Festivals of Light

Christmas

FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS, DIWALI AND HANUKKAH

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 – 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- Why not think about becoming a Rights Respecting School? See www.unicef.org.uk/tz/teacher_support/rrs_award.asp for more details
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There are three festivals of light in this section – Diwali; Christmas and Hanukkah. They can be studied separately or comparatively. During the pilots they were studied comparatively – Christmas and Diwali and Christmas and Hanukkah over 6 sessions. In what follows the learning activities have been reduced to 4 and 5 sessions but these can be extended and other materials used in between or following the sessions.

CHRISTMAS AND DIWALI

STEPPING OUT LEARNING ACTIVITY **CHRISTMAS & DIWALI** A programme for 4 sessions of 30 – 40 minutes **LEARNING INTENTION:** In sharing our stories of the celebrations of events throughout the year and focusing on Christmas and Diwali, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community	**SUGGESTED SUCCESS CRITERIA:** • We will learn more about the Indian community in Belfast; Hindus; and Diwali • We will learn more about the celebrations and links between Christmas and Diwali and encourage comparison; similarity and difference • We will share what we have learnt about Diwali and Christmas • We will continue to build trust and learn more about one another • We will encourage active listening, empathy and interactive storytelling • We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community • We will evaluate what we have learnt from a baseline

CHRISTMAS AND DIWALI This column gives suggestions for a lesson outline **SESSION 1** **Opening activity** **Events Calendar** – Invite members of the class/group to share information on events. Focus on Diwali and Christmas as 'Festivals of Light' and the ways they are celebrated throughout the world. It might be useful to have a **map of the world** or **a religious calendar** handy. Can any of the children say why they might be known as Festivals of Light? Talk about light in darkness as a symbol of hope. What do the children understand about light and hope? **Diya and Advent Wreath** - Introduce and 'light' the **Diya** and a candle on the **Advent wreath.** **Tara** - Both an Indian word for 'star' and an Irish place name. Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark – safe; secure; less afraid. **Closure** - **All Change**, Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited India; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Diwali; have a name beginning with 'T'; are afraid of the dark; etc.	**DETAIL OF WHAT TO DO** This column lists resources needed and gives sources for background information for each lesson **SESSION 1** **Opening and Closing activities** – Choose appropriate activities for opening and closing each session from 'Games' in the Resources section **Events Calendar** - Print out your own copy from the 'Resources' section. Use this group activity as an opportunity to construct a baseline. **Religious Calendars** www.support4learning.org.uk for religious Calendars – see also www.shap.org **Map of the world** – Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country – where they live now; have lived before; have visited or know someone **Flashcards** – These will be helpful for new words/names – Diwali; Tara; Diya etc. **Diya and Advent Wreath** – Print copies of these from the 'Non-Flame Light Holders' file. The non-flame candles and flame to accompany them are easily made **Tara Puppet** – print out the 'Knitted Puppet' pattern in the 'Resources' section. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make and give her a sari using the pictures in 'Tara gets ready for Diwali' in this section to help. **All Change Game** – read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

SESSION 2 **Opening activity – Gate game** - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other – e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about' discrimination' against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate**.** **Christmas Story** – Talk about the characters in the story. Think about where Jesus and his family were from and why they had to travel to Bethlehem – Roman census; taxes. Do we know anything about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel – East; West; North or South. Talk about the reasons people leave one place for another – introduce the term 'refugee' – Jesus' family escaping to Egypt from Herod. Talk about the term 'messiah' and relate to the discussion last week about light/hope in darkness. **Advent Calendar** and related activities - use whatever aspects of it would be appropriate for your class/group in connection with this section **Closure** – 'Light' the **Diya** and two candles on the **Advent Wreath**	**SESSION 2** **Gate Game** – read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. **Save the Children** have produced a booklet, '**Think of me, Think of you**' and another with Barnardo's entitled, '**Fair Play**' either of which you will find very useful for this session. **Christmas Story** – print out the story from Matthew 1 with the picture set from this section **Flashcards** – for new terms – minority; majority; discrimination as well as census; refugee; Messiah; etc. **Advent Calendar** – Print out and make an advent calendar using as many of the associated activities as appropriate.
SESSION 3 **Opening Activity** - Share what we have learnt so far. **Diwali story** – Relate what we have leant about refugees in the Christmas story to this one. Any comparisons? Talk about the characters in the story –Think about Rama and Sita's family and why they had to go to Lanka – family jealousy/rivalry. What do we know about their social background? Where is India/Sri Lanka in relation to Israel – East; West; North or South. Talk about the reasons people leave one place for another – re-introduce the term 'refugee' – any comparisons with the Christmas story? Talk about Rama and Sita's return; how the people lit Diyas; and light/hope in darkness. **Hindus and the Hindu Temple in Clifton Street** – what it is like; how many statues there are; what are the names of the various gods and goddesses; how big is the Temple etc, perhaps in anticipation of a future visit; some information about Diwali – when and how it is celebrated; for how long etc **Talk about** - India in general; Indian food – mostly vegetarian; Dress – the visitor may demonstrate putting on a sari or use the picture set provided. Share stories about how Christmas is celebrated - opening presents; getting dressed up; visiting family members; going to church; lighting candles; sharing a meal – any comparisons? **Closure** - Light the **Diya** and three candles on the **Advent Wreath**	**SESSION 3** **A visitor from the Indian Community Centre -** This would be a good session to have a member of the Indian Community present so if there isn't one in the class, invite someone through the Indian Community Centre. Alternatively, arrange a visit. Contact the **Indian Community centre** and see if you can arrange a visit for the class/group during one of the sessions - See '**Contacts**' in the Resources section **Diwali Story -** print out the Diwali story and accompanying picture set from this section **Background information** – about Hinduism. Try www.bbc.co.uk/northernireland/schools/11_16/citizenship **Hindu Temple in Clifton Street** – Print out the picture set 'Diwali in Belfast' onto OHP slides or use a data projector to project pictures of a Diwali celebration at the Indian Community Centre in Belfast in 2004. Or get a copy of **James Nelson and Norman Richardson's, *Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland, 2005*** available from Colourpoint Educational, price £7.99 (028) 91820505 and project some of those pictures. These would probably mean more to them after a visit to the Temple. **Flashcards** – for new names – Rama; Sita; Hanuman; etc

