

# KS1 Judaism: Belonging



**Why is learning to do good deeds so important to Jewish people?**

**The *EMMANUEL* Project 2020:  
Teaching Judaism effectively in Key Stage 1**



## Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



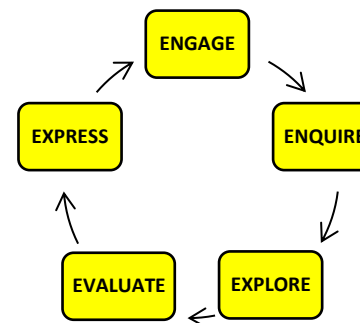
**This unit for Key Stage 1 pupils focuses on the Jewish concept of 'mitzvot'.** It is important to read the guide to this so that teaching, questioning and assessment reflect the focus clearly.

**It links with common themes in RE syllabuses** *e.g. in the Suffolk Agreed Syllabus it links to 'Belonging: where and how people belong and why belonging is important'.*

**It is designed to last 6-8 hours**, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

**Learning is developed through an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Judaism which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative / Jewish story (ii) Jewish Community Practice (iii) Jewish Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

## MITZVOT

In common Jewish usage, a mitzvah is a charitable act or 'good deed'. Jewish children are encouraged to 'do a mitzvah' e.g. giving charity, welcoming people, caring for the world, sharing food, but these are not just 'good deeds'. They are seen as "good" because they are what the Creator of the Universe wants for his world; they connect people to God. Learning the 'good deeds' itself is a mitzvah.

Mitzvah literally means 'commandment', specifically the 613 Mitzvot given by God in the Jewish Torah, including the Ten Commandments. God's mitzvah against murder is a commandment, not just a reference to a good or bad deed, and mitzvot about feeding the poor, caring for planet earth, or observing the Sabbath, are not just divine suggestions.

For those who obey God's laws, blessings are promised and warnings are given for those who choose not to listen and obey. Boys of 13 become 'bar mitzvah', son of the commandment, responsible for their own obedience.

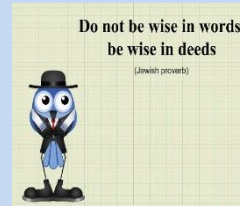
Most Jewish people would say the Torah trains them to live a holy life and enables them to fulfil their part in the covenant between God and the Jewish people. Many mitzvot would be welcomed and upheld by any moral being; others involve religious rituals and festivals linking Jewish people to their history and the wider Jewish community.

The Jewish community has long valued education, in particular study of the Torah; knowledge of mitzvot is key to performing them. Rabbin today continue to study and re-interpret the 613 Mitzvot and offer rulings on modern issues such as organ donation, organic food, etc.

But there is a clear understanding that it is not just the debate but the 'doing' of mitzvot i.e. in how people behave towards their fellow human beings and the world itself, brings rewards or 'fruit' now and this is just as important as a fuller reward in the 'world to come'.

## Tzedakah

According to religious law, Jewish people should give 10% of their income as tzedakah (charity) e.g. as money to the poor, to health care institutions, synagogues or to education. Jewish homes often have a pushke (tzedakah) box for collecting coins for the poor. Giving charity is a way to express thanks to G-d, to ask forgiveness or request a favour. Hebrew liturgy says that tzedakah, alongside prayer and teshuvah (repentance), earns forgiveness for human sin.



The Hebrew "tzedakah" suggests that giving to the poor is an act of righteousness or justice; it evens things up in an unfair world.

Even when in personal need, a Jewish person is not exempt from giving to the poor. Equally Jewish people should avoid going into debt, and take work that is available to avoid being in debt; if this is unavoidable, they should not worry about accepting tzedakah: it would be a sin to refuse it.

## Tikkun Olam

Tikkun Olam means 'repairing the world' and is found in the Mishnah, a body of classical rabbinic teachings. In Jewish usage, it can be seen as a specific category of mitzvot, in which acts of kindness are performed for the improvement of society.



Tikkun Olam envisages a world profoundly broken and encourages humans to take responsibility for fixing what is wrong through social action and the pursuit of social justice.

See **RESOURCES** for additional sources of information.



## Why is learning to do good deeds so important to Jewish families?

**ENGAGE**  
with the  
concept of a  
mitzvah or good  
deed

**End of year  
assessment in RE**

**This column lists 'I  
can' statements to  
help with end of  
year assessment  
BUT there are many  
ways to assess RE.**

**Please see advice  
at the end of this  
unit and consult  
your RE subject  
leader about  
assessing RE in  
your school.**

*Rd I can talk about  
something good  
someone did for me*

**Teacher's note:** Mitzvah means good deed or action; it also refers to a command or required action for a Jewish person. The Torah contains 613 commands or mitzvot given by God to the Jewish nation, including the 'Ten Commandments'. Studying and performing the mitzvot binds the Jewish community together, and links them to God, the one who has given the commands, creating a sense of belonging.

