.

RME 1-09c

SOCIAL STUDIES

I have developed an understanding of the importance of local organisations in providing for the needs of my local community.

SOC 1-20a



TECHNOLOGIES

As I extend and enhance my knowledge of features of various types of software including those which help find, organise manage and access information, I can apply what I learn in different situations.

TCH 1-03a

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.

TCH 1-03b

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 1-04a



PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> I am finding out about Jewish beliefs. I am learning about the 13 Principles of Faith. I am learning about Jewish prophet Moses. I am finding out about Kosher food and Shabbat. I am learning about the structure of a synagogue. I am discovering Jewish synagogues around the world. I am listening to and analysing Jewish stories. I am improving my pronunciation of complicated religious terms. I am learning about important Jewish festivals. I am finding out about Jewish babies and weddings. I am learning to speak clearly when reporting my findings to the class. I am learning to use Google Earth as a mapping tool. 	<ol style="list-style-type: none"> Complete a worksheet on Judaism. Design a front cover for a Torah. Research and locate Jewish synagogues around the world. Draw a menorah. Write a story about lessons in life. Create a cartoon strip for <i>Noah's Ark</i>. Complete a worksheet on Jewish celebrations. Design a greeting card for a Jewish celebration. 	<ul style="list-style-type: none"> I can appreciate the diversity of religions followed in the world today. I can explain the basic beliefs of Judaism. I can talk about features of Judaism like the 13 Principles, Shabbat and Kosher food. I can explain what a prophet is and talk about Moses. I can describe the interior of a Jewish synagogue. I can recount different Jewish stories and discuss their importance and meaning. I can describe and explain important Jewish celebrations. I can create different types of artwork. I can work together in a group with my classmates. I can explain the meanings of complicated religious terms. 	<p>MAKE</p> <ul style="list-style-type: none"> Design a front cover for a Jewish holy book. Draw a menorah. Draw a story in cartoon form. Design an greeting card for a Jewish celebration. <p>SAY</p> <ul style="list-style-type: none"> Verbally present information about Jewish synagogues. <p>DO</p> <ul style="list-style-type: none"> Carry out research using a variety of resources. Research and locate Jewish synagogues. Retell a story as a cartoon. <p>WRITE</p> <ul style="list-style-type: none"> Write a story about lessons in life. Complete worksheets on Jewish beliefs and Jewish celebrations.



Discovering Judaism – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

SPLIT THE GROUPS

In order to get randomly selected groups ask the children to sort themselves into date of birth order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who likes bright colours?)
2. Writer (who has an autumn birthday?)
3. Reporter (who has the shortest hair?)
4. Timer (who has the biggest hands?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. Beliefs
2. Buildings
3. Stories
4. Celebrations

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



PART ONE

Beliefs



Beliefs

TEACHER'S NOTES

In this section we are going to find out about the origins of Judaism, the beliefs of Jewish people and Judaism in the world.

MOSES

Moses is the founder of Judaism and the most important prophet. He is known in Hebrew as Moshe Rabbenu or Moses our teacher. Moses was a prophet who communicated messages from God to the Hebrew people. Moses is also an important figure in Christianity and Islam.

TORAH

The Torah is the Jewish holy text. The Torah consists of teachings given by God to Moses. It is made up of the first five books of the Old Testament. The Torah is presented on a scroll.

ONE GOD

Judaism is a monotheistic religion, this means that Jewish people believe in one God. Other monotheistic religions are Christianity and Islam. Jews believe that God created the universe and controls everything in it. They believe that God is spiritual and not a physical being.

WHAT IS A PROPHET?

A prophet is a person who says God has spoken to them and who teaches the word of God.

ORIGINS

Judaism is one of the oldest religions in the world. It originated in the Middle East over 3,500 years ago.

POPULATION

There are approximately 15 million Jews in the world, The table below shows the five countries in the world with the highest Jewish populations and shows the Jewish population in Scotland for comparison.

COUNTRY	JEWISH PEOPLE
ISRAEL	6.3 million
USA	6 million
FRANCE	465,000
CANDA	385,000
UK	270,000
SCOTLAND	6,000



**Jewish people live by the 13 Principles of Faith.
These are the core beliefs of Judaism.**

1	God is the maker and the King of the world.
2	There is only one God and he will always be God.
3	God has no body or physical form.
4	God is eternal.
5	People must only pray to God, only he can answer prayers.
6	The word of the prophets are true.
7	Moses was the greatest of the prophets.
8	God gave the Torah to Moses.
9	God will not change or replace the Torah.
10	God knows the actions and thoughts of people.
11	God rewards and punishes people for their actions.
12	The Messiah will come.
13	God will make dead people live again, if He chooses.

FOOD – There are rules surrounding the food that a Jewish person can consume. Food that a Jew can eat is called Kosher. Have a look online for the rules of Kosher foods.

ABRAHAM

Abraham is considered to be the father of Judaism. He lived in the Middle East during the Bronze Age and was one of the first people to believe in one god (monotheism). Abraham first appears in the Book of Genesis which is the first book in the Hebrew Bible and the Christian Old Testament. Abraham is also significant in Christianity and Islam.

