



## Torah A Way of Life. (KS3) Outreach

### Summary:

Explore the importance of the Torah for Jewish people and how it's teachings can be used as a guide to life. Through object handling, text analysis and discussion students will consider how the Torah is used by diverse Jewish people across different streams of Judaism.

### Learning Objectives:

- 1) To understand the centrality of the text of the Torah and mitzvot as a guide to Jewish life.
- 2) To understand the sacredness and importance of objects used in Synagogue.
- 3) To understand the diversity of communities and practices within Judaism.

### Workshop structure (1 Hour total)

Handling of objects linked to the Torah and explore how they are used.

Analyse central teachings from the Torah and explore how they can be used as a guide to Jewish life.

Hear how Jewish people across different streams use the Torah and it's teachings.



## Shabbat: A Day of Rest (KS3) Outreach

### Summary:

Discover why Jewish people observe Shabbat. Explore Shabbat rituals and traditions and the symbolism of artefacts. Reflect on the importance of Melachot and how observance of this translates into contemporary life.

### Learning Objectives:

- 1) To understand the link between the creation story and Shabbat
- 2) To know the universality and symbolism of Shabbat
- 3) To leave with a positive view of what Shabbat means to Jewish families
- 4) To understand how the 39 Melachot relate to Shabbat observance today

### Workshop structure (1 Hour total)

Reading the creation story to understand the origins of Shabbat

Exploring objects of the Shabbat table

Discuss the 39 Melachot and how they can be interpreted today



## **Nature of God through Festivals: High Holy Days, Shavuot, Shabbat. (GCSE) Outreach**

This workshop is delivered in 2 sessions– each part is an hour long workshop

If you would like to book only 1 part, please speak to our booking team to discuss the pricing and topics to cover

**Summary:** Discover the nature of Jewish people’s relationship with God by exploring the various personalities of G-d. Explore God as judge, creator and law-giver through Rosh Hashanah & Yom Kippur, Shabbat and Shavuot respectively.

### **Learning Objectives:**

- 1) To understand the centrality of the text of the Torah as a guide to Jewish life.
- 2) To understand the various natures of God in Judaism.

Key words: Torah, Talmud, Tanakh, Ashkenazi, Sephardi, Shofar, Kol Nidrei, atonement, commandments, Omer, Shekinah, Shabbat, Shavuot, Rosh Hashanah/Yom Kippur, tradition, Reform, Liberal, Orthodox, Cultural Judaism, Secular Judaism

### **Workshop structure (taught across two 1-Hour sessions)**

- Personalities of God Torah Text study
- Sections looking at Rosh Hashanah & Yom Kippur, Shabbat and Shavuot through Object/ image exploration, audio, activities & discussion.



## GCSE Mitzvot in Daily Life: Prayer, Kashrut Tzedakah (KS3 & 4) - Outreach

This topic is delivered in 2 sessions—each session is an hour long workshop

If you would like to book only 1 session, please speak with our booking team to discuss the pricing and the topics to cover

Discover where the 613 commandments come from and the different sources of authority. Explore how the commandments affect Jewish daily life. Reflect on the diversity of interpretation of the commandments within the Jewish community through artefacts, text study and audio,

### Learning Objectives:

- 1) To understand the centrality of the text of the Torah as a guide to Jewish Life
- 2) To know the laws relating to food—Kashrut
- 3) To understand the role of prayer in Judaism
- 4) To understand the role of tzedakah in Judaism

### Workshop structure (taught across two 1-hour sessions)

- Exploring the origin and nature of the 613 commandments, and how they are interpreted across different streams of Judaism
- Understanding the commandment of Tzedakah through art study and object exploration
- Learning about Kashrut laws through excerpts from the Torah and audio sources
- Discuss the different aspects of prayer through object exploration

## Black & Jewish Journeys (KS3 + 4) Outreach



### Summary:

Discover similarities and differences between the Great Jewish Migration and the migration of Caribbean people during the Windrush movement. Explore images from the Museum collection and other archival sources to learn more about why these communities migrated to Britain and challenges they faced. Reflect on minority contributions' to Britain as a way to build bridges and enhance empathy for each other.