### What is a good deed?

Ask whether children know what a good deed is. Discuss and think of examples, maybe writing on whiteboards or sorting cards with some good or bad deeds on.

### What good deed is 'Zoe' doing?

Introduce a Jewish child e.g. Zoe in 'My Jewish Faith' (see [Resources](#)) or a simple cartoon figure. *If this is not the first Jewish unit, you can stop and remind children who Zoe is. If it is the first, the lessons will gradually reveal more about her.*

Zoe has brought her backpack in to class. Look inside and find a small pack of sweets or a cake and an envelope. I wonder who they are for.

On the envelope it says **GRAN**. I wonder why Zoe has this ... Is it Gran's birthday? What else could it be? *(It needs to be a 'get well' card.)*

Inside the backpack is also a note for the class:

**Hello everyone! Zoe here. Gran is not very well so I have made a get-well card for her and I bought something at the shop to help her feel better. Mum was pleased with me because I thought up this good deed for granny all on my own.**

**Our family is Jewish and good deeds are very important to us. Good deeds make the world a better place! That's what my mum says.**



*Please read the notes on 'Mitzvah / mitzvot' before you start to prepare you for the most effective ways of exploring this concept with the children.*

*This unit uses the name of a Jewish child: Zoe. She features in 'My Jewish Faith'. See [Resources](#). Teachers are invited to use any suitable name, photo, cartoon of a Jewish child to create someone to whom their class can relate.*

**Rc** I can recognise the words 'God' and 'mitzvah' as important to a Jewish person

**1d** I can talk about when someone has done a good deed to help me or my friends or family

**1f** I can talk about what is important to me about good deeds that help people and why

In groups children take the roles of Zoe, Mum and Gran (and anyone else in the family you wish). You could make 'get well' cards first. Work out how you think the visit would go. OR act out with one group of actors and the class guiding the action.

### What is a mitzvah?

**Teacher's note:** "Commandment" suggests an order imposed by a stern God, while the Hebrew "**mitzvah**" implies an honour or privilege, a responsibility that the Jewish nation undertook as part of their covenant with God at Mt Sinai, a good deed that they should perform eagerly to please / thank their Creator.



There was a PS on the note from Zoe.

**Gran was very pleased to see me. She loved the card and the present. It made her feel a bit better.**

**Gran said thank you to me and then she said, 'It's a Mitzvah to visit the sick, not just a good deed but one of God's ideas, his rules.'**

**It made me feel good inside. I belong to the Jewish people and visiting the sick is one of the good deeds God had given his people to do. Do you ever do good deeds like visiting the sick?**

Did you spot the Jewish word for 'good deed'? Practise saying and spelling M-I-T-Z-V-A-H. Use some large cut-out letters to help and then use these as a title for a display of photos – see below. Cutting out some giant letters could be a 'good deed' for the class!

*For Jewish people, it's a mitzvah to visit the sick .... This mitzvah makes Zoe feel she belongs to her Jewish community and to God. Should it be a mitzvah for everyone?*

### What other good deeds (mitzvot) do you think Zoe could do for her granny?


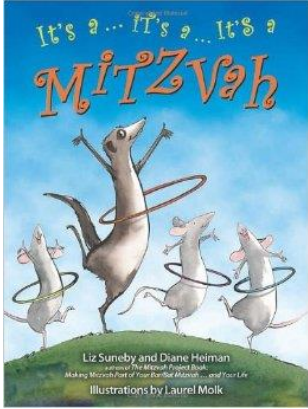

The plural of mitzvah is MITZVOT. I wonder if we can think of a 'lot' more 'mitzvot'!

