



Unit 19: פסח Pesach

through the lens of the Jewish Value "Ometz Lev" (Courage)

BIG PICTURE

What: Pesach, or Passover, is the Jewish holiday celebrating the exodus from Egypt described in the Torah. Pesach is celebrated for eight days (seven days in Israel), during which many Jews eat matzah and refrain from eating leavened foods. The Pesach Seder takes place on the first two nights of the holiday (and only the first night in Israel) where the story of the Exodus is recited and experienced.

Where: The story of Pesach takes place in ancient Egypt, and has been told throughout the centuries at the Seder table of Jewish homes.

When: In the Hebrew calendar, Pesach begins the 14th of Nissan and continues to the 22nd (or the 21st for those celebrating in Israel).

Why: Pesach commemorates the exodus from Egypt, the freedom of the Israelites from slavery, and the birth of the Nation of Israel.

How: We celebrate the first night (and in some homes, the second night as well) with a **טד סדר Seder**, a dinner event that moves through a very specific order to re-enact the Israelite Exodus from Ancient Egypt following 400 years of slavery. The guidebook used at the seder is called a **הגדה haggadah**, it guides us through the order of the seder.

Teacher Resource Reading:


- [Excellent Summary of the Pesach Narrative](#)
- [Understanding the Seder Plate 101](#)

RESOURCES (to be used during Shulchanot, Zman Kehilah, etc. as needed)



Terms/Vocab for This Unit

- **פסח** Pesach (peh-sach): 7 day Spring holiday that commemorates the Exodus from Egypt (literally, “pass over”)
- **טד סדר Seder**: “order”, refers to the ordered ceremonial dinner that happens on the first (and sometimes second) night of the holiday.
- **הגדה**: Haggadah (hah-gah-dah) “telling”; The guidebook through the seder. In modern years it has become common to update or add supplements to the haggadah for current social justice movements.
- **מה נשתנה** Mah Nishtanah (Mah Neesh-tah-nah) “What is different”, the Hebrew name for the 4 questions; a section of the haggadah that is traditionally led by the youngest person at the seder table

Coloring Pages for This Unit:

-  Pesach coloring pages

Songs and Videos for This Unit

- [Pesach spotify playlist](#)
-  **Who Knows One? An English version of Echad ...**
-  **Chad Gadya: Learn the words to the Passover ...**

Books for This Unit (check your site for the PJ Library books!)

- [The Best Four Questions](#) **
- [Let My People Go!](#) **
- [Imagine](#) **
- [Miriam's Cup](#) **

**** Written into a Peulah**

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Learning Objectives for Full Unit:

A. Students will be able to lead the Four Questions

- (littles) Recognize the 4 questions by their images
- (middles) Be able to recite all 4 questions
- (bigs) Understand the meaning behind the questions

B. Students will investigate the Ten Plagues

- (littles) Be exposed to the names of the plagues
- (middles) Be able to explain the plagues
- (bigs) Consider the Egyptians' experience during the plagues

C. Students will understand the roles that brave women played in the Exodus narrative

- (littles) Stories of Miriam watching over her brother and leading the Israelites in song
- (middles) Compare the 4 mother figures and how they each defied Pharaoh
- (bigs) Making a place for them at the Seder

D. Students will contemplate the difficulties of wandering "Into the Unknown"

- (littles) Imagining the Exodus
- (middles) Learn the midrash of Nachshon walking into the sea first
- (bigs) Why does it take courage to be free?

The Simple Story of Passover (for kids)

A long time ago, there was a king of Egypt called Pharaoh. Pharaoh was scared of anyone who was different from him. He was scared of the Israelite people because they were different from him. Pharaoh made all the Israelites slaves. They had to work very hard and build cities and pyramids. Pharaoh was also worried there would be too many Israelites, so he made them throw their baby boys in the Nile River. One mother decided to put her baby in a basket and put the basket in the Nile River. The basket was found by Pharaoh's daughter. She named him Moses and raised him as her own son.

