

Unit: Questions of Identity – Commitment within a Community: Christianity and Judaism

Key areas of enquiry: A,D,E

This is a recommended unit.

About this unit – This unit is intended for year 7 Students. They will learn about making a commitment in a faith community, in particular commitment in Christianity and in Judaism. They will compare and contrast these events and reflect upon their commitment to communities to which they belong. This should build on work done at the Primary phase in both these faiths. If teachers wish they could substitute another faith for Judaism.

(Suggested Assessment Task: Included and highlighted in teaching activities)

Prior learning	Technical Vocabulary	Resources
It would be helpful if pupils had a basic knowledge of Christianity and Judaism. Particularly this unit builds on work done Infant baptism.	In this unit children will have an opportunity to use words and phrases related to:- Bar Mitzvah Bat Mitzvah Believers' Baptism Confirmation	REQuest CDROM PPP – 'Initiation around the world' 'Christianity for Today' Carrie Mercier, Oxford, ISBN 0-19-917240-4 Card Sort Cards 'Jewish and Christian ceremonies'

Skills	Attitudes
Application Synthesis	<i>Self awareness: feeling confident about their own beliefs and identity and sharing without fear of embarrassment and ridicule.</i>

Expectations At the end of this unit	
Core learners: Level 4	Be able to describe and show understanding of the importance of Believer's Baptism and Bar/Bat Mitzvah to the Christian and Jewish communities. They are able to describe differences and make links between the two religious communities. Learners are able to ask questions and raise suggested answers to questions of identity and belonging. Learners are able to describe what influences them.
Level 5	

	<p>Learners are able to use an increasingly wide religious vocabulary to explain the impact of Baptism and Bar/Bat Mitzvah on the Christian and Jewish communities.</p> <p>They demonstrate detailed knowledge and understanding of the similarities and differences between these ceremonies and can suggest reasons for them.</p> <p>They can express their own and other views on the challenges of belonging e.g. family, school, teams, faith community.</p>
<i>Reinforcement Level 3</i>	<p>Show simple knowledge of Believers' Baptism and Bar/Bat Mitzvah.</p> <p>They can see some similarities between the two.</p> <p>Learners can talk about and ask questions about their own and others' experiences of belonging.</p>
<i>Enrichment Level 6</i>	<p>Learners can use religious/philosophical vocabulary to give informed accounts of Believers' Baptism and Bar/Bat Mitzvah.</p> <p>They interpret sources and use these to explain diversity between the ceremonies.</p> <p>They are able to evaluate the powerful emotions associated with commitment within their own and other people's lives, including those belonging to a faith community.</p>

Learning Objectives	Possible Teaching Activities (<i>Select from</i>)	Learning outcomes	Contribution to other Curriculum Areas/ other information
<ul style="list-style-type: none"> Learners know that all people belong and are committed in different ways. Learners understand that people show commitment in different ways. Learners are able to reflect on their own commitments and the feelings associated with them. 	<p><u>How do you show commitment in your life?</u></p> <ul style="list-style-type: none"> Use a picture stimulus to create a pair/group discussion reflecting on a famous person's commitment i.e. a sportsperson or one showing obvious commitment and one not. 'What are they committed to? How do you know? How do you think they feel about it?' Learners then reflect upon why they are committed to/ belong to? Family, school, friendship group, community. How do they show this? Personal mind map to show these with closest being the most committed. Learners select one from mind map and explain in some detail how belonging to this makes them feel. Revisit questions from the starter stimulus and apply to own experiences. 'What are they committed to? How do you know? How do you think they feel about it?' Learners should share their experience of commitment with a partner. 	<ul style="list-style-type: none"> Reinforcement L3 Learners can talk about and ask questions about their own and others' experiences of belonging. Core L4 Learners are able to ask questions and raise suggested answers to questions of identity and belonging. Learners are able to describe what influences them L5 Learners can express their own and other views on the challenges of belonging e.g. family, school, teams, faith community. Enrichment L6 They are able to evaluate the powerful emotions associated with commitment within their own and other people's lives 	<p>ICT – watching PPP</p> <p>Opportunity for Moral/Social development</p>

