

Key Stage 2 : Year 3

The Mezuzah

The mezuzah is a small container made of wood, metal or pottery which is fixed to the door posts of Jewish homes. The Hebrew word 'mezuzah' means door post. The mezuzah contains a parchment on which is inscribed the words of the Shema (Deuteronomy 6:4-9).

**'Hear, O Lord
The Lord our God is one
Love the Lord your God
With all your heart and with all your soul and with all your strength...'**

Some people think the mezuzah dates back to the time of slavery in Egypt, before the Exodus. It was an Egyptian custom to place a sacred document at the entrance to their homes. A mezuzah must be fixed to the right hand side of every door post in the house except the bathroom. These are frequently touched as a person enters the house or a room in it. The presence of the sacred scripture is thought by some to protect the home; by other Jews, it is regarded as a protection against sin.

Lesson 1

- * *Introduce the mezuzah to the pupils by concealing it in a mystery bag. Invite them to explore the contents of the bag from the outside first and to share something about the object in it. These comments can be shared with the class until some impression of the mystery object is gained. When the mezuzah is revealed individual pupils can be invited to describe it.*

Why do you think this object is decorated as it is?
How do you think it might be used?
What might it contain?

This is called a mezuzah. It is a small container, like a little box, which is nailed to the door posts in a Jewish home. It contains a small piece of parchment with the words of a prayer in Hebrew which is the language of the Torah, the Jews' holy book. It is their ancient sacred language. The prayer reminds Jews that God is one and that they should love God with all their heart, all their soul and all their strength.

Some Jews touch the mezuzah or kiss it as they enter their homes or move from room to room inside. They believe that it is a continual sign of God's relationship with them and a reminder of the way they should behave. The words of the prayer, the Shema, are sacred and precious to them.

For discussion:

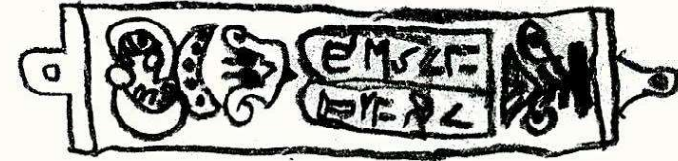
If you had something precious, where would you put it?

What does the word 'sacred' mean?

How do you show respect for precious or sacred things?

What reminds you of the way you should behave?

Activity Suggestions:



Teaching About:

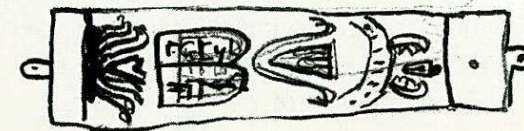
THE MEZUZAH

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <p>▷ a mezuzah</p>	<p>WRITE</p> <p>▷ the words of the Shema in decorated calligraphy</p> <p>▷ words which you would like to have on your door post as a constant reminder to you</p>	<p>TALK</p> <p>▷ to a Jewish person about the significance of the mezuzah and how it is used</p>

Potential C.A.S.E. Developments

Knowledge: SYMBOLISM				
Concepts			Attitudes	
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	SENSITIVITY
Jews believe: <ul style="list-style-type: none"> ▷ God is to be worshipped ▷ God's laws must be obeyed ▷ God protects 	The words of the Shema remind Jews that: <ul style="list-style-type: none"> ▷ God is One ▷ they should love God with all their heart, soul and strength 	Jews show their commitment by: <ul style="list-style-type: none"> ▷ affixing a mezuzah to every door post ▷ having ever present reminders of their faith 	valuing: <ul style="list-style-type: none"> ▷ ancient sacred language ▷ religious commitment ▷ religious practice 	I have learned that: <ul style="list-style-type: none"> ▷ some Jewish people pray on entering a house ▷ the words of the prayer, the Shema, are sacred and precious
THE MEZUZAH				
Skills			Exploration of Human Experience	
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE
mezuzah Torah Hebrew Shema	with those who: <ul style="list-style-type: none"> ▷ like to welcome people into their house ▷ want to be protected ▷ have something which is sacred and/or precious 	What do I think about as I enter a house? What would I like to be protected from? What words would I like to have around me all the time?	of: <ul style="list-style-type: none"> ▷ sharing in a traditional practice ▷ feeling protected 	It is natural to want: <ul style="list-style-type: none"> ▷ to be safe ▷ to share a good idea, news or belief with others ▷ an order or pattern in life



Key Stage 2 : Year 3

Kiddush

The word 'kiddush' means sanctification and is derived from the Hebrew word for holy. Kiddush is the blessing said over wine on Shabbat and on other Jewish holy days. The cup which contains the wine, traditionally passed round at the beginning of every important meal, is called the Kiddush cup. The symbolism is both in the cup itself and in the sharing of it.

Lesson 1

* *Conceal a Kiddush cup in a mystery bag and invite one or two pupils in turn to explore the object without opening the bag and to make one statement each about it. Once there is a bank of several statements, invite a pupil to remove the cup from the bag and display it.*

What do you think this is?

What could it contain?

How might it be used?

What makes you think it might be important to some people?

This is a Kiddush cup. Kiddush means 'sanctification' which is to declare something holy or sacred, that is, given to God.

* *Invite pupils to say the word 'sanctification'. Explore what holy means.*

For Jewish people, Kiddush marks the beginning of every important meal. Before the Shabbat meal and before every holy-day or holiday meal, Kiddush is said over a cup of wine which is then passed around the table for everyone to share. The wine in the cup is blessed, usually by the father of the family. He says the blessing in Hebrew which means:

'Blessed art thou, Lord our God, King of the Universe, who creates the fruit of the vine...'

Kiddush is also said in the synagogue every Friday evening to ensure that everyone has the opportunity to hear it.

The wine in the cup is a symbol of joy and a full cup symbolises over-flowing joy. When there is sadness to be remembered, small drops of wine are spilled as a sign of the loss of joy. When the Passover is celebrated, the Jews remember their ancestors' release from slavery in Egypt but their joy is not complete because many Egyptians died. Wine is spilled to recognise that suffering.



For discussion:

How do you show your joy?

How do you recognise someone else's suffering?

What else can you think of that is holy to someone?

What is your favourite drink?

Where else is drinking one part of a celebration?

What do you think the word 'blessing' means?

Activity Suggestions:

Teaching About:

KIDDUSH

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
MAKE ▷ a Kiddush cup from clay or paper maché	MAKE ▷ observational drawings of the Kiddush cup WRITE ▷ about something that is sacred to you	FIND OUT ▷ about Shabbat

Potential C.A.S.E. Developments

Knowledge: SYMBOLISM					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	THE SPIRITUAL DIMENSION	SYMBOLS	ENQUIRY	SOCIAL AWARENESS	SOCIAL RESPONSIBILITIES
Religion: ▷ helps people to remember ▷ helps people to share their joy and sadness	There is much to be thankful for	Kiddush cup wine family sharing	Where else is drinking significant as a part of a celebration?	It is important to learn from and remember the suffering of others	I can: ▷ show joy ▷ recognise someone else's suffering
KIDDUSH					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
Kiddush Shabbat sanctification holy	Artefacts	How do I show my joy? When do I remember the suffering of others?	of: ▷ sadness ▷ joy ▷ suffering ▷ sharing	It is natural for Jewish families to: ▷ want to celebrate together ▷ identify with the traditions of their faith	

Resources:

A Kiddush cup can be borrowed from the RE Resources Corner at Chapel Fields Centre.

Key Stage 2 : Year 3

Ichthus

The Ichthus, or fish sign, is the most ancient of Christian symbols. It pre-dates the cross as a symbol and originated among the early Christians as a secret sign. It is popular today as a symbol of a person's commitment to Jesus. It is sometimes seen on the back of a car or is worn in the lapel. This material invites pupils to consider the nature of commitment and the importance of beliefs.

Lesson 1

- * Use the story cards to tell the story 'Of All the Fishes'.

