

Section 4:

People loving God (Worship)

The Priest

The focus for this material is a soft toy priest doll, accessible for children's play. It is dressed in traditional vestments associated with the Church of England. The clothes traditionally worn by many priests for worship are called vestments. These are a cassock, a surplice and a stole, worn over everyday clothes. The colours of the stole match those of the altar cloths and vary according to the season of the Church's year. Green is used on Sundays after Trinity. The green represents life, hope and growth; it is the colour of nature. Purple is used in Advent and Lent. The purple represents penitence, preparation, royalty and strength. White is used at Christmas, Epiphany, Easter, Trinity Sunday and All Saints' Day. The white represents joy, purity, innocence and holiness. Red is used on Palm Sunday and in Holy Week until Maundy Thursday and on Pentecost Sunday. The red represents passion, blood and fire. Black is used on Good Friday, representing mourning and sorrow.

Priests serve the Church in a variety of roles. In many traditions, they can be male or female. The priest helps people to learn about and worship God; he or she leads their celebrations and supports them in times of crisis and distress.

<p>Learning Context:</p> <p>All about me People who help us Clothes</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that priests work in the church; • understand that clothes can have symbols on them or be symbolic in themselves; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - understanding that people have different cultures and beliefs that need to be treated with respect;</p> <p>K.U.W - beginning to explore what it means to belong to a variety of groups and communities; - identify obvious similarities and differences when exploring and observing;</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • Talking about: <ul style="list-style-type: none"> - belonging; - clothes, uniforms; • Looking at school symbols; 	<ul style="list-style-type: none"> • reflect on who helps them. 	<p>Resources:</p> <ul style="list-style-type: none"> • Priest doll • Dressing up – role-play clothes. • Photos – priests in vestments. 	<p>Organisation:</p> <ul style="list-style-type: none"> • Whole class • Groups – role-play – pictures/writing.

Focused Teaching 1:

Show the children the priest doll and talk about what he is wearing.

Who do you think this might be?
Why is he wearing these clothes?
What do you think his job is?

This doll is a 'priest' doll. He's dressed to look like a priest. A priest is someone who works in a church and looks after the people who belong to the church. Sometimes priests are women but our priest doll is a man.

What sort of man do you think he is?
What shall we call him?

When children have chosen their name, explain it might have 'Father' in front of it, ie Father Alex, because people want to show they respect the priest.

Where did we say a priest works?
What do we know about churches?

Show children a picture of a church to prompt their thinking and record their ideas.

The church is a place where some people go to worship God. The priest has an important job to do to help them worship God.

Show children a photograph of a priest during worship and talk about what he or she has to do.

The people in the church love Jesus and want to be like him. They like to sing about Jesus and hear stories about him and ask him to help them. This is called worship. The priest leads their worship. And the clothes he wears remind people of Jesus.

These clothes are like the ones Jesus would have worn. Some people today, in the country where Jesus lived, still wear clothes like these. Let's look at them.

Father Alex wears a stole. This is a kind of scarf. What colour is this one? Stoles come in different colours, depending on the time of the year. Sometimes they are white, sometimes purple, sometimes red and sometimes green like this one. Some of them are beautifully decorated with shapes we call symbols because they have message. What is this shape? This is a cross. The cross is a symbol.

If possible, show children a variety of stoles.



Remove the doll's stole.

The priest wears a white tunic like this called a surplice. This is cool and loose and good to wear in a hot country.

Remove the splice on the doll.

Underneath our priest doll is wearing a long coat called the cassock. This reaches to the floor and keeps him warm in a cold church!

Priests also might wear a collar which fastens at the back. Some people call it a 'dog collar' I wonder why? This shows that the person wearing it is a priest and he or she has learned to do this important job. Father Alex will organise the meetings and services in the church and teach people about God. He looks after people when they are sad or happy or worried or scared. He christens them, and helps friends and families when people die.

For discussion:

What different clothes do you wear and why?

What are the signs and symbols you have on your clothes?

When have you seen other people wearing long clothes?

When do you wear clothes for special occasions (ie christening gown, party clothes etc).



Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"> • Role play – link to baptism • Picture child in favourite clothes
C.D/M.D	<ul style="list-style-type: none"> • Pattern/symbols collage/ simple sewing.
K.U.W	<ul style="list-style-type: none"> • Talk about clothes we wear at different times of the year. (Packing a suitcase to go and see Father Christmas/ to go on a summer holiday) • Look at old photographs and talk about clothes from long ago; • Dress and undress the doll and talk about the vestments • Play a 'dress the doll' game with a laminated picture, putting vestments on the priest.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures and beliefs	Being aware of Self	Responding to significant experiences	Extending vocabulary	Using language	Listening and responding
Priests: <ul style="list-style-type: none"> • believe in God; • want to serve God; • work to serve people who belong to the church. 	I wear clothes that say something about me; I can help people; Sometimes I need help from someone;	of: <ul style="list-style-type: none"> • belonging; • helping. 	Jesus God Church vestments cassock surplice stole symbol	<ul style="list-style-type: none"> • in role-play; • playing with the doll; • playing the 'dress the doll' game. 	<ul style="list-style-type: none"> • Discussion favourite clothes; • Jobs/people in community.
The Priest					
Knowledge and Understanding of the World		Creative Development			
Looking at similarities and differences	Finding out	Expressing ideas	Imagining		
We wear clothes: <ul style="list-style-type: none"> • for different seasons of the year; • that are different from those worn long ago; • which say something about us. 	about: <ul style="list-style-type: none"> • people who help us; • materials; • shapes that carry meaning; churches. 	through:- <ul style="list-style-type: none"> • role play. 	<ul style="list-style-type: none"> • we are priests; • we can help people. 		

Going to worship God

This focused teaching introduces children to the idea of worship and to two different places where people go to worship. The two contexts, the local church and The Golden Temple in Amritsar, are used as examples and other situations could be explored, especially those which are directly of relevance to individuals in the class.