SESSION 4 **Opening Activity** **Discussion** - Using the images of Christmas and cards if available, discuss the celebration of Christmas in parts of the world where it is hot - Australia, India; overspending on lights; food; presents etc; the importance of giving… How does what we do to celebrate Christmas relate to the Christmas story? Is it celebrated as a festival of light? How does it differ from the way Diwali is celebrated? Many of the activities accompanying the Advent calendar also raise these questions. **Spaghetti Quiz** – Share and discuss what we have learnt so far. Use this as an opportunity to talk about what we have learnt, the importance of connections and interdependence. **Closure activity** - Light the Diya and four candles on the Advent Wreath	**SESSION 4** '**Images of Christmas**' – print out your own copy of the cartoons from this section. Collect some foreign Christmas and Diwali cards. **Spaghetti Quiz -** You can use up to 5 quiz rounds using 2 general knowledge rounds; 1 picture; 1 drawing and 1 puzzle round in whatever combination most suitable for you. An evaluation can be made of the learning from this and the baseline after the first session

FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS AND HANUKKAH

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CHRISTMAS AND HANUKKAH

STEPPING OUT LEARNING ACTIVITY **CHRISTMAS & HANUKKAH** A programme for 5 sessions of 30 – 40 minutes **LEARNING INTENTION:** In sharing our stories of the celebrations of events throughout the year and focusing on Christmas and Hanukkah, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community	**SUGGESTED SUCCESS CRITERIA:** • We will learn more about the Jewish community in Belfast; Hanukkah • We will learn more about the celebrations and links between Christmas and Hanukkah and encourage comparison; similarity and difference • We will continue to build trust and learn more about one another • We will encourage active listening, empathy and interactive storytelling • We will share what we have learnt about Hanukkah and Christmas • We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community • We will evaluate what we have learnt from a baseline

CHRISTMAS AND HANUKKAH This column gives suggestions for a lesson outline **SESSION 1** **Opening activity** **Events Calendar** – Use this group activity as an opportunity to construct a baseline. Invite members of the class/group to share information on events. Focus on Christmas & Hanukkah as 'Festivals of Light' and the ways they are celebrated throughout the world. Can any of the children say why they might be known as Festivals of Light? Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark – safe; secure; less afraid. Talk about light in darkness as a symbol of hope. What do the children understand about light and hope? **Advent wreath** and the **Hanukkiah** – introduce and light a candle on each. **Samuel** – Introduce Samuel and if possible, talk about his name. He is named after the prophet Samuel whose birth, one of hope, is recorded in the Bible - 1 Samuel v 1. Introduce and name Samuel's Tsitsit, Kippah and dreidel. **Closure - All Change** - Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited Israel or a synagogue; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Hanukkah; have a name beginning with 'S'; are afraid of the dark; etc.	**DETAIL OF WHAT TO DO** This column lists resources needed and gives sources for background information for each lesson **SESSION 1** **Opening and Closing activities** – Choose appropriate activities for opening and closing each session from 'Games' in the Resources section **Events Calendar** - Print out your own copy from the 'Resources' section. **Map of the world** – Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country – where they live now; have lived before; have visited or know someone **Religious Calendars** www.support4learning.org.uk for religious Calendars – see also www.shap.org **Christmas Resources** - You might like to introduce the Advent Calendar and related activities (Christmas Resources) and use whatever aspects of it would be appropriate for your class/group **Flashcards** – These will be helpful for new words/names –Hanukkah; Tsitsit, Kippah; dreidel etc. **Samuel Puppet** – print out the 'Knitted Puppet' pattern in the 'Resources' section. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make and give him a Tsitsit, Kippah and dreidel using the pictures in 'Jewish Dress' in this section to help. You can alternatively print out a picture of Samuel from this section **Christmas and Hanukkah calendars and non-flame light holders** – print out and make these from this section. **All Change Game** – read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

SESSION 2 **Opening activity** **Christmas Story** Matthew 1 - Talk about the characters in the story. Think about Jesus and his family - Jews from Nazareth; and why they had to travel to Bethlehem – Roman census; taxes. Do we know anything more about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel – East; West; North or South. Talk about the reasons people leave one place for another – introduce the term 'refugee' – Jesus' family escaping to Egypt from King Herod. Talk about the term 'messiah' and relate to the discussion about light/hope in darkness. **Story** - Stories of hope from the First World War - Read extracts of stories from the First World War from 'The Hope of Christmas' or Michael Morpurgo's book about the Christmas truce – a time of light/hope at a dark time for Christians in both the Allied and German forces during the First World War. Compare the stories of hope. What have they in common? What can we learn? **Advent Calendar** – Introduce the Calendar and any of the associated activities you may wish to use. **Closure** – 'Light' the Diya and two candles on the Advent Wreath	**SESSION 2** **Christmas Story** – Print out both the Matthew 1 story and accompanying picture set; also the short stories about the Christmas truce during World War 1 in 'Christmas Hope'. **Bibliography** - see this section. You might want to borrow and read to the class Michael Morpurgo's *The Best Christmas Present in the World.* (London: Egmont Books), 2004. **Flashcards** – for new terms –census; refugee; Messiah; etc. **Advent Calendar** – Print out and make an advent calendar using as many of the associated activities as appropriate
SESSION 3 **Opening activity – Gate game** **Discussion** -Talk about the word 'minority' and what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other – e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about' discrimination' against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate. **Sharing** – Talk about the different ways we in the group are different from each other. what we remember from last week **Hanukkah Story** – Talk about the characters in the story. You might find it useful to make flashcards to help the children remember the names! Talk again about the reasons people leave one place for another - 'refugees' This time the Macabbees fleeing from King Antiochus and the Greeks. **Images of hope in the Hanukkah story** - Share the stories by Rabbi Hugo Gryn and Ellie Friedman, about celebrating Hanukkah in the Nazi labour camps during the war. Relate these stories to the opening activity and any learning about discrimination. Talk about the miracle of the light burning for 8 days in the temple assuring the people of God's presence with them and the importance of light in darkness. **Closure** – Let the children take turns to 'light' a few more candles on the Hanukkiah and a second candle on the Advent wreath	**SESSION 3** **Gate Game** – read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. **Save the Children** have produced a booklet, '**Think of me, Think of you**' and another with Barnardo's entitled, '**Fair Play**' either of which you will find very useful for this session. **Flashcards** for new terms – minority; majority; discrimination etc. **Background information** on Judaism –Try www.bbc.co.uk/northernireland/schools/11_16/citizenship **Hanukkah Story** – Print out both the Hanukkah story and accompanying picture set; also the short stories about Hanukkah being celebrated in the Nazi labour camps during World War 2 in 'The Hope of Hanukkah'. **Flashcards** – for new names –Antiochus; Macabbees; etc. **Bibliography** section - You might want to read Livia Bitton-Jackson's, '*I have lived a thousand years*' (London: Pocket books), 1999. The 'Class Library' in the Resources section has several books about World War Two at an appropriate key stage level that children might like to read to extend their knowledge. Marilyn Taylor's, *Faraway Home* is a particularly useful story for background information about the Jewish community in Belfast.