	<ul style="list-style-type: none"> Look at initiation/coming of age ceremonies from other traditions (PPP available). Bring out key ideas such as special clothes, sacrifice, role of the elders, symbols of adulthood. Learners plan their own coming of age ceremony. 		
<ul style="list-style-type: none"> Learners know what happens at the Bar/Bat Mitzvah ceremonies Learners understand the meaning of practices within the ceremony Learners are able to explain what this ceremony means to the individual and the religious community. 	<p><u>How do Jewish young people show commitment to their faith?</u></p> <ul style="list-style-type: none"> Use a picture of a Jewish boy reading from the torah and in groups the learners suggest questions they would ask about this picture. E.g. what, where, who, why and when? Use these questions to establish prior knowledge in the group. E.g. traffic lights. These questions are revisited in the plenary in lesson 3. Using suitable textbook, DVD or internet source look at Bar/Bat Mitzvah. The focus should be on preparation, ceremony itself, meaning and impact. Activity highlighting key words relating to Bar/Bat Mitzvah 	<ul style="list-style-type: none"> Reinforcement L3 Show simple knowledge of Bar/Bat Mitzvah. Core L4 Be able to describe and show understanding of the importance of Bar/Bat Mitzvah to the Jewish community. L5 Learners are able to use an increasingly wide religious vocabulary to explain the impact of Bar/Bat Mitzvah to the Jewish community. Enrichment L6 Learners can use religious/philosophical vocabulary to give informed accounts of Bar/Bat Mitzvah 	<p>ICT possible internet/website source</p> <p>Opportunity for Cultural development</p>
<ul style="list-style-type: none"> Learners know what happens at the Bar/Bat Mitzvah ceremonies Learners understand the 	<p><u>How can I show what I have learned about Jewish commitment?</u></p> <ul style="list-style-type: none"> Key word starter activity e.g. 	<ul style="list-style-type: none"> Reinforcement L3 Show simple knowledge of Bar/Bat Mitzvah. Core 	<p>Literacy links</p> <p>Opportunity for Cultural</p>

<p>meaning of practices within the ceremony</p> <ul style="list-style-type: none"> Learners are able to explain what this ceremony means to the individual and the religious community. 	<p>word search</p> <ul style="list-style-type: none"> Activity to allow learners to show their knowledge and understanding of the Bar/Bat Mitzvah ceremonies. E.g. story board, diary, limited word number account, etc. For level 4+ this must allow opportunity to reflect on the significance of Bar/Bat Mitzvah on the young person. This could be followed by peer assessment. Traffic light (or similar) using the same questions raised in lesson 2. This should show knowledge progression. 	<p>L4 Be able to describe and show understanding of the importance Bar/Bat Mitzvah to the Jewish community.</p> <p>L5 Learners are able to use an increasingly wide religious vocabulary to explain the impact Bar/Bat Mitzvah to the Jewish community.</p> <ul style="list-style-type: none"> Enrichment <p>L6 Learners can use religious vocabulary to give informed accounts of Bar/Bat Mitzvah</p>	<p>development</p>
<p>Attainment Target 1</p> <ul style="list-style-type: none"> Learners know what happens at the Believers' Baptism ceremony. Learners understand the meaning of practices within the ceremony. Learners are able to explain what this ceremony means to the individual and the religious community. <p>Attainment Target 2</p> <ul style="list-style-type: none"> Learners know that all people belong and are committed in different ways. Learners understand that people show commitment in 	<p><u>How do Christians show commitment to their faith? (It is suggested that the confirmation ceremony is also looked at time permitting)</u></p> <ul style="list-style-type: none"> Recap on importance of Bar/Bat Mitzvah to the Jewish Community Look at the Believers' Baptism ceremony using REQuest CD (or similar). There is a worksheet on the CD Rom which can be used or adapted particularly at upper end levels. Or write a series of questions that they might like to ask a young person who has just been 	<ul style="list-style-type: none"> Reinforcement <p>L3 Show simple knowledge of Believers' Baptism. Learners can talk about and ask questions about their own and others' experiences of belonging</p> <p>Core</p> <p>L4 Be able to describe and show understanding of the importance of Believer's Baptism to the Christian community. Learners are able to ask questions and raise suggested answers to questions of identity and belonging. Learners are able to describe what influences them</p> <p>L5 Learners are able to use an</p>	