<p>Learning Context:</p> <p>Local environment</p> <p>Buildings</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that some people love God and want to worship God; • understand that people worship God in different ways and different places; • think about what is precious to them. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing a respect for their own cultures and beliefs and those of other people; - Responding to significant experiences, showing a range of feelings when appropriate;</p> <p>K.U.W - Observing, finding out about and identifying features in the place they live; - Finding out about their environment and talking about those features they like and dislike;</p>	
<p>Prior experiences may include experiences of:</p> <ul style="list-style-type: none"> • collective worship • weddings • baptisms • Learning about <i>The Priest</i>. 		<p>Resources:</p> <p>Photograph of Sandeep (available for loan or copying from the RE resources base at Chapel Fields Centre).</p>	<p>Organisation:</p>

Focused Teaching 1:

Give the children a selection of pictures of places of worship to look at. Discuss their observations, drawing out common elements such as size and shape of building and features such as towers and emblems such as a cross. Ask the children if they have seen similar buildings from their window or on their way to school.

I'm going to tell you the story about Alexander and Flora going to church.

Alexander enjoys his walk to school, even on days when his mum is telling him to hurry up. His little sister Flora is often in the pram because it is quite a long way for her to walk. Sometimes they walk through the woods and sometimes they walk along the path by the road. When they follow the road way they walk past a church. They call it 'their' church because they were both baptised there and it is the one they sometimes go to on Sundays and special days. Of course, it's a church for lots of other people too. In fact everyone is welcome and the people in the church are very friendly. They are glad that they are there. On some days you don't just see the church, you can hear it as well. There is a bell that is rung to tell people that it is time for worship. Flora and Alexander listen to the bell as they hurry down the road on the Sundays when they go to church.

As Alexander and Flora hurry with their Mummy down the path and through the church yard, people say hello. Sometimes they don't know the people well but they are friendly all the same. From outside the church you can see colours in the windows. From inside, especially when the sun shines, the windows show stories about Jesus and pictures of things people want remember and thank God for. Around the walls, in pictures and at the front of the church, there are crosses to remind people of Jesus. Some of the pictures have been made by

the children who come to church, and by the grown ups who are good at making things, especially sewing. It is a way for them to show how important the church is to them and it makes the church look interesting.

There are lots of long wooden seats which Flora likes to play on. She likes to stand on them and clap when everyone sings. Alexander knows some of the songs and can read the words from a hymn book. By each seat hangs a beautiful cushion that someone has embroidered with a picture. These cushions are for people to kneel on when they pray. This is a time when people talk to God. Alexander and Flora know they have to be especially quiet then so they don't interrupt people as they think about God and Jesus. Flora finds this very hard so Mummy takes her to another room where she can play and Mummy can listen to the prayers and the singing and the stories and the talking in the main church. After everyone has sung together Alexander goes with his friends to another room where they learn and talk about God. They hear stories about Jesus and the Bible and make things to remind them of what they've learnt.

When they leave the church their priest, who is called Philip, is near the door chatting and saying good bye to everyone. He helps people to worship God in this church. Alexander likes him as he is always interested in what Alexander has to say and is very friendly. Alexander, Flora and their mummy like going to church and seeing their friends. There is always something different to see and hear and think about and they enjoy joining in and being part of the church.

For discussion

Why do you think Alexander and Flora like to go to church?

What do you think might make a church a special place for people?

Focused Teaching 2:

Show children the photograph of Sandeep and his father at the Golden Temple at Amritsar and invite them to talk about what they can see, including details of the people and the building behind them.

How do you think this little boy is feeling today?

Why do you think he is standing in front of this building?

What makes you think this building might be important to the boy and his father?

This little boy is called Sandeep and he lives in England. This summer his mum and dad have taken him to India to visit a place that is important to the whole family. It is a holy place. They want to go there because they want to worship God there.

Sandeep's mum and dad have a photograph of this building on their wall at home and they have been looking forward to coming to see it. It is called the Golden Temple. It is the most important gurdwara in the whole world. Today it is sparkling in the hot sunshine. The gold is reflected in the water too. They have all taken off their shoes and covered their heads as everyone does here.

But it is not the sunshine Sandeep's family have come to India for. In a little while they will walk round and go inside the beautiful building. It will be cool inside and quite dark. The whole building is filled with the sound of music and singing. There are lots and lots of people here who all want to sing to God because they love God. They call God 'Wahaguru!'.

This is a special moment for Sandeep. He has heard so much about the Golden Temple and now here he is, standing in front of it. His mum is taking a photograph so that they will all remember this moment. I expect Sandeep will want it on the wall next to the big photograph of the Golden Temple when they get home. Sandeep will never forget being here.

For discussion::

Where have you been that you will never forget?

When do you have your photograph taken?

How is this building different from those in your local environment?



Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none"> • Using a digital camera, encourage the children to photograph favourite places, people, activities, toys in school. These can be displayed on the wall or in a class book. "Things I will remember about my Nursery/School". • Visit a local place of worship or invite a local worshipper to come into school with some special artefacts from his or her place of worship. • Sort a collection of photographs of buildings, identifying those that are churches. (Change the criteria to include a range of places of worship).
C.D	<ul style="list-style-type: none"> • Draw the most beautiful building you have ever seen. • Print with bricks. • Paint on glass or acetate . • Make rubbings of building material. • Draw a picture of a church you have seen-on your walk to school or in a picture.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting their own and others' cultures and beliefs	Being aware of self		Extending vocabulary	Knowing that information can be retrieved from a variety of sources	Responding to
Some people: <ul style="list-style-type: none"> go to special places to worship God; travel a long way to worship God. 	I have places that are special to me; I like to remember places		Church worship Gurdwara	We can learn about places of worship from photographs	<ul style="list-style-type: none"> pictures stories about: Sandeep, Alexander and Flora
Going to worship God					
Knowledge and Understanding of the World			Creative Development		
Looking at similarities difference and pattern	Looking at	Knowing about	Expressing ideas		
We can compare: <ul style="list-style-type: none"> buildings in our local environment and far away; different uses of buildings. 	<ul style="list-style-type: none"> buildings; materials; patterns; way of worshipping God 	Places of worship	through: <ul style="list-style-type: none"> art work; creating models. 		

Singing in Worship

Singing together is a central element of worship in many religions and traditions.