SESSION 4 **Opening Activity** - Welcome and remembering what we did on previous weeks with the help of the flashcards **Hanukkah celebrations** at the Synagogue and Wolfson Centre in Somerton Road – Either visit the synagogue or hear about Hanukkah from a member of BJC. If neither of these is possible, look at some pictures of the celebrations from 'Local People, Global Faiths'. Share stories about how Christmas is celebrated - opening presents; getting dressed up; visiting family members; going to church; lighting candles; sharing a meal – any comparisons? **Samuel** – talk about how Samuel keeps Hanukkah, using the background information in this section. **Make dreidels** together in class. Talk about the Hebrew letters, what words they represent and what those words mean. Explain the rules of the game and the important role the game played in helping people remember the miracle without their enemies knowing what they were doing. Play a game of Dreidel. **Christmas celebrations**. Look at the Christmas cartoons (available from this section). Describe what is happening in them. Are there any lessons to be learnt about the celebration of Christmas in comparison with those in other parts of the (less affluent) world or at times in the past? Any comparisons with the celebration of Hanukkah, another festival of light? **Closure** – 'Light' the Advent and Hanukkiah candles - The children can take turns at doing this.	**SESSION 4** ***A visitor from the Belfast Jewish Community*** - This would be a good session to have a member of the Belfast Jewish Community (BJC) present so if there isn't one in the class, invite someone through the BJC Alternatively, arrange a visit. See 'Contacts' in the Resources section **The Synagogue and Wolfson Centre in Somerton Road** Get a copy of **James Nelson and Norman Richardson's, *Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland, 2005*** available from Colourpoint Educational, price £7.99 and project some of the pictures of a Hanukkah celebration at the Wolfson Centre in Belfast. These would probably mean more to them after a visit to the Synagogue. **Making Dreidels** – Use the instructions in this section to prepare and make dreidels in class. **'Images of Christmas'** – print out your own copy of the cartoons from this section. **Christmas and Hanukkah Cards** – collect a number of different types of Christmas (and if available Hanukkah) cards; with different languages on, different aspects of the festivals; if possible from different parts of the world. Talk about the global nature of both the Jewish and Christian faiths. Why not make some Hanukkah cards to send to some Jewish friends?
SESSION 5 **Opening Activity** – Share and discuss what we have learnt so far **Spaghetti Quiz** **Wool Web –** Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Festivals of Light – Christmas and Hanukkah **Closure activity** - Light the Diya and four candles on the Advent Wreath	**SESSION 5** **Quiz –** You can use up to 5 quiz rounds from the 2 general knowledge; 1 picture; 1 drawing and 1 puzzle rounds. **Wool Web** - An affirmation exercise as well as a closure, we have an opportunity to talk about what we have learnt, the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session **Wool Web** in 'Games' in the Resources section is good for closure and highlighting connections and interdependence.

The Story of Christmas (Matthew chapter 2 V 1-23)

1. When Jesus was born, a special star appeared in the sky. Some wise men that lived in the East saw the star and knew it was a sign that a new king had been born. Following the star they arrived in Jerusalem and went to see King Herod.

2. 'We know a baby king has been born,' they said, 'can you tell us where he is?' Now this worried King Herod because he did not want anyone else to be called a king only him. He gathered together all his wise priests and scribes to find out where this king should be born. They told him that the prophet Micah[1] had said that Bethlehem was to be the place.
'Go to Bethlehem and find him,' he said to the wise men, 'and then tell me where he is so I can go too.'

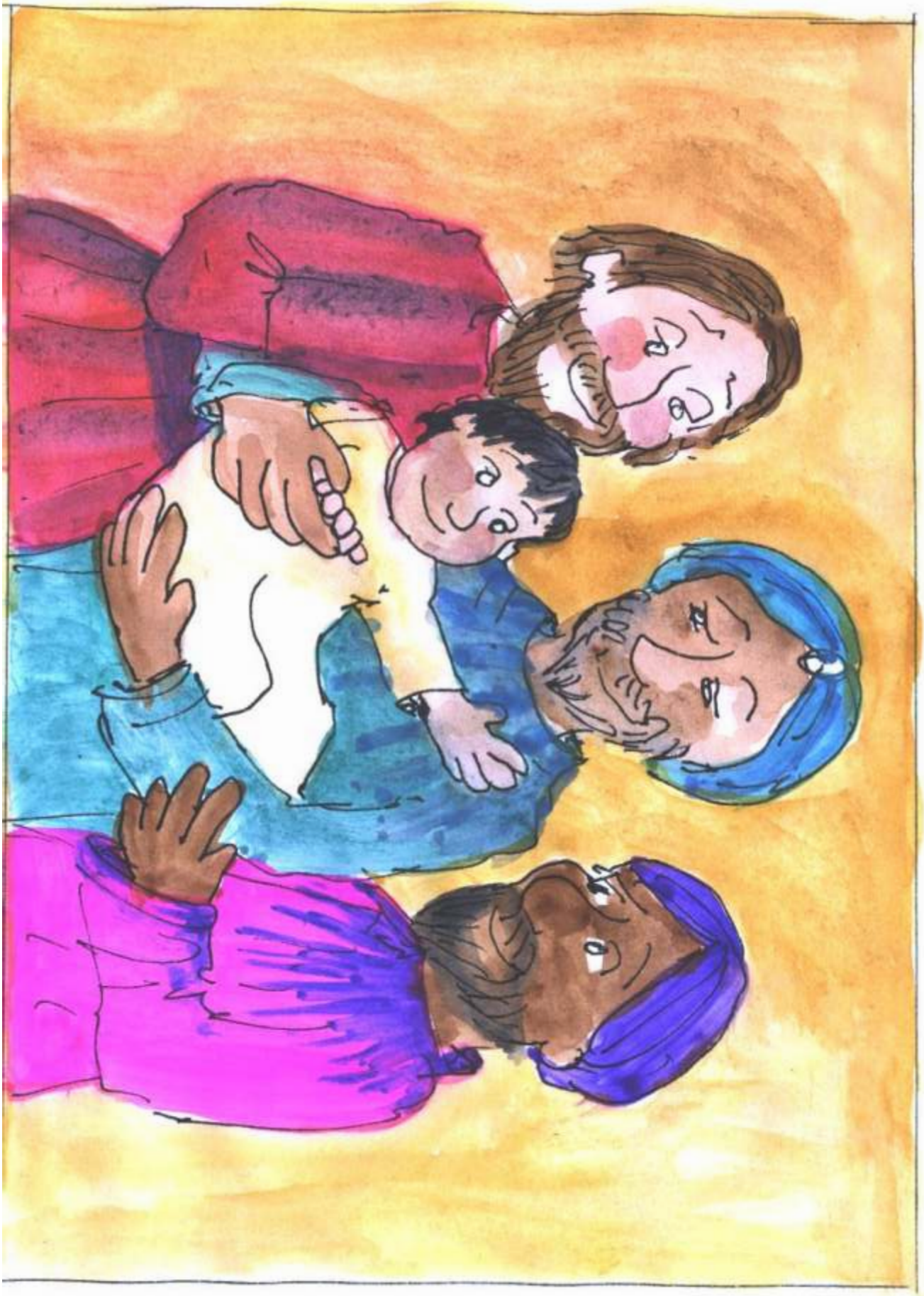
3. The wise men followed the star right to the place where Jesus was. They were very happy and offered gifts of gold, frankincense and myrrh to the child.