<p>different ways.</p> <ul style="list-style-type: none"> Learners are able to reflect on their own commitments and the feelings associated with them. 	<p>baptised, then suggest possible answers.</p> <ul style="list-style-type: none"> Reflect on the following questions:- How easy would it be for a member of your class to talk to their tutor group about standing up for their faith in this way? Can they recall a time when they had to stand up for something that they believed was important even when they knew they might get stick for it.? Look at the Confirmation ceremony using REQuest CD (or similar). 	<p>increasingly wide religious vocabulary to explain the impact of Baptism to the Christian community. They can express their own and other views on the challenges of belonging e.g. family, school, teams, faith community.</p> <ul style="list-style-type: none"> Enrichment <p>L6 Learners can use religious vocabulary to give informed accounts of Believers' Baptism. They are able to evaluate the powerful emotions associated with commitment within their own and other people's lives</p>	
<ul style="list-style-type: none"> Learners know that there are similarities and differences between religious initiation ceremonies Learners understand why there may be differences Learners are able to identify similarities and differences. 	<p><u>What are the similarities and differences between ceremonies?</u></p> <ul style="list-style-type: none"> Sorting Activity – 'Ceremonies of Commitment'. Initially cards should be sorted into three piles – Jewish, Christian and Both. These should highlight the differences and similarities. Use the sorted cards to generate an activity where the differences/similarities are described, demonstrated or identified This will provide the basis of a 	<ul style="list-style-type: none"> Reinforcement <p>L3 Learners can see some similarities between Bar/Bat Mitzvah, Believers' Baptism, Confirmation.</p> <ul style="list-style-type: none"> Core <p>L4 Learners describe differences and make links between Bar/Bat Mitzvah, Believers' Baptism, Confirmation.</p> <p>L5 Learners demonstrate detailed knowledge and understanding of the similarities and differences between these ceremonies and can suggest reasons for them.</p>	<p>Thinking Skills</p> <p>Opportunity for Cultural development.</p>

	<p>suitable assessment opportunity e.g. written report, table, series of stimulus questions. For Level 6 this will need to include a comparison and evaluation within either Christianity (Believers Baptism/Confirmation) or Judaism (Orthodox and Reformed traditions) of the meanings behind the ceremonies for believers</p> <ul style="list-style-type: none"> Summing up task e.g. sentence stems, class feedback. 	<ul style="list-style-type: none"> Enrichment <p>L6 Learners can interpret sources and use these to explain diversity between the ceremonies.</p>	
<ul style="list-style-type: none"> Learners know that all people belong and are committed in different ways. Learners understand that people show commitment in different ways. Learners are able to reflect on their own commitments and the feelings associated with them. 	<p><u>What have I learned about commitment and what can I learn from this in my life?</u></p> <ul style="list-style-type: none"> Pair/small group discussion questions about responsibilities that people tend to take on as early teens. E.g. What if your parents left you on your own for one month? This leads into the ideas of commitment ceremonies being around the age of 13/14? Do they think this is a good time/age? Which responsibilities 	<ul style="list-style-type: none"> Reinforcement <p>L3 Learners can talk about and ask questions about their own and others' experiences of belonging.</p> <ul style="list-style-type: none"> Core <p>L4 Learners are able to ask questions and raise suggestions to questions of identity and belonging. Learners are able to describe what influences them</p> <p>L5 They can express their own and</p>	

	<p>are they ready for and which not?</p> <ul style="list-style-type: none"> • Look again at their own coming of age ceremony which was done in lesson 1. What, if anything would they change about it? Why would they make these changes? Evaluate what was good/bad about their ceremony. Bring in ideas about how people present would be affected and how they themselves would feel. • End/plenary statement “Ceremonies are a good way for young people to show they are grown up”. This could be used as a quick plenary with a human bar chart or an assessment task. 	<p>other views on the challenges of belonging e.g. family, school, teams, faith community.</p> <ul style="list-style-type: none"> • Enrichment L6 They are able to evaluate the powerful emotions associated with commitment within their own and other people’s lives 	
--	--	--	--