# **Disposition:** Being Curious and valuing knowledge

## **Lesson:** Two

### Question/LO: How do Jewish people find out about God, and about the world?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views | Ask pupils one way in which people learn about God – from what they found out in the previous lesson. If a prompt is needed, show them a picture of one of the holy books already shown.  Next show pupils a mezuzah (a box which pinned to the doorpost of a Jewish family’s home – but don’t share this fact yet) or show them a picture of one (Slide 1). If you have a real one, it could be passed around the class – sitting in a circle.  What can they see on it? Many mezuzahs have a Hebrew letter on the front. This is the letter shin ש It begins the name “Shaddai” or Almighty. Ask pupils what they think Almighty might mean? Do they know the word ‘mighty?’ If someone is all-mighty, what could that mean? What could people mean when they use it as a name for God?  Pupils might notice a space at the back. (Slide 1a – animation) They might also notice little holes so that the mezuzah can be pinned up.  Ask pupils what the think might be put inside a little box like this. Take suggestions.  Explain that the little box usually has a piece of parchment in it with some words from the Jewish scripture, or Torah (seen in the previous lesson).  The words inside are an important prayer for Jewish people (Slide 2). The first line starts (in Hebrew) Shema Yisrael or  Hear, Israel, the Lord is our God, the Lord is one.  This means God is alone: there is no one like God.  Share with the pupils some more of the prayer (Slide 3) that is also found in the Torah. Read it out one line at a time. You might ask pupils to think of an action that can go with each word in bold. Read the words for the pupils, leading them in the actions they have created, so that they have the chance to think carefully about, and understand, what the words signify.  Ask the pupils if they can work out when Jewish people are asked to say this prayer – from the actions they have created. What are Jewish people being asked to do? (Remember God every day)  Why might Jewish people be asked to remember God every day?  See if anyone noticed where Jewish people are asked to write the words (on the doorposts). Then explain the words are written on the parchment, put inside the little box (mezuzah) and then stuck onto the doorposts of the house. When Jewish people go through a doorway in their house, they may touch the mezuzah, as a reminder that God sees them. Some may then kiss their finger tips. I wonder why they might do that? I wonder whether having a mezuzah on the doorpost helps people to remember God?  What does this tell Jewish people about God?  Optional activity. You may wish to ask pupils to make and decorate a small box or decorate a small envelope and put inside a words that they think are important one to remember. They might choose to use some words from the shema. They might want to choose some words about God, or they might want to write some words that are important for them to remember. Where might they want to put the boxes/envelopes, so that they can be reminded of their important words?  Ask them if they can think of any other ways in which people find out about God, and about how they live according to their beliefs?  It is possible for people to learn about God from others – from family members or other people from their religious tradition or community.  Zusha is a Jewish boy, who learns from his family about the Jewish faith, and about the Sabbath, a day of the week when many Jewish people rest from working and spend time thinking about God. Ask the pupils to watch out for when Zusha asks his uncle about why Jewish people celebrate the Sabbath.  Watch the video KS1 Being curious and valuing knowledge. He visits his uncle, a rabbi, as he prepares for and celebrates the Sabbath.  What questions would the pupils like to ask Zusha about his life? | A set of three slides will have downloaded into the same folder as this lesson plan  KS1\_Y1\_Unit\_11\_Su\_Wk\_02\_of\_03\_R123\_slides  Mezuzah – if you have one in school (ask the RE leader).  If you do not have a mezuzah in school use a picture – type mezuzah into your web browser or use one on the powerpoint slides.  <https://www.myjewishlearning.com/article/what-is-a-mezuzah/> Teacher information can be found in this one-minute clip.  Mezuzahs can be plain or highly decorated. Do a browser image search for mezuzahs and show pupils some of the highly decorated ones. This can give ideas about designs.  KS1\_Y1\_Unit\_11\_Su\_Wk\_02\_of\_03\_R123\_Video\_Jewish\_Boy\_Learns\_about\_Judaism\_v1  In the video can be seen the Sabbath candles being lit, a part of a service in the synagogue which is in Hebrew, part of the Sabbath meal, eating challah loaf and drinking kiddush wine. Finally Zusha says a prayer in Hebrew before he goes to sleep. Can the pupils hear the ‘Shema Israel’ at the start of the prayer? |