Discuss or write / draw 3 ideas on whiteboards in 'Thinking pairs'. Then share ideas in a larger group of fours. Which would be a good example for your group to role play? Choose one – *teacher to ensure a variety of good deeds!*

***It is a mitzvah to visit the sick but is it always? What if you are grumpy when you there or the person does not want to see you or they are too ill? An important principle in Judaism is working out how to interpret a given mitzvah. See: [http://www.chabad.org/library/article\\_cdo/aid/383786/jewish/The-Laws-of-Visiting-the-Sick.htm](http://www.chabad.org/library/article_cdo/aid/383786/jewish/The-Laws-of-Visiting-the-Sick.htm)***

***Some children may be able to compare, for example, the Christian story of the Good Samaritan with the Jewish idea of doing mitzvot.***



	<p>Prepare role plays of the good deeds. In each group you might have Zoe, Gran, Mum and a narrator. Think hard about what Gran would say in response to each good deed.</p> <p>Watch role plays and identify the good deeds. Photograph the 'deeds' for children to label / annotate later as part of a display or scrapbook. See <b>EXPRESS</b>.</p>	
<p><b>ENQUIRE</b></p> <p><b>into how Mitzvot make Jewish people feel they belong to God</b></p> <p><i><b>Rb</b> I can recognise a good deed a person is doing because of their religion</i></p> <p><i><b>1b</b> I can talk about something that might be a 'mitzvah' or good deed for Jewish people</i></p> <p><i><b>1c</b> I can suggest why a tzedakah box (pushke) is important to a Jewish family</i></p>	<p><b>Teacher's note:</b> In Judaism, helping those in need is a commandment, a sacred obligation. The Hebrew word for giving to those in need is "Tzedakah" but it doesn't just mean charity. "Tzedakah" comes from the Hebrew word "tzedek", which means righteousness or justice, so giving Tzedakah is not just a nice thing to do; it is the just or right thing to do, what God requires of his people.</p> <p><b>Who should we give to? What can we give instead of money?</b></p> <p>Display pictures around the class tables of children in various kinds of 'need'.</p> <p>Give 'Talking partners' some plastic money. They must decide who to give their money to, placing their coins by the relevant picture. How might it help to give money?</p> <p>This is only plastic money so it is not much help. Are there other ways to help if you do not have money?</p> <p>Can you remember how Zoe tried to help her granny?</p> <p><b>What different mitzvot are there?</b></p> <div data-bbox="539 1015 685 1321">  </div> <div data-bbox="725 1007 1370 1362"> <p>If you have the relevant book you can start the lesson like this: Unwrap the book: <b>It's a... it's a... it's a MITZVAH.</b></p> <p>There is a note from Zoe inside!</p> <p><b>Hi everyone! It's me again. Gran got better really quickly. When I went to visit, she gave me a present. This is it! Gran said it would help me learn more about mitzvot. I hope you enjoy it as much as me!</b></p> </div> <div data-bbox="1391 927 1697 1337">  </div>	<p><b>See how a Jewish school in Britain celebrates Mitzvah Day! Simply do an internet search on Jewish Primary school Mitzvah Day and you will get plenty of results.</b></p> <p><b>Lots of examples of Tzedakah boxes or pushke on the internet, some especially designed for children. You can download suitable pictures even if you can't afford the real thing!</b></p> <div data-bbox="1794 1075 1995 1310">  </div>

**3b** I can describe some of the 'mitzvot' or 'good deeds' Jewish people might all try to do as part of their religion

**3d** I can recognise who/what influences me to know what a good deed is e.g. family, friends, faith

Read and enjoy the book together. What does it tell us about mitzvot? Spot and explain briefly the word 'Shabbat', the Jewish day of rest and the word 'tzedakah' or charity.

Later you might draw pictures of different mitzvot in the book for your own flap book about 'good deeds'. See **EXPRESS**.

**Alternatively use another children's book about doing mitzvah. See Resources.**

**If you do not have a Jewish children's book to share with the class, you can create an activity using the examples of mitzvot in Appendix 1, maybe introducing it as a card game that Zoe played with Gran. These cards can be used for next lesson too.**

### What is a tzedakah box? What is it for?



When Zoe got home from Gran's, she decided to make something to help her do another mitzvah. She would show Gran next time she went to visit.

Zoe has brought her idea to show us but it is not finished yet. Unpack a cardboard box (photocopy paper box). She wants to make a giant tzedakah box.

Look at pictures of real tzedakah boxes or handle one. Can children work out it is for collecting money?

A tzedakah box is not for saving money like a piggy bank, but for giving money to help other people. In a Jewish family it is a mitzvah to GIVE tzedakah every Shabbat to help other people. Some people give money but you can give anything that will help others.

Think up ideas of things people can give which will help others or spot examples in a Shalom Sesame clip about tzedakah from a Jewish child in Israel – what examples of GIVING can you see?



