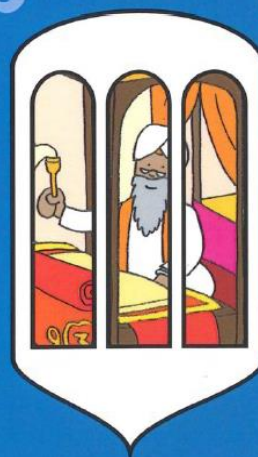


What happens in ...?



SIX COLOURFUL CUTAWAYS OF PLACES OF WORSHIP
A3 AND ELECTRONIC IMAGES WITH A TEACHER'S GUIDE AND TEACHING IDEAS

RE Today
Services



What happens in ...?

Background to these activities

These 12 teaching ideas offer ways of helping pupils to explore some basic information about places of worship, but also to go beyond this to think about the significance for believers. They make connections with the lives of pupils by focusing on ideas such as peace, service and purpose.

The activities accompany six wonderful illustrations offering cutaway images of a Buddhist centre, church, gurdwara, mandir, mosque and synagogue.

Before starting, please note the following:

- The church is Baptist, to offer a contrast with Anglican and Roman Catholic churches. Many Protestant churches have a similar layout, with prominence given to the pulpit for preaching the Bible as the word of God, although not all will have a baptistry pool for baptism by full immersion.
- The cutaway of the Buddhist centre shows a centre from the Triratna Buddhist Order. A member of the Triratna Buddhist Order can be seen leading meditation.
- The synagogue is Orthodox. This means that there are separate sections for male and female worshippers. More progressive synagogues have many of the same features, such as the Ark, *bimah* and everlasting light, but men and women mix during worship, and women may take on the same roles as men during a service.

Please note that these activities are not presented in the order for teaching - teachers are not expected to work through all 12 systematically. Select those that are most appropriate for your class.

Subject knowledge

Pupils should know that places of worship are important to many religious followers. Their significance varies, however. For example, many Christians emphasise that the 'Church' is really the community of Christian believers, who are called the 'body' of Christ. Buildings are places that allow Christians to gather together to worship, and that give them a place from which to serve the community. Some newer Protestant Church groups use other buildings, such as school halls. In Islamic *Hadith*, the Prophet Muhammad says that the whole Earth is a mosque, a place of prayer. The Qur'an explains, '... wherever you turn, there is the face of God' (based on Qur'an 2.115). The mosque itself reveals some key Muslim beliefs, such as the idea of *Ummah* (community), submission, and the Oneness of God.

Links across the curriculum

SMSC: the resources and activities here help pupils to reflect on ideas of identity and community, love and service, and develop sensitivity and respect.

English: the activities encourage pupils in developing skills in spoken language, reading and writing, including questioning, giving reasons and writing for different purposes.

Art and Design: you could extend activities in this unit by exploring artwork linked to particular places of worship. For example, help pupils to consider ways in which calligraphy and geometric art are used to express the beauty of God in Islam, without drawing pictures of God. It might be appropriate for some pupils to create models of different types of a place of worship, or they could re-create specific local or famous ones. Those with an understanding of the purposes of a place of worship can design their own place that would fulfil one, two or even more of these functions.

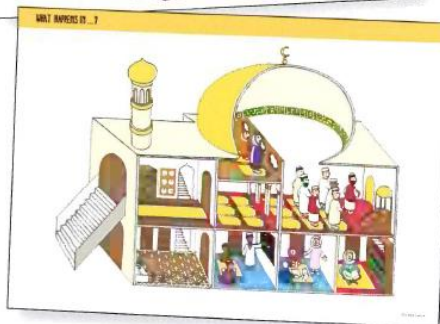
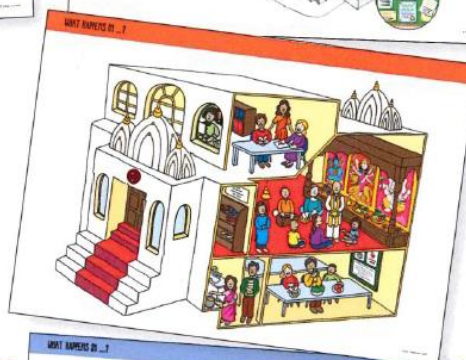
12 ways TO USE THE CUTAWAY PICTURES

1. Why are some places sacred?

Split the pupils into groups of three and give each group a cutaway picture.

Ask the pupils to:

- identify any parts of the picture that they can name or explain what is happening
- choose three parts of the picture that might make the place sacred. Label them and talk about why some people would say they are sacred
- meet up with a group who were looking at another picture. Discuss what is similar or different about the pictures. Is it similar or different things that make these places sacred for some people?



2. Listing and labelling

Below are eight key words and phrases linked with each place of worship. There is also a generic set of words that can all be linked to more than one place. When learning about a place of worship, you might introduce the relevant words to the class first and then give pupils the labels to put onto the picture in the right place, or you might give pupils the pictures and the definitions (found on the backs of the A3 cutaways) and get them to work out the correct places for themselves. Get them to practise saying and writing the words.