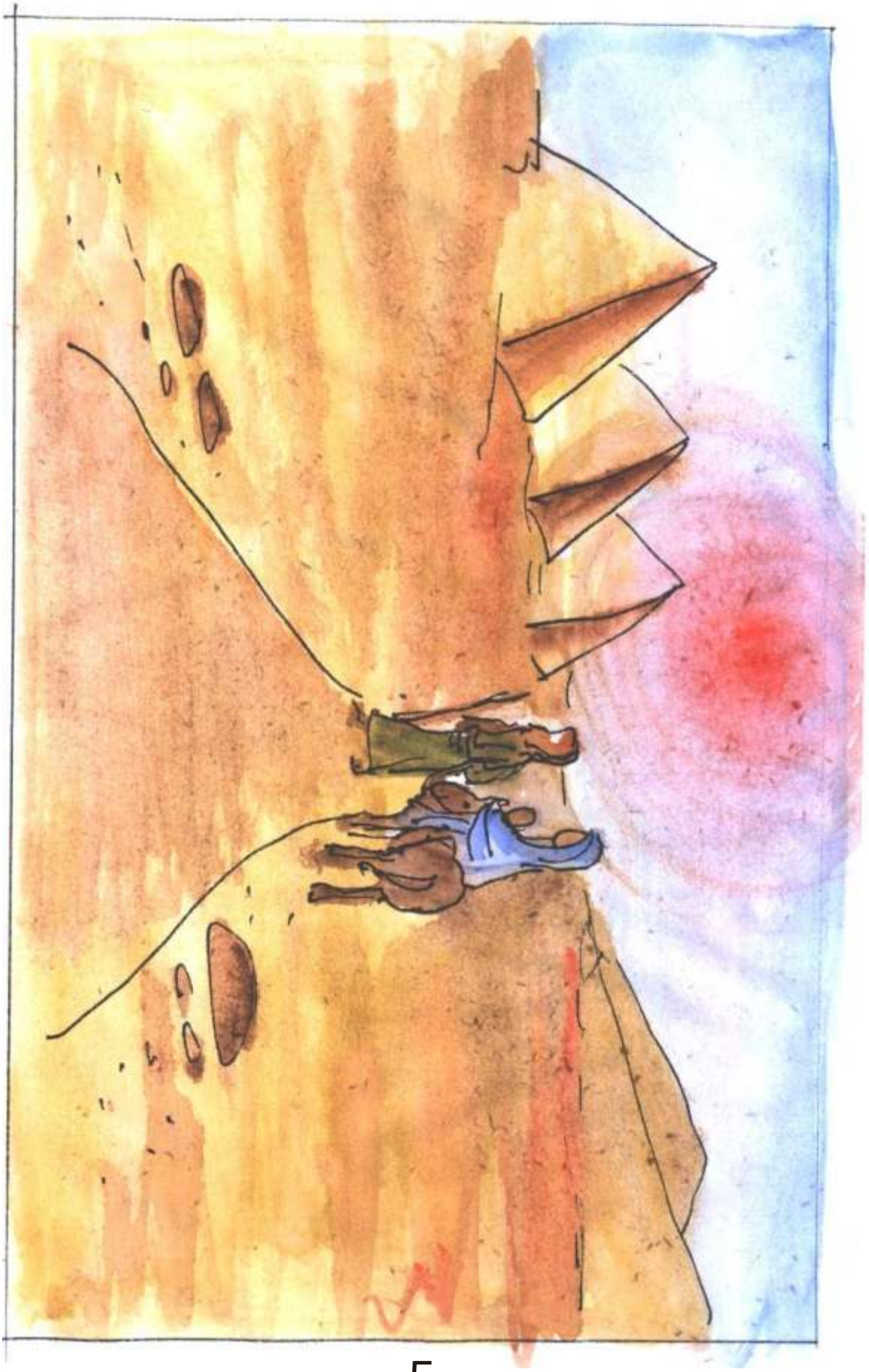
4. God knew that king Herod did not want anyone else to be king so he warned the wise men in a dream not to return to Herod but to go back home a different way. King Herod was in a rage. He wanted to find the baby king and kill him.

5. God knew what Herod was thinking and sent an angel to warn Joseph to escape into Egypt. So Joseph, Mary and baby Jesus went to Egypt. When Herod died and it was safe to go home again, Joseph, Mary and Jesus returned to Nazareth.