When Moses was older, he ran away from Egypt. He settled in Midian and learned how to take care of sheep. One day, Moses heard a voice calling to him from a burning bush. It was God's way of speaking to him and calling him to free the Israelite people from slavery. God told Moses to go back to Egypt, and tell Pharaoh to "Let my People Go!" Moses was scared, but knew it was the right thing to do. Moses went to the Pharaoh to convince him to let the Israelite people go. "Pharaoh, let my people go!" Moses said. Pharaoh replied, "No, No, No.... I will not let them go!" Moses told him that if he didn't let his people go, God would punish him, and all of Egypt, with 10 terrible plagues.

Finally Pharaoh told Moses to take the Israelite people out of Egypt. Moses called his people together and told them to pack their bags – it was time to leave Egypt. The people packed so quickly that they did not have time to let their bread dough rise. They baked it and it came out flat!! The Israelite people left Egypt as quickly as they could, but Pharaoh changed his mind and his soldiers chased the Israelite people. When they arrived at the Red Sea, the people cried out in fear that they'd reached a dead end. Moses lifted his staff over the water, and God split the sea for the Israelite people to pass through to safety on dry land and closed it so the soldiers could not get through. The Israelite people were free at last. They sang songs and celebrated!



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Learning Goal A: Students will be able to lead the Four Questions

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- | | |
|-----------|---|
| (littles) | Recognize the 4 questions by their images |
| (middles) | Be able to ask all 4 questions |
| (biggs) | Understand the meaning behind the questions |

PEULAH OPTION A1: Why Is This Day Different? ... - Suggested for All

HOOK (5 min)

Choose some elements of your classroom and/or routine that students are used to, and switch it up - for example:

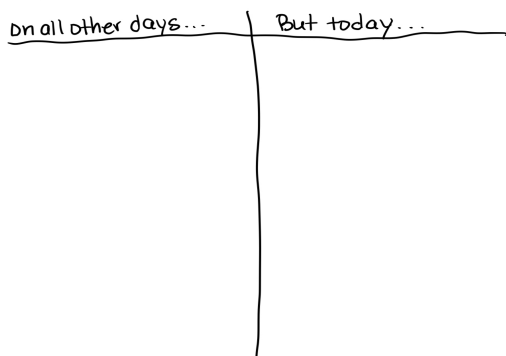
- move posters to different walls
- switch van drivers for transportation
- Do zman kehillah backwards
- Change up the snack rotation

Any minor detail that students would be likely to notice, and wonder “huh - why are you doing that today?” This exercise is all about getting the kids to ask questions about why things are different today than on other days.

Whenever they ask, simply deflect with a “hmm, good question...” and hint that they should ask again during peulot.

ACTIVITY: Why is This Day Different? (15 min)

Why Is This Day Different From All other Days?



Materials:

- Whiteboard
- Dry erase markers

Write the question “Why is this day different from all other days?” at the top of the board, with a T-chart underneath that has “On All Other Days...” on the left side and “But Today...” on the right

1. Introduce that some things have been a little different today, and ask if anyone noticed

2. Have students share the details they noticed were different today, and write them on the right side of the Tchart under “But Today”
3. Once the differences have been identified, move to the left side of the chart and have students articulate what NORMALLY happens to match each difference. For example:

Why Is This Day Different From All other Days?

<u>on all other days...</u>	<u>But today...</u>
the snack blessings hang on the purple wall	the snack blessings were hanging on the green wall
on Mondays we have yogurt for snack	We had bagels + cream cheese on - Monday

4. Now do the same exercise and Tchart, but with Passover -
 - a. Ask: “What are some things we do on Pesach that are different from all other days or holidays?”
 - b. Then match that against what Normally happens to make that act stand out:
 - i. On all other days we....eat any kind of food. But on Pesach...we must eat Matzah
 - c. Challenge them to come up with at least four!
5. Explain that they just did what the Rabbis of the Talmud did 2,000 years ago - they noticed things were different about this holiday, and asked why. Someone chose four of them to include in the Haggadah, and they became “The Four Questions”.