If pupils are learning about more than one place of worship, jumble up the words for the places they are learning about, plus those from the generic set. Pupils will need to identify which words match which place of worship before they begin their labelling task.

Buddhist centre	Church	Gurdwara
shrine	baptistry	chauri
stupa	pulpit	granthi
Buddha rupa	pastor	Ik Onkar
singing bowl	worship band	langar
meditation	youth group	karah parshad
Sangha	Jesus	Guru Granth Sahib
prayer flags	Sunday school	sach khand
Buddhist flag	Bible	headscarves

Mandir	Mosque	Synagogue	Generic
bell	minbar	rabbi	balcony
murti	Qiblah wall	Ark	kitchen
arti lamp	minaret	Sefer Torah	shoe rack
incense	imam	bimah	God
prasad	wash room	everlasting light	library
musicians	clocks	tallit	worship
shrine	mihrab	yarmulke	prayer
priest	madrassah	siddur	community

12 ways TO USE THE CUTAWAY PICTURES

3. Spot the difference

Ask pupils to find at least five similarities and five differences between two places of worship. Why do they think there are some things that are the same and some that are different between the two places of worship?

4. Framing: what matters most?

a) Give pupils a small cardboard or paper frame and ask them to place it on the picture over the place that they think is: busiest, happiest, noisiest, most thoughtful, most important, most holy. There are no specific right answers, so pupils should give good reasons for their choices.

b) Where do pupils think that worshippers will find peace, and why? Where do worshippers learn most, and why? Where do worshippers get a chance to serve others? Where is the place for the youngest, and for the oldest? Where is there somewhere for all ages to be together? Where do worshippers go to find a purpose for their lives? Where do worshippers get most help with their lives when they are struggling?

c) Follow 4b up with some reflection on pupils' own lives. Where do they find peace, and why? Where do they learn most, and why? Where do they get a chance to serve others? Where do they go where people of all ages go together? How do they decide the purpose of their own lives? Where do they get most help when they are struggling? Talk about how and why their own answers are similar to and different from the answers from part 4b.

5. Maps from memory

Carry out this activity using a cutaway image that pupils have not yet seen. Get pupils to work in groups of four. Have Pupil 1 from each group come to the front of the class. Show them the cutaway image for ten seconds. Pupil 1 then goes back to the group and explains to Pupil 2 what they saw, and Pupil 2 draws according to Pupil 1's description. After two minutes, all the Pupil 2s have a ten-second look at the picture. They then explain what they have seen for Pupil 3 to draw. Pupil 3 should not start a new picture, they should add to Pupil 2's initial drawing. Continue in this way around the group. Go around twice and then get pupils to show other groups their drawings, explaining what they have drawn. Show them the real image and get them to give the pictures marks out of ten for accuracy!

6. Alien report

Tell your pupils to imagine that they are aliens of high intelligence who are on a mission to find out about life on Earth, as they know nothing about what human beings do. Their spaceship lands near a large building. Using their X-ray vision they can look through the walls and see the scene from one of the cutaways. What do they think is happening? What might be going on?

Working in groups, pupils write a report. What might the creatures be doing in this place? They should try to think like aliens might think!

Read some of the alien reports. Did any get it right? Could they tell what the people were doing and why they were behaving like that? Why not? What would they need to do to find out what is actually going on, and why? Being able to speak with the human beings, asking questions, spending more time observing, reading the religious stories and teachings – all of these will help aliens to be able to get their reports right. Use this approach to start an investigation into what it means to be a member of the religion that the cutaway is based on and what it means to worship.

7. Alien questions

Having (probably!) got their first alien report wrong, set your alien pupils the task of finding out better answers. Start with all the questions pupils can think of. Question stems are a good place to start: who/what/where/when/how/why? Get pupils to direct their questions at three people in the picture.

Go through the questions and sort them into categories.

- Simple categories are 'Big questions' and 'Little questions'.
- Others are those with just one correct answer and those with many possible answers. These can be further broken down into comprehension questions (about understanding the facts), knowledge questions (that need some specialist knowledge), speculation questions (that use our imagination) and enquiry questions (that take you on a journey of discovery).
- Use resources to find out the answers to as many of the questions as possible. Decide on a class enquiry question. Go on a visit or two; invite some believers in to answer questions.

8. Sense trail

Ask pupils to focus on one of their senses. You might get them all to focus on hearing, or give groups of pupils one sense each. Smell and taste will be the most difficult, of course! Get them to imagine walking into the building. What would they see/hear/touch? As they wander around the building, what are the key things that strike their senses?

You might do this as a guided reflection, where you get pupils to close their eyes as you describe walking into and around the buildings in the pictures. Or you could give pupils a copy of one picture to label with the sounds they might hear (worship music, call to prayer, sermon) or the sensations from what they might touch (shaking hands; washing their hands, faces and feet; bare feet on the floor).