[1] Micah 5v 1

The Christmas Story





THE HOPE OF CHRISTMAS

Kurt Zehmisch of the 134th Saxons recorded in his diary: 'The English brought a soccer ball from the trenches, and pretty soon a lively game ensued. How marvelously wonderful, yet how strange it was. The English officers felt the same way about it. Thus Christmas, the celebration of Love, managed to bring mortal enemies together as friends for a time.' www.firstworldwar.com/features/christmastruce

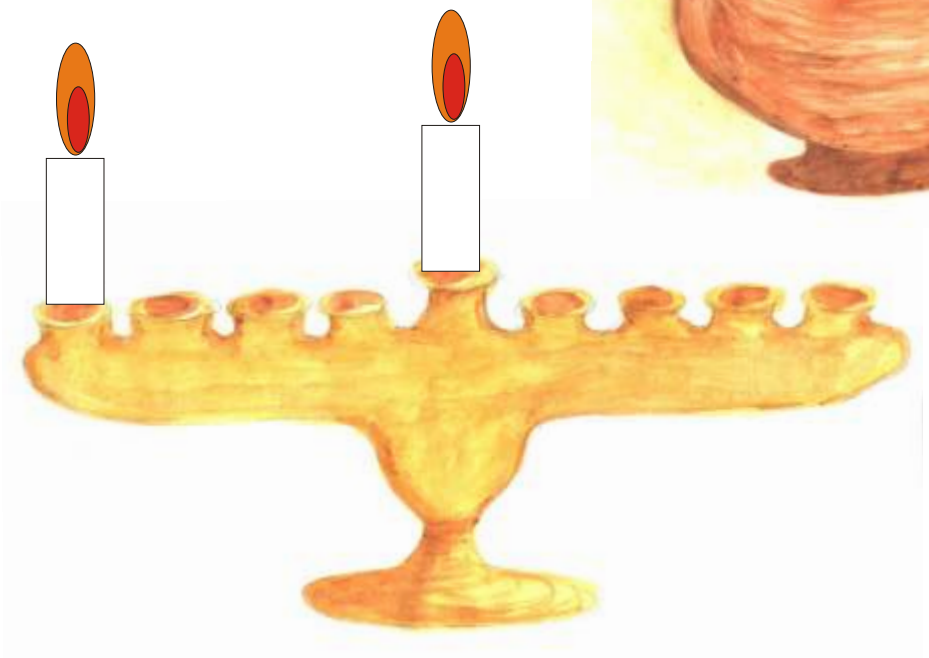
Second Lieutenant Dougan Chater's letter to his mother, 25th December, 1914 - I think I have seen one of the most extraordinary sights today that anyone has ever seen. About 10 o'clock this morning I was peeping over the parapet when I saw a German, waving his arms, and presently two of them got out of their trenches and some came towards ours. We were just going to fire on them when we saw they had no rifles so one of our men went out to meet them and in about two minutes the ground between the two lines of trenches was swarming with men and officers of both sides, shaking hands and wishing each other a happy Christmas.

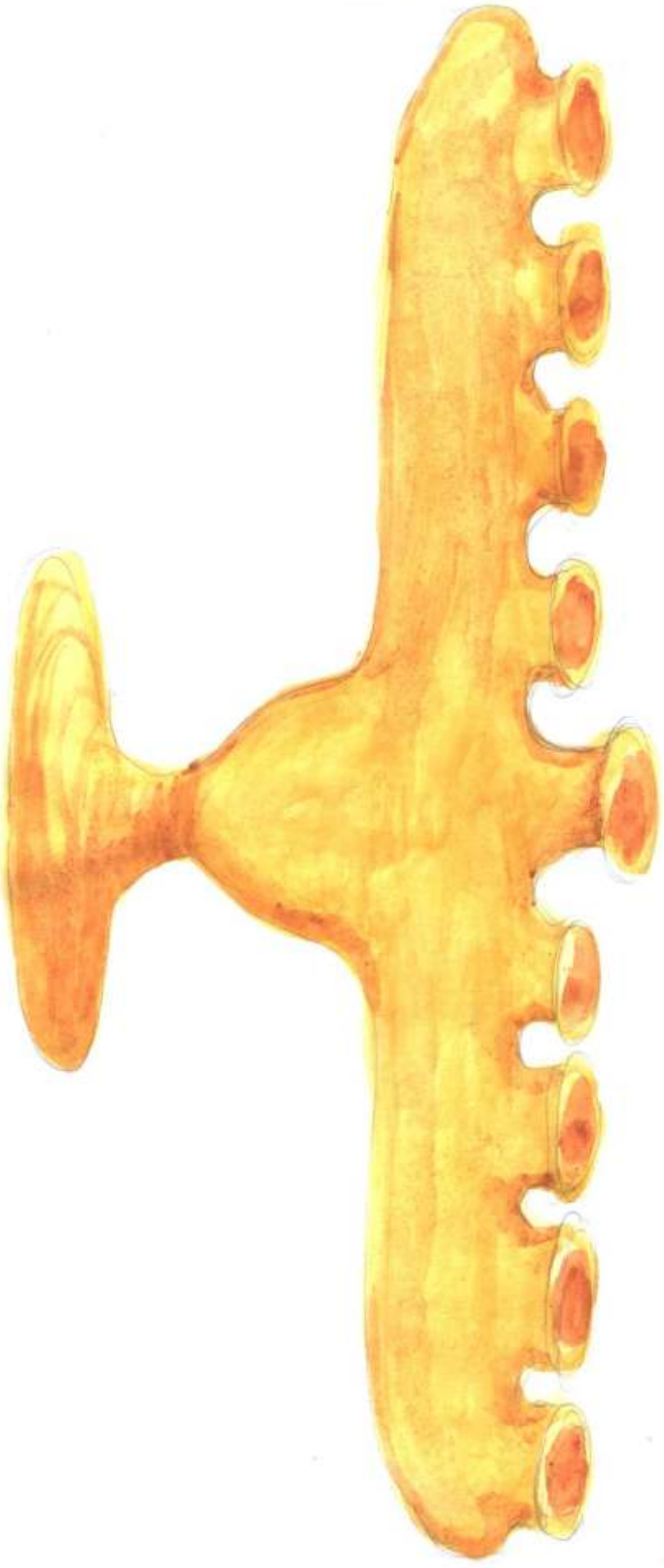
Lieutenant Kurt Zehmisch's diary entry December 1914 - Möckel from my company, who had lived in England for many years, called to the British in English, and soon a lively conversation developed between us...Afterwards, we placed even more candles than before on our kilometre-long trench, as well as Christmas trees. It was the purest illumination - the British expressed their joy through whistles and clapping. Like most people, I spent the whole night awake. It was a wonderful, if somewhat cold, night. www.spartacus.schoolnet.co.uk/FWWchristmas