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- What did you notice was different today?
- Name one thing that’s different on Pesach

PEULAH OPTION A2: Mah Nishtanah video - Suggested for “littles”

HOOK (5 min)

Materials:

- [The Best Four Questions](#) (read aloud available [here](#))

Read “The Best Four Questions” and discuss what questions the students would ask their families if they could ask Four Questions of their own at the seder.

ACTIVITY: Mah Nishtanah video (15 min)



Materials:

- Video player
- The Passover Shaboom! Special - What's Different About Tonight?

Watch this Shaboom! special about Pesach (Passover), and discuss MAH NISHTANA - what are some of the differences the Plony family talked about for their Pesach Seder? Did you recognize anything in the video from your own family seder?

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- What does “Mah Nishtanah” mean? (what is different)

PEULAH OPTION A3: Four Questions Symbols - Suggested for “littles” and “middles”

HOOK (5 min)

Materials:

- Video player
- [Ma Nishtana \(The Four Questions\)](#) - Learn what they mean and how to sing them

Show [Ma Nishtana \(The Four Questions\)](#) - Learn what they mean and how to sing them , and encourage students to sing along with the video.

ACTIVITY: Four Questions Symbols (15-20 min)



Materials:

- 4 Questions cards (1 set cut and laminated + 1 full page for each student)
- Popsicle sticks (4/kid)
- Glue
- scissors

Directions:

1. Put the symbols all out together, explain that each symbol has a partner, and invite students to match the pairs together.

Matzah – Chametz

Vegetables – Maror

Parsley – Salt Water

Sitting– Reclining

2. Remind students that the basic formula for the 4 Questions is

“Why is this night different from all others?

On all other nights we _____, but tonight we _____.”

(For “middles”, have this formula written out somewhere - on a whiteboard, printed on a sheet for each kid, etc...)

3. Group students into 4 groups, give each group one of the pairs, and have them plug their two images into the formula, and come up with the full question - what do we do with the bread on all other nights? Why is there a cushion on the chair?

4. When ready, each student gets a full set of the cards to cut and glue onto a popsicle stick - each pair back to back on one stick, so at the seder they can hold up the sign and flip it for each of the 4 questions.

Here is the full translation for reference:

Why is this night different from all other nights?

On all other nights we eat chametz (and matzah), but on this night we only eat matzah?

On all other nights we eat all kinds of vegetables, but on this night we only eat maror/bitter herbs?

On all other nights we don't even dip [our food] once, but on this night we dip twice?

On all other nights we can sit straight or recline, but on this night we only recline?

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- Play a speed round where the students have their new signs in front of them, and you throw out one of the 4 questions and ask them to hold up the correct sign. (ex: Show me, "on all other nights we eat chametz!" Show me "why on this night do we dip twice?"

PEULAH OPTION A4: Mah Nishtana'fikomen - Suggested for “bigs” and “middles”

HOOK (5 min)

Materials:

- Video player
- [Ma Nishtana \(The Four Questions\)](#) - Learn what they mean and how to sing them

Show [Ma Nishtana \(The Four Questions\)](#) - Learn what they mean and how to sing them , and encourage students to sing along with the video.

ACTIVITY: Four Questions Symbols (15 min)



Materials:

- A piece of matzah (or picture of one)
- An afikomen bag to hide the matzah in (any 8x8 or bigger bag or pouch)

Directions:

This game is an adaptation of “Hot/Cold” -

1. Hide a piece of matzah somewhere in the classroom.
2. Tell students we’re going to play a game, and you need a seeker. Send the seeker outside, and show everyone else where the matzah is hidden.
3. The seeker comes back in and searches for the matzah. The rest of the group is singing The 4 Questions over and over while they search, and instead of saying “warmer” or “cooler”, they sing louder when the seeker is close to the matzah, and sing softer when they’re off track.
4. Play multiple rounds, giving students opportunities to be the seeker.

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- If you could add a 5th Question for Pesach, what would it be?