This material, which draws predominantly on Christian hymns illustrates the many ways in which singing reflects a variety of purposes of worship and offers the possibility of expressing feelings.

<p>Learning Context:</p> <p>Celebrations</p> <p>All about me/myself</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know that many people when they worship God; • understand how feelings can be expressed in song; • reflection how songs make them feel. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Working together harmoniously as part of a group or class; - Responding to significant experiences, showing a range of feelings where appropriate;</p> <p>C.L.L - Listening with enjoyment and respond to songs and other music; - Extending their vocabulary, exploring the meaning of sounds and their words;</p> <p>K.U.W - Knowing about their own and others' cultures and beliefs;</p> <p>C.D - Singing simple songs from memory.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • Collective worship • Singing together • Talking about feelings 		<p>Resources:</p> <p><i>Someone's Singing, Lord A&C Black.</i></p> <p>Recording of Hindu or Sikh singing in worship (available on loan from CFC)</p>	<p>Organisation</p> <p>Whole class or small group</p>

Focused Teaching 1: Praise

Invite children to sit quietly and listen.

Play song, eg: 'O Lord! Shout for joy!'

How does this song make you feel?

Why?

For discussion:

Why does the singer want to sing?

What is the singer saying in the song?

Who are they singing it to?

Why not say it or write it down?

When do you like to sing?

What do you like singing best of all?

Discuss with the children how some people like to talk to God and they do it in different ways. Some speak, some whisper, some think, some dance and some sing.

Play the song again and invite the children to join in if they would like to.

Focused Teaching 2: Thanksgiving

Recall ideas about way of talking to God from previous session.

Ask the children to listen to another song and to think about what the singers are saying to God.

Play 'Stand up, clap hands';

For discussion:

What does the singer want to say?

What do they want to do?

How do you think they feel?

When have you ever felt like that?



Focused Teaching 3: Thinking about others

'When I needed a neighbour'

Play the first verse and chorus of this song. Ask the children what they think it is about?

For discussion:

What is it that the person who is singing the song is asking?

Who are they asking and why?

Play following verses 2 - 4.

For discussion:

What does the person singing the song need now?

Play the final verse.

What is the singer saying now? Are they going to help?

How do you feel when you listen to this song?

Christian people sing this song to remind themselves and each other that Jesus taught them that they must care for everyone who needs them, no matter who they are or where they come from. Lots of other people feel like this too and spend time and energy helping people who need them in the best ways they can.

Why do you think people need to be reminded?

Ask the children to think about people they know who need help. Who are these people? Are they near or far away? What can be done to help them? Explore these questions at a level appropriate to the individual and the community.

Focused Teaching 4: Thinking about me

Play the song: 'This little light of mine'.

If possible, darken the room a little to enable candle flame to be seen more clearly. Light a candle and give children a short period to watch the flame and appreciate the light it can give.

Ask them if they have any words to describe the flame and invite them to talk about how the light makes them feel? Then sing or play the chorus of the song.

For discussion:

How does the song make you feel?

How do you think people feel when they see the light?

Let's find out some more about this light. Play or sing the verse.

For discussion:

What do you think the light of love might be?

How might it feel to be the light?

Would you like to be like a light?

Sing the song again and invite children to join in if they wish.

Focused Teaching 5: Different languages

Use a hymn from another religious tradition eg: a Hindu song or a Latin chant.

Play the children the piece and ask them what they think it is about. Can they pick out any word or use the style or tones to guess the spirit or meaning of the piece?

Explain to them what it is about and how you know. Talk about any songs they know that express similar feelings or try to say the same sorts of things to God. Talk about how sometimes it is hard to understand words that may be of another language or those that grown ups use that the children have yet to learn.

Invite children to bring in any examples of different worship songs, music or sounds from home to listen to as a class. An important teaching point is that the children listen respectfully, so keep extracts short to help good concentration. Should children respond inappropriately, remind them that sometimes when people hear sounds or see things that are unfamiliar they don't know quite how to behave and that it is essential to learn, otherwise people's feelings are hurt by a lack of respect.

Provide instruments for the children to make their own sounds that express different feelings. Work in pairs or small groups to play and identify sounds or to echo sounds made by a group leader.

Focused Teaching 6: Singing in school

Recall the songs heard in earlier sessions. Where are they usually heard. Talk briefly about the places of worship and other situations where the songs would be used in worship. Talk about any songs that are, or could be used for collective worship in school. Sing one of them.

For discussion:

Why do you think we sing this song?

What is it saying about/to God?

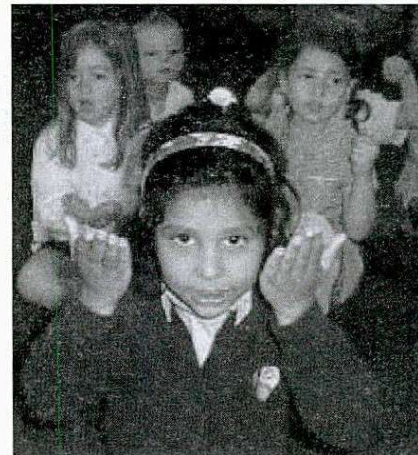
What do you like about it?

If you could write a song for God, what would you like it to say?

Scribe these ideas and encourage children to illustrate them and possibly to make sounds to go with the words. Make a tape recorder available for children who want to record their ideas, maybe their own songs.

Provide opportunities for the children to listen to all the music they have heard within this unit of work, and other songs that may extend their musical vocabulary. Remind them of the different groups of people who may use the songs.

Invite the children to illustrate their favourite song that is used in worship.



Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"> • Illustrate: <ul style="list-style-type: none"> • things you want to shout about; • the words of a song; • things you want to say thank you to someone for; • Make 'light' sounds with a range of instruments as well as with their voices. • Provide materials for children to make a collage paint or crayon their own 'light' pictures. Tissue or greaseproof paper could be used again for pictures, creating a stained glass effect letting the light bring the pictures to life. • With a reminder about safety and an emphasis on how precious light can be, children could be helped to make their own candles. • Choose a range of untuned instruments to accompany one of the songs;
K.U.W	<ul style="list-style-type: none"> • Make a collection of pictures of light - sunlight, moonlight, candle light, artificial light, and of light sources torches, lanterns, a range of candles, light bulbs etc. • Listen to a range of music from other cultures
P.S.E.D	<ul style="list-style-type: none"> • Talk about how the singing/candle makes you feel.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of others	Being aware of self		Using language	Extending Vocabulary	
We can all enjoy being part of a group, singing together.	I can: <ul style="list-style-type: none"> • sing; • listen; • respond to singing. 		in: <ul style="list-style-type: none"> • singing; • making music; • talking about songs. 	Hymn singing	

Singing in Worship

Knowledge and Understanding of the World			Creative Development		
Knowing about cultures and beliefs			Using imagination	Responding	
Singing: <ul style="list-style-type: none"> • is an important part of worship; • helps some people feel close to God. 			to: <ul style="list-style-type: none"> • make music; • illustrate favourite songs; • to express feelings. 	to: <ul style="list-style-type: none"> • hearing sounds; • creating sounds. 	

The Offertory

Giving of one's personal resources is a universal activity of worship. Most frequently it consists of the giving of money to support the work of a particular congregation in the local community and elsewhere; in some traditions food is also regularly given as an offering to God and then distributed among the people as a blessing.

The offertory is often part of an act of Christian worship. The giving of money symbolises the giving of the individual to God's service.

<p>Learning Context:</p> <p>People who help us</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know the offertory is a part of Christian worship; • understand that some people want to share what they have with others because they care about others; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing an awareness of their own needs and be sensitive to the needs and feelings of others; - Considering the consequences of their actions for themselves and others; - Understanding what is right and what is wrong and why;</p> <p>K.U.W - Knowing about their own and others' cultures and beliefs; - Finding out about and identify some features of objects</p>	
<p>Prior experiences may include</p> <p>Raising money for charity</p>	<ul style="list-style-type: none"> • reflect on how they can show they care for others. 	<p>Resources Organisation</p> <p>an offertory plate or a collection bag.</p> <p>a collection box or piggy bank.</p>	<p>Organisation</p> <p>Whole class or small group</p>

Focused Teaching 1:

Introduce children to a range of boxes for collecting money, including an offertory plate or collection bag. Through discussion, begin to help them to differentiate between those which collect money for themselves and those which collect money for others.

Discuss the design on the offertory plate or collection bag and explain how it is used.

When people go to church, they want to worship God.

What kind of things do people do to worship God?

As well as singing and praying and listening to someone reading from the Bible, people give money to the church. They are giving their money to God because they believe God will use it.

A plate or a bag is passed round amongst the people for them to put whatever money they want to into it. The money is collected together and brought to the front of the church. A prayer is said and everyone says 'Amen'. By giving some of their money to help the church to do God's work, people are showing that they are giving themselves to God.

For discussion:

What do you think is God's work?

What would you give money for?

Focused Teaching 2:

Light the story candle.

One day Jesus was in the temple. He had been teaching the people there about God and now he was having time to himself to sit and think. As he sat there, Jesus watched people coming to put their money into the large chests that were used as collecting boxes. He saw rich people giving lots of money and he heard them too. As only little copper coins could be used in the temple, when people put a lot of money into the chests they made a lot of noise.

Demonstrate this by dropping pennies into a box.

Then Jesus saw a poor woman come and make her offering. Jesus noticed that she gave just two coins. He knew that she had given all she had to give. Jesus called his friends to him.

"Listen," he said. "This poor woman has put in more than all the rest put together because she has given all she has."

Blow out the story candle.

For discussion:

Why did Jesus think that the poor woman had given so much?

How do you think the woman might have felt?

What is the most valuable thing you have to give away?

What is the most you could give away?

Suggested Activities

Area of Learning	Activity
P.S.E.D	<ul style="list-style-type: none"><li data-bbox="465 292 1464 323">• In Circle Time, discuss a needy cause and hold a class charity event.
C.D	<ul style="list-style-type: none"><li data-bbox="465 403 1155 435">• Design and make your own offertory box/plate.<li data-bbox="465 475 898 507">• Sing the Magic Penny song.<li data-bbox="465 547 1536 579">• Drop coins in a variety of containers and talk about the sounds they make.
K.U.W	<ul style="list-style-type: none"><li data-bbox="465 659 1435 691">• Make links with a child elsewhere through a charity, eg. Action Aid.
M.D	<ul style="list-style-type: none"><li data-bbox="465 770 1301 802">• Sort coins by shape, colour, size, material, denomination.
C.L.L	<ul style="list-style-type: none"><li data-bbox="465 882 1827 914">• Explore other ways of sharing what we have eg: charity shops, toy collections, harvest festivals.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of self	Being aware of others	Respecting beliefs and cultures	Extending vocabulary	Listening and responding	
I can: <ul style="list-style-type: none"> • share • help others 	I know that sometimes other people need my help.	It is important to some people to give money or gifts to God.	worship offertory collection Amen	to: <ul style="list-style-type: none"> • a story 	

The Offertory

Knowledge & Understanding of the World			Mathematical Development		
Asking questions	Finding out		Sorting and classifying	Counting	
What is the plate/box/bag made of? What is it for? Who uses it?	about: <ul style="list-style-type: none"> • materials; • joining and constructing; • different charities. 		I can sort coins by: <ul style="list-style-type: none"> • colour • size • value 	I can: <ul style="list-style-type: none"> • count to 10; • order coins. 	

Shabbat

Shabbat is the weekly Jewish festival, which lasts 25 hours and begins at dusk on Friday. During that time, people refrain from work and devote their attention to God and to the family. The lighting of the Shabbat candles signifies the beginning of the celebration. It is sacred time. The imperative to keep Shabbat is enshrined in the commandments, appearing twice in Exodus and Deuteronomy. In recognition of this, two candles are lit to welcome Shabbat. The festival begins on Friday evening with a celebratory meal.

The home is the focus for Jewish celebrations. Prayers and blessings accompany the meal, which is sanctified through the Kiddush, blessing over wine. A time of fellowship, called Oneg Shabbat, follows the meal, when stories and songs are shared.