9. Tour guide

Ask pupils to imagine they are part of a team that is in charge of welcoming visitors to a specific place of worship. They have a group of children coming on a visit. To which three parts of the place of worship would they take their visitors, and what would they say?

10. Recreate a place of worship

This activity can work especially well after pupils have been on a visit as well as seeing the cutaway. Choose a team of four pupils to be the architects for the place of worship. The architects then physically move each of the other class members to create the building or significant part of the building outline.

Once the outline has been created, use masking tape or chalk to draw around the outline. The pupils can now step back and admire the parameters of the place they have recreated. Ask the children to work in groups to identify key features in the place of worship. These features can then be simply added by a pupil with a label or action representing the item, e.g. everlasting light – arms stretched high, fingers flickering like flames; clock – arms as clock hands, ticking sound. These could also be represented by pupils holding photographs or pictures they have drawn.

** Please be aware that pupils may not initially find interpreting quotes from sacred texts to be particularly easy, so it is good to spend some time thinking about the meaning of the quotes. Some questions and activities have been suggested on the following pages that can be used in class to help pupils understand the quotes.*

Pupils then rehearse their role as a tour guide. They practise what they will say at various parts of the tour, how they will describe why significant features are important to believers and practise answering questions. Invite the visitors! Give as many of the pupils as possible the opportunity to be tour guides.

A short film of a KS1 class participating in this activity can be found at www.retoday.org.uk/what-happens-in

11. How do places of worship help believers to ...?

Places of worship often represent an attitude towards God, but they can also offer places of community too. Ask pupils to find out and explain how the place of worship helps believers: to say 'thank you', to say 'sorry', to praise God, to celebrate, to be quiet and still, to learn what is good and bad, to care for others, to serve people in need, to learn from each other. Ask pupils to consider whether there are any parts of their own lives that are similar or different: where and when do they: say 'thank you', say 'sorry', praise (God or ...?), celebrate, be quiet and still, learn what is good and bad, care for others, serve people in need, learn from others? Do pupils think these are good things to do? Why?

12. Meet the people

To carry out this activity, use the short accounts from people who visit the places of worship regularly and quotes from sacred texts that can be found on the next 12 pages. Introduce characters from the place(s) of worship that pupils are studying, e.g. Fred, Naomi and Tim from the church or Harveer, Sundeep and Jaspreet from the gurdwara. Ask pupils to think about what they expect the people to say about what they do and why their place of worship is so important to them? Next read the verses from the relevant holy texts and use these to add to their ideas.* Finally read the information from the believers. Talk about what pupils got right, what surprised them and any further questions they would want to ask.

FIND OUT MORE: WHAT DO PEOPLE SAY? WHAT IS IN HOLY TEXTS?



Buddhist centre



The Buddhist holy text called the Karaniya Metta Sutta says:
'As a mother cares for her child all her life long, in the same way a person's mind should be all-embracing towards all living things. Friendliness for the whole world!'

(Based on Sutta Nipata 1.8)

The Buddhist scripture called the Dhammapada says, in verse 183:
'To avoid all evil, to cultivate good, and to cleanse one's mind – this is the teaching of the Buddhas.'

(Buddharakkhita 1996)

Verses 19 and 20 of the Buddhist book the Dhammapada (simplified) say:
'However many holy words you speak, however many you read, what good will they do you if you do not act on them?'



Hello! My name is Jenny. I volunteer in the shop at the Buddhist centre during the weekends.

We sell many items that members of our community and visitors to the centre find useful. The shop stocks lots of books on Buddhism. We also sell other items such as meditation cushions, singing bowls and yoga equipment.

During the week, I don't volunteer at the shop much because I work at an art gallery, but I still come to the Buddhist centre to meditate. I also do a yoga class here on a Wednesday evening.



Hello. My name is Saddhabhaya and I am a member of the Triratna Buddhist Order.

I spend time at the Buddhist centre to be among friends. I also go there to study, listen to teachings and meditate.

Buddhists gather at the centre to celebrate festivals and to spend enjoyable time together. The Buddha taught that friendship is a very important part of life. Friends support and inspire each other.

The centre is in a city and it is open to everybody. It helps a lot of people (not just Buddhists) to understand how they can become more calm and happy in a busy city.



Hi, I am Tanya. I love coming to the Buddhist centre and come here most weekends with my mum and dad.

I get to learn lots about the Buddha and Buddhism here because we have our library. There are also lots of people I can chat to about Buddhist ideas. Some Sundays we have a Buddhism Sunday school for children just like me. It's great because I get to learn about being a Buddhist and Buddhist stories there. We practise meditation and chanting and have lots of brilliant arts and crafts too.

One extra thing I must mention about the Buddhist centre is the vegetarian café, because it serves such delicious food!

