

Year 1&2 Key Stage 1

# RELIGIOUS EDUCATION

Resource File



## Year 2 units of work - Celebrations - Sukkot





# Lesson 4 Sukkot

## Learning objectives

- To learn the story of Sukkot
- To know that many Jewish people erect a Sukkah in their garden at this time
- To begin to understand how religious teachings affect what people do

## Success criterias

- To tell the story of Sukkot
- To understand that this festival is a time of thanksgiving for Jewish people

## Religious Education Council Requirements

A1, A2, B1, B2, B3, C2

## Resources

- Children's Bible
- **CD Image Gallery, page 10: Sukkah**
- Flipchart or board
- Paper and pens
- **Resource sheet 1: Exodus from Egypt** (from 'Leaders and teachers' unit, lesson 2)

## Vocabulary

Autumn, Egypt, Israel, Jewish, Judaism, Moses, Red Sea, refugee, Sukkah, Sukkot, thanksgiving

## Key questions ?

Why do people celebrate Sukkot?

What objects are special to me and why?

## Group formation

- Whole class
- Working individually
- Whole class

## Introduction

Tell the Bible story of how Moses led his people through the Red Sea from Egypt to Israel (Exodus). Use a children's Bible or Resource sheet 1 from the unit on 'Leaders and teachers'. Explain that the people must have trusted Moses to leave most of their possessions and friends behind. They must also have been very brave to venture into the unknown.

Ask the class if there has ever been a time when they were afraid. *Who did they trust to look after them? Can they recall occasions when they had to be very brave?* If appropriate, make reference to refugees today who have to leave their homes at a moment's notice.

## Activities

Explain that this Bible story is the story behind the Jewish festival of Sukkot. During this festival people remember the years that the Jews spent travelling in the desert and how God looked after them on their journey. They thank God for his special care during a very difficult time.

Tell people to imagine they are leaving with Moses and are going to write a letter to a friend who stayed behind, to tell them about the journey and reasons for leaving. Scribe some ideas on the board of the feelings that the travellers might go through during the journey.

Before setting people to write, demonstrate the conventions of letter writing.

## Plenary

Read good examples of letters and discuss how word choices affect mood.

Display **CD Image Gallery, page 10** and explain how the festival of Sukkot is still celebrated today. In the autumn, many Jewish people erect a Sukkah (meaning ‘hut’) to remind them of the shelters that were built in the desert by the Jews leaving Egypt. Four plants were used: myrtle, willow, citron and palm.

## Differentiation

Provide a writing frame for support. More able people could research present-day refugees.

### Extension

People could write about how and why they think refugees should be welcomed to a country.

## Notes