# **Title:** **Who am I? Are we what we eat?**

**Key Questions:** How important is a sense of belonging to believers? How can we ensure that everyone experiences a sense of inclusion? Can we think of any examples of people who are modest? How do people show that they belong to different groups and organisations? How can I ensure that everyone experiences a sense of inclusion?

**Key Concepts:** identity, self-awareness, commitment, symbols, kosher

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| **Learning objectives** | **Activities** | **Resources** |
| Be able explain the significance of following kosher food laws for Jews today and reflect on how such laws can reflect identity | * Students complete a questionnaire (yes/no/sometimes) on what they do/don’t eat, e.g.

Do you eat breakfast? Do you eat sweets? Do you eat fruit/veg everyday? Do you eat meat? Do you drink fizzy drinks? Do you eat fast food? Do you eat pork products? Do you eat shellfish (prawns etc.)?Do you try to eat only organic food (had no artificial fertilisers etc. on it)Do you eat dairy products? * Students swap questionnaires and discuss what they can learn/speculate about the other person from their answers.
* Research Jewish food laws
* Create a kosher restaurant menu (be clear about what can/cannot be combined in a meal) or write a letter to a Headteacher requesting kosher food to be put on the school dinner menu explaining the reasons why and giving examples of suitable foods.
* Is keeping kosher easy? Discuss the challenges of keeping kosher. Watch the clip. Consider what changes you would have to make in your life? Consider how food laws reflect identity. Is this a good thing? What are the benefits/challenges?
* Play Kosher Ready Steady Cook to demonstrate learning.
 | QuestionnairesFood laws information sheets/textbooksPrivate Chefs of Beverly Hills clip: [www.youtube.com/watch?v=wG13bVyVhXo](http://www.youtube.com/watch?v=wG13bVyVhXo)Plastic food or pictures of a varety of food types |