<p>Learning Context:</p> <p>Celebration</p> <p>Food</p> <p>My family</p> <p>Homes</p> <p>The environment</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know the Jewish story of creation; • know that it is important for some people to stop work to celebrate; • understand the importance of eating together in celebration; • begin to understand that some people believe God made the world; • reflect on how they celebrate (with their families). 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing respect for their own cultures and beliefs and those of others.</p> <p>- Being confident to initiate ideas and speak in a familiar group;</p> <p>- Responding to significant experiences showing a range of feelings when appropriate;</p> <p>C.L.L - Listening with enjoyment and respond to stories; extending vocabulary</p> <p>K.U.W - Looking at similarities, pattern and change</p> <p>- Finding out about events in our lives and those of other people.</p> <p>- Finding out about their environment and talk about what they like and dislike.</p>	
<p>Prior experiences may include:</p> <p>Talking about 'my family'.</p> <p>Thinking about caring for animals/creation.</p>		<p>Resources:</p> <p>Small, white table-cloth;</p> <p>Photographs of Shani & Esther's Shabbat;</p> <p>Pictures of a family at the Shabbat meal;</p> <p>Soft Sabbath dinner set;</p> <p>(All these resources are at Chapel Fields Centre and available for loan.)</p>	<p>Organisation:</p> <p>Small groups 10-15 children.</p>

Focused Teaching 1:

Begin by slowly and deliberately opening out a small, crisp white tablecloth in the centre of the group. Smooth it out carefully and invite children to talk about what it is and to guess what is going to happen.

This is the best white tablecloth and it's ready for a very important meal.

What else do we need to put on the table for a meal?

Talk about cutlery and china, laying one or more place settings, as space allows. Encourage children to talk about mealtimes around the table.

When the table is laid, explain that for this important meal, something else is needed. Carefully take out, from a box or tissue paper, Shabbat candlesticks and put candles into them.

To finish laying this table, we need to have candlesticks and candles.

This meal is important because everyone in the family is here. There's Mum and Dad, all the children, and Granny & Grandpa. It's important too because all the people in the family love God and they want to show they love God. They are making this time holy; they are giving this time to God. And to show that this time is holy, they are going to light two candles to welcome God's time. God's time is called 'Shabbat'. Can you say Shabbat? Shabbat is a whole day for God. Today no one will do any work.

Show children a photograph of a Jewish family at their Shabbat meal. Invite them to talk about what they can see and what is happening.

If possible use the soft Sabbath Dinner (with finger puppets) to engage children in talking about what is on the table and what the people might be saying to each other.

For discussion:

When do you have a special meal?

Who comes to celebrate with you?

What is your favourite food?

Focused Teaching 2:

Recap on previous session. Using photographs (or a book about Shabbat) introduce children to Shani and Esther, celebrating Shabbat with their family each Friday evening.

This is Shani and Esther. They are helping their mother get ready for Shabbat. Every Friday Granny & Grandpa join them for their special meal. Esther knows that her best friend Amy does not celebrate Shabbat or have a family meal each Friday. Shani and Esther leave school early on Fridays to help their mother prepare for Shabbat. They lay the table. When everything is ready they light the candles with their mother. Their mother says a blessing over the light. Esther and Shani like this time with their mum.

Their father and two big brothers come home from the synagogue. Everyone comes to the table. Father blesses them all in turn.

This is a happy time. There is wine and bread to share. Everyone washes their hands carefully. Then after their meal, there is a chance to hear one of Grandpa's stories.

"Why do we celebrate Shabbat every week?" asks Shani.

Grandpa says, "I'm going to tell you a story which will explain this special day. It's a story about holy time".

It's a story these children love to hear. It's a story Grandpa often tells.

And this is Grandpa's story. But before I begin we will light our story candle as Grandpa's story is a story about God.

Light the story candle.

It will help us to find the story if we close our eyes and cover them with our hands. It's dark, isn't it?

In the story God is lonely. God looks out on nothing but dark water, from here, for ever. Endless. And very, very dark.

Suddenly God thinks, "I know! I'll make a world. Then I won't be lonely. What a good idea!" So God thinks about the task. It is important to get it right.

First God needs some light to see by. "Let there be light!" God says and there it is, bright light. God blinks. (*Encourage children to open their eyes*).

"Too bright for all the time," God thinks, so God turns the light on and off. This is exciting. God is pleased. God calls the darkness 'night' and the light 'day'. This is the **first** day.

Next job is to organise the water. God lifts some of the water to make a huge dome.

"Heaven." God says. "That looks lovely. I'll live there!" And that task is done. God is pleased. Evening comes and morning comes, and this is the **second** day.

On the next day, God looks at the water and decides to make some land. God moves the water to make seas and, between them, dry land appears. God calls the land 'earth', and makes plants and trees grow on it. This is fun. God is pleased. Evening comes and morning comes, and this is the **third** day.

God decides the light needs organising. God makes a fiery sun to shine on the earth all day and a beautiful moon to hang in the sky at night. God makes stars to twinkle in the darkness. That's beautiful. God is pleased. Evening comes and morning comes and this is the **fourth** day.

God looks at the water and decides to make some fishes to swim in it. God looks at the sky and decides to make some birds to fly in it. Whoooooosh! God watches the fishes and the birds swooping and swishing through this beautiful world. God is pleased. Evening comes and morning comes and this is the **fifth** day.

God looks at the earth and decides to make some creatures to run and leap and crawl on it. So God makes wriggly worms and stripy tigers and little tiny mice and all the other animals you can think of, and watches them. But something is missing.

"I know!" thinks God. "I need to make people to love my creation and look after it!" So God makes a man and a woman and blesses them so they will be happy always.

"This is a marvellous creation," thinks God. God is very pleased. Evening comes and morning comes on the **sixth** day.

Now God is tired. God has worked hard. God is pleased with the universe. It is really beautiful. Six days' work. Now it is time to rest, so God decides to make the seventh day holy.

"That is why we rest today," Grandpa says. "We keep Shabbat because God wants to keep the day holy. We keep Shabbat, and Shabbat keeps us. It keeps us close to God."

Extinguish the story candle.

