Festivals of Light

Hanukkah

FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS 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
- 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 5 sessions but these can be extended and other materials used in between or following the sessions.

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.

HANUKKAH

STORY

1. Until King Antiochus' rule, the Syrian rulers of Israel had allowed the Jews to follow their own religion, but Antiochus forbad them to keep the laws of the Torah, such as observing the Sabbath. He put Greek idols in the Temple and put out the menorah, the special light that burned in the Temple symbolizing for the Jews, the presence of God

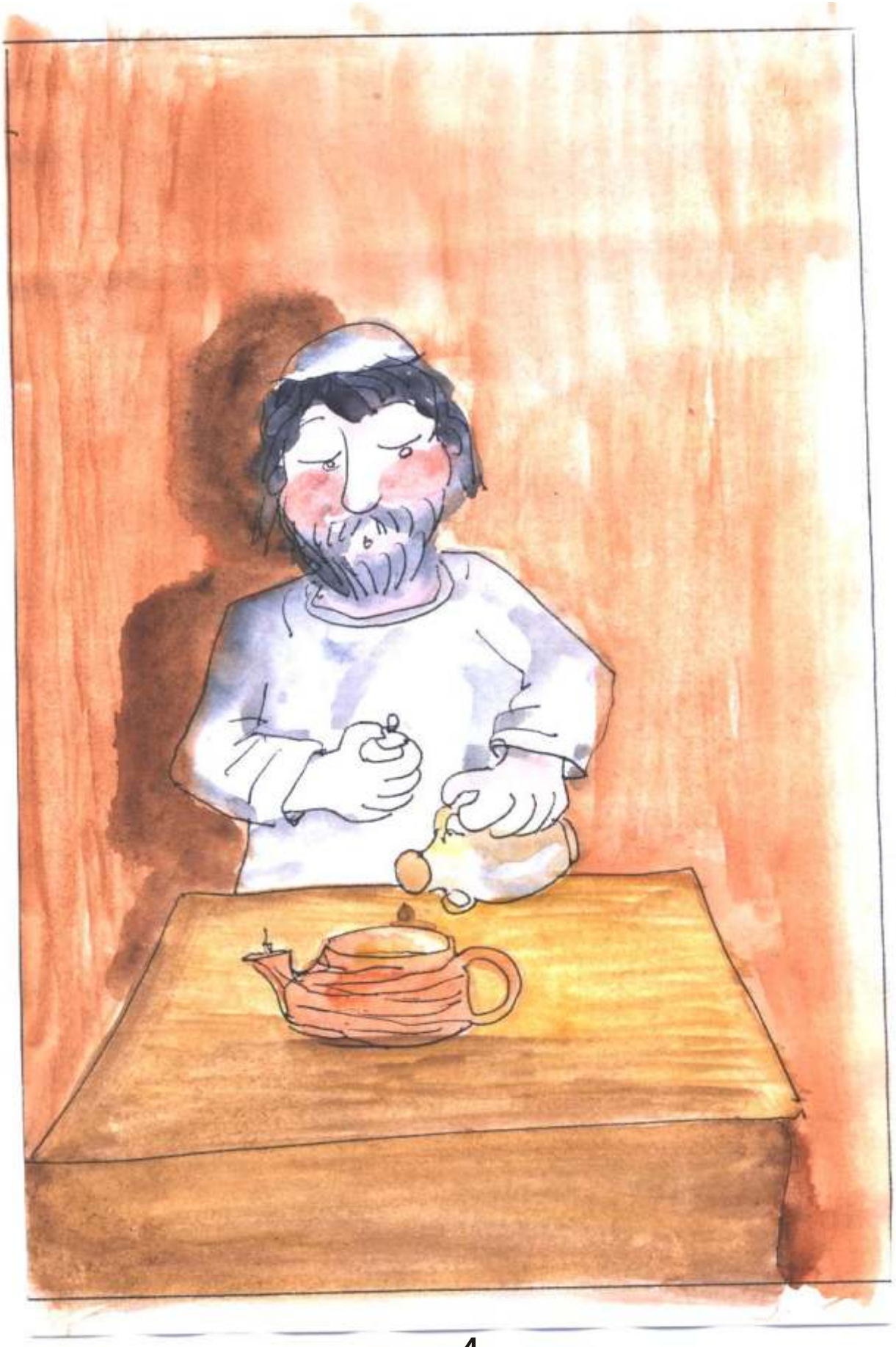
2. Anyone who refused to obey was killed but a man called Mattathias and his sons rebelled against the Syrians and fled to the hills to be joined by other Jews who wished to keep their faith.

