# **Disposition: Remembering Roots**

## **Lesson:** One

### Question/LO: Which times do followers of traditions remember? How do I remember special people/places/events?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Show pupils a variety of images to represent the following: special people (a grandparent), family, the Queen; places (a park, a special building); events (people celebrating at a festival. a birthday, Remembrance Day).  Ask why we commemorate and remember some people, events and places with our family, friends, group and nation? | n/a |
| Learning about religious traditions and non-religious world-views | What does the Shabbat commemorate?  Ask the pupils about when their family eats together - maybe once a week, maybe on birthdays or at festivals. Talk about the importance of being together to remember significant events whether they be joyful or sad.  Explain that some Jewish people share a special Sabbath meal every week (at this point you may wish to watch the film. Zusha, a Jewish boy, is curious to learn more about Jewish customs. He visits his uncle who is a Rabbi as he prepares for the Sabbath, including a meal. We follow his video diary of the day. Some children may have watched the film already in Year 1 Unit 11).  Explain that Shabbat is celebrated by Jewish people as a day of rest and renewal. Many Jewish people believe that God created the world in six days and rested on the seventh. It is also linked to the story of the Jews escaping from slavery in Egypt, when God provided them with bread, but on the sixth day provided them with double the amount so that they would not have to work on the seventh day. The Torah states that the Shabbat should be kept holy and God should be remembered especially on this day.  Watch the film of Zusha celebrating Shabbat again. Complete the sequencing resource with photos from the film. Ask pupils to add their own description of what is happening. You can use the descriptions below to support:  The lighting of candles – Some say the candles represent the two commandments to 'remember' and 'observe' Shabbat. Just before Shabbat begins, two candles are lit marking the division between light and darkness described in the story of Creation and a blessing is recited, generally by the mother.  Giving to charity – putting an offering in the Tzedaka box  Cutting the Challah – the bread or Challah eaten at Shabbat is kept covered by a special cloth  Eating of bread – remembering the time when Jews escaping from slavery in Egypt were provided with double the amount of bread for the Shabbat so that they wouldn’t have to work  Reciting blessings and prayers and a cup of wine which is shared with the family – to symbolize joy and oneness with the family  Singing together – this can be done at home or at the synagogue | KS2\_Y3\_Unit\_07\_Sp\_Wk\_01\_of\_03  \_R123\_Video\_Judaism\_Sabbath\_Meal\_v1  KS2\_Y3\_Unit\_07\_Sp\_Wk\_01\_of\_03 R123\_Resource\_v1 Zusha’s Shabbat Resource |
| Learning from faith and non-religious world-views | Ask pupils to identify as a group all the different ways that it is important for Jewish people to observe and keep Shabbat every week:  • Taking time to rest from the ordinary activities  • Taking time to be together with family  • Celebrating the creation of the earth and remembering how important it is  • Being thankful to God for the blessings of life  • Remembering others who don’t have so much  • Singing together  In pairs, ask pupils to select three most important for their lives and then compare their three choices with a partner - they don’t need to defend choices.  Following the comparison, pupils could choose one that is the most important for their life – with a picture or a diagram.  Ask pupils to respond to: How do I remember special people/places/events? |  |