TEACHERS CAN ASK THESE QUESTIONS TO HELP PUPILS UNDERSTAND THE QUOTES AND THEIR LINKS TO THE BUDDHIST CENTRE:

Karaniya Metta Sutta: looking at the picture of the Buddhist centre, can you see some examples of care in action? How many? Which ones would be easiest and hardest to do?

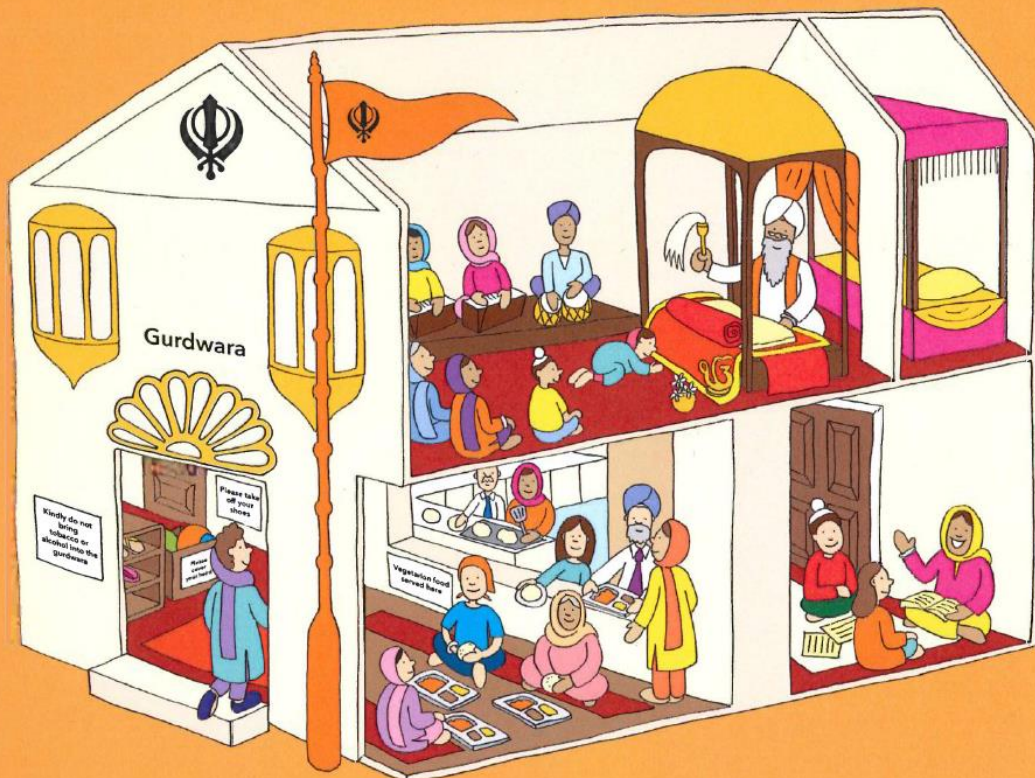
Dhammapada verse 183: what do you think it means to 'cultivate good'? Look at the picture of the Buddhist centre. Can you see people who are 'cultivating good' in the picture? What examples do you notice?

Dhammapada verses 19 and 20: when Buddhists meditate, they may use words like these to help them be determined to live peacefully, kindly and generously. How do you think meditation might help?

FIND OUT MORE: WHAT DO PEOPLE SAY? WHAT IS IN HOLY TEXTS?



Gurdwara



Guru Nanak often talked about how money and riches can make people forget about the best type of life. In the best life, generosity, love for God and kindness are most important:

'Even Kings and emperors with heaps of wealth and vast dominion cannot compare with an ant filled with the love of God.'

(Based on Japji Sahib pauri 23)

In the Guru Granth Sahib, Guru Nanak describes how God gave him his special job:

'I was a singer, out of work. The Lord gave me a job. In the very beginning He gave me the order to sing His praises night and day ... By singing the Guru's hymns, I, the minstrel spread the Lord's glory ...'

(Based on Adi Granth 150)

One of Guru Nanak's hymns says this:

'Pilgrimages, penance, compassion and charitable giving bring a little merit, the size of a sesame seed. But those who hear and believe and love the Name (of God) shall bathe and be made clean in a place of pilgrimage within themselves.'

(Based on Japji Sahib pauri 21)



Very pleased to meet you! My name is Harveer and I am a granthi here at the gurdwara.

I can be a granthi because I have chosen to become a baptised Sikh, and also because I have trained for the job.

One main thing that I do is read aloud from the Guru Granth Sahib in the prayer hall. I also help to look after the Guru Granth Sahib, for example always taking part in the processions when it is taken to and from the *sach khand* in the morning and night.

Sometimes we have an *Akhand Path* at the gurdwara, which is when the Guru Granth Sahib is read from start to finish without stopping and I will help with the reading. There are lots of reasons for having an *Akhand Path* and I love it when we have one to celebrate a wedding or a Guru's birthday.