3. When Mattathias died, his son, Judah and his four brothers formed an army. After three years of fighting, although the Jews were greatly outnumbered, they won the battle and were successful in driving the Syrians out of Israel and reclaiming the Temple in Jerusalem.

4. The Temple had to be rededicated and according to legend, only one jar of sacramental oil was found, enough for one day.

5. Miraculously, the oil burned for eight days, thus the eight days of Hanukkah. Hanukkah, which means "dedication" and is also referred to as "The Festival of Lights", is a Jewish festival which begins on the Hebrew date of the 25th of Kislev and lasts eight days, through the 2nd of Tevet.

The Story of Hanukkah



THE HOPE OF HANUKKAH

The light that burned in the Temple is still an important symbol for Jews and Hanukkah is a festival of light and hope. Here are two stories from the Second World War.

Rabbi Hugo Gryn, a leader of the Jewish community in Britain wrote this in his memories of the concentration camp during the Second World War as a boy of 14:
'It was the cold winter of 1944 and although we had nothing like calendars, my father, who was a fellow prisoner there, took me and some of my friends to the corner of the barrack. He announced that it was the eve of Hanukkah, produced a curious shaped bowl, and began to light a wick immersed in his precious, now melted margarine ration. Before he could recite the blessing, I protested at the waste of food. He looked at me, then at the lamp, and finally said,' You and I have seen that it is possible to live up to three weeks without food. We once lived almost three days without water, but you cannot live properly for three minutes without hope.'[1]

Livia Bitton-Jackson, then a girl of 14 tells this story during her time in a forced labour camp in Augsburg in 1944.
'Mummy kindles her … lights in carved-out potato halves using oil smuggled from the factory and threads from our blanket for wicks… Before lighting them… we post look-outs at each entrance and develop a system of warning signals. A miracle comes to pass. For eight days we delight in kindling lights and singing Hanukkah songs without being caught.'[2]

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[1] Rabbi Hugo Gryn, *Forms of Prayer for Jewish Worship Vol. 111, Prayers for the High Holydays* (London: Reform Synagogue of Great Britain), 1985.
[2] Livia Bitton-Jackson, *I Have Lived a Thousand Years*. (London: Pocket Books, 2000), pp 153-154.

HANUKKAH CELEBRATIONS

The most important Hanukkah ritual is the candle lighting. Jews light candles in a special candleholder called a "menorah" or a "hanukkiah". Each night, one more candle is added. The middle candle, called the "shamash", is used to light each of the other candles and it is lit every night. Therefore, on the first night of Hanukkah, two candles are lit (the shamash and the candle for the first night) and on the last night, there are nine lit candles.

It is traditional to eat foods fried in oil during Hanukkah. Some common foods are potato latkes and "sufganiot" (jelly doughnuts).