For discussion:

In the story, God lives in heaven. Where do you think God lives?

What do you think is really beautiful?

Who tells you stories?

Focused Teaching 3:

Talk again about Shabbat, using the photographs of a Shabbat celebration, giving the people names, or use the photographs of Shani and Esther again.

Role play the story once more with finger puppets in the soft Sabbath Dinner set.



For discussion:

What are the times that you like best at home or at school?

How do you celebrate important times?

Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none">• Design and create a favourite family meal on a card plate, using a variety of materials – clay, dough, collage, paint etc.• Learn the names of the days of the week in sequence.
C.L.L	<ul style="list-style-type: none">• Paint, draw and/or write about a favourite family member.
C.D	<ul style="list-style-type: none">• Develop a creation dance, using appropriate music to enable children to ‘become’ plants, animals, rain, the sun; begin and end with stillness, quiet, rest.
M.D	<ul style="list-style-type: none">• Invite children to compose and play their own creation music, using musical instruments; begin and end with quiet/silence.• Use a range of activities using numbers 1-7, to count, order and use ordinal numbers. Play memory games to remember what happened on each day in Grandpa’s story.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of self	Respecting beliefs	Responding to experiences	Extending Vocabulary	Using language	Listening and responding
I can: <ul style="list-style-type: none"> • help my mum • celebrate; • enjoy lovely food; • love stories; • think about God 	for Shani & Esther: <ul style="list-style-type: none"> • Shabbat is sacred time; • God is important; • celebrating links them to the past. 	of: <ul style="list-style-type: none"> • family; • tradition; • thinking about God; • listening; • wondering. 	sacred Shalom Shabbat eternity	in: <ul style="list-style-type: none"> • story sequencing; • role play; • counting days; • small world activities; • writing. 	to: <ul style="list-style-type: none"> • Grandpa's story about God; • The story of Shani and Esther celebrating.
Shabbat					
Knowledge & understanding of the World			Creative Development		
Finding out	Asking questions	Looking at patterns	Imagining	Responding	Expressing
Shani & Esther's family: <ul style="list-style-type: none"> • keep Shabbat; • light candles; • tell stories; • eat together. 	Where did the world come from? Who made the world? How does my family celebrate?	It gets dark every night. Daylight comes every morning. Every week Shani and Esther celebrate.	Creation in dance. Shabbat in role-play.	to: <ul style="list-style-type: none"> • the smell of candles; • the taste of bread. 	through: <ul style="list-style-type: none"> • music; • making bread; • drawing candles.

Hanuman

Hanuman is an important character in the Hindu epic poem, *The Ramayana*, probably the most well known of Hindu sacred writing. He is the monkey chieftain, thought of as divine by some Hindus who refer to him as the monkey god. He is the epitome of service in his devotion to God, here in the persons of Rama and Rama's wife, Sita. As the son of the Lord of the Winds, he is able to see another's need and respond, giving selflessly of himself. In the story, his bravery saves Sita and restores Rama to his rightful throne, helping to defeat the evil Ravana. This story is the focus of Dussehra celebrations which precede the better known festival of Diwali, when Rama and Sita are welcomed home from their exile. It **is** an epic and as such, most accessible to the more able child. As schools look for ways to challenge particularly gifted and talented children, this material would be most appropriate.

<p>Possible Learning Contexts:</p> <p>Animals</p> <p>All creatures great & small</p> <p>People who help us</p> <p>Challenging the gifted and more able.</p>	<p>Learning Objectives:</p> <p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> • know about the story of Hanuman and its importance to some children; • understand that some stories are sacred; • begin to understand that religious ideas are communicated through stories, pictures and symbols; 	<p>Links to other areas of learning:</p> <p>C.L.L - Showing an understanding of the elements of stories such as character and sequence of events; - Sustaining attentive listening with relevant comments, questions or actions; - Exploring the meaning and sounds of new words; - Using language to work out and clarify ideas;</p> <p>P.S.E.D - Developing respect for their own cultures and beliefs and those of others;</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • listening to a range of religious stories, particularly <i>Ganesh</i>; • understanding and showing enjoyment of more complex story structures; • discussions about God and what God might be like. 	<ul style="list-style-type: none"> • reflect on the need for people to help each other; • understand that it is fine to need help and good to give it when it is needed. 	<p>Resources:</p> <p>A series of images of Hanuman including:</p> <ul style="list-style-type: none"> • with Rama, Sita and Lakshman; • with a halo and carrying the mountain; • in a shrine, being worshipped; • All of these are available on loan from the RE resources base at Chapel Fields Centre. 	<p>Organisation</p> <p>Small groups of more able children.</p>

Focused Teaching 1:

Show children a picture of Hanuman kneeling in front of Rama and Sita, and invite them to talk about it.

What can you see in the picture?

Who do you think the people might be?

What makes you think they are important?

What are they doing?

Why do you think one of them is kneeling down?

This is Hanuman. He is kneeling down in front of a king and queen called Rama and Sita. Here is the story about how Hanuman came to serve them and become their friend.

Light the story candle

Hanuman the monkey sat eating nuts in a tree with his friend, Sugreev. They were talking about Surgreev's wicked uncle who had made himself King instead of Surgreev.

Hanuman was trying to help and cheer up his friend. They were puzzling as to what they could do about the wicked King when something small and hard hit Hanuman on the head.

"Ouch!" he cried out. Then "Ouch!" again, as the same thing happened again. The two monkeys scampered down the tree into the clearing below to see just what had hit Hanuman. They were very surprised to see, lying amongst the leaves, two shining rubies that had obviously been part of a necklace.

"Goodness gracious!" said Surgreev. "Some strange things have been happening around here, but raining jewels, this is the strangest yet."

The two monkeys were laughing when into the clearing came two men came looking anxiously about them.

"Have either of you two seen a beautiful woman being taken though here?" one of them asked.

"No," replied Hanuman, "but it is raining jewels!"

The two men became still when they heard this and they asked to see the jewels that had fallen from the sky. They were very excited when they saw them.