Hi! My name is Sundeep and I bring my whole family to the gurdwara as often as I can.

All of us in the family try to perform *sewa*. *Sewa* is when we do things to help other people and we do not expect those people to give us anything at all in return.

When we take part in *sewa* my wife often prepares the *karah parshad* and we both spend time helping in the *langar*. There is so much to do in the *langar* and I've become a bit of an expert at making *rotis*, which are round, flat breads. When our children help out in the *langar* they normally put away all the ingredients that people have donated.

We all enjoy eating the food in the *langar* - my son loves the rice pudding. We eat sitting with other members of our community and visitors to show that we are all equal.



Hi, I'm Jaspreet. I have been coming to this gurdwara with my family since I was a toddler.

As I got older, my brother, a few of our friends and I started a youth group here. Now, lots of us come to the youth group where we think about all sorts of things that are important to us like why we do not cut our hair or why it's important to do *sewa* and honest work. Sikhism teaches me so much and has made me a much better person. I really enjoy chatting about it with other Sikhs my own age.

Something else that I do is to help with the Punjabi school for the younger kids. The children learn so much about being Sikh and, of course, the Punjabi language here. I'm pleased to help them learn all this.

TEACHERS CAN ASK THESE QUESTIONS TO HELP PUPILS UNDERSTAND THE QUOTES AND THEIR LINKS TO THE GURDWARA:

Guru Nanak's quote: the Gurus teach that if you love God, you can show it by serving other people. Can you label the gurdwara picture with these words: kindness, love for God, holy words, serving others?

Adi Granth 150 of the Guru Granth Sahib: the Guru Granth Sahib is full of hymns and songs. Guru Nanak composed many songs to God and

describes himself here as a minstrel. Look at the picture of the gurdwara. How many examples of things to do with the holy writings, music and singing can you see?

Guru Nanak's hymn: what did Guru Nanak see as more important than pilgrimages, penances, compassion and charitable giving? Why do you think he thought this?

FIND OUT MORE: WHAT DO PEOPLE SAY? WHAT IS IN HOLY TEXTS?

ॐ Mandir



The Hindu scripture called the Bhrihadaranyaka Upanishad has these words in it. Many Hindu people like to use these words when they pray in the morning:

'Lead me from the unreal to the Real. Lead me from darkness to Light. Lead me from death to Immortality.'

(Pavamāna Mantra 1.3.28)

This is a prayer to Ganesha. It asks God to take away fear and anger:

'Pure and peaceful doer of all good. Take away my fear and anger.

Let me see [You] everywhere and at all times.

Show me the truth ...'

(Subramuniyaswami 2000)

In the scripture called the Bhagavad Gita, Krishna explains why people take gifts to the mandir to offer to God:

'Whoever offers to me with devotion a leaf, a flower, a fruit, or even a little water, that offering of love I accept ... In this way you will be free ... In this way you will be liberated and come to me.'

(Based on Bhagavad Gita 9.26-27)



Hello, my name is Rajiv. I am a priest at this mandir.

You might think that being a priest is my 'job'. I don't really think it's a 'job' though because being a priest is my way of serving God and I've given my life to doing this.

Priests are very important to help run the mandir. I perform the prayers and religious ceremonies. Some of these happen lots of times each day, but others are much less often. In the mandir, I also make sure to keep the *murtis* and shrine area clean and tidy at all times.

Learning is so important to me and we should never stop trying to learn the teachings of Hinduism. So I often study and always try to help others learn about our Hindu faith. I help to teach both adults and children at the mandir about it.



Namaste. I am Aditi, the volunteer co-ordinator at the mandir.

I am in charge of all of the volunteers who work here – it's a really busy and interesting role! My role's important because I'm helping our mandir to run like clockwork. I'm also helping us to work with people from both inside and outside the Hindu community.

Our amazing volunteers do so much here. They help with religious activities, *prasad*, events for children, education, fundraising, interfaith work and lots more. I don't know how our mandir would run without them!

As part of my role, I make sure that all people who volunteer are given training so that they can do their jobs properly. I often have to make rotas to help things run smoothly and so that each volunteer knows when they are on duty.



Hello. I'm Kushal and I am one of the mandir's musicians.

The other musicians and I play music in the religious services and ceremonies. The music we play helps people to concentrate properly on their worship and is a gift to God.

Some of the ceremonies happen every single day, which means that I work at the mandir most days. Other times I play music at religious festivals, like Diwali and Durga Puja. Sometimes we have special occasions such as weddings at the mandir, so my fellow musicians and I play for those too.

Occasionally, we play music at ceremonies that are held in other religious buildings or people's homes. Wherever I play, I know that my music is helping worship and devotion.

TEACHERS CAN ASK THESE QUESTIONS TO HELP PUPILS UNDERSTAND THE QUOTES AND THEIR LINKS TO THE MANDIR:

Bṛihadaranyaka Upanishad: this Hindu prayer sees life as a journey upwards towards three things: reality, light and immortality. What questions would you like to ask about the journey of life?