For discussion:

What do you think the message is that the fish has to tell?

** Show pupils a badge or car sticker of the Ichthus.*

Some people wear a badge like this or put one on their cars. They are carrying the message today. What do you think it might be?

Each letter of the word $\iota\chi\theta\upsilon\varsigma$ (ichthus) is the first letter of a word describing Jesus. So the word ichthus stands for the words: Jesus, Christ, God, Son and Saviour. (* show pupils the Greek words and their meaning.)

Letter	Greek	Pronunciation	Meaning
		$\iota\chi\theta\upsilon\varsigma$	
ι	$\iota\eta\sigma\upsilon\varsigma$	ee-ay-zous	Jesus
χ	$\chi\rho\iota\sigma\tau\omicron\varsigma$	christ-os	Christ
θ	$\theta\epsilon\omicron\upsilon$	thee-oo	of God
υ	$\upsilon\iota\omicron\varsigma$	we-os	Son
s	$\sigma\omega\tau\eta\rho$	so-tare	Saviour

The Greek word for fish is 'ichthus'. It is written like this:

$\iota\chi\theta\upsilon\varsigma$

For discussion:

Now what do you think the message is?

What are people saying to the world when they wear a badge with this symbol on it?

What badges do you wear?

What message would you like to give the world?

If you had to design a symbol to show something about yourself what would it be?

Lesson 2

This is the story of what happened to a man who followed Jesus.

I want you to imagine the sound of an angry crowd, coming closer. There's a great crowd of people and at the front of the crowd, some rather important people. Right at the front is a man who is being pushed and shoved by everyone. There's a lot of shouting and pushing. No doubt some of the people are here just for the excitement but those at the front seem really worked up. And the noise reaches a real crescendo as they get to the gates of the city.

This is Jerusalem, a little while after Jesus died and the man they're all pushing is called Stephen. He's one of the Jesus People, the new Christians who have been causing so much trouble lately. Stephen is one of the organisers of the group. He is very outspoken and full of courage.

The reason the elders and other important people of the city are so furious with him is because of what he's been saying. He's been stirring things up. They arrested him because he was so rude

to them. He called them all stubborn and, worst of all, he called them heathen. Heathen meant people who did not believe in God and these were religious people! No wonder they were angry; how dare he say such things! What's more, he told them he had had a vision of heaven. He said he'd seen God and Jesus, in glory at God's right hand. No one had seen God, so this all had to be stopped. And now was the time.

The crowd stops. They stand outside the city wall. And a hush falls on them all. Everyone knows what is going to happen. They wait. Then someone picks up the first stone, and pauses, the stone in his hand. Then he throws it. It hits Stephen on the shoulder and he stumbles back.

That first stone is the trigger. One after another, then tens after tens of the people in the crowd pick up stones and throw them. Some wouldn't miss a stoning; others are relishing this one. It was worth bribing the witnesses to lie to catch Stephen, just to get him here, just to kill him. And the stones are thrown with all the hatred of those hearts behind them.

Stephen struggles under the hail of stones and rocks. He calls on Jesus to receive his spirit and he falls to his knees.

"Lord, don't blame them for doing this," he cries.

As the pain from the blows becomes unbearable, Stephen collapses.

When the crowd is sure the prisoner is dead they quieten and leave the stones outside the city wall for another day. There will be more of these revolutionaries to be executed soon. All for another day. And Stephen's body lies crumpled in a heap, broken against the wall.

For discussion:

Where do you think Stephen got his strength from?

What makes you strong or brave when you have to be?

How does it feel to be so angry you don't know what to do?

What makes some people hate each other?

Stephen was the first person to die for his faith in Jesus. In the years after Jesus died the Christians were persecuted. Many of them died. It was dangerous to believe in Jesus and even more dangerous to follow him. So people had to believe in secret. They couldn't talk openly about Jesus. They had to find a way to communicate without anyone else knowing. To do that they used the sign of the fish. They drew it in the dust to show where meetings were to be held or where safety could be found. When a Christian was talking to a stranger, the sign was often made on the ground to test out the stranger's beliefs. If the stranger was a Christian too then he or she would add the fish's eye and then both of them would know it was safe to talk about Jesus.

For discussion:

What does it mean to be persecuted?

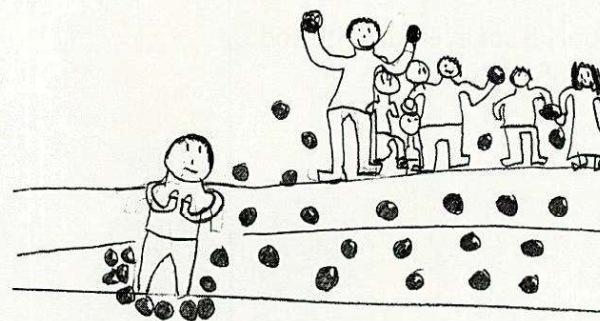
How would it feel to be persecuted?

Where in the world are people persecuted today because of what they believe?

Why do you think the fish was a good sign for the Christians to use?

Why do you think it is still important to some people today?

If you had to have a secret sign, what would you choose?



Activity Suggestions:

Teaching About:

ICHTHUS

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none">▷ a badge telling the world what your message is▷ a symbol which says something about yourself <p>COLLECT</p> <ul style="list-style-type: none">▷ different symbols from everyday life and make a collage of them	<p>WRITE</p> <ul style="list-style-type: none">▷ an account of Stephen's death as if you were one of the crowd	<p>FIND OUT</p> <ul style="list-style-type: none">▷ about other Christian martyrs

Potential C.A.S.E. Developments

Knowledge: SYMBOLISM							
Concepts				Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	FORGIVENESS	SYMBOLS	RESPONSIBLE RELATIONSHIPS	ENQUIRY	FORGIVENESS	TOLERANCE
Christians believe that Jesus: <ul style="list-style-type: none"> ▷ is God's son ▷ is Saviour ▷ receives their spirit Christians believe that death is not the end	Religion sustains people who are: <ul style="list-style-type: none"> ▷ being persecuted ▷ facing death 	Stephen forgave his enemies	The fish sign is a powerful symbol for Christians	are built on: <ul style="list-style-type: none"> ▷ trust ▷ love ▷ certainty 	Why are some people victimised because of their beliefs? How did Stephen manage to forgive his attackers?	I can <ul style="list-style-type: none"> ▷ forgive ▷ be forgiven 	People have a right to: <ul style="list-style-type: none"> ▷ hold their own religious views ▷ expect fair treatment
THE ICHTHUS							
Skills			Exploration of Human Experience				
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS		
Christ Saviour elders heathen vision heaven persecuted	with those who: <ul style="list-style-type: none"> ▷ want to worship ▷ are persecuted ▷ have faith ▷ have to have secret signs or symbols 	What must it be like to be persecuted? What will happen to me when I die? What must it be like to have to arrange secret meetings with friends?	of being: <ul style="list-style-type: none"> ▷ inspired ▷ fulfilled ▷ called 		trust hope certainty love		

Resources:

The story cards for the story *Of All the Fishes* are available on loan from the RE Resources Corner at Chapel Fields or can be purchased from:
 The Education Dept, PO Box 20, The Council House, Solihull B91 3QU
 FAO Mrs J Rogers.

Ichthus badges and stickers are also available on loan from the RE Resources Corner or can be purchased from any Christian bookshop.

Key Stage 2 : Year 5

Angels

Angels are a phenomenon rooted in the belief systems of a number of religious traditions. They are significant in Judaism, Christianity and Islam. Angels are also mentioned in some Hindu literature. Angels mediate between the earthly and divine worlds and are symbols of the divine presence in the physical world.

Lessons on angels offer pupils opportunities to encounter a variety of forms of revelation, of which angels are principal agents, and to reflect on a world beyond the material. There are no answers to questions about the existence of angels; the notion can only be explored in imaginative terms.

