

## **Religion, Belief and Values Award (SCQF level 3)**

**Award Code: GFOD 43**

**Learning through Religious and Moral Education enables children and young people to**

- **recognise religion as an important expression of human experience.**
- **develop respect for others and an understanding of beliefs and practices which are different from their own.**



### **Jewish and Christian Artefacts**

#### **Sensory Experiences**



**Learning Intention:** By the end of this series of lessons pupils will have reflected on aspects of Judaism and Christianity through touching and exploring a number of different religious artefacts, including: the Torah, the Bible, the Crucifix, a Kippah, a Rosary, the Menorah, a Christian Candle, an Israeli Pendant, a Communion Cup, and a Christian Icon. By working through and reflecting on these artefacts, pupils will have the opportunity to:

- become successful learners and responsible citizens by developing knowledge and understanding of topics involving religion or religious belief
- develop their confidence by reflecting on their faith or values and applying what they have learned to practical contexts

## Jewish Religious Artefacts

1. **The Kippah** mainly worn by Jewish men and boys to show the separation between God and mankind and their respect for God.



**Activity 1.** Pupils to experience touching and wearing the Kippah (skullcap). Pupils should put a tick next to their choice, 'I like or I do not like wearing the Kippah' (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/Support for Learning Assistant should tick appropriate box for pupil if unable to determine by the pupil's reaction to activity.

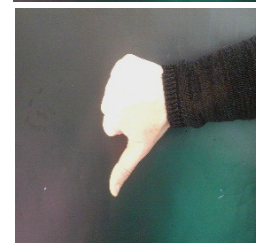
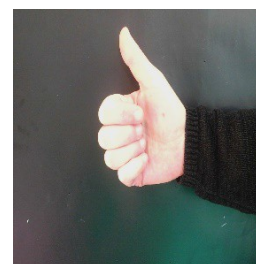
### An S6 pupil experiencing trying on the Kippah



I liked wearing the Kippah

☒

I did not like wearing the Kippah

☐

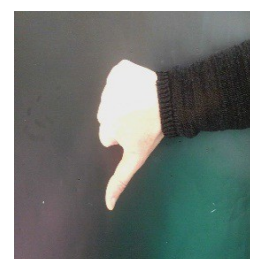
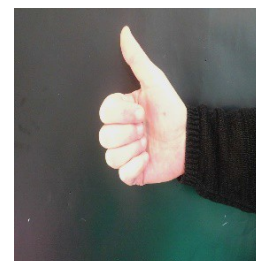
### An S5 pupil experiencing wearing the Kippah



I liked wearing the Kippah

☒

I did not like wearing the Kippah

☐

2. **The Torah** is a very important holy book for Jews which it is believed that God's spoken word to Moses on Mount Sinai 50 days after the Jews Egyptian slavery ended to instruct Jews on how they should live their lives.

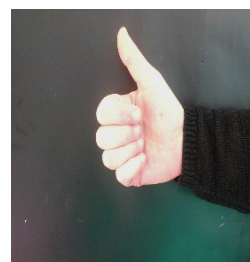


**Activity 2.** Pupils to experience touching and wearing the Torah. Pupils to put a tick next to their choice I like or I do not like touching and feeling the Torah (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to determine by the pupil's reaction to activity.

**An S6 pupil experiencing looking at the Torah.**



I liked the look of the Tor

☒

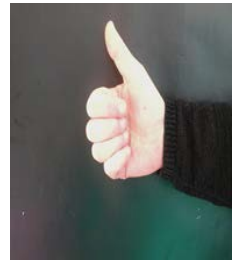
I did not like the look of the Torah

☐

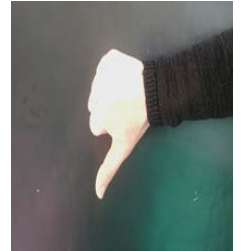
**An S6 pupil experiencing touching the Torah using a Yad.**



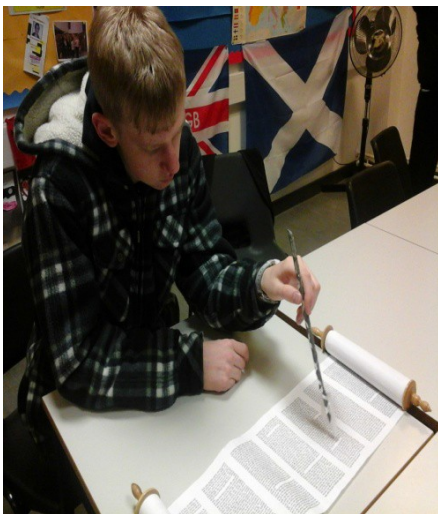
I liked using the Yad to touch  
The Torah