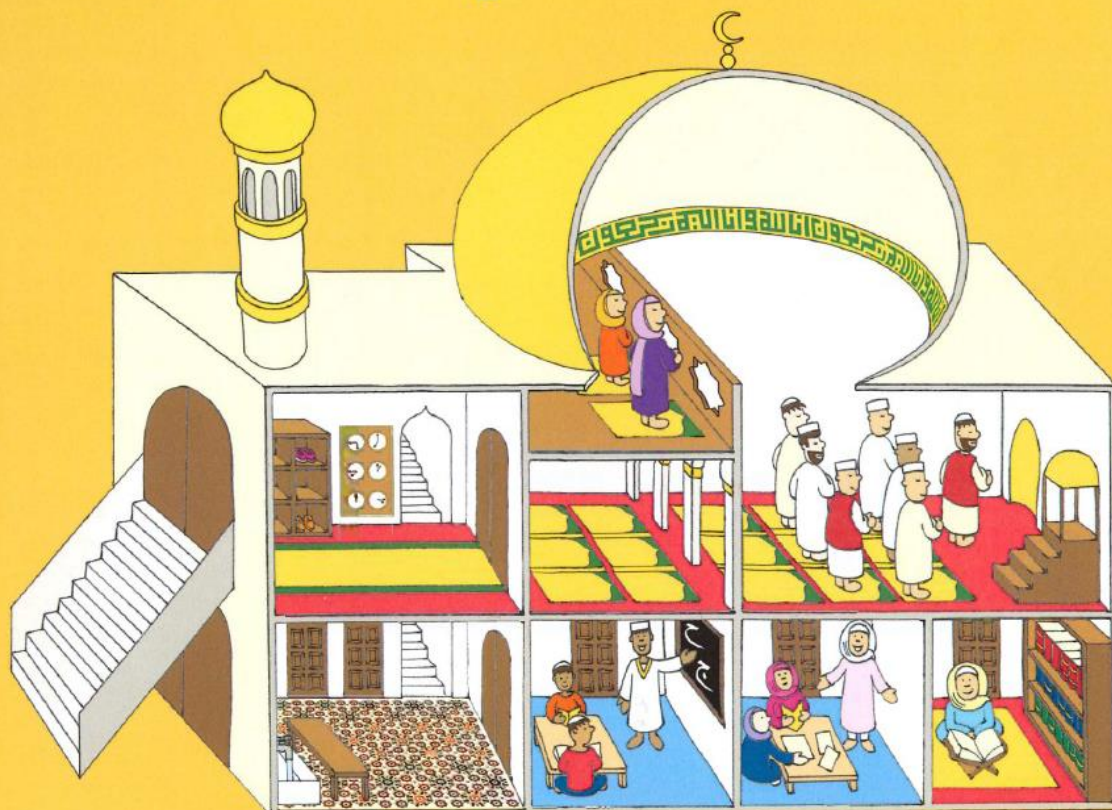
Prayer to Ganesha: look in the picture of the mandir for a *murti* of Ganesha. We all feel fearful and angry sometimes. How do you think prayer and worship might help with these feelings?

Bhagavad Gita: look at the picture of the mandir. What offerings to God have people brought? Offering a gift is an act of worship. Does it matter if your gift is cheap or expensive? What really matters when people worship?

FIND OUT MORE: WHAT DO PEOPLE SAY? WHAT IS IN HOLY TEXTS?



Mosque



The Qur'an says these words about mosques:

'God's mosques should only be tended by one who believes in God and the Last Day, and is constant in prayer, and gives Zakat (charity), and stands in awe of none but God: for only such a person may hope to be among the rightly-guided!'

(Based on Surah At-Tawbah 9:18)

These words can also be found in the Qur'an:

'In houses of worship which Allah has permitted to be built so that His name may be remembered in them; there glorify Him in the mornings and the evenings.'

(Based on An-Nur 24:36)

Hadith are words that Muhammad said. They are very important to many Muslims. Here are some words that Muhammad said: **'Wherever the hour of prayer overtakes you, you shall perform it. That place is a mosque.'**

(Khan 1997)



As-salaam aleikum! I am Wasim and I am the imam at this mosque.

My job is most importantly to lead people in the five daily prayers. I stand at the front and help Muslims to submit to Allah by praying together. At Friday prayers I give a short sermon, or *khutba*.

During the rest of the week I help people when they are looking for advice on spiritual or practical matters, to bring them closer to Allah. I visit people who are sick. I also perform wedding ceremonies - but not as often as I would like!



Hello, I am Imran. At this mosque I am a hafiz.

This means that I have spent many hours learning to memorise the words of Allah, the Holy Qur'an. This helps me to be closer to Allah because I have his words in my head all the time. I help to lead the *madrasah*, the mosque school. I help children and young people to learn Arabic so that they can read the Holy Qur'an. Some of my students are learning to become *hafiz* too!

