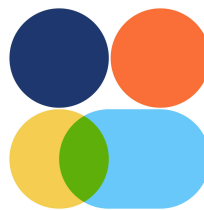


LESSON PLAN



Matan

Theme *Passover Seder*

Grade Level(s)

Middle-High

Time of lesson 40 Minutes

Key Ideas

- The Passover seder has a specific order that must be followed
- We perform the seder and retell the story of when we were slaves in Egypt to remind ourselves of the obligations we have in Judaism to ensure that nobody is ever enslaved again

Learning Outcomes

Students will:

- Display knowledge of the order of the seder.
- Understand that because we were once slaves in the land of Egypt, we have an obligation to retell the Passover story to help remind us we need to prevent slavery and other injustices

Materials & Resources

- Copies of handout for each student (order of the seder)
- 15 envelopes
- Sandwich bag
- Tape
- 150 word cards (handout can be copied, cut into word cards that can be placed in envelopes)
- Laptop computer
- Bar of soap
- Wine bottle
- Balloon
- Parchment paper
- Map of Israel

Warm Up and Overview

Handout the "order of the seder". Have students circle any that they do not remember or know why they are done.

Discuss with the students that we will be working together to Escape from Egypt like our ancestors did.

Introduction

Teams need to work together to leave Egypt.

Teams need to know that there are tasks/clues that need to be completed in order to find envelopes that are hidden throughout the classroom/school.

When someone from the team finds an envelope they may only take one card out of the envelope and then need to put the envelope back where they found it.

Each team will need to find 15 hidden cards.

Once a team has found all the cards, they must put them in the correct order of the seder.

Specific Accomodations

- Pay attention to how loud the sound on the video is and make sure individuals are seated to be able to comfortably hear and see the video.
- Use captions for the video.

Activity

- *Bedikat Chametz* scavenger hunt: Break students up into teams. Each team will be given a flashlight, a paper bag, and a list of items they need to find and “burn” in order to rid the classroom of *chametz*.
 - Note: some of the items should be actual *chametz* (bread, crackers, etc.), while others should be things we want to metaphorically get rid of (like being disrespectful to a teacher, excluding a friend from an activity, etc.).
- Hide all of these things as well as other decoy items and have students search the room for them.

Specific Accommodations

- Allow student to answer question in various ways- in front of the group, in pairs, or by writing down/drawing their answer

Options for Extensions

Have various *haggadot* available for students to explore. Discuss similarities and differences.

Options for Remediation

- Intentionally group students for activity. Thinking about group dynamics, inclusivity, and skill level.
- Remove any barriers and obstacles from the area that might cause safety concerns.

Review and Closing

- At the end of the game, each team should present each piece of their *chametz* (metaphorical and real) and explain why they are throwing it into the “fire” (i.e. because it is made with wheat and we can’t eat that on Passover or because it is an action I want us to get rid of as a class)

Specific Accommodations

- Allow students to answer out loud, or by writing down their answers
- Give students the option to share with a peer instead of with the whole class

Checking for Understanding

- Provide students with an exit slip/question asking them to write down or tell the teacher one *Bedikat Chametz* item. They should be encouraged to think of something that they may not have said prior to having this lesson.



Directions:

- Teams need to work together to leave Egypt.
- Teams need to know that there are tasks/clues that need to be completed in order to find envelopes that are hidden throughout the classroom/school.
- When someone from the team finds an envelope they may only take one card out of the envelope and then need to put the envelope back where they found it.
- Each team will need to find 15 hidden cards.
- Once a team has found all the cards, they must put them in the correct order of the seder.

Envelope	Word Card in Envelope	Clue/Activity needed to help find the envelope	Suggestion of where the envelope can be hidden
1.	<p>קִדְשׁ <i>Kadesh</i></p>	<p>We start most holidays in Judaism with a glass of this. On this holiday we get to enjoy 4 glasses! Find the clue under a special cup used to hold me</p>	<p>Hide a bottle of grape juice somewhere with clue underneath it</p>
2.	<p>וְרַחֵץ <i>Urchatz</i></p>	<p>Urchatz means to wash... you'll find your next clue somewhere you can complete this ritual!</p>	<p>Near sink</p>
3.	<p>כַּרְפָּס <i>Karpas</i></p>	<p>Dip parsley in me to remember our ancestor's tears, let us never forget the suffering of our peers... Your next clue is under me!</p>	<p>Salt water</p>
4.	<p>יַחֵץ <i>Yachatz</i></p>	<p>Clue: Why did the matzah want to be an afikomen? Answer: It was ready for its big break.</p>	
5.	<p>מַגִּיד <i>Maggid</i></p>	<p>To find the next clue, tell the passover story in your own words (whatever way you want, acting, writing a poem, speaking it out loud), perform for your teacher or other adult to get next clue</p>	
6.	<p>רַחֲצָה <i>Rachtza</i></p>	<p>We wash our hands because it is the clean thing to do, it is also a ritual on passover- we do it times two!</p>	<p>Near sink or soap</p>
7.	<p>מוֹצִיא <i>Motzi</i></p>	<p>Blessing over Bread Clue: Text study: Halachma Anya "this is the bread of affliction". Students must read the translation of this and write their own ending to it to replace "this year we are slaves, next year may we be free"... ex. "This year there are many unhoused people, next year may everyone have shelter"</p>	<p>www.mataninc.org</p>