Learning Goal B. Students will investigate the Ten Plagues

LEARNING GOAL B. Students will investigate the Ten Plagues

- | | |
|-----------|---|
| (littles) | Be exposed to the names of the plagues |
| (middles) | Be able to explain the plagues |
| (biggs) | Consider the Egyptians' experience during the plagues |

PEULAH OPTION B1: 10 Plagues Guessing Games - Suggested for “middles”

HOOK (5-7 min)

Materials:

- [Let My People Go!](#)

Read [Let My People Go!](#) ; cue the students to recite the “A Plague! A Plague! A Plague!” each time you see it while reading.

Discuss: How many of the plagues can you name now from memory?

- What's the difference between a plague and a “bummer”?
- What is an example of something that would plague you (make you suffer) today?

ACTIVITY: 10 Plagues Guessing Games (15-20 min)



Materials:

- Strips of paper with one of the [10 plagues](#) written on each one (for students ready for a challenge, write them in Hebrew)
- SEND HOME stickers, printed on these [Avery Labels - 2” round](#)

GAME 1: Charades

1. Go over the actual 10 Plagues with them.
2. Play 10 Plagues charades to act out what they think the plague looked like
 - a. One student picks a plague out of the bowl
 - b. They pantomime the clue while the others try to guess which plague they’re acting out
 - c. Keep going until everyone has had a turn - it may mean multiple kids act out the same plague.

Suggestions if they're stuck:

Darkness--Cover their eyes and walk around

Lice--scratch their heads like crazy

Water to Blood--Mime drinking, then spitting out drink in disgust

Sick animals--Mime being an animal and pretend to sneeze or fall over

Swarms--swat all around yourself, like swatting flies

Boils--look all over arms and legs in distress, wince like it hurts

Hail--Put arms over head and run around, like running for cover

GAME 2: "What Am I"

- Pass 10 [plague cards](#) out to students, but don't let them see which plague they are!
- Tape them to their foreheads (or back) and have students, one at a time, try and guess which plague they are (split up into two groups if you have too many students.)
- Two versions below (if time, play both. If no time, play just round 2)
 - o **Round 1:** Other students give hints, i.e. "you are a plague that fell from the sky" "you are kind of like snow" - answer, hail
 - o **Round 2:** 20 questions: have the student who is trying to guess which plague they are ask yes or no questions to the class. "Am I an animal plague?" "Am I itchy?" "Do I fly?" until they guess which plague they are.

WRAP UP / CHECK FOR UNDERSTANDING (5 min)


hand out the send home stickers!


- How many plagues can you remember?
- Which is your favorite to act out? Why?

PEULAH OPTION B2: Wheel of Plagues - Suggested for “littles”

HOOK (5-7 min)

Materials:

- Video player
-  Moses and the Passover Story - The Kids Version

Watch  Moses and the Passover Story - The Kids Version

Like the video said, the Jewish people were slaves in Egypt. God told Moses to go to Pharaoh to ask for our freedom. It took 10 plagues, but Pharaoh finally let us go. God split the sea for us so we could cross to freedom.

We celebrate this freedom and the miracles God did for us on Pesach.

There were some silly things in the video that didn't really happen--like unlimited homework and aliens.

Discuss:

- How many real plagues were there? (10)
- Can you name any of them?

ACTIVITY: Wheel of Plagues (15 min)



Materials:

- Ten Plagues Spinning Wheel, either:
 - [Print this template](#) (no words, needs cutting)
 - [Order from Oriental Trading Co](#) (words and pre-cut)
- Color pencils and crayons (so the pictures still show through)
- [Brads](#)
- Audio player w/ speakers
- “[Ten Plagues in Egypt Land](#)” song (on the Pesach Playlist)
- SEND HOME stickers, printed on these [Avery Labels - 2” round](#)

Directions:

1. Hand each student the wheel with the 10 plagues on them (save the top wheel until they finish this one)
2. Have them identify as many as they can before handing out the pencils and crayons

3. Listen to the [Ten Plagues in Egypt Land](#) song together, tell them to listen out for the rest of the plagues and try to match them to the pictures on the wheel
4. Once all 10 have been identified, students color in the 10 plagues wheel.
5. When they've finished coloring the plagues, give them the top wheel to color
6. Teachers help students attach the two wheels with a metal brad

Time Allowing:

Listen to [Ten Plagues in Egypt Land](#) again, and break the students into groups and assign each group a couple plagues to come up with a dance move for that verse/line in the song. Have each group teach their move to the class and then perform the whole song with dance moves as class.