At this mosque we run youth groups. We want to help young people get fit and healthy, but also to respect others.



Hello, I am Nasima and I sometimes worship at the mosque, particularly at Friday prayers.

I sit in the balcony with my daughter, Abidah.

I help at the *madrasah* twice a week, with the younger children, aged 6-8.

I am a lawyer in my day job so the mosque committee have asked if I can give advice to people who need help. I might advise on buying a home, but I also offer advice to women who want help on a whole range of issues.

TEACHERS CAN ASK THESE QUESTIONS TO HELP PUPILS UNDERSTAND THE QUOTES AND THEIR LINKS TO THE MOSQUE:

Qur'an 9.18: what does 'tended' mean? What does the quote say someone who tends a mosque should be like?

Qur'an 24.36: 'glorify Him' in this quote means to glorify Allah (God). Find out what 'glorify' means and then see if you can explain what glorifying God is. Look at the picture, which people here look like they might be remembering the name of and glorifying God? Why?

Hadith: what did Muhammad mean when he said 'That place is a mosque'? Do you think this shows anything about the importance of prayer? If so, what?

FIND OUT MORE: WHAT DO PEOPLE SAY? WHAT IS IN HOLY TEXTS?



Synagogue



'Psalms' is a collection of 150 songs. Psalm 18:1-3 (simplified) says:
'I love you Lord, my strength. The Lord is my rock and my fortress. The Lord is my deliverer. My God, my rock. I take refuge in God My shield and the trumpet that saves me. I call on the Lord. He is worth my worship.'

A famous and much-loved Jewish prayer called **'Adon Olam'** is used every day by some Jewish people. It talks about God:

**'And He is my God, my living God.
to Him I flee in time of grief,
and He is my miracle and my refuge'**

(Translated by George Jakubovits. See hebrewsongs.com/?song=adonolam)

In the Torah are the words of the Shema. Many Jewish people use these words in prayer every day: **'Hear, O Israel: The Lord our God is One. You shall love the Lord your God with all your heart, and with all your soul, and with all your might. Keep these words that I am commanding you today in your heart. Teach them to your children and talk about them ...'**

(Based on Deuteronomy 6:4-7)



Welcome to our synagogue!
My name is Dovid and I'm the rabbi here.

I lead the daily services at the synagogue. Although we have prayers here every day, our busiest time is Saturday morning when lots of people come to the synagogue for our *Shabbat* morning service.

Rabbi means 'teacher' and I do a lot of teaching! I teach about Judaism to adults and children in the synagogue. I also teach about it when I visit local primary schools (one of them is actually a Jewish primary school). I love teaching and learning about Judaism!

My family and I enjoy being part of this community. We all join in with regular services and special events such as our yearly synagogue party for the festival of Hanukkah and our community *Seder* meal at the festival of Pesach.



Pleased to meet you. I'm Adam and I run the children's service.

We have a children's service most Saturday mornings. This means that some children leave the main prayer service in the synagogue and have their own one with me. In the children's service we pray and read from a Torah scroll. I help the children join in and explain the prayers and words from the Torah in a fun way so they understand everything properly.

My wife Ruth also works with children as she is a teacher at our *cheder*. *Cheder* is a type of school for Jewish children where they learn about Judaism and to read the Hebrew language. Our *cheder* runs on a Sunday morning, but the *cheder* children often do activities such as charity events at other times too. Charity is important in our religion.

Ruth and I feel it's good to teach the children about Judaism and what it means to be Jewish.



My name's Evie. I come to the synagogue lots - every *Shabbat* and for festivals too.

I enjoy coming here to spend time with my Jewish friends. But I also come here to pray, because praying is time that I spend with G-d. It helps to make my relationship with G-d nice and strong.

I used to love going to the children's service, but I don't go anymore because I understand the main service very well nowadays and can join in easily. Sometimes I spend some time helping Adam to teach in the children's service or helping prepare the food and drink for *kiddush* in the kitchen. I like to help my community.

Even though I'm a girl, I do not wear a hat yet at synagogue because I'm not married. My mum does though.

TEACHERS CAN ASK THESE QUESTIONS TO HELP PUPILS UNDERSTAND THE QUOTES AND THEIR LINKS TO THE SYNAGOGUE:

Psalm 18: the singer is feeling safe because they are trusting in God. What else makes people feel safe?