I did not like using the Yad to  
touch the Torah



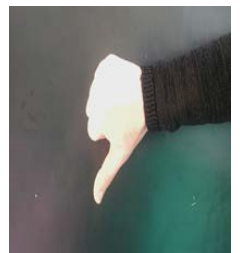
**An S6 pupil experiencing examining the Torah using a Yad.**



I liked examining the Torah using  
the Yad.



I did not like examining the  
Torah using the Yad.







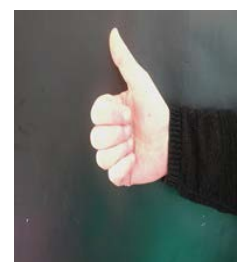
3. **Menorahs** are candle holders that have either 6 branches or 8 branches and are used in Jewish ceremonies. The centre of the candle comprises a central stalk which is encircled by the 6 or 8 branches. The T 8 branched candle holders are used during Hanukkah: these candles are lit and used to celebrate the festival of Hanukkah.

**Activity 3.** Pupils to experience touching and feeling the Menorah candleholder. Pupils to put a tick next to their choice: I like or I do not like touching and feeling the Menorah (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for learning assistant to determine this by the pupil's reaction to activity.

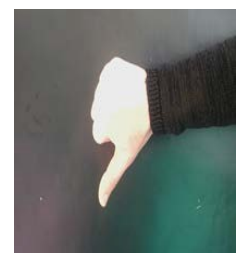
**An S5 pupil experiencing examining the Menorah with his hands.**



I liked examining the Menorah using my hands



I did not like examining the Menorah using my hands



**An S6 pupil experiencing touching and feeling the Menorah with his hands.**



I liked examining the Menorah using my hands



I did not like examining the Menorah using my hands





4. **The Seder plate** is used during the Jewish festival of Passover (to recall the events of the Exodus from Egypt) It includes the symbolic foods of Passover.

A **lamb bone** signifies the temple sacrifice in Jerusalem the afternoon prior to Passover.

An **egg** signifies the determination never to give in while being enslaved by the Egyptians.

The **lettuce dipped in salt water** to remind Jewish people the slave's tears.

The **bitter herbs** signify the suffering of the Jewish people under the Egyptians.

The **charoset** stand for the material the slaves used to make bricks in Egypt.

**Matzah** represents the bread of suffering, food of slaves and the poor, later food of freedom.

**Four cups of wine** to symbolise the promise God gave to free them from slavery and give them happiness and freedom. It also symbolises freedom and joy.

**Activity 4.** Allow pupils to experience touching and feeling the Seder Plate. Pupils to put a tick next to their choice I like or I do not like touching and feeling the Seder Plate (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for learning assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

**An S5 pupil experiencing examining the Seder Plate with his hands.**



I liked examining the Seder plate  
using my hands



I did not like examining the  
Seder plate using my hands





5. **Israeli pendant**, a souvenir of Israel with the flag on it comprising the Star of David.



**Activity 5.** Allow pupils to experience touching and feeling the Israeli pendant. Pupils to put a tick next to their choice I like or I do not like touching and feeling the Israeli pendant (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

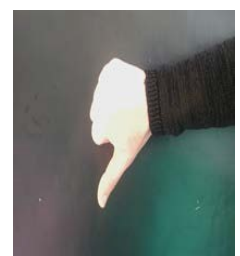
**An S5 pupil experiencing examining the Israeli pendant with his hands.**



I liked examining the Israeli pendant using my hands

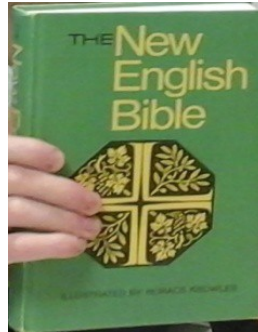
☒

I did not like examining the Israeli pendant using my hands

☐

## Christian Religious Artefacts

1. **The Bible:** is the Holy Book of the Christian religion. The Bible is named after what the Greeks called 'Biblio' the books. It has two parts: the Old Testament which tells the story of the history of Israel. The New Testament tells the story of Jesus' life on earth and of the early Christians.