### Learning Objectives:

- 1) To understand that diversity and migration in Britain is nothing new and has a long history.
- 2) To understand the similarities and differences between the Great Jewish Migration and the migration of Caribbean people during the Windrush movement.

### Workshop structure (1 Hour total)

- Object exploration on theme of migration
- Archival & historical source investigation & analysis



## **Journey to the Kindertransport (KS3) Outreach**

### **Summary:**

Explore artefacts to contextualise what life was like in Nazi-occupied Europe, and the circumstances that prompted the Kindertransport. Reflect on the impact of the Kindertransport on individuals' lives through documents, paintings and objects

### **Learning Objectives:**

- 1) To find out how life changed for Jewish families in Nazi-occupied Europe in the 1930s
- 2) To learn that there was a rescue operation called Kindertransport
- 3) To explore the historical and religious significance of a single object (spice box)
- 4) To understand the meaning of the term 'refugee'

### **Workshop structure (1 Hour total)**

- Establish pupil's current knowledge about world war 2 and the Kindertransport
- Explore the impact of Nazi occupation through painting study and examining the discrimination laws
- Discuss the experience of 3 individuals on the Kindertransport
- Learn about a family's experience through object exploration (spice box)

## **Lasting Legacies (KS3 + 4) Outreach**



### **Summary:**

Discover the impact of the Kindertransport from one person's experience. Students will hear filmed first-hand testimony from a former Kindertransport refugee.

### **Learning Objectives:**

- 1) Explore the life of one person and through their life story and learn about the effects of Nazism of the Jewish community
- 2) Reflect on issues relating to Human rights & Legacy, identity and faith, Emotions and Feelings, Memory and Senses
- 3) Understand and empathise the importance of remembrance and legacy from the perspective of the Kinder as well as recognising the need to reflect on the past to understand the present and future.

### **Workshop structure (1 Hour total)**

- Exploring importance of legacy and methods of testimony
- Hearing exclusive filmed testimony of former Kindertransport refugees
- Reflection activities



## Investigating the Holocaust: Objects and testimony (KS3, 4 & 5) Outreach

### Summary:

Explore the themes of loss of identity, individuality and dehumanisation through objects from the collection that belonged to individuals. Discover the Holocaust through the experiences of British-born Holocaust survivor Leon Greenman OBE and his family. Learn about Leon's effort to tell people about his experiences and actively fight prejudice.

### Learning Objectives:

- To find out about the Holocaust through one person's experience (Leon Greenman)
- To understand the stages of Genocide and how it can be applied to the Holocaust.
- To learn about the gradual loss of identity and dehumanisation of Jewish people during the Holocaust and to some extent understand the diversity of this experience.
- To learn about how Leon's experience inspired his activism in fighting prejudice

### Workshop structure (1 Hour total)

- Introduction and exploration of the Stages of Genocide.
- Handling real objects from the collection connected to the Holocaust and exploring themes of isolation and loss of identity.





## **Life with Loss: Understanding Grief and Memory. (KS3, 4, 5) Outreach**

### **Summary:**

Explore the universal themes of grief and loss through the experience of survivor Solly Irving. Explore language around grief and loss, discover Solly's testimony, handle objects used in Judaism to remember someone and do a creative activity inspired by Solly's legacy.

### **Learning Objectives:**

- 1) To find out about the Holocaust through one person's experience (Solly Irving)
- 2) To reflect on the extent of loss and grief Solly had to process.
- 3) To learn about the importance of memory in Judaism
- 4) To encourage empathy to connect students to Solly's experience and the reality of the Holocaust.

### **Workshop structure (1 Hour total)**

Watch the testimony of Solly and his family

Handle objects used in Judaism to remember someone

Creative activity reflecting on Solly's experience