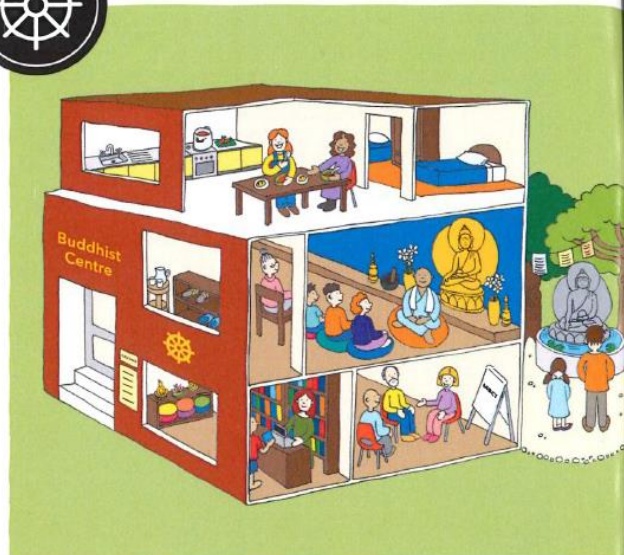
Adon Olam: what do these words say about God? Look at the picture of the synagogue: who can you see who might be praying? Imagine what they might be praying. Could it be these words?

Shema: these words show very clearly that Jewish people believe in one God. If Jewish people pray these words every day, do you think it would help a person to love God more?

What happens in ...?

Although by no means exhaustive, here are some interesting facts about the places of worship in this publication. Utilise them to further your own subject knowledge or introduce them to your pupils. You could turn them into a quiz or even use them as the basis of a further research project.

It will be interesting to note with your pupils that many of the places have uses above and beyond praying and meditating. Important activities such as learning and sharing food together can be seen in many of the cutaway images.



Church

Church - The word 'church' in English is often used to refer to a building for Christian worship. It can also mean the community of Christian people. The word most often translated as 'church' from the Bible is a Greek word, *ekklesia*. *Ekklesia* means an assembly of people who are called out - so this word has nothing to do with a building at all. Many church buildings are in the shape of a cross, reflecting the sacrifice Christians believe Jesus made on the cross. The Church as a community is presented in the Bible as the 'body of Christ' with every individual Christian as a member and having a part to play.

Buddhist centre

Buddhist centre – Buddhism is a wide tradition with different schools. The cutaway image in this publication is of a Buddhist centre from the Triratna Buddhist Order, and there are several Triratna centres around the world. The centres generally run activities, courses and classes on meditation, Buddhism and related topics. Some people attending the centres choose to live together in spiritual communities, and the building in the cutaway has space for communal living on the top floor. The diversity within Buddhism means that there is great variation between Buddhist religious buildings, often depending on culture and tradition. In the UK alone there are many Buddhist traditions represented, which is reflected in the different Buddhist religious buildings.

Gurdwara

Gurdwara – Sikhism, increasingly called 'Sikhi' by followers, honours ten Gurus; wise teachers who have guided the Sikh community. The first of these was Guru Nanak. Every gurdwara contains the last, eternal Guru – the Guru Granth Sahib. Although the Guru Granth Sahib is in the form of a book, it is considered by Sikhs to be a living Guru and is treated like an important living person, carried to and from its own room every day and placed in a prominent position. Lots of Sikh worship is sung, and worship songs are called *raagas*. *Raagas* have many different tones and emotions depending on the passage being sung.



What happens in ...?



Mandir

Mandir - The Hindu religious tradition can be understood as the beliefs and way of life of much of India, but there are mandirs across the world. Mandirs can vary greatly in size. In fact, some of the largest in the world are outside of India. There are numerous mandirs in the UK today, often in urban settings. Over the millennia, mandirs have been built in many different styles and shapes, but they share common features and are constructed to symbolise aspects of the entire Universe. There may be images of one or more deity in a mandir to aid worship. Much Hindu worship also takes place in the home.

Mosque

Mosque – Prophet Muhammad established the first Muslim community in the Arabian city of Madinah. Two mosques from the Prophet's time still exist in Madinah, built to bring prayer to the centre of Muslim life. In the Prophet's lifetime, a mosque developed in the holy city of Makkah. Millions of Muslims visit Makkah every year on pilgrimage. Many mosques around the world are angled in the direction of the Ka'bah in Makkah so Muslims can face it when they pray. A Muslim may pray at the mosque, and Friday prayers are usually the biggest occasion for communal prayer. Daily prayers can be made anywhere, and a prayer mat, facing in the direction of Makkah, is a clean place from which to pray. Some prayer mats contain compasses so that worshippers know which way to face when praying. The Arabic word for mosque is *masjid*.

Synagogue

Synagogue – A synagogue is a Jewish place of worship, however the word 'synagogue' is Greek and actually means 'meeting place'. The Hebrew term is *Bet ha Knesset*, meaning 'house of assembly', although you are more likely to hear the word 'synagogue' used in the UK. Many Jews call the building *shul*, which is a Yiddish word derived from the German for 'school', emphasising the building's role as a place of learning. In fact, synagogues have many purposes as well as a place set aside for prayer, and are often used for meetings, studying, social and celebration occasions. The Ark in the synagogue contains the Torah scrolls. Worshippers generally stand up to show respect whilst the Ark is open.