**Activity 1.** Allow pupils to experience touching and feeling the Bible. Pupils to put a tick next to their choice I like or I do not like touching and feeling the Bible (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

**An S5 pupil experiencing examining the Bible with his hands.**



I liked examining the Bible  
using my hands

☒

I did not like examining the Bible  
using my hands

☐

2. **The Crucifix:** is taken from the Latin *cruci fixus* meaning the one fixed to the cross. It is a symbol of Christianity for many denominations.



**Activity 2.** Pupils to experience touching and feeling the crucifix. Pupils to put a tick next to their choice I like or I do not like touching and feeling the crucifix (with assistance if needed which can also give the option of not being able to determine whether they like or do not like d). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

**An S5 pupil experiencing examining the Crucifix with his hands.**



I liked examining the Crucifix



I did not like examining the Crucifix

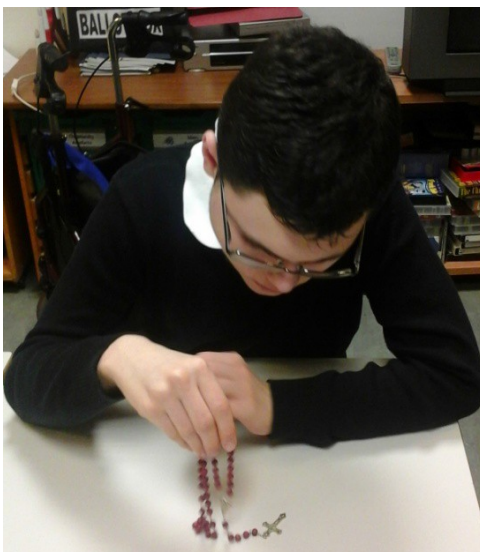


3. **Rosary Beads:** are prayer beads used by some Christians to pray to Mary the mother of Jesus.



**Activity 3.** Allow pupils to experience touching and feeling Rosary beads. Pupil's to put a tick next to their choice I like or I do not like touching and feeling the Rosary beads (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

**An S5 pupil experiencing examining the Rosary Beads with his hands.**



I liked examining the  
Rosary beads using my hands



I did not like examining the  
Rosary beads using my hands



4. **Easter Paschal Candle:** This candle is used in many Christian Churches during Easter celebrations. The candle represents the presence of Christ. The letters Alpha and Omega represent God being the beginning and the end of all things.



**Activity 4.** Allow pupils to experience touching and feeling a Paschal Candle. Pupils to put a tick next to their choice I like or I do not like touching and feeling the Paschal Candle (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

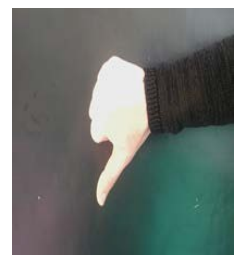
**An S5 pupil experiencing examining the Easter Paschal Candle with his hands.**



I liked examining the Easter Paschal Candle using my hands

☒

I did not like examining the Easter Paschal Candle using my hands

☐



5. **The Communion Cup:** is used for grape juice or wine in a service for Communion/Eucharist. The cup can be for individual communicants or for all communicants to share.



**Activity 5.** Allow pupils to experience touching and feeling the Communion Cup. Pupil's to put a tick next to their choice I like or I do not like touching and feeling the Communion Cup (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

**An S6 pupil examining the Communion Cup with her hands.**



I liked examining the Communion Cup using my hands

☒

I did not like examining the Communion Cup using my hands

☐

6. **The Icon:** is a religious image or picture used in Orthodox Churches for worship or prayer. Icon comes from the Greek word for image.



**Activity 6.** Allow pupils to experience touching and feeling the religious icon. Pupil's to put a tick next to their choice I like or I do not like touching and feeling the religious icon (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

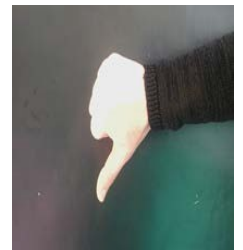
**An S6 pupil experiencing examining an icon with his hands.**



I liked examining the icon  
using my hands

☒

I did not like examining the  
Icon using my hand.