8.	מַצָּה <i>Matzah</i>	What does "poor man's bread" mean?	
9.	מָרוֹר <i>Maror</i>	Unlock your next clue by making your most bitter face and making eye contact with your teacher or another adult. When you look like you have "eaten" a sufficient amount of bitter herb, they will hand you the clue.	
10.	כּוֹרֵיךְ <i>Koreich</i>	The hillel sandwich combines the charoset with the maror, the sweet with the bitter. Passover reminds us of our struggles and celebrates our freedom. Name one other Jewish holiday that combines something bad with something good. Tell an adult or your teacher for your next clue.	
11.	שְׁלַחן עוֹרֵךְ <i>Shulchan oreich</i>	Time to eat! Finally! Find your next clue hidden where you normally eat	Can be under a table or in a kiddush space if you have access to the whole synagogue
12.	צָפוּן <i>Tzafun</i>	Time to eat the afikomen... but first we have to find it... your next clue will be hidden wherever you can go to find lost items	Lost and found
13.	בָּרֵיךְ <i>Bareich</i>	3rd cup of wine/grape juice- your clue will be hidden underneath something that represents the number 3	Hide under a number 3, a set of 3 cups, etc.
14.	הַלֵּל <i>Hallel</i>	4th cup of wine and time to praise God, find the clue hidden in the book we normally use to praise God	Hide in a siddur
15.	נִרְצָה <i>Nirtzah</i>	Next year in Jerusalem Your last card to collect will be in Jerusalem... (on a map of Israel, next to an Israeli flag, etc.)	Near a map of Israel



1. קִדְּשׁ (Kadesh) Sanctify! – recital of Kiddush blessing and drinking of the first cup of wine
2. וּרְחַץ (Urchatz) and Wash! – the washing of the hands
- כַּרְפָּס (Karpas) Vegetable – dipping of the karpas in salt water
3. יַחַץ (Yachatz) Halving – breaking the middle matzah; the larger piece becomes the afikoman
4. מַגִּיד (Maggid) Telling – retelling the Passover story, including the recital of "the four questions" and drinking of the second cup of wine
5. רְחֹצָה (Rach'tzah) Washing – second washing of the hands
6. מוֹצִיא (Motzi)"Who brings out..." – blessing over the bread
7. מַצָּה (Matzah) "...matzah" – blessing before eating matzah
8. מָרוֹר (Maror) Bitter – eating of the maror
9. כּוֹרֵךְ (Koreich) Wraps – eating of a sandwich made of matzo and maror
10. שְׁלַחַן עוֹרֵךְ (Shulchan oreich) Set table – the serving of the holiday meal
11. צְפּוּן (Tzafun) Hidden – eating of the afikoman
12. בְּרֵיךְ (Bareich) Bless! – blessing after the meal and drinking of the third cup of wine
13. הַלֵּל (Hallel) Exalt! – recital of the Hallel, traditionally recited on festivals; drinking of the fourth cup of wine
14. נִרְצָה (Nirtzah) Desired – say "Next Year in Jerusalem!"

Kadeish קַדִּישׁ	Maror מָרוֹר
Urchatz וְרַחֵץ	Koreich כּוֹרֵךְ
Karpas כַּרְפָּס	שלחן עורך Shulchan oreich
Yachatz יַחַץ	Tzafun צָפוּן
Maggid מַגִּיד	Bareich בְּרֵךְ
Rach'tzah רַחֲצָה	Hallel הַלֵּל
Motzi מוֹצִיא	
Matzah מַצָּה	Nirtzah נִרְצָה

הָא לַחֲמַא עֲנִיא דִּי אֶכְלוּ אֲבֹהֵתְנָא בְּאַרְעָא דְּמִצְרַיִם.
כָּל דְּכָפִין יִיתִי וְיִיכֹל,
כָּל דְּצָרִיךְ יִיתִי וְיִפְסַח. הַשְּׁתָּא הֶכָּא, לְשָׁנָה הַבְּאָה
בְּאַרְעָא דִּישְׂרָאֵל. הַשְּׁתָּא עֲבָדִי, לְשָׁנָה הַבְּאָה בְּנֵי חוּרִין

This is the bread of affliction that our ancestors ate in the land of Egypt. Anyone who is hungry should come and eat; anyone who is in need should come and partake of the Pesach sacrifice. Now we are here, next year we will be in the land of Israel; this year we are slaves, next year we will be free people

Rewrite the last sentence:

This year _____, Next year, may _____.