"Yes, yes!" One of the men shouted. "These are hers, these are Sita's jewels! My name is Ram," he said, "and this is my brother Lakshman. He is travelling with my wife and me. We have been sent away from our own land, and while we were in the forest, my wife has been stolen away by a demon. I am desperate to find her."

"Maybe we can help each other," said Hanuman, fascinated by their story. "My friend Sargreev here has also been thrown out of his own kingdom. If you help us return him to his place as king, then he and all his army of bears and monkeys will help you."

And that is what happened. When Sargreev was made king again, he and Hanuman and their army set out to help Ram find his wife Sita.

Sargreev divided his army into groups to go off in different directions in search of the beautiful Sita. Before he left with his group of soldiers, Ram went to Hanuman.

"You have become a good and trusted friend, Hanuman," said Ram. "If you find Sita, show her this ring and she will know that you come from me. Tell her that I love her and will rescue her as soon as I can."

The groups set off and searched and searched. Hanuman looked everywhere he could think of and after many days he finally reached the coast. He was on the point of turning back when he met an old bird and asked him if he had seen Sita.

“Yes, yes,” the bird croaked wearily, “not long ago. It was as if the sky had clouded over and the great demon Ravan flew across the sky carrying the most beautiful woman I have ever seen. He took her off to his island over there”. The bird pointed to the island of Lanka across the bay. Hanuman could hardly contain himself with excitement. But there was a problem. How could he reach the island?

“We’ll have to see who can jump the furthest and they can leap across the water to the island,” Hanuman said. The other animals began to talk about how far they could jump. Hanuman listened and his pride overcame him. “Well, I bet I can jump at least 100 leagues,” he joined in.

“Right, then you had better be the one to go,” they all said. Oh dear what had he said? Hanuman gulped. There was no getting out of it. He would have to try and leap across the sea to the island to find Sita. Hanuman gazed across the water, focused his mind and took a mighty leap.

As his feet touched the ground again he could hardly believe it. Not only had he survived but here he was on the island, right in the middle of the city. Hanuman made his way from tree to tree, rooftop to rooftop, until he came to a very grand building. As he peered into the garden he saw guards walking up and down and then there, beneath a tree, was the most beautiful woman he had ever seen. It had to be Sita. But how could he get to her?

Hanuman watched carefully. Then as the guards walked towards the end of the garden as swiftly as he could he leapt down and crouched, panting for breath at Sita’s feet.

At first Sita looked frightened, but when Hanuman explained and showed her Ram’s ring, her expression changed to one of joy. Without waiting she passed Hanuman a pearl she was wearing around her neck.

“Give Ram my love,” she whispered. “Now go!” Hanuman turned to go and not a moment too soon for the guards were upon him. He ran for his life but the demons were too quick for him. They caught hold of him and tied a bundle of burning rags to his tail. Using his sharp teeth, Hanuman fought to escape and wriggled from their clutches. He flew through the city and as he went, his burning tail touched buildings on either side of him. Soon the whole city was ablaze.

At last he came to the beach and with a great hiss he dipped his tail into the sea and the fire was put out. With another enormous leap Hanuman leapt across the sea to get back to his friends, eager to tell them of what he had found. It was not long before messengers reached Ram and Lakshman with Hanuman’s exciting news. They came hurrying from where they had been searching and joined Hanuman on the beach with their armies. Ram was so grateful to his friend but now they faced another daunting task. How could they reach the island to rescue Sita?

Blow out the candle.

For discussion:

What do you think is going to happen?

How do you think Rama might be feeling?

How do you think Sita might be feeling?

Who would you help in the story?

What would you do?

Focused Teaching 2:

Use the picture of Hanuman carrying the mountain to engage children. Cover the picture and lift a flap to reveal just Hanuman's face. Invite children to talk about what they can see and what they can remember of the story.

Let's share the rest of the story.

Recall the story and light the story candle.

Hanuman and Ram stood looking out over the sea towards the island of Lanka. Ram longed to have his wife back but how could his great army reach her? Suddenly the ocean began to bubble and out of the waves came the Ocean King. He was huge and towered over them.

"I can help you," he bellowed, "but first I need one of your clever monkeys. One who is very good at throwing stones." A little monkey came shyly forward. "Skim your stones towards the island," commanded the Ocean King. And as the monkey did as he was told, so the stones made a bridge across to the island. After thanking the Ocean King, Ram led the way across to the island. Lakshman and Hanuman followed him, with the army of bears and monkeys.

The wicked demon Ravan heard that they were coming and gathered his family and friends to help him. But one by one Ram and his army fought with them and won. Lakshman outwitted one general with his bow and arrow and Hanuman helped fight a giant by biting the giant's ear. Ravan sent out his son to fight and a terrible battle took place. Almost all of Ram's army were killed or badly injured. Ravan was sure he had won.

On the battle field the Bear General was walking amongst the dead and injured. He came to Hanuman, who had been hurt. "This is terrible," he said. "There is only one thing that could possibly save our army now."

"What is that?" said Hanuman, turning his head wearily towards the General.

"There is a herb that can heal. It only grows on a magic mountain in the Himalayas. We must have that. Only that can revive our army. Hanuman, could you fetch it and save the day as you did before?"

Summoning all his strength Hanuman turned towards the mountains and took an enormous leap. He landed by the mountain. But then he realised he didn't know where to find the herb.

"I know," he muttered to himself, and with a mighty heave, he lifted the whole mountain and flew through the sky with it above his head. "Make way!" he shouted as he reached the battle field.

"It's alright" shouted the General, "just the smell of the herbs is reviving the army. Take the mountain back to its rightful place." That was what Hanuman did. The army was now back to full strength and took Ravan and his son by surprise and in the following battle, Ravan's son was killed. Ravan himself stepped forward into battle.

"Wait!" called Ram. "This time I will fight alone." Bravely he went forward in his chariot to meet the ten-headed demon. The sounds of their fighting seemed to echo around the whole universe, gold sword on silver shield, great spears slicing through the air. Making a great effort with a single arrow, Ram pierced the shield of Ravan and the arrow went into the demon's heart. With a terrible cry the great demon fell to the ground, dead.