The Christmas Truce story goes against most of what we have been taught about people. It gives us a glimpse of the world as we wish it could be and says, "This really happened once." It reminds us of those thoughts we keep hidden away, out of range of the TV and newspaper stories that tell us how trivial and mean human life is. It is like hearing that our deepest wishes really are true: the world really could be different.
www.quaker.org/chestnuthill/xmastrench

Non-Flame
Advent Wreath
Diya
Hanukkiah

Make your own candles/flame





SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

SUGGESTED SUCCESS CRITERIA:

- We will have fun finding out how much we do and do not know/remember about Christmas, Diwali and Hanukkah
- We will affirm/be affirmed and encourage co-operation within each small group
- We will share what we have learnt about Diwali Christmas and Hanukkah
- We will work together as a team

TIME:1 hour

EQUIPMENT:
Large saucepan; ball of wool cut into different lengths for the 'spaghetti'; scraps of paper; pens; pictures for picture round; puzzles for puzzle round and prizes

METHOD:

- You will need a large saucepan and a ball of wool cut up into different lengths of 'spaghetti'- from 3" to 23" and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of 'spaghetti' for their team.
- The pieces are all joined together, and at the end all the teams compare their lengths of wool.
- The team with the longest piece of wool 'wins'- The chance element keeps the suspense going and everyone interested.

ROUNDS

- Start with getting the large group into smaller teams of 6-8

- Ask the teams to choose a name by which they will be known

- Take turns to ask each team a question. If they get it right, one of them chooses a piece of 'spaghetti'. If they get it wrong offer a bonus to the next team

- Let the teams complete the answers on a piece of paper

- With the Drama round, award a piece of spaghetti for the effort of each team member 'taking the stage'

- With the Puzzle round award a piece of spaghetti for the first team to finish

- Try to mix the rounds. The following is a possible order:-

  General Knowledge round 1
  Picture round
  Drama round
  Drawing round
  Puzzle round
  General Knowledge round 2

- Finish by asking the teams to join up all their pieces of 'spaghetti' and compare the lengths to find the winning team

- Award prizes as appropriate

1. GENERAL KNOWLEDGE ROUND (Christmas/Diwali)

1. What is the Christian Festival of Light called?
Christmas; Diwali; Hanukkah
(Christmas)

2. What is the Hindu Festival of Light called?
Christmas; Diwali; Hanukkah
(Diwali)

3. Where were Rama and Sita sent to live when they got married?
Ayodhya
Forest
Lanka
(Forest)

4. Where was Jesus born?
Bethlehem
Jerusalem
Egypt
(Bethlehem)

7. What was the name of the king who wanted to kill Jesus?
(Herod)

8. What was the name of the ten-headed demon who s captured Sita?
(Ravana)

1. GENERAL KNOWLEDGE ROUND (Christmas/Hanukkah)

1. What is the Christian Festival of Light called?
Christmas; Diwali; Hanukkah
(Christmas)

2. What is the Jewish Festival of Light called?
Christmas; Diwali; Hanukkah
(Hanukkah)

4. In what religion was Jesus brought up?
Catholic; Protestant; Jewish;
(Jewish)

5. Where was Jesus born?
Bethlehem
Jerusalem
Egypt
(Bethlehem)

7. What was the name of the king who wanted to kill Jesus?
Caesar
Herod
Pharaoh
(Herod)

8. What was the name of the Greek King who drove the Jews out of the temple?
Alexander
Augustus
Antiochus
(Antiochus)

2. PICTURE ROUND - See picture cards

- CHRISTMAS AND DIWALI - Put a 'C' beside the pictures that have something to do with Christmas and a 'D' beside those that have something to do with Diwali

- CHRISTMAS AND HANUKKAH - Put a 'C' beside the pictures that have something to do with Christmas and a 'H' beside those that have something to do with Hanukkah

3. DRAMA ROUND – Cut the following into strips and let a member of each group choose one:

- Mime Rama with his bow

- Mime lighting the candles on the last day of Hanukkah or playing the driedel game

- Mime the wise men following the star

Own team is allowed to guess first. If they get it wrong, offer a guess to the other team.

4 DRAWING ROUND - Cut the following into strips and let a member of each group choose one:

- Draw a symbol for Diwali

- Draw a symbol for Christmas

- Draw a symbol for Hanukkah

5. PUZZLE ROUND – Print out a Christmas, Diwali and Hanukkah picture. Cut the picture into eight jigsaw pieces. Offer a set of pieces to each team and the first to finish wins.

6. GENERAL KNOWLEDGE ROUND 2 (Christmas/Diwali)
1. What was the name of the monkey king?
Hanuman
Laksman
Ravana
(Hanuman)

2. What helped the wise men find baby Jesus?
A compass
A star
A map
(A star)

3. Where did the battle between Rama and Ravana take place?
Lanka
Ayodhya
Forest
(Lanka)

4. Who warned the wise man to go back home a different way?
Herod
Angel
Joseph
(Angel)

5. What do people light during Diwali?
Diya
Candle
Torch
(Diya)
For an extra bonus why?

6. What do people light in the time leading up to Christmas?
Hanukkiah
Advent Candle
Torch
(Advent Candle)
For an extra bonus why?

6. GENERAL KNOWLEDGE ROUND 2 (Christmas/Hanukkah)

1. What was the name of the leader of the Macabbees?
John
Judah
Jonah
(Judah)

2. What helped the wise men find baby Jesus?
A compass
A star
A map
(A star)

3. What game do Jewish children play at Hanukkah?
Driedel
Snap
Draughts
(Driedel)

4. Who warned the wise man to go back home a different way?
Herod
Angel
Joseph
(Angel)

5. What do people light during Hanukkah?
Hanukkiah
Candle
Torch
(Hanukkiah)
For an extra bonus why?

6. What do people light in the time leading up to Christmas?
Hanukkiah
Advent Candle
Torch
(Advent Candle)
For an extra bonus why?