**KS1 Writing plans are available for It's a it's a it's a Mitzvah. Ask education@cofesuffolk.org**

	<p><b>Class challenge:</b> Turn the photocopy box into a giant Tzedakah box for Zoe. Create the Hebrew letters for Tzedakah to go on the outside.</p> <p>Invite children to draw ideas of things they could 'give' which do not involve money. End the lesson by sharing them one by one, then folding them and putting them through a slot into the Tzedakah box.</p> <p><b>Think:</b> <i>It's a mitzvah to GIVE when you belong to the Jewish community. Giving reminds Zoe she belongs. Is GIVING a mitzvah for everyone?</i></p>	
<p><b>EXPLORE (1)</b></p> <p><b>mitzvot in a Bible Story</b></p> <p><i><b>Ra</b> I can remember something that happens in the story of Ruth</i></p> <p><i><b>Re</b> I can talk about why Ruth helped Naomi in the Bible story</i></p> <p><i><b>1a</b> I can remember the story of Ruth and know it is special to Jewish people</i></p> <p><i><b>1e</b> I can ask why a story is told, and what I learn from it, inc. the story of Ruth</i></p>	<p><b>Teacher's note:</b> The story of Ruth is read during Shavuot, a celebration connected with the giving of the Torah to Moses on Mt Sinai in Israel, and its acceptance by the Jewish people. It is a story of kindness and of choosing to belong to God's people. Study of holy books is an important Mitzvah for Jewish people. The story of Ruth is among the Ketuvim or 'writings' rather than the Five Books of Moses.</p> <p><b>What happens in the story of Ruth?</b></p> <p>Unpack a lot of cardboard tubes from carrier bags. There is a label hanging on the bag handles. It's from Zoe!</p> <p><b>Hi everyone! I love stories. See what I have brought in for you today! I want to use these to help tell Gran the story of Ruth. I learnt the story at Cheder (hay-der) at the synagogue. My friends, Tom and Tessa, who are Christians, know this story too because it is one that Christian and Jewish families share from the Bible.</b></p> <p><b>Can you read the story together from a Bible story book and then make me some little figures from the tubes that I can use to tell the story please?</b></p> <p><b>Oh! And while you are doing that, you had better spot any mitzvot in the story, because I want to show Gran that I have learnt lots more about what good deeds are!</b></p>	<p><b>Description of Cheder in Norwich synagogue:</b></p> <p><u><a href="http://www.norwichsynagogue.org.uk/?page_id=597">http://www.norwichsynagogue.org.uk/?page_id=597</a></u></p>





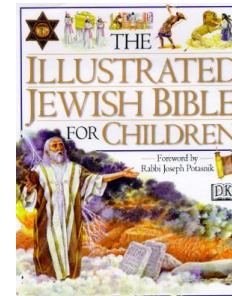
**2a** I can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot

**3a** I can describe what a Jewish person might learn from the story of Ruth about doing mitzvot / good deeds



Read the story together and talk about any questions you would like to ask about the story.

- The Beginner's Bible p.152-155
- The Lion First Bible p.164-171
- The Big Bible Storybook p.55-57



Create characters out of the cardboard tubes and other scraps to tell the story in small groups. Talk about any good deeds while you are making the characters.

**OR** plan a giant group painting of the story in different parts for a display. Annotate with the story, mentioning the good deeds as part of the annotation.

### What examples of mitzvot are there in the story?

Zoe is excited because she knows it is a mitzvah to study the holy books, but also because she has spotted some mitzvot in the story of Ruth. She can't wait to tell Gran. Did you find the mitzvot too?

Print the mitzvot in Appendix 1 on colourful card and cut up. Or refer to 'It's a .. it's a ....it's a Mitzvah'. Use either resource to spot kind deeds / mitzvot in the story of Ruth.

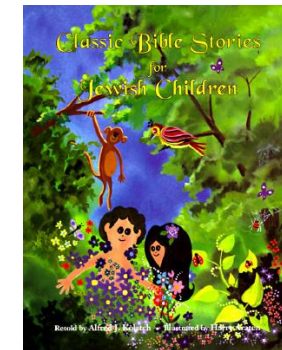
We think Ruth did a mitzvah when ..... Add labels to your pictures which highlight these mitzvot. OR place the stars next to the craft figures.