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- Why did the plagues happen? (to convince Pharaoh to let the Israelites go)
- How many plagues can you remember without using your wheel?

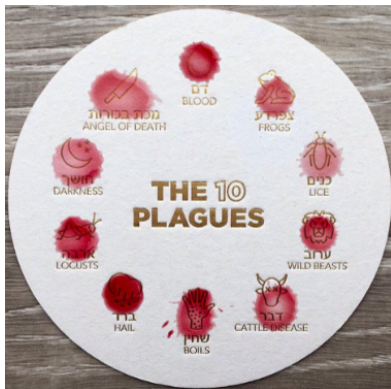
PEULAH OPTION B3: Pouring Out a Drop - Suggested for “bigs”

HOOK (3-5 min)

Pharaoh was being so mean to the Jews, that the plagues had to happen so the Jews could be freed. We poke fun and act silly with the plagues because we are so happy to be free. But it's easy to act silly because the plagues didn't happen to US - **who did they happen to? (Egyptians)**. We aren't happy that the plagues had to happen to the Egyptians; it makes us sad that they had to suffer in order for us to be free. At the seder, when we say each of the plagues out loud, we dip our pinkie finger in the cup, place the drop of juice on our plate.

We remember that our cups can't be completely full of happiness, because of the Egyptians' suffering.

ACTIVITY: Pouring Out a Drop (20 min)



Materials:

- [Plague Cards](#)
- Grape juice
- Cups
- 5 tablespoons Baking soda
- 1 cup of water
- Bowl or measuring cup for the water
- [Cotton Swabs](#)
- [Cardboard Coasters](#)
- Scratch paper
- Low-quality paint brushes
- Instructions for Invisible Ink printed
- SEND HOME stickers, printed on these [Avery Labels - 2” round](#)

Directions:

Make Invisible Ink (credit: Science Museum of Virginia)

1. Make a baking soda solution by mixing 5 tablespoons of baking soda into 1 cup of water. (It won't all mix in, and that's ok!)

2. Dip a cotton swab into the baking soda solution and write or draw a secret message onto the scratch paper
3. Allow the paper to air-dry.
4. To read the secret message, paint grape juice across the paper with a paintbrush or a sponge.

How?

Baking soda, or sodium bicarbonate, is basic and readily reacts with acids, and Grape juice is acidic! When you paint grape juice over the dried baking soda it will change color, revealing your message.

Make a 10 Plagues Coaster for Seder

1. Everyone gets one coaster and cotton swab
2. Make a baking soda solution by mixing 5 tablespoons of baking soda into 1 cup of water.
 - a. (It won't all mix in, and that's ok!)
3. Everyone then dips a cotton swab into the baking soda solution, and writes the names of the plagues onto the coaster.
4. Allow the coaster to air-dry.
5. Now, because grape juice is acidic, when we dip our pinkies in the wine and drop them onto the coaster, it reveals the invisible ink below

We're going to practice it right now! Everyone will get a cup of grape juice, but DO NOT DRINK IT.

At the seder, during MAGGID (TELL THE STORY) we say each of the plagues out loud. After each plague, we dip our pinkie finger in the cup, place the drop of juice on our plate.

We remember that our cups can't be completely full of happiness, because of the Egyptians' suffering.

Pass our cups of grape juice now, and plates. Remind students NOT to drink yet.

Read together the list of plagues, one by one, helping students dip their juice after each plague. After the last plague, recite Borei Pri HaGafen together, and they may drink their juice.

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- Why do we say we cannot be fully happy and that our cup isn't full on Pesach?