Lesson 1

I'm going to say one word and I want you to hold on to what comes into your mind when you hear the word. Don't say anything, just concentrate on your picture. Are you ready to concentrate? The word is.... Angels!

Think hard. When you have a picture in your head I want you to write down words which describe it. Just single words will do.

* *When pupils have written down some of their ideas, share them and draw a composite description of angels.*

These are our ideas but what do we **know** about angels? Where do we find angels?

* *Use a selection of photographs of angels in stained glass, statues, carvings etc to explore the imagery.*

Why are the pictures so different?

Think of a story which features an angel or angels.

*(*Depending on their experience, pupils may suggest Old Testament material such as the stories of Abraham, Jacob, Isaiah, the Apocryphal story of Tobias or more familiar stories to do with Christmas and Easter.)*

For discussion:

Why are angels important in these stories?

*What do they do? (*Draw out the idea that in the stories, angels bring messages from God to people.)*

What do you think it might be like to see an angel?

What's the most amazing thing you've ever seen?

Activity Suggestions:

Teaching About:

ANGELS

Number of lessons: 1+

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>PRESENT</p> <ul style="list-style-type: none">▷ a story featuring an angel to the rest of the class <p>MAKE</p> <ul style="list-style-type: none">▷ a figure of an angel from materials of your choice	<p>WRITE</p> <ul style="list-style-type: none">▷ a calligram on the word 'Angel' <p>DRAW</p> <ul style="list-style-type: none">▷ what you think an angel looks like	<p>FIND OUT</p> <ul style="list-style-type: none">▷ what you can about the Angel Gabriel (Gabriel is recognised in a number of traditions)▷ where angels are used symbolically today, eg: on the Flag of Mission to Seamen <p>DISCUSS</p> <ul style="list-style-type: none">▷ the phrase 'guardian angel' in its secular and religious contexts



Potential C.A.S.E. Developments

Knowledge: SYMBOLISM					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	TOLERANCE
Some people believe angels: ▷ are messengers from God ▷ mediate the earthly and the divine ▷ are symbols	There are possibilities that go beyond our knowledge or proof	angels	valuing: ▷ what cannot be proven ▷ possibility ▷ faith	Do angels exist? Where are they? What use are they?	People have a right to believe in a world beyond the physical
ANGELS					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
angel revelation	photographs stories	What do I believe about angels? What puzzles me?	of: ▷ mysteries that cannot be explained ▷ powerful stories	It is natural to encounter things which cannot be explained	

Resources:

For a book of pictures of angels and for more lessons on angels, see:
Grimmitt et al (1991) *A Gift to the Child: Religious Education in the Primary School*, Simon and Schuster. (Now carried by Stanley Thornes).



Key Stage 2 : Year 4

Islamic Calligraphy

Arabic is the sacred language of Islam. It is the language spoken by Muhammad and for this reason it was the language by which the Qur'an was received.

The flowing style of Arabic script lends itself particularly to calligraphy. It is traditionally written by hand using a broad-edged writing implement. Calligraphy has become one of the principal sources of Islamic decoration. It is popular because of its beauty and its significance. It is acceptable where figurative art is not. Of all the words in Arabic scripture the most sacred is the Name of Allah. This is recognisable in an Arabic text by the combination of a long sweeping stroke followed by a shape resembling a letter W. Arabic is read from right to left and from the top of the page.

These lessons are designed to help pupils to understand the significance of sacred words to Muslims and to appreciate their own command of language and the importance of words.

Lesson 1

- * *Show pupils a piece of Islamic calligraphy. This could be a poster, picture, plaque or a small wall hanging.*

What do you think this might be?

What makes you think this might be important in some way?

This is Arabic calligraphy. For Muslims it is sacred writing. The letters are holy, because they say something about God. Each of the marks is a sound. It is often beautifully written and decorated to show how important the words are. Arabic is written and read from right to left, which is why books written in Arabic seem to some people to begin at the end.

The numerals we use today originate from the Arabic and some people still read numbers from right to left. Instead of saying

'twenty-one', they use the form 'one and twenty'.

- * *Invite pupils in groups to complete the activity sheet. Give them the opportunity to share with each other the Arabic translations of their names.*

Lesson 2

- * *Show pupils a framed picture of the name of Allah. (Care must be taken in handling this).*

Here is an Arabic word. What sound does it begin with?

It is the most sacred word for Muslims. What might that be?

The most important word for Muslims is the name of Allah, which is their name for God. It is often seen on the wall of a Muslim home or as part of the decoration in the Mosque. Wherever it is hung it is always higher than anything else on the wall and nothing would be put on top of it if it were placed flat.

* Show pupils a piece of Arabic text and help them to identify the name of Allah within it.

If possible also show the pupils Arabic text which has been stylized into a design or picture. Explain why this is a popular form of decoration.



Talk about the way pieces of calligraphy are bordered and decorated. Traditionally geometric and Arabesque patterns, based on natural forms, are used, eg: flowers and leaves. These are symbols of the Garden, which is the Islamic image of heaven. (See: The Handbook for Religious Education in Key Stage 1, page 229).

For discussion:

What do you put on your wall? Why?

If you could only have words on your wall, what would they be?

*If you could only have **one** word on your wall, what would it be?*

Activity Suggestions:

Teaching About:

ISLAMIC CALLIGRAPHY

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none"> ▷ a decorated poster of your most important word or words <p>DESIGN</p> <ul style="list-style-type: none"> ▷ your own geometric patterns 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ about your image of heaven <p>DRAW</p> <ul style="list-style-type: none"> ▷ a scene from your story 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ▷ other religious books

Here is the name of the person
whom Muslims believe was the
first person created by God:

آدم

Look at the Arabic alphabet opposite.
Find the shapes in the name above and discover from
the sounds whose name it is.

It is Arabic for.....

ب	b	ك	k	و	u
ث	th	ل	l	ا	a
ج	j	م	m	أ	aw
د	d	ن	n	إ	ay
ر	r	و	w	إي	iyy
ز	z	ه	h	أو	uww
س	s	ت	t	ب	p
ش	sh	ي	y	چ	ch
ف	f	أ	a	گ	g

Use this chart and have a go at writing your own name in
Arabic.

Remember to work from right to left!

ISLAMIC
CALLIGRAPHY
Activity
Sheet
1

Potential C.A.S.E. Developments

Knowledge: SYMBOLISM					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	SENSITIVITY	TOLERANCE
Muslims believe: ▷ Arabic is a sacred language ▷ the name of Allah is the most sacred of all words	Religion is conveyed through beautiful script	Each mark in Arabic calligraphy is regarded as holy by Muslims	valuing: ▷ beauty ▷ holiness ▷ words	I have learned about the importance to Muslims of: ▷ the Arabic language ▷ the word Allah ▷ the value of geometric and arabesque patterns	People have a right to: ▷ their beliefs ▷ have their sacred objects respected
ISLAMIC CALLIGRAPHY					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
Qur'an calligraphy sacred holy mosque	with those who: ▷ hold sacred beliefs ▷ have a beautiful book ▷ can make beautiful patterns ▷ cannot make beautiful patterns	What would I like to be able to do? What guides me? What is the most sacred or special book I have? What do I believe in strongly?	of: ▷ finding meaning in words ▷ faithfulness	It is natural to: ▷ respond to words ▷ be guided by words	

Resources:

Examples of Arabic calligraphy can be borrowed from the RE Resources Centre at Chapel Fields or purchased from:
 Paigham Islam, Muslim Printers and Booksellers, 423 Stratford Road, Sparkhill, Birmingham B11 4LB. Tel: 0121 773 8301.

Key Stage 2 : Year 5

The Trinity

Christian belief is that God is three in one, Father, Son and Holy Spirit, a trinity. These lessons introduce pupils to the term 'trinity' through an activity sheet and invite them to explore the Christian understanding of God through concrete examples which are accessible to them.