☐

## Christian Food:



### Hot cross buns

Learning intention: by the end of this lesson pupils will have had the opportunity to experience a 'taste and try' session using hot cross buns which are associated with Christian celebrations at Easter. Pupils will be able to experience some elements of Christian religious festival through the use of taste, try and smell. Pupils will be able to express their views on this aspect of the celebration of Easter. This will help pupils towards becoming confident individuals through voicing or indicating their opinions.

Hot Cross Buns - hot cross buns are spicy buns that are made with raisins, currants and have a cross marked on the top. They are traditionally eaten from shrove Tuesday - which begins Lent for Christians - up to Good Friday.

**Activity 1.** Allow Pupils to experience tasting and trying hot cross buns. Pupils to put a tick next to their choice I like or I do not like tasting hot cross buns (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

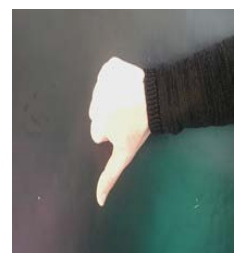
### An S6 pupil tasting and trying hot cross buns



I liked the taste of the hot cross buns.

☒

I did not like the taste of the hot cross buns.

☐

## Jewish Food:



**Latkes**

**Activity 2. A sensory practice to let pupils engage in a cross curricular activity between R.M.E and Home Economics. Allowing the teacher and pupils to make Kosher Jewish Latkes This activity will allow pupils to experience an aspect of the festival of Hanukkah and to taste and try latkes.**

The following is a recipe for making Jewish Latkes taken from [http://kosherfood.about.com/od/hanukkah/r/han\\_latkas\\_pot.htm](http://kosherfood.about.com/od/hanukkah/r/han_latkas_pot.htm)

### **Ingredients:**

5 potatoes  
2 onions  
3 eggs  
1tsp. Salt  
 $\frac{1}{4}$  tsp. Pepper  
Between  $\frac{1}{4}$  to  $\frac{3}{4}$  cup all-purpose flour  
Oil for frying

### **Preparation:**

1. Peel potatoes. Place in a bowl of cold water so they won't turn brown.
2. When ready to prepare the Latkes, drain the potatoes. Place potatoes and onions in a food processor fitted with a knife blade. Pulse until smooth. Drain mixture well.
3. Pour 1 inch of oil into a large, deep frying pan. Heat the oil over medium-high heat.
4. Carefully drop  $\frac{1}{4}$  cup of the potato mixture into the hot oil.
5. Flatten the pancake slightly so the centre will cook.
6. Fry for several minutes on each side until golden brown and cooked through.
7. Drain on paper towels.

Serving suggestion: Serve the latkes with apple sauce.

Yields approximately 20 latkes.

## Judaism and Christianity Music Experience

Learning intention: to allow pupils to experience music from religious festivals: Judaism through the Hanukkah blessing song and Christianity through a Christian Easter song. This provides pupils with the opportunity to listen to, dance along to and enjoy religious festivals through music.

Pupils to listen to the Jewish Hanukkah blessing song and the Christianity Easter Medley (My Saviour lives, let God arise, my redeemer lives).

Search the internet for the Jewish Hanukkah blessing song in English and Hebrew. Use caution when choosing suitable videos for class.

Search for the Christianity Easter Medley (My Saviour Lives, Let God Arise, My Redeemer Lives).

**Activity 1.** Allow pupils to listen to Hanukkah and Easter-related music. Pupils to put a tick next to their choice I like or I do not listening to the songs (with assistance if needed which can also give the option of not being able to determine whether they like or do not like). Teacher/support for Learning Assistant to tick appropriate box for pupil if unable to by themselves. Teacher/support for Learning Assistant to determine this by the pupil's reaction to activity.

**An S5 pupil experiencing listening to Jewish Hanukkah music.**



I liked listening to the Jewish Hanukkah music



I did not like listening to the Jewish Hanukkah music





### **An S5 pupil experiencing listening to Christian Easter music.**



I liked listening to the Christian Easter music.



I did not like listening to the Christian Easter music



### **Visit a place of Christian Worship**



Learning intention: By the end of this visit to a Christian place of worship, pupils will have gained an understanding of the role of places of worship in Christianity. This will be achieved through pupils exploring, experiencing and get a sense of a place of Christian worship. They will also have had the opportunity to listen to a Christian minister explain what is done in the church.

**Activity 1. Pupils to visit a place of Christian worship to allow them to experience a sense of what it is like inside and to see and talk to the Minister about what he does.**