

Commitment and belonging to Judaism

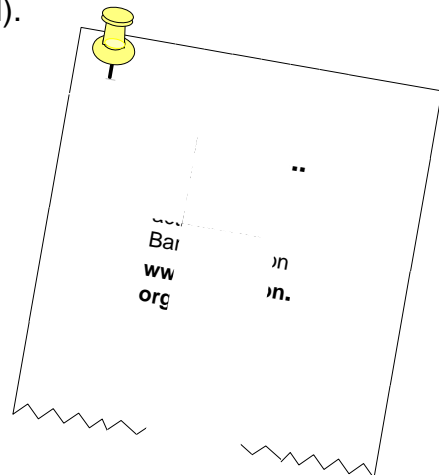
3 Feedback: Talk about the odd ones out - what do pupils think and why?

4 Draw the following chart on a whiteboard or OHT. Ask pupils to imagine how Ben might be feeling at each point and to move cards above and below the line to show this. Allow time for this and then talk through as a whole class.

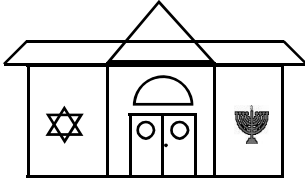
Pupils could go on to...



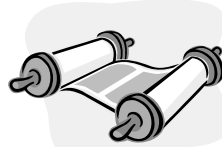
- Make a copy of the graph in their books or using ICT if available;
- use this to write a diary entry for Ben or a letter to a friend describing the experiences, feelings and meaning of a Bar Mitzvah;
- Plot a feelings graph for themselves by picking a big event that have been involved in and thinking about preparations, the event itself, what happened afterwards and the significance or long term meaning, if any it had for their lives;
- Produce a CV (curriculum vitae for Ben and one for themselves, listing the responsibilities they have had at school and home. (If they chose, this could be given to their new tutor at secondary school).



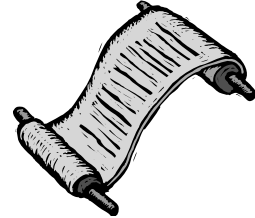
Goes to special 'religion' school as well as ordinary school from



Studies the Mitzvot, the commandments to be kept as an adult Jew



Learns to read the Torah in Hebrew



Goes shopping for new clothes



Mum buys new hat. Invitations sent out



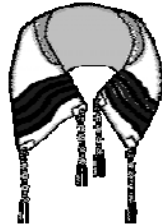
Says the blessing in the Hebrew



Reads from the Torah in front of a packed synagogue



Wears the tallit with pride



Mum and Gran are really proud of him



A party with lots of presents and a big cake to cut



Lots of extra responsibilities but also privileges



Goes on holiday to Disney