Lesson 1

- * Use activity sheet 1 to introduce pupils to the word 'trinity'. Talk about their responses and discuss what the term might be describing.

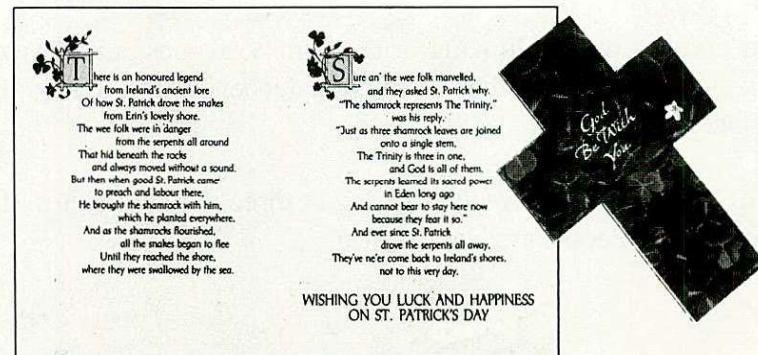
The Trinity is a way of describing God. Christians believe that God is three in one, Father, Son and Holy Spirit. When the people in church are blessed by the priest at the end of a service of worship, the Sign of the Cross is made with the words:

'The blessing of God the Father
God the Son,
and God the Holy Spirit
be with you now and for ever more'

Christians believe God the Father is the Creator, that Jesus is God's Son who came to be a man on earth to redeem people and that God's spirit, the Holy Spirit, is with them all the time as shown at Pentecost.

Since ancient times, the ideas of God as three in one has puzzled people. It is very difficult to understand. St Patrick used the shamrock to explain this understanding of God. He was converting the Druids in Ireland to Christianity and used the triple leaves of a common plant to explain something very difficult.

"Here on one stem of the shamrock are three leaves. Together they make a perfect whole. It's like that with God," St Patrick told them. The shamrock became associated with Ireland and is worn by Irish people on St Patrick's Day. Greetings cards frequently feature the shamrock.



There is an honourous legend
from Ireland's ancient lore
Of how St. Patrick drove the snakes
from Erin's lovely shore.
The wee folk were in danger
from the serpents all around
That hid beneath the rocks
and always moved without a sound.
But then when good St. Patrick came
to preach and labour there,
He brought the shamrock with him,
which he planted everywhere.
And as the shamrocks flourished,
all the snakes began to flee
Until they reached the shore,
where they were swallowed by the sea.

Sure an' the wee folk marvelled,
and they asked St. Patrick why
"The shamrock represents The Trinity,"
was his reply.
"Just as three shamrock leaves are joined
onto a single stem,
The Trinity is three in one,
and God is all of them.
The serpents learned its sacred power
in Eden long ago
And cannot bear to stay here now
because they fear it so."
And ever since St. Patrick
drove the serpents all away,
They've ne'er come back to Ireland's shores,
not to this very day.

WISHING YOU LUCK AND HAPPINESS
ON ST. PATRICK'S DAY

For discussion:

What other illustrations are there of a whole made up of three parts? (eg: triangle).

What does the word 'redeem' mean?

What do you believe about God?

Lesson 2

Look at pupils' own symbols of 'three-in-oneness' and discuss them.

Another way of looking at this idea about God is to think of examples in nature where one thing has three states.

Think about water.

What is it? (**liquid*)

What else can water be? (**ice, steam*)

It is always water, but it has three different states.

**Invite pupils in small groups to identify another example of the same phenomenon (eg butterfly and frog cycles).*

This is another way of looking at the Trinity. It moves us away from a picture symbol of the Trinity, to a deeper understanding of this concept of God.

In all of these examples we are looking at three different states of the same thing. People are like that too.

On Trinity Sunday when the preacher was trying to help the people in church understand this idea of God he talked about himself.

“As you look at me this morning,” he said, “You see a clergyman. When I go home I am a husband to my wife. I am also father to my children. I am all of that as I stand before you; when I go home I shall not stop being a clergyman. That’s how it is with God. God is Father, Son and Holy Spirit.”

In whatever way people try to explain the Trinity, however, it remains impossible to understand. It is a mystery.

For discussion:

Which of the ideas of the Trinity that we have explored do you like best? Why?

Why do ideas about God remain a mystery?

In what way are you a trinity?

** Draw out from pupils the idea that they are different people in different situations, ie at home, school, with their friends. It may be appropriate also to explore the three stages of life and growing up.*

Look at the word

TRINITY

- Make a collection of other words which begin with same letters

tri.....

tri.....

tri.....

tri.....

What is common to all of them?

What does the first syllable 'tri' say?

- Now look at the rest of the word 'trinity'. If you remove the first syllable 'tri', you are left with four letters:

NITY

One letter added to the beginning would turn 'nity' into a word. Try all the letters of the alphabet until you come to one that makes sense and look up the word in a dictionary.

Now you can begin to understand what the word 'trinity' means.

TRI

+

.....NITY

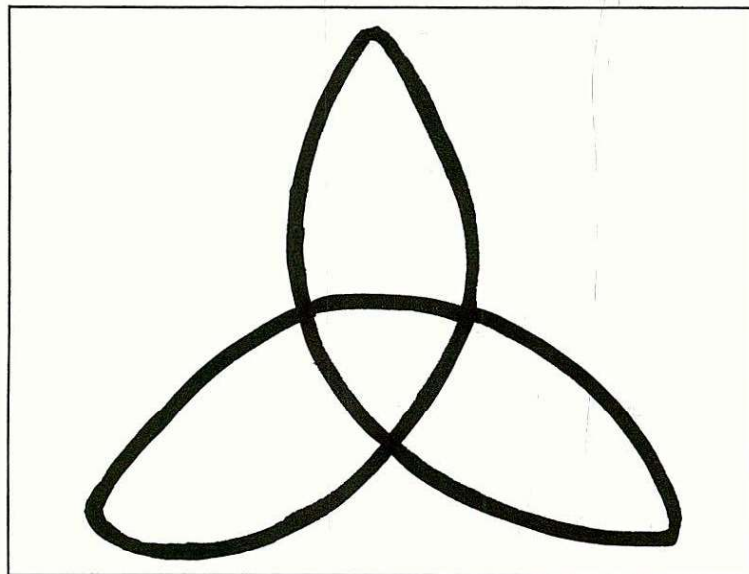
means

means

Fill the spaces and talk about what the word might be describing.

THE TRINITY
Activity
Sheet
1

The Trinity means 'three in one'. This activity sheet will help you to think about what that might mean.



Begin anywhere in the shape and trace the line, covering each bit of it just once.

This is a single, continuous line but the shape it makes has three parts. Like the shamrock it is a three in one picture. This is another ancient way of showing the mystery of the 'three in one' God. It is the Celtic symbol of the Trinity.

If you were to label the parts of the symbol, what would you write in each space?

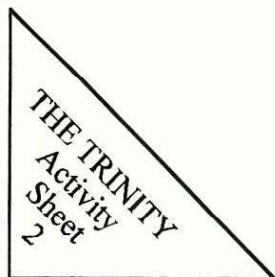
Design your own symbol to show 'three-in-one-ness.'

Later, when pictures became more widely used to help people to learn about God, Jesus was sometimes shown in icons and stained glass windows with a dove around him and a hand in the corner of the picture.

What does the dove represent? Think about the Baptism of Jesus.

Why would the artist put a hand reaching down into the picture?

How do you think such pictures show an understanding of the Trinity?



Potential C.A.S.E. Developments

Knowledge: SYMBOLISM					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
Christians believe God is: ▷ three-in-one ▷ Father ▷ Son ▷ Holy Spirit	God is a mystery	words shamrock leaf three-in-oneness	valuing: ▷ mystery ▷ the power of words ▷ the power of symbols	Why do ideas about God remain a mystery? What difference does God make?	I have learned that there are different ways of thinking of God
THE TRINITY					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
trinity unity redeem	words analogy stories	How am I three-(or more)-in-one? What do I think about God?	of: ▷ mystery ▷ pattern ▷ symbols	It is natural to have many facets to our personalities.	

