# Title: Passover and Prayer

**Key Questions:** How do followers of T\* show that they belong to their tradition? What do T\* teach about the necessity of including others? Why is it important to show to others what groups I belong to? How can I ensure that everyone experiences a sense of inclusion? How do I make sure that I don’t exclude people who are not part of the groups that I belong to? How should I respond when T\* appear to exclude others? Is there more to life than we experience in the physical world? Is there a God worth listening to? How do followers of T\* listen to and respond to God, to people or to things that are precious? Why is it of benefit to me to develop my spiritual and attentive nature? How can following teaching and guidance of T\* improve society? Are there times when it is important to concentrate on the physical world? How do I respond when following the will of God or views held precious by my tradition conflict with society’s views?

**Key Concepts:** Worship, Commitment, Faith, Equality, Respect

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| **Learning objectives** | **Activities** | **Resources** |
| To understand the significance of the Passover meal. To examine what the different food items on the Seder plate represent.  | 1. List three ways in which people may remember something from the past. For example by dedicating a day to that event. 2. List three things that you think need changing in our world to make it a better place. Watch the clip and complete the questions. How is Passover commemorated today? The Seder Meal Draw your own Seder plate and explain what the different types of food on the Seder plate symbolise?Using the information from today’s lesson write a newspaper article explaining the importance of Passover. Pages 98-99***Include:***\*The history (story behind the festival)\*The impact of this event on the lives of the Jewish community. \*The foods associated with this festival. \*The significance of the food. \*Any other information you would like to include.Jewish parents think that it is extremely important for their children to be aware of their history, hence from an early age they are taught about the traditions of Passover.What important things have you learned from your parents/guardians and how have they passed them on to you?  | You tube clip <https://www.youtube.com/watch?v=JwZXkZtDX2c>(section- angel of death till the end) Birmingham SACRE takes no responsibility for this external resource. Teachers should be aware that You Tube carries advertising the content of which may be unsuitable for your class. Possible questions based on the clip. 1. What plague did God send? 2. Why is Pharaoh upset? 3. What is the song about? Write down some of the key words/phrases you can hear.4. How do you think the Jewish slaves were feeling? 5. How are the Jewish people being portrayed in this clip? 6. How are the Egyptians being portrayed in this clip? 7. Which side do you think the director wants us to sympathise with? 8. Why do you think Pharaoh’s army chased the slaves? 9. Explain what a miracle is and what miracle took place in the clip? 10. What happened to Pharaoh’s army? 11. What sort of things do you think this event makes Jewish people believe about God? <http://www.bbc.co.uk/schools/religion/judaism/passover_questions.shtml>The Arts Society, Birmingham, has made films, richly illustrated print resources and activities for KS3, available free of charge. Published 2022.School Visits to Places of Worship in Birmingham<https://birmingham-faith-visits.theartssociety.org/jewish/house-prayer-beit-tefillah> |