**Sukkot Main Course Activity 2**

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| **Topic: Sukkot** | | | **Faith: Judaism** | |
| **Menu** | | | | **How Long** |
| Starter |  | | |  |
| Main | **A roof over your head** | | | **20 minutes** |
| Dessert |  | | |  |
| After Dinner Mints |  | | |  |
|  |  | | | **Total Time**  **20 minutes** |
| **Activity Description**  Sukkot is a Jewish festival known as the ‘Festival of Booths’ (or huts). It commemorates the time noted in the Old Testament book of Exodus when the Israelites wandered the desert for 40 years. During that time G-d protected them and kept them fed and safe. This activity is based on the theme of protection and security that is present in sukkot and invites students to reflect on what ‘home’ means to them. | | | | |
| **Activity Explanation**  Jews celebrating sukkot may recognise how G-d protected them during their journey through the desert to a new land. They were given food, water and shelter. Since G-d showed His care towards the Jewish people, Jews today celebrate sukkot by actually staying in a similar shelter known as a ‘sukkah’ for 7 days and nights. Most Jews will probably still sleep in a home but still choose to eat their meals in a sukkah. Most people nowadays live in houses or apartments with strong walls and a decent roof. Spending time in a fragile hut in the garden, or under a roof of leaves rigged up on a balcony gives them the experience of living exposed to the world, without a nice comfy shell around them. It affirms their belief that there is only one real source of security and protection, and that is G-d.  The tutor may wish to read or inform the students of the information about sukkot above. That will give a basic introduction for this activity. Using a large piece of paper or whiteboard, ask the students what they think a home is. Write down their answers, taking note to be sensitive to any discussion that is happening.  Invite the students to draw their home onto a piece of paper and write down the things that make it ‘home’ for them. This could also be done by using Resource Sheet 1; ask the students to complete the questions ‘home for me is…’ There will tend to be common words or sentences used like; ‘love’, ‘family’, ‘caring for others’, ‘a bed’, ‘food’, ‘warmth’ etc. Invite the students to share their ideas. At this point it should be noted that for some people ‘home’ brings up negative connotations. Sensitivity should be practiced here.  Invite some discussion by asking, why is it important for us to have homes? | | | | |
| **Resources**  *Resource Sheet 1 –* A printable sheet with the words ‘home for me is…’ and 6 blank speech bubbles. | | | | |
| **Learning Outcomes**  *Level 1:* Students will be able to identify Sukkot as a Jewish Festival. | | | | |
| **Suggested Levels** All. | | | | |
| **Vocational Areas Trialled** Initially trialled as an activity in a student magazine, but also used as an activity when talking to students generally. | | | | |
| **Tracking** | | | | |
| **Learning Style** | | Visual | | |
| **Spiritual/Moral/Social/Cultural** | | Students will gain an understanding of the importance of the festival to Jews. Students will be able to make connections with homelessness today, and the need for humans to have a comfortable place to live. | | |
| **Every Child Matters** | | Enjoy and Achieve – students will learn some Hebrew words. | | |
| **Equality and Diversity** | | The concept of ‘home’ can be quite an emotive one. The tutor should take care to recognise any distress or discomfort and be sensitive with the knowledge that for some people ‘home’ can be a negative thing. Be aware of safeguarding protocols. | | |
| **Health and Safety** | | N/A | | |
| **Risk Assessment** | | Low Risk, classroom activity. | | |