Resources:

St Patrick's Day greeting cards and illustrations of the Trinity in iconography can be borrowed from RE Resources Corner at Chapel Fields Centre.

Key Stage 2 : Year 5

I am the True Vine

John 15: 1-11

This is one of the 'I am' sayings which appear only in St John's Gospel. Others include: 'I am the Good Shepherd', 'I am the Door of the Sheep', 'I am the Resurrection and the Life', 'I am the Light of the World' and 'I am the Bread of Life'.

Jesus used the image of the vine to describe the relationship between God, himself and his followers. In using this metaphor, Jesus is taking up an image of the relationship between God and Israel used by the Hebrew prophets in the Old Testament. Jesus says he is the vine, the disciples and all believers are the branches and God is the vine dresser who cares for the vine and works for a good harvest of grapes. The relationship of the disciples and Jesus is very close so that without Jesus the disciples can bear no fruit.

This material invites pupils to think about how they might be 'pruned' in order to become better people.

Lesson 1

Jesus said 'I am the True Vine.' What else did Jesus say he was?
Think about some of the things you have learned about Jesus.

'I am the True Vine.'

What do you think Jesus could have meant by this?

What is a vine?

Write down three things that a vine has.

If Jesus is the vine, who might the branches be?

Who do you think is the gardener?

Jesus said that he was the vine, the plant itself. As with any plant, the central stem or trunk is of vital importance. People who believed in him, Jesus said, were the branches and God was the gardener who looked after the plants and tended them. It is part of the gardener's job to prune the plants to keep them healthy and to make sure that they bear as much fruit as they can.

For discussion:

What is the actual fruit of a vine?

What would the fruit of the vine be in Jesus' picture?

If you were a branch what would your fruit be?

What is pruning?

If you were a branch to be pruned, which part of your character would it be good to lose in order to make you a better person?

Why do you think Jesus chose the vine as a picture to show the close relationship between himself, God and his followers?

Activity Suggestions:

Teaching About:

I AM THE TRUE VINE

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
THINK ▷ of a modern day picture to show the close relationship between Jesus, God and Christian people	DRAW ▷ a close observational drawing of a vine	EXPLORE ▷ other 'I am' sayings

Potential C.A.S.E. Developments

Knowledge: SYMBOLISM					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	ENQUIRY	SOCIAL AWARENESS	SOCIAL RESPONSIBILITIES
Christians believe God is in a close relationship with them through Jesus	People's lives bear fruit Relationships cannot always be understood	words images metaphor	How can God's relationship with people be expressed? What does it mean to be 'pruned'?	Relationships need to be nurtured	I can: ▷ be part of a relationship ▷ be a better person ▷ grow
I AM THE TRUE VINE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
metaphor	with those who: ▷ want their lives to bear more fruit ▷ want to change/grow	How could I be pruned to make myself a better person? What sort of fruit do I bear? What helps me to grow?	of: ▷ being part of a relationship ▷ being 'pruned' ▷ learning	It is natural to have different functions in relationships	

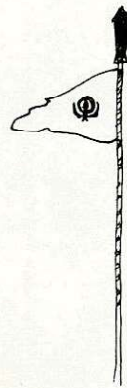
Key Stage 2 : Year 5

The Khanda

The Khanda is the symbol of the Sikh faith. It is also the name of the double-edged sword that is at the centre of the symbol. This represents the guru's sword, drawn at Baisakhi, when the Brotherhood of Sikhs was founded. The double-edged sword is a symbol of God's concern for truth and justice. The sword itself is used during the initiation ceremony to stir amrit, the sugar water, that the initiate will drink. In the symbol, the sword is surrounded by a circle called a chakkar. This is a reminder of Sikhs' belief in the One God, never ending and timeless. It also symbolises restraint and emphasises the need for Sikhs to stay within the rule of God. On the outside of the symbol are two kirpans, short swords which symbolise God's power over both this world and the spiritual world. The symbol is a reminder to Sikhs of their commitment to God, of their duty to defend what is right and to uphold the faith, both in the temporal and the spiritual worlds.

Lesson 1

- * *Invite pupils to look at a Khanda symbol or a picture of it. The triangular saffron flag which always flies above a Gurdwara bears the symbol. Invite pupils in groups to identify the features of the symbol. Invite each group to report back and record similarities in some way.*



For discussion:

What do you think this is?

What do you recognise about the shape?

What do you think each aspect of it symbolises to the people who wear it?

If this badge is sometimes worn on a turban, which group of people does it identify?

Activity Suggestions:

Teaching About:

THE KHANDA

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <p>▷ a symbol of your own, identifying 3 things that are important to you</p>	<p>RESEARCH</p> <p>▷ what each of the symbols represents</p>	<p>FIND OUT</p> <p>▷ all you can about Sikhs</p> <p>TALK</p> <p>▷ to a Sikh about the meaning of the symbol to him or her</p>



Potential C.A.S.E. Developments

Knowledge: SYMBOLISM						
Concepts			Attitudes			
BELIEFS	COMMITMENT	SYMBOL	INTEGRITY	SOCIAL RESPONSIBILITIES	SENSITIVITY	TOLERANCE
Sikhs believe <ul style="list-style-type: none"> • God is: <ul style="list-style-type: none"> ▷ One ▷ never ending ▷ timeless ▷ formless • beliefs must be defended and upheld 	The Khanda is a reminder to Sikhs of their commitment to God	Khanda double-edged sword chakkar (circle) kirpan	valuing: <ul style="list-style-type: none"> ▷ commitment ▷ restraint ▷ brotherhood ▷ symbol 	I can belong to a group I can be proud of the group and show I belong	I have learned that people of a same group often have a sign or symbol of belonging	People have a right to wear symbols of belonging
KHANDA						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES		DAILY EXPERIENCE	
Khanda kirpan chakkar	Flag or badge	Where do I belong? What signs of belonging do I have?	of: <ul style="list-style-type: none"> ▷ belonging ▷ a familiar image or symbol 		It is natural to: <ul style="list-style-type: none"> ▷ want to be part of a group ▷ wear a sign/symbol of belonging 	

Resources:

A Khanda badge can be borrowed from the RE Resources Corner at Chapel Fields Centre.

Key Stage 2 : Year 5

The Prayer Wheel

The symbol of Buddhism is a wheel. Sometimes the Eightfold Path is presented as a wheel but the most concrete expression of the symbolism of the circle is in the prayer wheel. These are popular, particularly in Tibetan Buddhism and can be small, hand-held objects or larger, communal wheels requiring the efforts of several people to turn them. Each prayer wheel has a mantra inscribed on it and contains an inscribed piece of paper. The effort of turning the wheel is a way of earning merit, helping believers on their way to Nirvana.

These lessons give pupils the opportunity to consider their own moral codes and to reflect on what demands their best efforts.

Lesson 1

* *Conceal the prayer wheel in a mystery bag and invite individual pupils to explore it without opening the bag and to make one statement each about it. When the object is revealed, close questioning will engage pupils further with it.*

How would you describe the shape of this object?

What do you think it is made from?

How do you think it might be used?

What can we do with it?

What might the drum contain?

What can you say about the patterns?

What do you think it might be?

This object is called a prayer wheel and it comes from Tibet. Objects like this are used by Buddhists. The shapes inscribed on the side of the drum are letters, making words. Similar shapes can be found on the fragile piece of paper inside. These words are in an ancient language called Pali; they are sacred words. The words make a mantra which is a kind of prayer written to be repeated over and over again.