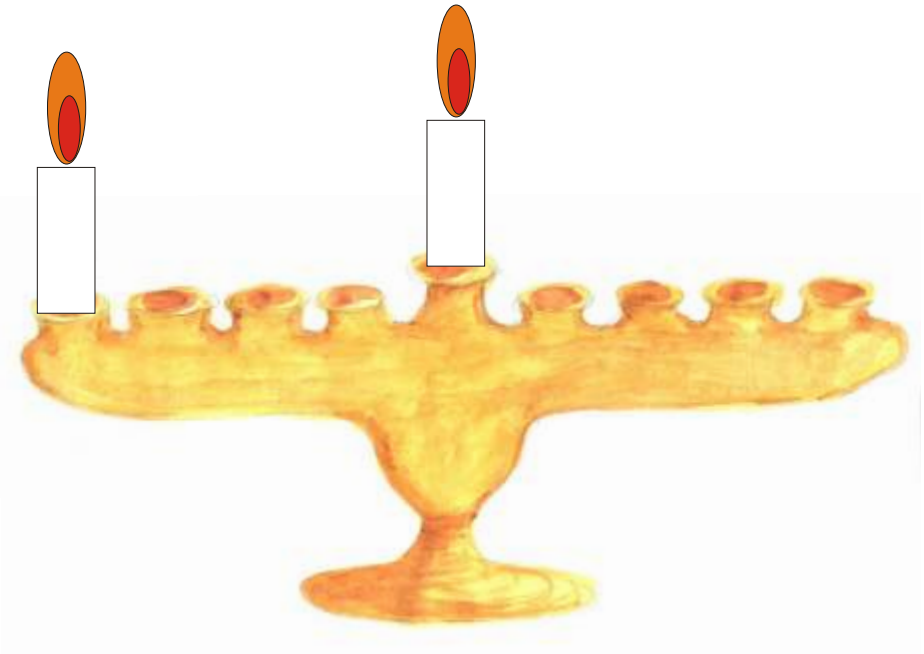
Another tradition is to play the "dreidel" game. A dreidel (or "sivivon") is a four-sided top. On each side is a different Hebrew letter: נ (nun), ג (gimel), ה (heh) and פ (peh), corresponding to the words in the sentence "nes gadol haya po" ("A great miracle happened here"). Of course, the miracle happened in Israel, so outside of Israel, the letter פ (peh) is replaced by ש (shin) for "nes gadol haya sham" ("A great miracle happened there"). The dreidel is used for a game in which each letter represents a different amount of money (or whatever...) won or lost.

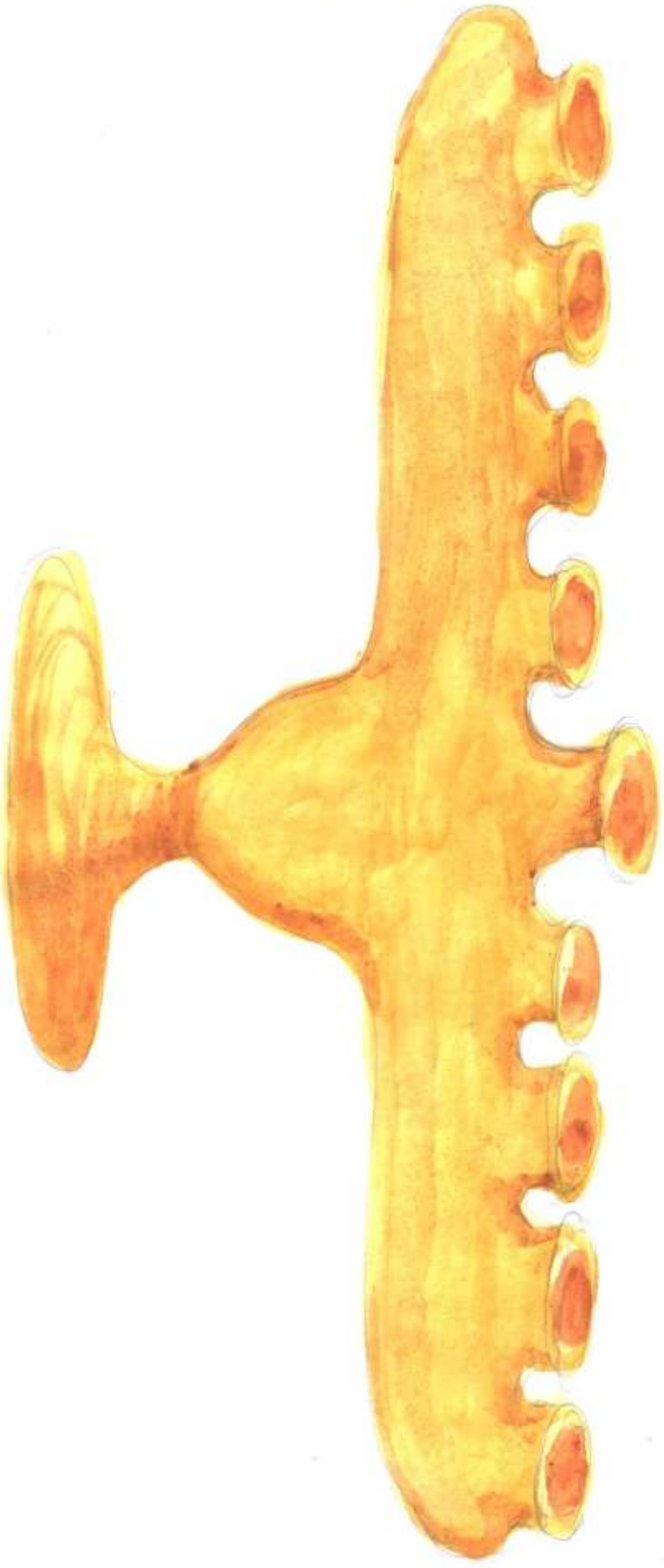
Another common Hanukkah practice is giving gifts or "gelt" (money) to children. In Hebrew, "gelt" is called "d'mei Hanukkah".