SHABBAT

Shabbat is the Jewish sabbath day. It begins every Friday at sunset and ends on Saturday at nightfall. Shabbat is a day of rest to thank God for creating the Universe. Jewish people go to the synagogue to pray or Shabbat. They also follow special rules that say they cannot cook, drive, use electrical items (like TV, phone or computer) or fix things. Most practising Jews observe Shabbat.

What do people of other religions or no religion do on a day of rest?



Beliefs ACTIVITY 1

Can you complete this worksheet on Judaism?

SHABBAT

Shabbat is the Jewish _____ day.
It begins every _____ at sunset
and ends on Saturday at nightfall.
Shabbat is a day of _____ to thank
God for _____ the Universe.
Jewish people go to the synagogue
to _____ or Shabbat. They also
follow special rules that say they
cannot cook, _____, fix things or
use electrical items (like TV, _____
or computer). Most practising Jews
observe _____.

rest	drive	creating	Friday
Shabbat	sabbath	phone	pray

Underline or circle the correct answer.

1. Which of these is the holy book of Judaism?

THE QURAN

THE TORAH

2. Which of these the Jewish holy symbol?

STAR OF DAVID

STAR OF DANIEL

3. What are followers of Judaism called?

JEWS

JUDES

4. Who is the founder of Judaism?

JESUS

MOSES

5. Jews believe in how many Gods?

ONE

TEN



Beliefs ACTIVITY 1 - ANSWERS

Can you complete this worksheet on Judaism?

SHABBAT

Shabbat is the Jewish **sabbath** day. It begins every **Friday** at sunset and ends on Saturday at nightfall.

Shabbat is a day of **rest** to thank God for **creating** the Universe.

Jewish people go to the synagogue to **pray** or Shabbat. They also follow special rules that say they cannot cook, **drive**, fix things or use electrical items (like TV, **phone** or computer). Most practising Jews observe **Shabbat**.

rest	drive	creating	Friday
Shabbat	sabbath	phone	pray

Underline or circle the correct answer.

1. Which of these is the holy book of Judaism?

THE QURAN

THE TORAH

2. Which of these the Jewish holy symbol?

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MOSES

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ONE

TEN



Beliefs and People

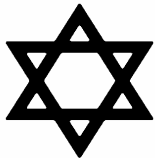
ACTIVITY 2

Can you design a front cover for a holy book?

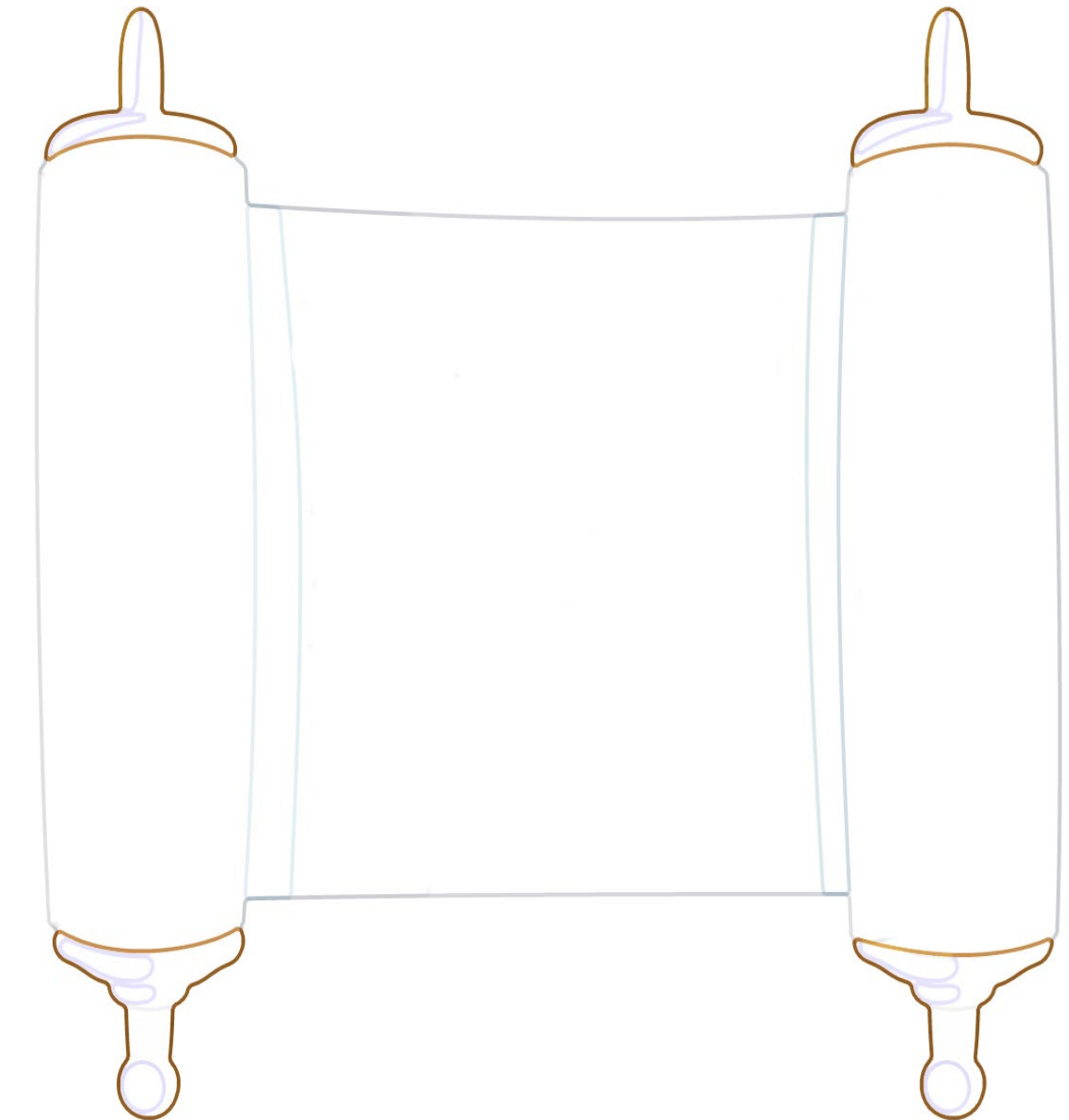
The Jewish holy book is called the Torah. It is written in Hebrew and presented on a scroll which is held in place by two wooden rollers.