A deafening cheer went up from Ram's army. Hanuman raced from the battle to the palace where Sita was being held. Her guards had fled and now Sita was free. Hanuman led her to where they would find Ram. However when they reached him he was not joining in the celebrations but was standing alone and thoughtful. He raised his eyes to look at Sita. Could she still love him? She was such a kind person, maybe she had grown to love Ravan and would not want to return to Ram after all.

When Sita looked at Ram, she was frightened. "What is it, my love?" she asked anxiously.

"You cannot come back to me now," said Ram. "How do I know it is not the demon you love now?" With tears rolling down her cheeks, Sita turned to Lakshman.

"Build a great fire," she told him. Obediently Lakshman did as she asked and collected a huge pile of wood, but he could find no fire to light it.

Meanwhile, Hanuman went to Ram. "What is the matter with you? Can you not see how much your wife loves you? She would die for you. My friend, I love you as a brother and I cannot let you make this terrible mistake. Go to her now and sort it out."

Reluctantly Ram turned back to Sita. Still no fire had been found for her. "Call up the great God, Agni" she said. At these words the fire began to flicker brightly and Sita climbed onto the burning wood. She turned to Ram "I have never been untrue to you. You are my love and my life". As Ram and his followers looked on horrified, Sita stood in the flames. But to their amazement she did not burn. In a flash of gold the God Agni appeared and led her from the flames unharmed.

"You are a fool Ram! How could you doubt her love? Such goodness can never be destroyed." Ram fell on his knees before Sita to ask her to forgive him. She held his hands and looked into his eyes and knew that he really loved her and from now on they would always be together. Hanuman looked on and smiled at his friends. He was so pleased to have helped them and to have been part of their battle for good to triumph over evil.

Blow out the story candle.

For discussion:

Who was bad in the story?

Who were the helpers in the story?

Why do you think Hanuman helped Rama and Sita?

How do you think Rama and Sita felt about Hanuman?

If you had been Hanuman, how would you have felt?

Who can you help?

Focused Teaching 3:

Show children the picture of Hanuman again.

We know what happened in Hanuman's most famous adventure. Let's find out more about Hanuman and who he is.

Light the story candle.

As the breeze blew through the tree tops, a little monkey swung from branch to branch laughing with the birds and squirrels that played with him. But this was no ordinary monkey; this was Hanuman, son of the Lord of the Winds. Hanuman grew up in the forests of India. He was just as much at home whether he was on the ground, in the trees or in the air. You see, he could fly! His father, the Lord of the Winds, had taught him. Every loved to play with him because he was such fun. He was always getting into mischief, but he was kind and friendly and everyone loved him.

One day, as he played, he saw something he had never seen before. It was like a beautiful golden ball that glowed as it moved slowly across sky. The light from it warmed him and Hanuman held his arms out to it.

“Oh, I want to play with you,” he called. When the sun did not reply Hanuman ran towards it waving and shouting, “Come and play, come and play !”

But the sun could not hear and didn’t understand. She was frightened and tried to get away “Help,” she cried, “help me!”

Her cries were heard by the king of the gods, Indra.

“Who has dared to frighten our beautiful sun” he roared. And he picked up his great spear and threw it at Hanuman. With a cry Hanuman fell down to the earth. The animals gathered round his broken body. His father, the Lord of the Winds, flew to the side of his precious son. Such was his sorrow that as he swept Hanuman into his arms a mighty storm blew up. Then the Lord of the Winds carried his son to the furthest corner of the earth, to a dark cave underground and held Hanuman closely and wept as if his heart would break.

After a while the storm died down and all seemed peaceful. But the animals felt uneasy. Something was not right. There was no wind, and because there was no wind there was no air for the animals to breathe. Everything began to die. Soon there was no life at all. Indra himself felt a great change take place and went to discover what had happened. When he saw all the dead creatures and felt the stillness all around he realized what had happened. It had all been his fault. Now it was up to him to save life on the earth.

Indra went in search of the Lord of the Winds. He looked and looked but it was not until he reached the very ends of the earth that he found the Lord of the Winds hidden in the darkest cave weeping over his son.

“I’m sorry,” said Indra. “Please do not cry any more. Hanuman will live. He will grow up to be good and kind and brave. Take him back to the world and breathe life into him and all other living things”.

So the Lord of the Winds lifted his head, and tenderly cradling Hanuman in his arms, he carried him out of the cave and up to the earth.

It was as if the whole world was waking from a long sleep. Slowly movement and sound returned and Hanuman played with his many friends again. The gentle breezes from the Lord of the Winds carried his laughter throughout the forests. And just as Lord Indra had said, Hanuman grew up to be kind and brave. He was always ready to help those in need and to be a good friend.

Blow out the story candle.

For discussion:

Hanuman badly wanted to play with the sun. When have you ever really wanted to play with someone?

What do you think of when you listen to the wind?

What do you need to live?

What do you think makes a good friend?

What makes you cry?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Retell the story through role play;• Illustrate exciting phrases from the story, eg: ' the bubbling sea' and then put them in sequence to create a pictorial version of the story;
C.D	<ul style="list-style-type: none">• Represent the story through dance, puppet making, mask-making;• Listen to Indian (Hindu) music and create own music using untuned percussion;• Create sound effects for a retelling of the story.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Forming relationships and working together	Having a developing awareness of their own needs	Understanding what is right and what is wrong	Extending Vocabulary	Interacting with others	Listening and Responding
We need to help each other, like Hanuman helped Rama.	I can help other people. I need to be helped sometimes. I can make a difference.	It is right to help people? It is right to accept help when I need it?	shrine serve God worship	in: • discussion; • working together; • helping each other;	to: • stories about Hanuman;
Hanuman					
Knowledge & Understanding of the World			Creative Development		
Knowing about their own and others' beliefs and cultures	Asking Questions	Finding out about	Responding	Exploring	Imagining
Hindus: • worship Hanuman; • celebrate together; • tell sacred stories; • use pictures to help them think about God.	What do stories tell us? How do those amazing things happen in the story? Do amazing things really happen?	Events in people's lives, ie. celebrating together at Dussehra and Diwali	to: • stories; • visual images;	colour • shape • texture in a variety of pictures of Hanuman	we: • can fly; • are saving someone;