**THINK: It's a mitzvah to STUDY ...**

**Doing this mitzvah reminds Zoe she belongs to the Jewish people. Studying is like learning. Is this a mitzvah for everyone?**



**The story of Ruth can be read from a Jewish children's Bible e.g. the one by Dorling Kindersley or Classic Bible stories for Jewish children – Alfred J. Kolatch**



**If you do not have one, use a Christian one i.e. with Jesus stories in too, and explain that Jews and Christians share the story of Ruth.**

**Simple craft figure for Ruth:**

**<http://www.dltk-bible.com/mruth.html>**

## EXPLORE (2)

### the mitzvah of welcoming a baby girl in the synagogue

**2b** I can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue

**2d** I can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child

**2e** I can talk about the possible meanings in a story, including the story of Ruth, and about any questions it raises (e.g. about being welcome)

**2f** I can talk about what is important to others, including Jewish people, about

**Teacher's note:** An important mitzvah is that of welcome. Originally, Judaism had no celebration to welcome baby girls into the covenant. Boys are circumcised. Traditionally, fathers had the honour of reciting blessings when the Torah was read in the synagogue the first Shabbat after a girl was born, and the child received her Hebrew name at the same time. Today new traditions have been established to welcome baby girls.

### Are you good at welcoming people?

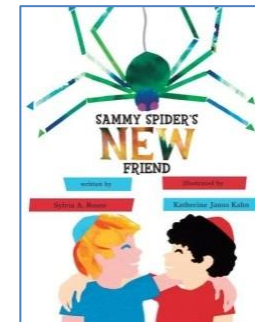
It can be scary arriving in a new place. Take the class to the front entrance of the school.

What is it like to arrive at your school? Is it welcoming? Are there any words of welcome? Does it look friendly?

What about your classroom door? Does it look inviting? Would a visitor feel welcome?

Check 'It's a ... it's a... it's a .. Mitzvah' and remind the class that welcoming is a mitzvah.

If you have it, you can introduce '**Sammy Spider's New Friend**', a Jewish children's book about welcoming. See [Resources](#).



### How do Jewish people welcome new baby girls in the synagogue?



**Teacher's note:** Pictures of inside a synagogue, a welcoming ceremony and printable certificates and invitations are all available on the internet. Place these in a box or bag to use alongside Zoe's letter to the children.

Introduce a box or bag from Zoe. I wonder what Zoe has sent us today?

You can take out the certificate and read it and talk about it before reading Zoe's letter. What do you think it is and why has Zoe got it?

Read Zoe's letter:

**Hi everyone! Hope you are well today. I love visiting you because I always feel welcome in your class.**

**The Belonging unit on Christianity also contains elements of work on 'welcome' and some learning around infant baptism.**

**Opening up Judaism – p.12 – Welcoming a baby (very brief)**

**Opening up Thankfulness p.12**



**See [Resources](#).**

<p><i>'good deeds', and ask respectfully why</i></p>	<p><b>I always feel welcome in our synagogue too. That's where we go to say our prayers, study the Torah and meet our friends. I want to tell you about my certificate.</b></p> <p><b>My mum and dad were very happy when I was born. While I was still tiny, I was taken to the synagogue to be welcomed into the Jewish community officially. They wanted to say thank you to God that I had arrived safely.</b></p> <p><b>Mum and Dad showed me to everyone. There were prayers and blessings. The rabbi said a special prayer and my name was announced. Then they took me home for a party. This is the special certificate from that day on my bedroom wall, even if I can't remember getting it!</b></p> <p><b>My certificate has a copy of this prayer from the synagogue:</b></p> <p><b>May God who blessed our ancestors, Sarah, Rebecca, Rachel, and Leah, bless this beautiful little girl and let her name be called in Israel, Zoe, daughter of Ari and Sarah.</b></p> <p><b>May she grow up in good health and in peace.</b></p> <p><b>May she grow up to study Torah, to get married and live a life of good deeds.</b></p> <p><b><i>THINK: It's a mitzvah to WELCOME.</i></b></p> <p><b><i>Does Zoe's certificate help her feel she belongs to the Jewish community? Is WELCOMING a mitzvah for everyone? Are we doing good deeds when we welcome people at school?</i></b></p> <p><i>How is this similar or different to the welcome given to a baby in a Christian church? Or to the welcome given to a Sikh / Hindu or Muslim child in their community?</i></p> <p><i>What would you wish for a baby as they grow up? May he / she grow up to .....</i></p>	<p><i>Based on a Sephardi Jewish naming prayer, this has been simplified. Other versions can be found.</i></p> <p><i>The names listed are characters from the Jewish scriptures, like Ruth in the story we read earlier. Maybe you can read their stories too from a Bible story book.</i></p> <p><i>A Reform Judaism home welcoming ceremony – see words at <a href="http://www.reformjudaism.org/brit-bat-ceremony-welcoming-baby-girl">http://www.reformjudaism.org/brit-bat-ceremony-welcoming-baby-girl</a></i></p>
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## EXPLORE (3)