In Israel, Hanukkah is a very festive time. Schools are out for a week and there are lots of parties and special events around the country. People sing Hanukkah songs, eat lots of food and have lots of fun!

Non-Flame
Advent Wreath
and
Hanukkiah

Make your own candles/flame

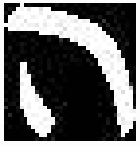




Shove one counter in

Shin (the first letter of Sham)
meaning ‘there’

You take half



Hey (the first letter of Hayah)
meaning ‘was”

You grab everything in the middle

Gimmel (the first letter of Gadol)
meaning ‘great”

You take nothing

Nun (the first letter of Nes)
meaning ‘miracle”

DREIDEL

Rules for playing Dreidel and how to make one

All the players start with the same number of pennies, counters or raisins. Jewish children often get a bag of chocolate money as a Hanukkah present and use these to play the game.

RULES

- Each player puts one coin/counter in the middle
- Everyone takes it in turn to spin the dreidel
- If it lands on:

Nun you take Nothing

Gimmel you Grab everything in the middle

Hey you take Half

Shin you Shove one counter in

- It's the side of the dreidel facing upwards when it lands that counts
- If the dreidel lands on hey and there are an odd number of counters in the middle, the player takes half of the total plus one
- Before the next person spins, everyone puts in another piece
- When someone has won everything the game is over. Alternatively the winner can be the person with the most pennies/counters at the end of a set time

TO MAKE THE DREIDEL

- Cut out the dreidel shape
- Score and fold along the dotted lines
- Make a hole in the top where marked
- Put the stick through the hole
- Glue the flaps to the base and sides of the square around the stick
- Glue the flaps at the top around the stick

Samuel

The Knitted Puppet

See instructions for the basic puppet in the Resources section

JEWISH DRESS AND RELIIGIOUS ARTICLES

These pictures are from www.judaicaworldwide.com where the actual articles can also be purchased

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Tallit</td>
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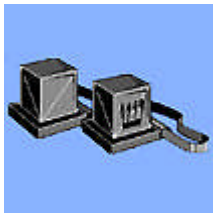
Tefilin
  </td>
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Tefilin or Tallit bag</td>
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<td>Kippah
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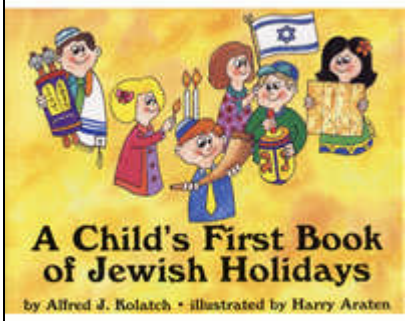
Shofar	 Book
Dreidel	Mezuzah
7-branched Menorah	9-branched Menorah or Hanukkiah

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 and Hanukkah
- We will affirm/be affirmed and encourage co-operation within each small group
- We will share what we have learnt about 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/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 - CHRISTMAS AND HANUKKAH
See picture card. 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 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 Christmas

- Draw a symbol for Hanukkah

5. PUZZLE ROUND – Print out a Christmas 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/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?