Write the word Torah on the scroll.

The Star of David is an important Jewish symbol. Add the star of David to the scroll.



Discuss the importance of a holy book to followers of a religion.



Assessment 2

By completing these tasks your teacher can see how much you have learned about Jewish beliefs. You can look back in your jotter to help you answer the questions.

Answer these questions in sentences.

1. What is the Torah?
2. How old is the Jewish religion?
3. Who is known as Moshe Rabbenu in Hebrew?
4. Who is the father of Judaism?
5. When does the Jewish sabbath start?
6. What is the Jewish sabbath called?
7. Why type of food do most Jewish people eat?
8. The Torah is presented as a book. TRUE or FALSE?
9. What is the name of the symbol of Judaism?
10. How many Jewish Principles of Faith are there?

Write a paragraph explaining three parts of the Jewish religion.

Draw a picture of Moses.



Assessment 2 - ANSWERS

Answer these questions in sentences.

1. What is the Torah?
2. How old is the Jewish religion?
3. Who is known as Moshe Rabbenu in Hebrew?
4. Who is the father of Judaism?
5. When does the Jewish sabbath start?
6. What is the Jewish sabbath called?
7. Why type of food do most Jewish people eat?
8. The Torah is presented as a book. TRUE or FALSE?
9. What is the name of the symbol of Judaism?
10. How many Jewish Principles of Faith are there?

1. The Jewish holy book.
2. Around 3,500 years old.
3. Moses.
4. Abraham.
5. Sunset of Fridays.
6. Shabbat.
7. Kosher.
8. FALSE, it is a scroll.
9. The Star of David.
10. Thirteen.



Extension Tasks 2

Complete this word search and drawing task.

Find the following words
in the word search:

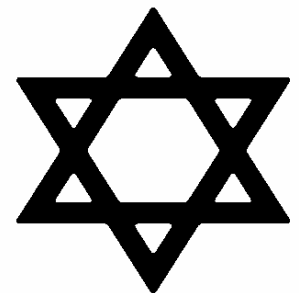
1. Judaism
2. Moses
3. Torah
4. Abraham
5. Shabbat
6. Kosher
7. Scroll
8. Principles
9. David
10. One God

W	I	W	S	O	T	N	N	I	Q	B	E	C	Y	R
E	B	S	X	N	O	U	B	G	A	C	U	H	H	F
F	O	C	T	E	R	Q	G	Q	Y	X	J	Q	L	A
A	Q	R	O	G	A	D	F	O	C	B	H	N	A	F
Z	N	O	C	O	H	M	G	C	A	H	N	T	N	K
G	S	L	U	D	R	O	J	G	Q	M	W	M	V	C
C	H	L	L	A	Q	S	B	U	N	J	U	Y	X	Z
F	A	P	B	B	A	E	R	D	O	U	J	K	Y	A
I	B	I	H	R	K	S	G	S	Q	D	K	Y	L	U
G	B	U	S	A	T	D	L	O	J	A	T	S	W	W
J	A	F	Z	H	M	A	X	V	A	I	O	Y	E	M
O	T	B	D	A	T	V	F	K	O	S	H	E	R	Y
X	C	U	Y	M	U	I	E	I	O	M	I	X	K	Z
I	K	Y	F	O	C	D	O	Q	N	Q	J	D	R	S
P	R	I	N	C	I	P	L	E	S	X	S	Q	C	B

Tweet us your work @LittleMooseEd



Can you
draw the
Jewish
Star of
David
symbol big
enough to
fill this
box?





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