# **Disposition:** Sharing and being generous

## **Lesson:** One

### **Question/LO:** Have we ever given or received presents/ gifts? Do gifts have to cost money? Am I rich enough to share?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Ask the children to talk about presents that they have received and presents they have given.  Who received/gave the largest present (in size)?  Who received/gave the tiniest present (in size)?  Are larger things more precious? Are tiny things less valuable? (eg jewels)  Has anyone given or received a gift that could not be stored anywhere?  Begin to talk together about times when gifts are given and received. Create a class list of times when people give and receive gifts. Some may be festivals, but there may be other occasions that pupils mention (eg when someone is in hospital, or ill) | n/a |
| Learning about religious traditions and non-religious worldviews | A festival where Jewish people share the gift of hospitality is called Sukkot. Show some pictures of sukkahs. Ask pupils what they can see in the pictures, that all the structures have in common. Help them to notice that the structures do not have a fixed, solid roof. What do pupils think might happen in a structure like one of these?  Each autumn, many Jewish families build a structure like this near their home to observe the eight day festival of Sukkot. They do this because, in the book of Leviticus in the Bible, people are commanded to live, eat and even sleep in huts. Living in a hut for a week is to remind people of the flimsy homes of their ancestors, when they were travelling through the desert on their way to Israel. They had to rely on the protection of God, rather than making themselves comfortable in secure homes. The essential thing about the hut is that it should have a roof of branches and leaves, through which those inside can see the sky. What do pupils think it would be like to live and eat in a hut like this for a week? What might make it difficult? Do pupils think that Jewish people will think about God more during Sukkot, than during a more ordinary week?  Pupils can be invited to draw or make a sukkah.  An important part of Sukkot is inviting friends and neighbours to eat in the Sukkah. People who have a Sukkah should also invite people who don’t have a Sukkah of their own to eat in. What reasons can pupils think of for to why some people cannot build their own Sukkah? If Jewish people invite other people to their Sukkah, what gift they are offering? Pupils might like to make invitations to ‘invite’ someone to the sukkah. | A powerpoint slide will have downloaded with this lesson plan:  KS1\_Y2\_Unit\_04\_Aut\_Wk\_01\_of\_03\_R123\_Resource\_1\_v1  Due to copyright reasons:  There are links to 4 pictures of sukkahs. These will need to be pasted onto the slide.  <https://pjlibrary.org/beyond-books/pjblog/september-2017/build-a-sukkah-with-your-family>  This film has a time lapse of a family building a sukkah.  A resource with suggestions for how to make a sukkah will have downloaded with this lesson plan  KS1\_Y2\_Unit\_04\_Aut\_Wk\_01\_of\_03\_R123\_Resource\_2\_v1 |
| Learning from faith | Do I like to give, or receive, gifts?  In 2018 Idaara Maarif-e-Islam Mosque in Birmingham built a Sukkah on their Mosque grounds to invite Jewish people from Birmingham Progressive Synagogue and other faith communities for lunch together. They called it a ‘Pop-up of Hope’.  In this act of sharing, who was giving and who was receiving? | KS1\_Y2\_Unit\_04\_Aut\_Wk\_01\_of\_03\_R123\_Resource\_1\_v1 |