The wheel is designed to be turned continuously. Buddhists believe that as the wheel turns, the sacred words are repeated. It is the action of turning the wheel that forms the prayer. Swinging the prayer wheel flings the words out into the world. The greater the effort it takes, the better the prayer will be. Effort might be expressed in the length of time a person turns a wheel like this or in the size of the wheel and the number of people needed to turn it. Buddhists believe the powerful words of the mantra can help them find enlightenment. They want to grow to be more like the Buddha. Most Buddhists do not worship God.

For discussion:

How long do you think you could keep the wheel turning?

What words do you repeat frequently?

What words are so important to you that you would want to fling them out over the world?

What do you do that demands your best efforts?

Lesson 2

- * *Show pupils the prayer wheel again and talk about why it is called a wheel. Turn it and ask pupils what shape is made in the air by the weight on the end of the chain.*

The wheel is an important symbol in Buddhism for several reasons. Buddhists believe that life is an endless cycle of birth, death and re-birth. They believe that if they can control their minds they might be able to break out of this endless cycle and reach a state of peace which they call Nirvana. This they believe to be the end of suffering. To help them control their minds, they practice meditation.

The symbol of Buddhism is a wheel and this reminds believers of the death, re-birth, death cycle which goes on like a wheel turning. They believe that if they follow a strict moral code they are more likely to escape this cycle of re-birth. They call this code the Noble Eightfold Path. The eight steps in this path are:

‘Right understanding, right thought, right speech, right action, right living, right effort, right awareness and right concentration.’ Sometimes these are presented as a wheel.

Activity Suggestions:

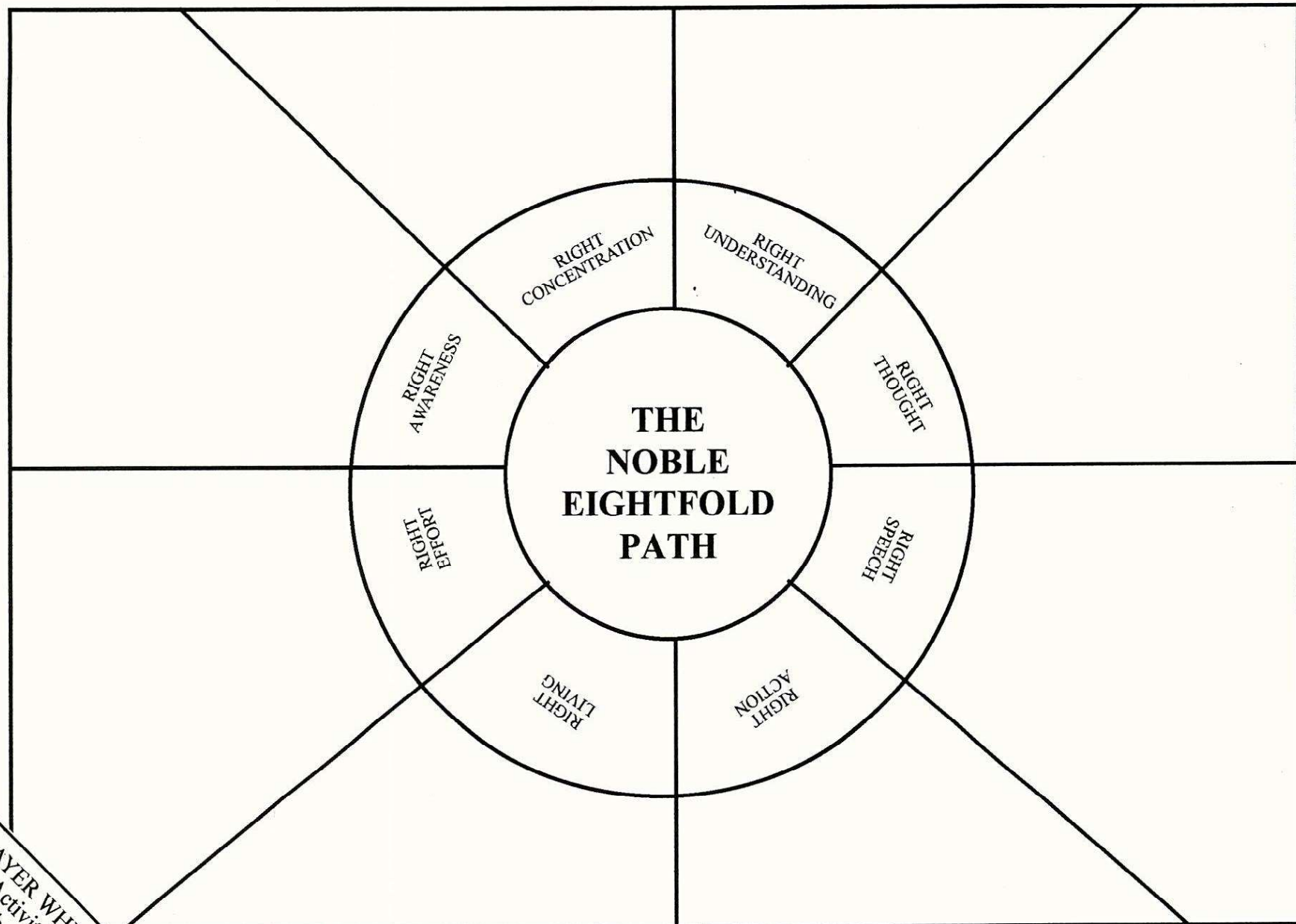
Teaching About:

THE PRAYER WHEEL

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
DESIGN AND MAKE ▷ your own prayer wheel	WRITE ▷ a prayer to put inside your prayer wheel ▷ your own moral code	FIND OUT ▷ more about Buddhists and what they believe

In your group, talk about the words around the circle. Write your ideas of what the words mean in the spaces outside the circle.



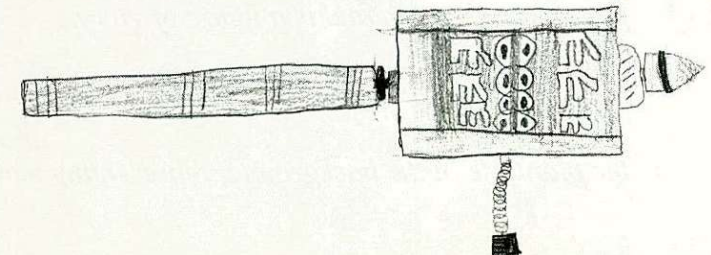
PRAYER WHEEL
Activity
Sheet
1

Potential C.A.S.E. Developments

Knowledge: SYMBOLISM						
Concepts				Attitudes		
IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	MORALITY	SYMBOLS	INTEGRITY	ENQUIRY	TOLERANCE
To Buddhists, religion: ▷ helps to control the mind ▷ offers order and purpose to believers ▷ presents a path	Meditation can help to control the mind	It is right to follow a moral code	circle wheel words	valuing: ▷ perseverance ▷ faithfulness ▷ commitment ▷ words	What is the 'right' approach to life? What is religion without God?	People have a right to pray in their own way
THE PRAYER WHEEL						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE		
mantra sacred enlightenment	How is the mind controlled?	What words are important to me? Where would I put my greatest efforts? How do I control my mind?	I can: ▷ keep a moral code ▷ behave and think in a moderate, sensible way	It is natural to: ▷ have particularly meaningful words ▷ need to focus the mind		

Resources:

For information about the Eightfold Path, see:
The Buddhist World Macdonald.



Key Stage 2 : Year 6

I am the Resurrection and the Life

This is another of the famous 'I am' sayings of Jesus from John's Gospel. The poster entitled 'The Risen Lord' which is used in this lesson creates a concrete focus for a profoundly difficult, abstract theme which is at the heart of Christian belief. An appropriate context for this might be the lessons on Easter.

Lesson 1

- * Show pupils the poster 'The Risen Lord' showing Jesus in glory. Invite them to talk about what they can see in the picture.

For discussion:

What can you say about the figure?

What is in the background?