### the idea of Tikkun Olam in Jewish living

**Rf** I can talk about something I want to take care of in the world around me

**2c** I can say what the words in a song / picture about Tikkun Olam are about for a Jewish person

**3c** I can describe ways Jewish people show their beliefs about the world using the term 'Tikkun Olam'

**3e** I can ask important questions about what the world would be like if everyone did mitzvot

**Teacher's note:** Tikkun Olam, repairing the world, takes up the idea that the Jewish community bears responsibility not only for their own moral, spiritual, and material welfare, but for the welfare of society at large. Tikkun olam is underpinned by the idea that human beings are a critical part of the unfolding of God's creation and will. Tikkun olam is not a specific commandment, but rather an umbrella term for good deeds that make a difference.

#### What do you think needs fixing?

**Teacher's note:** You need a globe, preferably an inflatable one. If this is not possible, put a picture of a distorted globe on the white board and use a 'reveal' feature to show the globe a bit at a time.



Zoe has brought in something which needs fixing. Hide the globe under a cloth in the centre of the room so it is not too easy to guess. Play a guessing game of things which could be under the cloth and might need fixing.

#### Do not reveal the object.

Alternatively put the globe in a box and play 'pass the parcel' to music. The child holding the box when the music stops has to guess what it might be.

#### What things do we need for fixing things that are broken?

Produce some glue and sellotape. With talking partners, challenge children to think of things that can be used to repair something. Draw ideas on whiteboards and hold up.

Discuss their ideas. Finally reveal the mystery object. What is it?

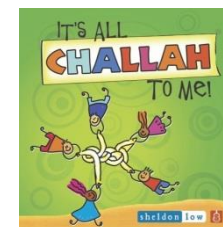


#### What needs fixing in our world?

Zoe sent an email to tell me this globe was coming. This is what she wrote:

**Hi everyone. Zoe here. Sometimes our world feels like it is broken. Things which are spoilt, wrong, frightening or unhappy need repairing but glue and tape won't work.**

**Sheldon Low's CD can be bought on the internet or tracks downloaded from it-tunes.**



**Shalom Sesame is a Jewish version of the children's programme 'Sesame Street'. One of the programmes is on Tikkun Olam.**

**Tikkun Olam Ted – buy on Amazon (Kar-Ben pubs)**



and communicate  
some of my ideas

**3f** I can link my ideas  
about doing good  
deeds to mend the  
world with the way I  
think and behave

**Gran says that all the good deeds I can do and all of God's mitzvot are ways to help mend the world and make it better. It is a special privilege to be allowed to help mend the world. Gran called it 'Tikkun Olam'. What do you think can help mend the world?**

### What is 'Tikkun Olam'?

Listen to 'Tikkun Olam' by Sheldon Low. [http://www.sheldonlow.com/track/568519/i-m-gonna-fix-the-world-tikkun-olam?feature\\_id=74832](http://www.sheldonlow.com/track/568519/i-m-gonna-fix-the-world-tikkun-olam?feature_id=74832) Work out actions for the chorus and then perform them to the song. What does Sheldon's song say will help repair the world?

CHORUS: I'm gonna fix the world, tikkun olam x 3  
Together it won't take long, let's do tikkun olam

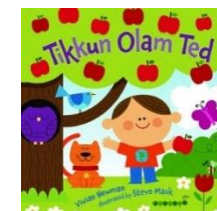
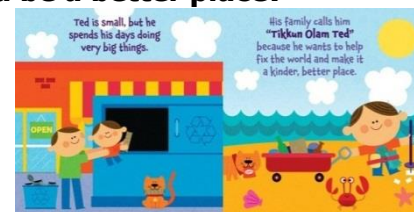
**OR** use the Tikkun Olam song from Shalom Sesame –  
<https://vimeo.com/16348831> Discuss examples e.g. *There are ways to be kind all around. We help the world when we help someone. Do what you can to make things right.*

**OR** Zoe has been reading a book to her little brother Josh. He is only 3. It is called Tikkun Olam Ted! Ted may not be big but he does some really practical things to help repair the world? What does he do?



### How can Zoe do Tikkun Olam to help the world be a better place?

Think how to display ideas of what can help 'repair' the world e.g. writing on bandages or sticking plasters to put on a globe / picture of the world, drawing ideas on outlines of 'helping hands'.