Festivals of Light

Picture Round - Christmas and Diwali

Festivals of Light

Picture Round - Christmas and Hanukkah

1

2

3

4

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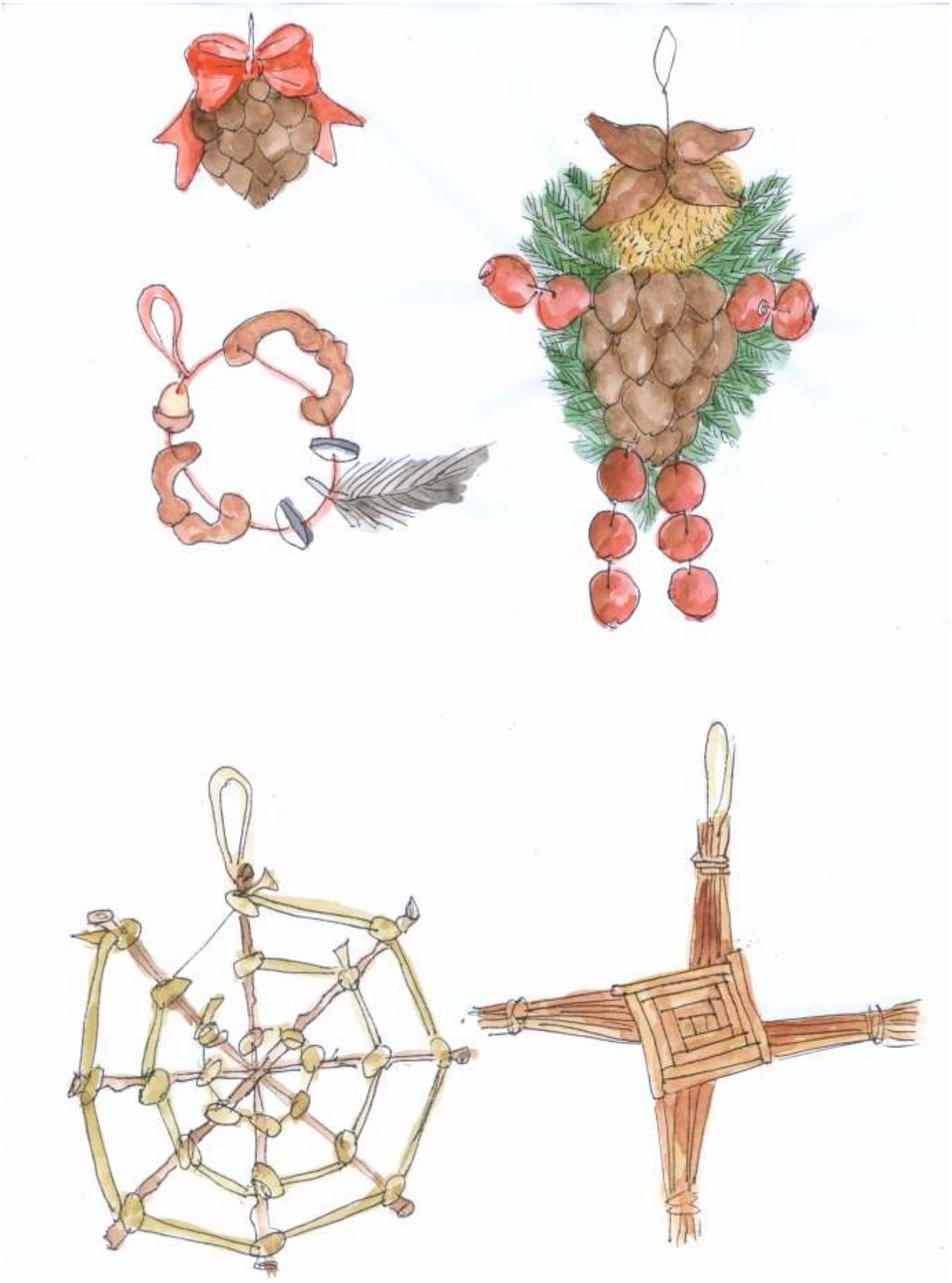
12

Puzzle Picture 1

Puzzle Picture 2



Puzzle Picture 3

FESTIVALS OF LIGHT
CLASS LIBRARY AND BIBLIOGRAPHY

ESSENTIAL BIBLIOGRAPHY

Nelson, James and Norman Richardson, *Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland* (Newtownards: Colourpoint Educational), 2005 price £7.99 from Colourpoint Educational (028) 9182 0505 www.colourpoint.co.uk

This book has information on Judaism and Hinduism, Jews and Hindus in Northern Ireland and has photographs of the Synagogue, the Temple and local people keeping Hanukkah, Diwali and other events. It also has a number of activities and personal accounts from children and young people about living in Northern Ireland.

Rose, David, Hanukah – A World of Festivals (London: Evans Brothers), 1999.

This book has good background information about Hanukkah and lots of pictures and activities.

Maurice Ryan, *Another Ireland – Ethnic and Religious minorities* (Belfast: Stranmillis College), 1986.

This is a good reference book about ethnic and religious minorities living in Ireland.

Maurice Ryan, *Small World* (Belfast: Stranmillis College). 1988.

A useful resource for primary school teachers

Norman Richardson (Ed), *A Handbook of Faiths* (Belfast: N.I. Inter-Faith Forum), 2002.

This booklet contains useful information and contacts for the Faith communities in N. Ireland available from the N.I. Inter-Faith Forum.

Norman Richardson, *People Who Need People* (Belfast: CPEP and Stranmillis), 2005.

The new edition of this excellent resource is particularly useful for RE teachers working with key stage 2 students.

Save the Children, *Think of me, Think of you* (Belfast: Save the Children), 2003.

Freely available from Save the Children, this booklet has a helpful glossary, facts about minority communities and terminologies and young peoples' stories.

Connolly, Paul, *Fair Play* (Belfast: Save the Children and Barnardo's), 2002.

Freely available from Barnardos or Save the Children, this booklet produced for parents and guardians of children in N.I. has very useful definitions, questions and stories relating to prejudice and discrimination

CLASS LIBRARY

FIRST WORLD WAR

Morpurgo, Michael, *Private Peaceful* (London: Collins), 2003.

This is a very moving story of two brothers and their experiences in the trenches during the First World War – ***key stage 3***

Morpurgo, Michael, *The Best Christmas Present in the World* (London: Egmont Books), 2004.