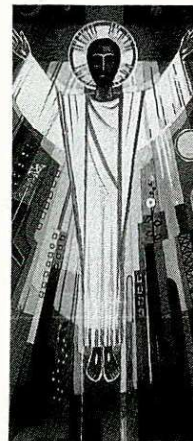
What kind of colours are used?

What do you think the artist wants to say in this picture?

*Talk together about the symbolism expressed in the picture. Draw out in the discussion the significance of:

- the shape of the figure, which although set against the cross with nail marks in the hands and feet, is presented in a gesture of blessing, and is a figure of glory.
- the halo
- the plant life in the background, representing new life

- the buildings in the background representing the life of the world
- the sun, moon and planets
- the colours which are lively and vibrant
- the design itself which shows everything radiating from the figure. It shows how, for Christians, the resurrection is central to the whole of creation.



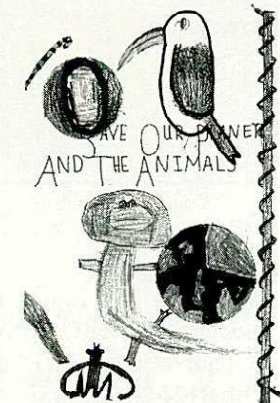
Activity Suggestions:

Teaching About:

I AM THE RESURRECTION AND THE LIFE

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <p>▷ your own poster, about creation. Make it bright, lively and colourful</p>	<p>MAKE</p> <p>▷ a collection of words describing how the pictures makes you feel and its effect</p> <p>▷ a collection of pictures from magazines and papers which depict life on this plant</p> <p>▷ a collage using your cuttings and/or words</p>	<p>WRITE</p> <p>▷ a poem, using the words from your collection, which reflects the message of the poster</p>



Potential C.A.S.E. Developments

Knowledge: SYMBOLISM						
Concepts			Attitudes			
Beliefs	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	SENSFTIVITY	ECOLOGICAL RESPONSIBILITY
Christians believe: ▷ Jesus rose from the dead ▷ there is life after death	Some artists are able to express religious beliefs through their artistic talents Art can express deep feelings	the cross colour light images of the natural world	valuing: ▷ artistic interpretation ▷ beauty ▷ mystery ▷ wonder	Why do people paint/make religious pictures?	I have learned that: ▷ some things are hard to explain in words and that pictures can help ▷ Christians believe Jesus rose from the dead	Christians believe: ▷ creation is part of God's plan ▷ that Jesus is central to God's creation
I AM THE RESURRECTION AND THE LIFE						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		DAILY EXPERIENCE	
resurrection halo creation	with those who: ▷ enjoy drawing and painting ▷ enjoy looking at beautiful work ▷ want to create something of beauty	What picture or image has caused me to remember it for a long time? What would I like to be able to do to give other people great joy and happiness?	of: ▷ encountering something beautiful ▷ appreciating an artist's creative work ▷ finding a deeper meaning in a picture		It is natural to: ▷ enjoy looking at pictures ▷ appreciate the talents of another ▷ want to do some work which will be admired or appreciated	

Resources:

The poster 'The Risen Lord' can be borrowed from the RE Resources Corner at Chapel Fields Centre or purchased from St Paul's Centre, 133 Corporation Street, Birmingham B4 6PH
 Tel: 0121 236 1619.

Key Stage 2 : Year 6

AUM

Aum, sometimes pronounced Om, is both a visual and an auditory symbol. It represents the whole of creation to Hindus. The sound 'Aum' is used as a mantra, a verbal aid, and is repeated over and over again to concentrate the mind of the worshipper on prayer and raise his or her spiritual awareness. It is considered a most sacred and auspicious sound which expresses the very essence of the faith and is recognised as the basic sound of the world. The sound is believed to be the sound of Shiva's drum which he played as he danced the dance of creation. Hindus believe it is Shiva's energy which keeps the world going.

There is also a visual representation of the sound which is the symbol of the Hindu faith. Posters bearing the symbol are often found in Hindu homes and are sometimes worn as a pendant by believers. There are three parts to the symbol, each of which is significant in Hinduism. The three parts of the symbol represent different aspects of Hindu belief. The symbol represents:

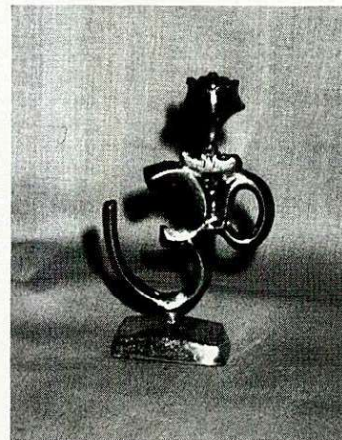
- ▷ Brahma (the aspect of God which creates life), Vishnu (the aspect of God which preserves life), Shiva (the aspect of God which destroys life so that new life can begin).
- ▷ The past, present and future.
- ▷ The masculine, feminine and neuter forms of life.
- ▷ Birth, life and death.

Lesson 1

**Begin by showing pupils the visual symbol representing 'Aum'. Invite them to look at its shape overall and its constituent parts and to talk about what it might be and what it might represent.*

Explain its significance to Hindus. Explore the three aspects of life which the symbol might represent. Invite pupils to discuss the three aspects of Hindu belief about God which the symbol represents.

This symbol, the Aum or Om symbol, is used by Hindus to help them in prayer. They concentrate on it to help them to clear their minds of all other things and to focus their thinking on the



divine. As well as looking at the shape of the symbol, they use the sound which they believe it makes to help them to concentrate too. The sound is a long sound, all on one note, pronouncing the syllable 'Aum' or 'Om'. They believe this sound represents the whole of creation. It is the sound which Hindus believe it is a divine sound, the sound of Shiva's drum, the sound of creation.

For discussion:
What sounds do you think might have accompanied creation?
What do you use to help you to concentrate on something important?
What sounds are important to you?

Activity Suggestions:

Teaching About:

AUM

Number of lessons:1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE ▷ Your own sound collage for creation</p>	<p>DESIGN AND MAKE ▷ Your own symbol to show what you believe about God</p>	

Potential C.A.S.E. Developments

Knowledge: AUM					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	ENQUIRY	TOLERANCE
For Hindus the divine: ▷ can be expressed in a sound ▷ is the creator ▷ gives energy	Religion: ▷ expresses all aspects and phases of life	a sound a shape	valuing ▷ patterns ▷ variety ▷ cycles of life	What makes a sound sacred? What was the sound of creation? What is it that keeps the world going?	Everyone has a right to his/her own beliefs about God and the world
AUM					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
symbol divine	auditory visual	What are the patterns in my life? What sounds are important to me?	of: ▷ a sound ▷ concentrating ▷ recognising a pattern in one's life	The world is recreated every day.	

Resources:

A recording of the sound being chanted and a copy of the visual symbol can be borrowed from the RE Resources Corner at Chapel Fields Centre.

For more information about Hinduism, see:
 Bahree (1982) *The Hindu World* Macdonald
 Kanitar (1992) *Hinduism* Wayland
 Manju (1989) *I am a Hindu* Franklin Watts

Key Stage 2 : Year 6

The Amnesty Candle

A candle surrounded by barbed wire is the symbol of the world-wide organisation called Amnesty International which campaigns for human rights, particularly for the release of prisoners of conscience. Though not in itself a religious symbol, it expresses vividly the power of a symbol and helps pupils to understand something of the purpose of symbols. This is also a concrete way of exploring with pupils issues to do with human rights.

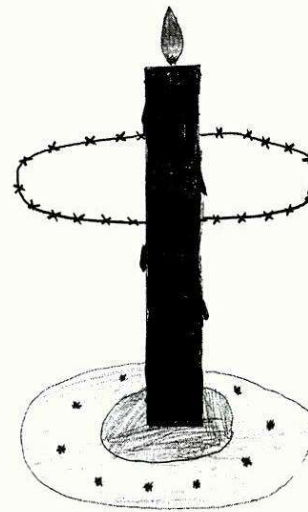
Lesson 1

* *Light a candle and invite pupils to look at it for a moment in silence and to think about it.*

What does a candle say to the darkness?
What do you associate with a candle?