Learning Goal C. Students will understand the roles that brave women played in the Exodus narrative

LEARNING GOAL C: Students will understand the roles that brave women played in the Exodus narrative

- | | |
|-----------|--|
| (littles) | Stories of Miriam watching over her brother and leading the Israelites in song |
| (middles) | Compare the 4 mother figures and how they each defied Pharaoh |
| (bigs) | Making a place for them at the Seder |

PEULAH OPTION C1: Miriam Watercolor - Suggested for “littles”

HOOK (5 min)

Materials:

- [Miriam's Cup](#)

Before you start reading, ask students to pay attention to every time Miriam uses or is connected to WATER. Read [Miriam's Cup](#), and then ask students to share the connections of Miriam and Water they heard

ACTIVITY: Miriam Watercolor (20 min)

Materials:

- Watercolor paints
- Small bowls of water
- Paintbrushes
- [Placemats](#) or [tablecloth](#) to protect the table
- [Miriam coloring sheets](#)
- Crayons or oil pastels

Directions:

1. Students choose from one of three depictions of Miriam's gift of water:
 - a. Watching over her brother Moses in the Nile River
 - b. Dancing to praise the miracle after the Red Sea split
 - c. Carrying the well of water when they wandered in the desert
2. Color ONLY the people in crayon or oil pastel - the background should be left blank!
3. Use watercolor paints to paint in the rest of the picture - they can choose to make it a “realistic” background, or simply explore mixing different colors.
4. Connect the use of watercolors to illustrate Miriam and her gift of water in the Pesach story

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- What is the name of the woman we learned about today?
- What is one way she was connected to water?

PEULAH OPTION C2: Rebel Women of the Exodus - Suggested for “middles” and “biggs”

HOOK (5 min)

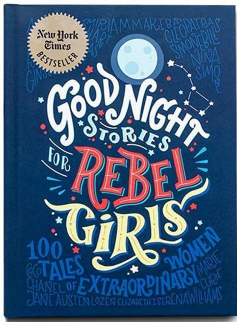
Materials:

- White board
- Dry erase marker

Directions:

1. Write the following sentence up onto the board:
“Because of the _____ in that generation, we were freed from Egypt.”
2. Tell students that this is an important teaching from the Talmud (a collection of Rabbinic teachings from 2,000 years ago)
3. Give students 2-3 minutes to try and guess how to fill in the blank - *what would these rabbis believe is the reason we earned our freedom from slavery?*
 - a. Write all of their suggestions onto the board around the sentence as they’re sharing them
 - b. Encourage students to support their answer and explain WHY they chose what they did
4. After 2-3 minutes are up, write in the correct answer: WOMEN
“Because of the *women* in that generation, we were freed from Egypt.”

ACTIVITY: Rebel Women of the Exodus (20 min)



Materials:

- [“Rebel Women” bios](#), cut into 4 strips
- [Rebel Woman Action Figure Template](#)
- Pencils
- Colored pencils or thin markers

Directions:

1. Break students into four groups: 1, 2, 3, and 4
2. Give out the Rebel Women bios to each group:
 - a. Group 1 = Shifrah and Puah
 - b. Group 2 = Yocheved
 - c. Group 3 = Bat Paraoh
 - d. Group 4 = Miriam

3. Give them 5 minutes to read their character's bio together, and discuss why they think this woman is important to the Pesach narrative, and how she contributed to our freedom
4. After 5 minutes, regroup by having one person from each number sit together. This should mean that the second round of groups has at least one person from Group 1, from Group 2, from Group 3, and from Group 4, ensuring this new group has all four (if we count Shifrah and Puah as one unit) Rebel Women represented.
5. Give students another 5 minutes, and each person gets 1 minute to teach their new group about the character they have. This ensures that everyone gets a chance to hear about all four women.
6. Each student now chooses one of the 5 women, and uses what they've learned (along with some imagination) to bring her to life by designing her as an Action Figure.
7. Hand out the Action Figure template along with drawing utensils, and have students consider the following in their designs:
 - a. What does she look like?
 - b. What is she wearing?
 - c. What props/accessories does she get?
 - d. What skills does she have?
 - e. Which joints can move, if any?

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- Why are these women important to the Pesach narrative?
- If you could invite one of them to your seder, who would you invite? Why?