Christmas and Hanukkah Picture Round

1

2

3

4

5

6

7

8

9

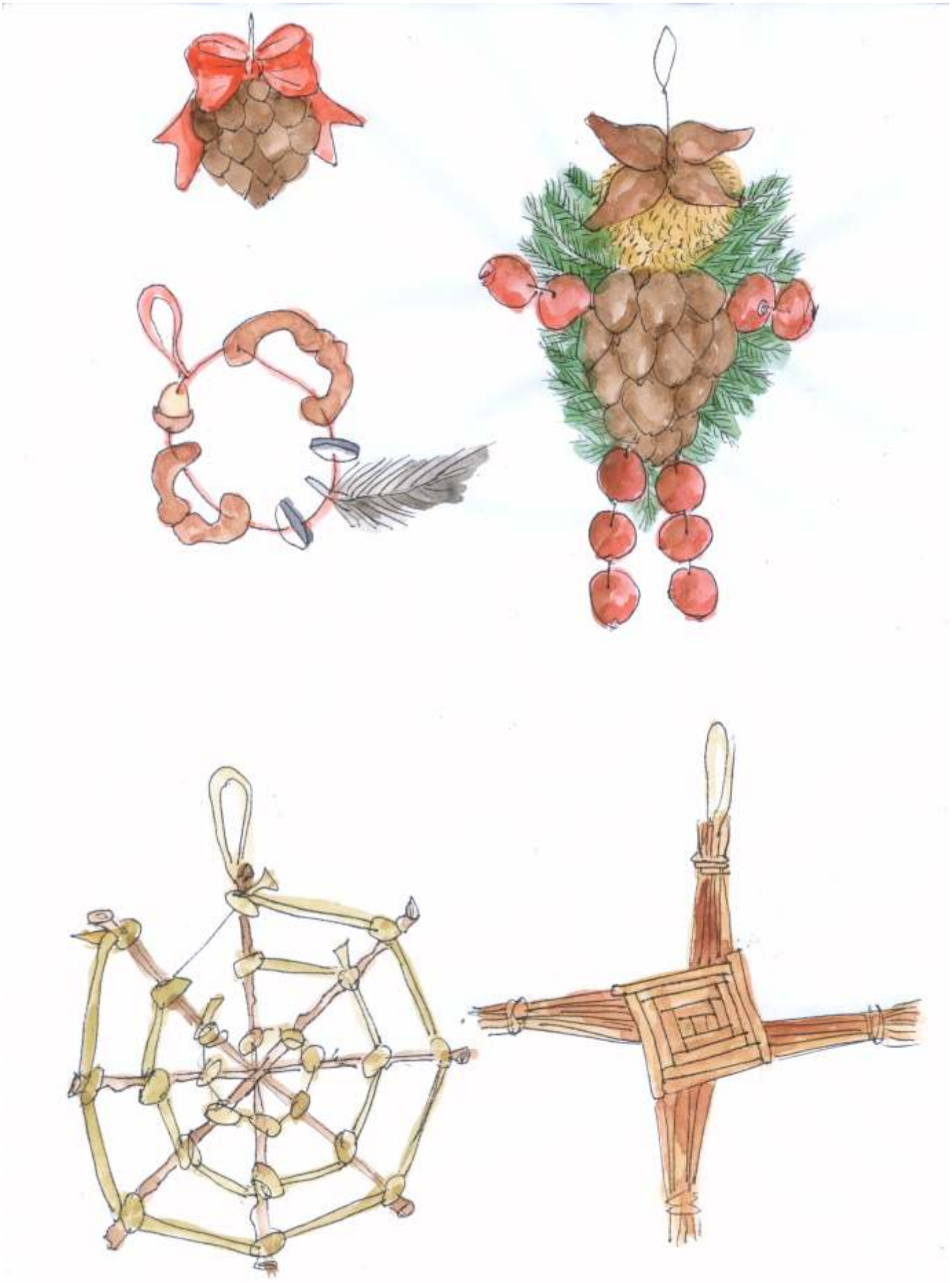
10

11

12

Puzzle Picture 1

Puzzle Picture 2



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