This is an account in a forgotten letter of one night during the Christmas truce in 1914 – ***key stage 2***

Morpurgo, Michael, *War Horse* (London: Egmont), 1982

This is the story of Joey a young farm horse thrust into war on the western front. It is a tribute to the 2 million horses lost – ***key stage 2.***

Morpurgo, Michael, *Farm Boy* (London: Collins), 1997

This is a bit of a sequel to War Horse, as a shortened version of that story is retold by Joey's master's son to his grandson – lovely illustrations - ***key stage 2.***

McKeown A, *Battle of the Somme* (Dublin: Poolbeg Press), 1999

This is the story of Roy a young farmer from County Antrim and events leading up to the Battle of the Somme – ***key stage 1.***

SECOND WORLD WAR AND AFTER

Bitton-Jackson, Livia, *I have lived a thousand years and Bridges of Hope.* (London: Pocket books), 1999; and *Towards Freedom*, (London: Simon Schuster), 2005.

This is a trilogy – the memoir of Elli Friedmann, 13 years old in March 1944, when the Nazis invaded Hungary and her journey to Auschwitz,; her life under the Communists after the war; and her life in New York in the 1950's – ***key stage 4..***

Frank, Anne, *The Diary of a Young Girl* (London: Puffin), 1997 edited by Otto Frank and Mirjam Pressler.

A very moving true-life story, recorded in a diary from 1942 by a thirteen year old Dutch girl in hiding from the horrors of Nazi occupation which comes to an abrupt end when she is arrested in 1944 – ***key stage 3.***

Geras, Adele, A Candle in the Dark (London: A & C Black), 1995.
Set in Germany and England in 1938, this is a story about two children escaping from Nazi Germany on the Kindertransports. It reflects the feelings of the older child – issues of loss; identity; and comparisons of Christmas and Hanukkah both festivals of light – ***key stage 2.***

Gibbons, Alan, *Street of Tall People* (London: Dolphin), 1996.
A story about the friendship of two boys, a gentile and a Jew, against all the odds in the Jewish East end of London, amidst the upsurge of fascist violence in 1936 – ***key stage 3/4.***

Gleitzman, Morris, *Once* (London: Puffin), 2005.
This very moving story is told by a young Jewish boy in Poland in 1942. It highlights the children's' stories and some of the situations they found themselves in; and the importance of storytelling and its value as a tool in the healing process – ***key stage 2.***

Kerr, Judith, *When Hitler Stole Pink Rabbit* (London: Collins), 1998.
Judith Kerr was born in Berlin of German Jewish parents and left Germany in 1933 to escape the Nazis. This story about nine year old Anna is based on Judith's own experiences – ***key stage 2.***

Levine, Karen, *Hana's Suitcase* (London: Evans Brothers Ltd.), 2003.
This is a true story about how Fumiko Ishioka, curator of the Holocaust museum in Tokyo, traced the story of a little girl called Hana from her suitcase which came to them from Auschwitz in 2000 – ***key stage 2.***

Lingard, Joan, *The File on Fraulein Berg* (London: Puffin), 1980.
This story about three schoolgirls and their 'file' on a German schoolteacher is set in Belfast in 1944 and highlights the damage that assumptions and prejudice can do to relationships for both the victims and the perpetrators – issues of persecution; racism & sectarianism; guilt and closure – ***key stage 3.***

Morpurgo, Michael, *Billy The Kid* (London: Collins), 2000.
This is a very moving story about a Chelsea footballer who gets caught up in the Second World War – ambulance corps; prisoner of war; refugee; rescuing and burying victims of Belsen – issues of loss; post traumatic stress; war – ***key stage 2/3.***

Morpurgo, Michael, *Waiting for Anya* (London: Egmont), 2001.
This story, set in South West France, is about Jo, a young French boy who stumbles on a dangerous secret abut Jewish children being smuggled over the border into Spain close to his mountain village – ***key stage 2.***

Ross, Stewart, *The Star Houses* (London: Hodder), 2001.
This story is one of a series in 'Survivors,' a collection of fictional stories about young people caught up in real-life conflicts. This moving story is based on the memories of Andor (Bandi) Guttmann, a 14 year old Jew in Budapest in 1944 - issues of racism, loss, hope and survival – ***key stage 3.***
Schloss, Eva, *Eva's Story* (London: WH Allen), 1988.
This is a survivor's story of life in Vienna and Amsterdam in the 1930's, and Auschwitz Birkenau from 1944 by the posthumous step-sister of Anne Frank – ***key stage 3.***
Serraillier, Ian, *The Silver Sword* (London: Red Fox), 2003.
This story, set in Warsaw, is based on fact, tells the story of a family torn apart by war – ***key stage 2.***
Taylor, Marilyn, *Faraway Home* (Dublin: O'Brien Press), 1999.
This story, based on true events, describes the experiences of young refugees who came to Northern Ireland during World War Two. Set in Millisle, County Down – ***key stage 2.***

INDIA
Desai, Anita, *The Village by the Sea* (London: Puffin Books), 1984.
The issues of urbanisation in India, family life and survival are highlighted in this lovely story – ***key stage 2.***
Gupta, Rupa, *A Donkey called Kalu* (Delhi: Children's Book Trust), 1978.
A story of friendship and the benefits of that in the longer term to the community – ***key stage 1.***
Hemelata, *Mahagiri* (Delhi: Children's Book Trust), 1969.
There is a lesson in this story about being willing to learn from others – trusting another's judgement and accepting that we don't know everything – ***key stage 1 up.***
Hirsh, Marilyn, *The Elephants and the Mice* (Delhi: Children's Book Trust), 1967.
A Panchatandra story about the value of friendship, in this case between elephants and mice – raising issues of solidarity; non-violence and conflict resolution – ***key stage 1 up.***
Jafa, Manorama, *The Donkey on the Bridge* (Delhi: Children's Book Trust), 1971.
This is a great story for raising discussion about conflict styles and conflict resolution – ***key stage 1 up.***

Rai, Bali, *Unarranged Marriage* (London: Corgi Books), 2002.
*This story raises the issues of arranged marriages and family conflict – **key stage 3.***
Rai, Bali, *Rani and Sukh* (London: Corgi Books), 2004.
*This story raises issues of unresolved conflict amidst a history of revenge between two families – **key stage 3**.*
Rana, Indi, *More Favourite Stories from Sri Lanka* (Singapore: Heinemann), 1983.
*This book has a collection of short stories from India – **Key stage 1 up.***

WEBSITES
www.bbc.co.uk/religion/religions
www.multifaithnet.org
www.faithinschools.org
www.support4learning.org.uk for religious Calendars – see also
www.shap.org