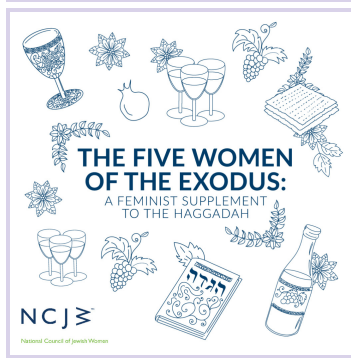
PEULAH OPTION C3: Adding Women to the Seder - Suggested for “middles” and “bigs”

HOOK (5-7 min)


Materials:

- [Selected Sections from the Haggadah](#):
 - The Four Children
 - The Four Questions
 - The Four Cups of Wine
- 1. Spread out the various pages from the three sections of the Haggadah
- 2. Explain to students that these are sections printed from some traditional haggadot, and have them look through them -
 - a. Do these sections share anything in common?
 - b. Does anything surprise you?

ACTIVITY: Adding Women to the Seder (20 min)



Materials:

- [“Rebel Women” bios](#)
-  Adding Women to the Seder.pdf templates
- Colored pencils, crayons, markers, watercolors, etc...
- Plain paper

Directions:

1. Choose one of the “fours” of the Seder:
 - 4 cups of wine
 - 4 questions
 - 4 children
2. Using one of the provided templates, create an addition for the haggadah in your chosen section that highlights these four (five) women:
 - a. Shifrah and Puah
 - b. Yocheved
 - c. Bat Paraoh

d. Miriam

For example: Name each cup of wine after one of the characters, and include a short blessing/dedication to her brave actions

3. Alternative: Create a brand new ritual/object for the Seder Table to represent the women -

- a. Would you add something to the Seder Plate?
- b. Create a free-standing centerpiece?

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

hand out the send home stickers!

- How did you choose to add women to the seder?
- Why does it matter to include these characters in the seder?

Learning Goal D. Students will contemplate the difficulties of wandering “Into the Unknown”

LEARNING GOAL D: Students will contemplate the difficulties of wandering “Into the Unknown”

- (littles) Imagining the Exodus
- (middles) Learn the midrash of Nachshon walking into the sea first
- (bigs) Why does it take courage to be free?

PEULAH OPTION D1: Imagine Me at the Red Sea - Suggested for “littles”

HOOK (10min)

Materials:

- [Imagine](#)
 - The book is organized for every other page to be a group of kids playing at home, describing their imaginary play, and the next page being the picture in their mind
- 1. Explain that on Pesach, it is a mitzvah for each and every one of us to **imagine** ourselves leaving Egypt with the Israelites.
- 2. **Ask:** Who can tell us what the word "Imagine" means? (take a few responses - try to get them to something like “thinking a picture in your head”)
- 3. **Read [Imagine](#).** While reading, have them imagine in their minds what they think each different place looks like.
 - Discuss how the picture in their minds might differ from the picture in the book.
 - Discuss how we can be a different person or be in a different place if we use our imaginations.

ACTIVITY: Imagine Me at the Red Sea (15 min)



Materials:

- White drawing paper
- Crayons and markers (if appropriate for time and space, watercolors will also be nice)
- [SEND HOME stickers](#), printed on these [Avery Labels - 2” round](#)

Directions:

1. Have everyone close their eyes, and ask them to imagine what they think the first Pesach was like.
2. Guide them through some things they might see: the desert, Egyptians, Israelites, packed bags with matzah, the Red Sea..
3. Now have them imagine that THEY themselves are there with everyone -
 - a. What are they doing?
 - b. What are they wearing?
 - c. What are they holding?
 - d. What are they feeling?
4. They can open their eyes, and give everyone a piece of drawing paper
5. Have them draw a picture of what they just imagined - what did the Exodus look like? Make sure everyone includes themselves in the drawing.
6. When everyone's done, hang them up and do a gallery walk to view them all

WRAP UP / CHECK FOR UNDERSTANDING (5 min)


hand out the [send home](#) stickers!


- Where are we supposed to imagine ourselves on Pesach?