**THINK: It's a Jewish mitzvah to CARE for the world. But we all belong to the world. Is this a mitzvah for everyone? What do you think?**



<p><b>EVALUATE</b> your RE learning about the importance of good deeds to Jewish families</p>	<p><b>Teacher's note:</b> Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p. 17.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>	<p><b>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</b></p> <p><b>Please remember that different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</b></p>
<p><b>EXPRESS</b> your RE learning so it can be shared with others</p>	<p><b>Teacher's note:</b> You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</p> <p><b>Here are some more ways you might share your learning with others:</b></p> <ul style="list-style-type: none"> <li>• Create a big scrapbook or a wall display of MITZVOT. Use photos of children's role plays of good deeds. Children can create labels about their work and some class sentences which explain what the display is about using some of the Jewish vocabulary they have learned.</li> <li>• Based on <b>It's a... it's a... it's a MITZVAH</b>, draw pictures for different mitzvot in the book and create a flap book to share with others.</li> <li>• Hold a 'Good Deed' day in school. Explain this to children in assembly. Point them to your display.</li> </ul>	<p><b>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</b></p>

	<ul style="list-style-type: none"> <li>• Display your story of Ruth paintings / craft models and write labels which make links with mitzvot.</li> <li>• Sing and share a Tzedakah song.</li> <li>• Welcoming is a mitzvah. Could you make your classroom door or the school entrance more welcoming? Explain to your headteacher what you have done or want to do and how it is connected to your RE learning.</li> <li>• Create a Tikkun Olam display. Sing the Tikkun Olam song to a class visitor and explain what you have been learning about.</li> <li>• Imagine you are Zoe. You are going to see Gran. Tell her what mitzvah means and give her some examples of mitzvot you have learnt about.</li> </ul>	
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## APPENDIX 1 – Examples of Mitzvot for children

<b>Bringing peace between people</b>	<b>Clothing the naked</b>	<b>Visiting the sick</b>	<b>Greeting visitors</b>
<b>Being kind to animals</b>	<b>Not destroying needlessly</b>	<b>Honouring the elderly</b>	<b>Returning things that are lost</b>
<b>Caring for the world</b>	<b>Showing courtesy and respect</b>	<b>Showing cheerfulness</b>	<b>Not coveting what others have</b>
<b>Comforting mourners</b>	<b>Speaking the truth</b>	<b>Guarding your tongue</b>	<b>Studying Torah</b>
<b>Loving G-D</b>	<b>Saying prayers</b>	<b>Sharing with others</b>	<b>Resting on Shabbat</b>

Here are some age-appropriate examples of God-given mitzvot, including simple acts of kindness and religious or holy deeds. This website gives lots of details of the positive and negative mitzvot with simple explanations:

- [http://www.chabad.org/kids/article\\_cdo/aid/8402/jewish/Positive.htm](http://www.chabad.org/kids/article_cdo/aid/8402/jewish/Positive.htm)
- [http://www.chabad.org/kids/article\\_cdo/aid/8403/jewish/Negative.htm](http://www.chabad.org/kids/article_cdo/aid/8403/jewish/Negative.htm)

# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

**If you want to check progress in this unit, you could:**

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



<b>Beginning:</b> Discusses concept in own life	Q1 What is a good deed? List three good deeds you could do.
<b>Developing:</b> Draws on the lesson material	Q2 What different mitzvot (good deeds) could a Jewish child do?
<b>Expected:</b> Applies concept / answers key question	<b>Q3 Why is learning to do good deeds so important to Jewish people?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 Why is the mitzvah of caring for the world important for everyone?

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below.** The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

