

11 Passover

Based on Episode 11: Exodus

Learning objectives:

- To explore the meaning of symbols used during Passover and at the Last Supper
- To think about the concept of trust

RE Links:

England:

- 1b) *Describe the variety of practices and ways of life.*
- 2a) *Reflect on what it means to belong to a faith community.*
- 3i) *Symbols and religious expression.*

Isle of Man:

- 3A) *What do signs and symbols mean in religion?*
- 4D) *Why is Easter important to Christians?*
- 5E) *Rules to Live by - trust.*
- 6Dii) *Leadership.*

Northern Ireland:

- The Revelation of God: God and the Bible.*
- The life of Jesus.*
- Morality: Respect for each other.*

Scotland:

- Sacred writings, stories and key figures.*
- Celebrations, festivals, ceremonies and customs.*

Wales:

- Features of celebrations which take place within the home.*
- Religious stories.*
- Religious rules and customs, how they were developed and how adherents, past and present, put them into practice.*

Stimulus material:

Friends and Heroes DVD episode 11: *Exodus*

Bible references for the main stories:

Exodus chapters 3, 4:1-12, chapters 5, 7:17-25, chapters 8-14
Matthew 26:17-30

Other resources required:

Copies of worksheets 11a, 11band 11c string or wool, Bibles, chalice and plate (a chalice is the cup used by Christians at a Communion service. If you don't have one available a simple goblet could be used)

Introduction:

Discuss the pupils' understanding of the word 'trust' and ask them to name one person they trust. Make a class list of reasons why and how much they trust someone and keep the list for later on.

Activities:

Watch episode 11 up to where the Jews have crossed the Red Sea and Samuel says 'we must trust God to give us our freedom even if it means leaving all we have ever known'.

Use worksheet 11a to recap the story through the eyes of Moses. Pupils then cut the cards out and place them horizontally in chronological order. Less able pupils can access this using the pictures on worksheet 11b. Stick the cards along the bottom of a piece of A3 paper, and draw a line above them as a horizontal axis. Draw the vertical axis and mark 'feeling unsure' at the top and 'feeling very sure' at the bottom. Pupils now plot Moses' feelings on the graph.

Ask the pupils:

- 1) When Moses was not feeling very sure what happened to his trust in God? (it increased)
- 2) When Moses was feeling very confident in his own abilities what happened to his trust in God?
- 3) How did Moses' trust in God affect others?

Using books and the internet pupils can find out about the Passover meal (also called Pesach or Seder) and what each of the 5 items eaten represents. (The BBC website has some good resources and links, especially h2g2.) Resource sheet 11c has a picture of a Seder plate showing this (note - lettuce and horseradish can both stand for the bitterness of slavery).

Ask the pupils to imagine they are clearing up after a Passover meal. As they take the plates from the table they think about why each food was included. Pupils then draw and explain why each had been included.

Hot seat someone who had been at the meal, exploring:

- 1) Why he/she ate the meal
- 2) Who else was at the meal
- 3) What happened during the meal
- 4) How sharing the meal helped his/her belief in God

Watch the rest of episode 11. At the Passover meal, Jesus gave his friends two symbols to remember him by. Pupils can look in the Bibles to find out what these were. (Matthew 26: 26-28)

Pass round a chalice and a plate. Discuss how and why each is used in a Christian communion service. Explore differences and similarities between 'trust' and 'belief'.

Reflection / Personal search / Response:

Why did Moses, the Jews and Jesus trust God enough to do what they did? Look at the list made earlier of why and how much pupils trusted other people. Is there anything to add? Would someone with a faith include anything different? Individually pupils order the list with the most important reason at the top.

Assessment / reporting:

Note pupils' responses when working on the trust list during the personal search and how their understanding has developed. Also record pupils' abilities to talk about the meaning behind the symbolic items eaten during the Passover meal.

Links to other subjects:

- 1) History – the Egyptians
- 2) PSHE – trust as part of a relationship

Name:

Date:

Passover 11a

Exodus

Cut these descriptions out and arrange them in the correct order.

leading the Jews out of
Egypt by following a
cloud and fire

approaching Pharaoh to
ask for the Israelites to
go to the desert

walking through the Red
Sea

seeing and hearing the
Egyptian army racing
towards them

watching his staff
become a snake

standing by the Red Sea
as it is divided by a
strong wind

hearing a voice speak
from a burning bush

telling the Jews to
prepare for a journey
after painting their door
posts with blood

Name:

Date:

Passover 11b

Exodus

Cut these pictures out and arrange them in the correct order.



Name:

Date:

Passover 11c

Exodus

Pair the items of food with what someone eating a Passover meal would be remembering as they ate it:

Zeroa

(roasted shankbone of lamb)

Karpas

(leafy vegetable such as celery dipped in salt water)

Maror

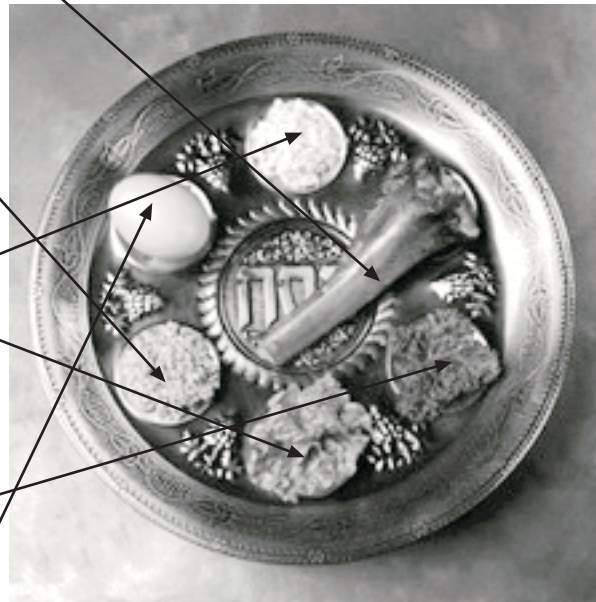
(bitter herbs such as horseradish and romaine lettuce)

Charoset

(paste made from grated apples, cinnamon, nuts, honey and wine)

Beitzah

(roasted egg)



The tears shed by slaves in Egypt

The bitterness of slavery

The new life the Jews found in the Promised Land

The mortar the slaves made and the sweetness of freedom

The sacrificed lamb's blood put on the door frames