* *Show pupils a piece of barbed wire, place it where they can see it and invite them to look at it in silence and to think about what it represents. After a pause, place a piece of coiled barbed wire over the candle so that it surrounds the candle. After another pause invite pupils to talk about how the wire affects the message of the candle and how they feel about it. Draw out from the discussion the idea that this is a symbol, which is a visual image used to convey a meaning far deeper than the image itself. Invite pupils' suggestions as to what this symbol might represent.*

Explain that the candle surrounded by barbed wire is the symbol of a group called Amnesty International which is known throughout the world. Either tell the story of the development of this organisation or, if resources permit, invite children to research the organisation for themselves using the activity sheet.



In 1960 Peter Berenson, a British Lawyer, read in a newspaper that two Portuguese students had been arrested. As he read the account he was amazed that the students had been sentenced to seven years' imprisonment simply because they had drunk a toast to freedom in a restaurant.

This was not the first account of injustice he had read or heard about, but it was the one which made him determined to try to do something about inhumane treatment and injustice around the world.

He had the idea of setting up a campaign for just one year in which he would initiate an appeal for an agreement by all governments to release prisoners who were in captivity because of their religious beliefs, their political views, their race or gender. Peter Berenson thought of these people as 'prisoners of conscience', people who had done nothing criminally wrong, but whom powers in authority wanted to hurt, silence or destroy.

Peter and a friend, a man called Eric Baker, discussed the idea enthusiastically and in May 1961 Peter had an article published in *The Observer* newspaper. In France, a similar article was published. 'Appeal for Amnesty 1961' had begun. It started in a small way, but soon the symbol of Amnesty's struggle to throw light in the dark world of the oppressed was established; it was a lighted candle surrounded by barbed wire.

Within months what had started as a year's campaign had escalated into a more permanent organisation in many countries in the world. After one year there were eleven groups and in 1963 the number had risen to 180. Gradually the network established itself across many countries with local groups working on several individual cases at a time, trying to help prisoners in different parts of the world.

Prisoners are identified by name. Letters of encouragement and support are written to them and letters on their behalf are written to governments and authorities. Each individual success when a prisoner is released gives those who campaign on their behalf tremendous encouragement.

The work of Amnesty International continues as news of injustice and cruelty throughout the world floods in. The small groups of volunteers work on in their peaceful fight against cruel and horrific crimes committed against innocent men, women and children.

For discussion:

Why are some people so badly treated?

What do you think is so amazing about the organisation which has grown out of the inspiration of one man?

How do you think it would feel to be imprisoned, prevented from seeing your family and without hope of a fair trial, even when you know you have done nothing wrong?

How would it feel to have a member of your family simply disappear without trace?

This activity sheet will help you to learn more about Amnesty International.

Work with other people in your group and choose one of these activities.

Find out from a dictionary what the words 'Amnesty' and 'International' mean.
Find out how Amnesty International started and make a list of reasons why its title is so appropriate.

Describe and draw the Amnesty candle. Write about what the symbol represents and describe what you think it means to people helped by the organisation.

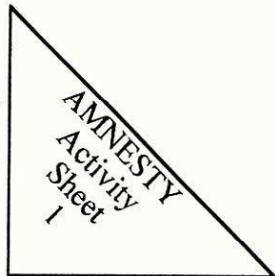
Read about street children living in Bogata in Columbia and write a letter to the Government in Columbia on behalf of these children. You will need to look at page 15 of the *Journal from Amnesty International British Section*, for January/February 1994.

Find out who started the organisation called Amnesty International. Imagine you were its founder. Write a description of your vision for the organisation, trying to persuade people to help you.
Design a poster or banner to publicise the work of the organisation today.

Write a list of the aims of Amnesty International.
Design a logo for the Junior Urgent Action Network which is the junior branch of Amnesty International.

Look at a collection of leaflets about the organisation. Talk about what you can learn about the organisation from them and find a way to record the information.

Design and make a symbol of your own which you think would give hope to a prisoner. Explain the symbolism you have used and your reasons for choosing it. Explain why you have chosen to present it in the way that you have.



Potential C.A.S.E. Developments

Knowledge: SYMBOLISM					
Concepts			Attitudes		
COMMITMENT	MORALITY	SYMBOLS	RESPONSIBLE RELATIONSHIPS	SOCIAL AWARENESS	SENSITIVITY
Amnesty workers are committed to: ▷ a campaign for human rights ▷ free prisoners of conscience	It is wrong to: ▷ imprison without fair trial ▷ refuse basic human rights ▷ torture and kill innocent people It is right to: ▷ work for justice ▷ free prisoners of conscience ▷ uphold the right to hold religious beliefs	A candle can be a symbol of hope Barbed wire represents the wounding, tearing quality of life for the oppressed	are built on: ▷ trust ▷ respect ▷ tolerance ▷ truth ▷ help ▷ compassion ▷ sharing	some people: ▷ dedicate their lives to help the oppressed ▷ spend their spare time working for Amnesty International ▷ give money to help release people wrongly imprisoned	I have learned that many people ▷ are wrongly imprisoned ▷ are locked away and tortured ▷ have no one to defend or speak for them
THE AMNESTY CANDLE					
Skills			Exploration of Human Experience		
REASONED ARGUMENT	EMPATHY	REFLECTION	RESPONSIBLE RELATIONSHIPS	EMOTIONS	
Why are some people so cruel and savage? Why do some people not seem to care? Is it possible to change people's attitudes?	with those who are: ▷ imprisoned ▷ missing their family and friends ▷ feel very fearful ▷ are in great physical and mental pain	What do I feel strongly about? What would be the worst thing about being locked away? What is precious to me? What can I do to help people?	I can: ▷ care for others ▷ help others	shock anger sadness loneliness frustration despair	

Resources:

A pack of information about Amnesty International can be borrowed from the RE Resources Corner at Chapel Fields Centre
 Information is available from:
 Amnesty International, British Section, 99-119 Roseberry Avenue,
 LONDON EC1R 4RE

The campaign journal from Amnesty International British Section is a useful resource for pupils' own investigation.
 For further information see:
 Bronson *Organisations that Help the World: Amnesty International* Exley Publications Limited

Guide to Pronunciation

Adhan
Aum
Baisakhi
Beatitudes
Bhagavad Gita
Bimah
Bismillah
Chauri
Coeli
Deus
Eid Ul Adha
Esau
Excelsis
Galatia
Hajj
Ichthus
Kacha
Kara
Khanda
Marija
Medjugorje
Nebuchadnezzar
Nirvana
Paten
Pleni
Puja
Qibla
Qu'ran
Rakhi
Rabboni
Rumala
Sabaoth

Azarn
Om
By-sar-kee
Bee-attitudes
Bag-av-ad Geeta
Bim-**ar**
Bish-mill-ar
Chow-ree
Chay-lee
Day-us
Eed Ul Add er
Ee-saw
Ex-chel-sis
G-lay-sha
Harj
Ick-thus
Kutchu
Kurra
Kunda
Maria
Mej-a-gor-ree-ay
Neb-you-kad-**nez**-zar
Ner-var-na
Pat-en
Plane-ee
Poo-ja
Kib-la
Kor-**an**
Rar-k-ee
Rab-**bone**-eye
Roo-**marl**-a
Sab-by-ot

Sawm
Shahadah
Siddhartha Gotama
Simchat
Taizé
Tallith
Tefillin
Topi
Torah
Wudu
Zakat

Sorm
Sha-**har**-dar
Sid-**ar**-ta Got-**arm**-a
Sim-cat
Tay-zay
Tal-lit
T-fill-in
Toe-pee
Tor-**rah**
Wuzoo
Zak-art

**NB Stressed syllables are in bold
Long sounds are underlined.**

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