**SELECT** a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<b>Ra</b> I can remember something that happens in the story of Ruth	<b>Rb</b> I can recognise a good deed a person is doing because of their religion	<b>Rc</b> I can recognise the words 'God' and 'mitzvah' are important to a Jewish person	<b>Rd</b> I can talk about something good someone did for me	<b>Re</b> I can talk about why Ruth helped Naomi in the Bible story	<b>Rf</b> I can talk about something I want to take care of in the world around me
<b>Y1</b>	<b>1a</b> I can remember the story of Ruth and know it is special to Jewish people (and Christians)	<b>1b</b> I can talk about something that might be a 'mitzvah' or 'good deed' for Jewish people	<b>1c</b> I can suggest why a tzedakah box (pushke) is important to a Jewish family	<b>1d</b> I can talk about when someone has done a good deed to help me or my friends or family	<b>1e</b> I can ask why a story is told, and what I learn from it, including the story of Ruth	<b>1f</b> I can talk about what is important to me about good deeds that help people and why
<b>Y2</b>	<b>2a</b> I can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot	<b>2b</b> I can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue	<b>2c</b> I can say what the words in a song / picture about Tikkun Olam are about for a Jewish person	<b>2d</b> I can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child	<b>2e</b> I can talk about the possible meanings in a story, including the Ruth story, and about any questions it raises	<b>2f</b> I can talk about what is important to others including Jewish people, about 'good deeds', and ask respectfully why
<b>Y3</b>	<b>3a</b> I can describe what a Jewish person might learn from the story of Ruth about doing mitzvot / good deeds	<b>3b</b> I can describe some of the mitzvot or 'good deeds' Jewish people might all try to do as part of their religion	<b>3c</b> I can describe some ways Jewish people show their beliefs about the world using the term 'Tikkun Olam'	<b>3d</b> I can recognise who / what influences me to know what a good deed is e.g. family, friends, faith	<b>3e</b> I can ask good questions about what the world would be like if everyone did mitzvot and communicate some of my ideas	<b>3f</b> I can link my ideas about doing good deeds to mend the world with the way I think and behave



## Resources for this enquiry:

In this unit, **Zoe is an imaginary Jewish character** who enables a teacher to present things Jewish children learn or do in a way which is easier to handle than talking abstractly about religious people.

You can create your own Zoe by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. Two similar children, **Tom and Tessa**, were created for the EYFS and the KS1 Christianity units. The names of the children are immaterial; feel free to change them.

Sometimes scenarios can be created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Jewish artefacts or books! Here are suggestions for this unit:

- A Jewish children's story Bible (e.g. The Illustrated Jewish Bible for Children – Dorling Kindersley)
- Books about Mitzvot – see below, especially 'It's a it's a it's a Mitzvah'



### Background articles:

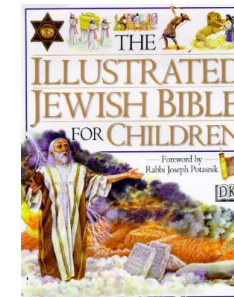
- <http://www.myjewishlearning.com/article/mitzvot-a-mitzvah-is-a-commandment/#>
- [http://www.chabad.org/library/article\\_cdo/aid/1438516/jewish/Mitzvah.htm](http://www.chabad.org/library/article_cdo/aid/1438516/jewish/Mitzvah.htm)
- <http://www.jewfaq.org/tzedakah.htm>

### Teacher's books / background:

- **Opening up Judaism** – Fiona Moss <http://shop.retoday.org.uk/9781905893553> PDF sample includes activities re Shabbat
- **Opening up Thankfulness** – Fiona Moss <http://shop.retoday.org.uk/9781905893713> Includes welcoming a Jewish baby girl

### Information books for / from school librarye.g.

- **My Jewish Faith** – Anne Clark (Evans) *originally a big book*
- **My Jewish Life** – Anne Clark and David Rose (Wayland)
- **I belong to the Jewish Faith** – Katie Dicker (Wayland)



### Jewish children's story resources:

- **It's a... it's a... it's a Mitzvah** – Suneby and Heiman (Jewish Lights)
- **I can do a mitzvah** – David Sokoloff ([Try the internet](#))
- **It's a mitzvah, Grover** (Shalom Sesame) – paperback and Kindle versions
- **Sammy Spider's First Mitzvah** – Sylvia A. Rouss (Kar-Ben Publishers)
- **Sammy Spider's New Friend** - Sylvia A. Rouss (Kar-Ben Publishers)

**Persona Doll** - Jewish boy with kippah (yarmulke. Skull cap) and tallit (prayer shawl)  
<http://shop.retoday.org.uk/160114>

**A Sammy Spider plush toy** was made for the character's 20<sup>th</sup> anniversary; if you can't get one, consider making one! We saw one made with a papier mache body and paper chain legs! And one with a cushion body and legs stuffed with crumpled paper!



**Jewish visits and visitors:** can be arranged directly or through inter-faith groups e.g. East of England Faiths Agency: [http://www.eefa.net/home\\_index.htm](http://www.eefa.net/home_index.htm). Some Jewish communities have limited capacity and do not take KS1. Plan a visit in Y3! Virtual visits, quality video and INSET visits for teachers will help.

The initial ideas for this unit were worked on by KS1 teachers led by Helen Peats (St Margaret's CEVAP, Ipswich) and Helen Matter (Diocesan Schools' Adviser) at the Emmanuel Project days 2016 and revised in 2019. Thank you for your hard work!