PEULAH OPTION D2: Nachshon in the Middle - Suggested for “middles”

HOOK (10 min)

Materials:

- Video player
-  Parshat Beshalach: The Story of Nachshon

1. Watch the video  Parshat Beshalach: The Story of Nachshon
2. Check for Understanding:
 - a. Ask students to explain the difference between a story in the Torah and a Midrash (a Midrash is a story written by the Rabbis to fill in gaps in the Torah).
 - b. Is this story about Nachshon in the Torah, or is it a Midrash? (it's a midrash)
 - c. What did Nachshon do that showed courage and leadership? (he walked into the Red Sea before it split, showing his faith that God would save them)
3. Have students turn to the person next to them, and talk about a time when they were scared and had to show courage.

ACTIVITY: Nachshon in the Middle (20 min)



Materials: none

Nachshon in the Middle game:

1. Everyone gets in a circle, but there should be space in between each person so that everyone has space to move around.
2. There is one person in the middle - the Nachshon - and that person gets to do whatever they want to (dance, walk, talk, sing, etc.)
3. The students on the outside of the circle - the Israelites - must copy whatever Nachshon in the middle is doing.
 - a. For example, if the person in the middle decides to start doing the Macarena, everyone then starts doing the Macarena.
4. After Nachshon in the middle is done, they will randomly choose someone to take their place by tapping them on the shoulder. That person who was chosen then goes to the middle to be Nachshon, while the other person takes their spot in the circle as an Israelite.
5. The game ends when either everyone has been chosen or whenever everyone gets tired of playing. There are no winners or losers.

Follow the Leader game:

1. All the players sit in a circle.
2. Choose one player to be It, and have them leave the room.
3. Choose a second player to be Nachshon. Nachshon will do different actions – like hopping on one foot, patting their head or waving their hands.
4. All the other players in the circle follow along with what Nachshon is doing as quickly as possible.
5. While the circle is doing the first motion, have the player that is It come back into the room.
6. They go into the center of the circle, and observe to figure out who the Nachshon is.
7. Give them around 2 minutes to figure it out. If they guess correctly, that Nachshon is now It and has to leave the room.

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

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- What did Nachshon teach us about leadership and courage today?

PEULAH OPTION D3: Into the Unknown - Suggested for “bigs”

HOOK (10 min)

Materials:

- List of quotes from both Moses and Frozen 2
1. Explain that you’re going to read a line, and students need to guess if the line is said by Moses in the Torah, or by Elsa in Frozen 2
 - Ignore your whispers, that I wish would go away (Elsa)
 - “AH AH, AH AH” (Moses, crying in the basket)
 - Are you here to distract me so I make a big mistake? (Elsa)
 - I am a stranger in a strange land (Moses)
 - I’m not where I’m meant to be (Elsa)
 - Who am I that I should go? (Moses)
 - How do I follow you? (Elsa)
 - Ever since I came here it’s only gotten worse (Moses)
 - I’ve had my adventure, I don’t need something new (Elsa)
 - You shall no longer see my face (Moses)
 2. Discuss: Some of these were more obvious than others, but both Moses and Elsa are afraid to follow a special voice they hear that’s calling them on a journey. **Why are they afraid of the unknown?**

ACTIVITY: Into the Unknown (20 min)



Materials:

- [Into The Unknown lyrics](#)
 - [Lyrics sheets](#)
 - [Into the Unknown: Character Blurbs](#)
 - Pencils
 - Plain lined paper
1. Ask for a volunteer to explain what a song parody is (*taking an existing song, and writing new words to the same melody*)
 2. Students choose one of 3 brave moments in the Pesach narrative:

- a. Moses at the Burning Bush
 - b. Nachshon at the Red Sea
 - c. The Israelites quickly packing to leave
3. In small groups, they re-write a verse of “Into the Unknown” from the perspective of their chosen character/s, as they question their own journey Into the Unknown.
4. Students can free-write on lined paper, or use the [Parody Lyrics sheets](#).
5. After 10-15 min, ask for volunteers to perform their verse

If students are unfamiliar with the concept of parody, show these examples:

▶ Let Us Go! Passover 2014

▶ Six13 - A Lion King Passover

WRAP UP / CHECK FOR UNDERSTANDING (5 min)

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- How did your chosen character face The Unknown?