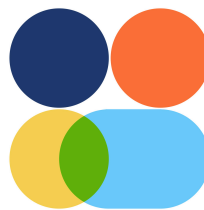


# LESSON PLAN



## Matan

### Theme

*Tashlich* for a More Inclusive New Year

### Grade Level(s)

Middle School- High School

Time of lesson 45 Minutes

### Key Ideas

- On Rosh Hashanah we “cast off” our wrongdoings from the prior year and ask forgiveness as we enter a new year.
- We use *tashlich* as an opportunity to physically cast off our sins so we can symbolically start fresh.
- We can use *tashlich* to think of ways we have been exclusionary and make plans to be more inclusive this year.

### Learning Outcomes

Students will:

- Define what it means to “cast away sins”.
- Discuss ways they have (knowingly and unknowingly) “sinned” by excluding or making assumptions about people just because they are different.
- Identify actions that they can take to build an inclusive classroom community.

### Materials & Resources

- *Tashlich* Prayer (Handout #1)
- Paper, writing utensils (a variety to accommodate all learners), option to type out answers if possible
- Step by step for folding paper airplanes (Handout #2)
- Audio visual capabilities to watch step by step for folding paper airplanes
- Pre-folded paper airplanes for those that may struggle with fine motor skills

### Warm-up and Overview

As students walk in or get settled for the lesson, provide them with the handout that includes the *tashlich* prayer and translation. Have students begin to brainstorm what it means to “cast away sins” and have students share these ideas either in small groups, with the class or just with you individually.

### Introduction

- Go over the *tashlich* prayer and translations and help students understand that it can be a time to think about how they have excluded others in the past and make a plan to be more inclusive in the new year.
- Now that students understand what *tashlich* is, have them share specific ways they may have excluded others in the past.

### Specific Accomodations

- Give students the option to read the prayer in English or Hebrew or transliteration
- Read the prayer aloud
- Allow students that are uncomfortable sharing out loud to share with one peer or write down thoughts

### Activity

- After the introduction discussion, provide paper, pencil, markers, or other writing utensils and have students write one sin they would like to cast away on a piece of paper
- Next, introduce the line “*tzedakah*, *tefilah* and *teshuva*” ותשובה ותפילה וצדקה from the Rosh Hashanah service. Talk about how tashlich is a time for teshuva, to ask for forgiveness, but next we can think about tzedakah, how to do good deeds and care for others. Have students brainstorm ways to do “*tzedakah*” in the coming year and have them write an example on the other side of their paper.
- Have students fold their paper into a paper airplane with their “sin” on the inside and their “*tzedakah*” on the outside so that the *tzedakah* is what is visible. Go into a larger room and invite students to “cast away” their sins as far as they can.

### Specific Accommodations

- Allow students to draw a picture, share out loud with a peer, build a representation out of legos, clay, etc.

### Options for Extensions

- Have students that need more of a challenge also include a “*tefilah*” to their paper that they think they can start saying more as a way to build more inclusive habits this new year. Provide them with a *machzor* and/or a *siddur* and give them examples and ideas of where they can find options

### Options for Remediation

- if students are confused by what *tzedakah* and *teshuva* is, provide more examples. Show them a *tzedakah* box to give them a concrete idea of what it means
- allow students to use these examples on their paper airplanes

### Review and Closing

- After the paper airplanes are thrown, have students look around at the “*tzedakah*” examples on the outside of the paper airplanes and have students discuss all the different ways they can fill their year with good deeds that build an inclusive community.

\*note: if possible, save student’s airplanes to use in Yom Kippur lesson

### Specific Accommodations

- assign students specific parts of the room so that everyone knows where to look to find an example
- allow students to simply share what they wrote or thought about rather than having them read others’
- model your own ideas of *tzedakah* so students feel comfortable knowing what you are looking for

### Checking for Understanding

- Ask clarifying questions throughout the lesson to ensure all students understand what all the new terms introduced mean
- note the ideas of *tzedakah* that students have come up with so as to ensure that they understand what it means

## Tashlich Prayer: HANDOUT #1

מִי אֵל כְּמוֹד נֹשֵׂא עוֹן וְעוֹבֵר עַל פְּשַׁע לְשֵׂאֵרֵית נַחֲלָתוֹ

*mee ehl kamochah no-say ah-vone vih-ovaire ahl peh-shah lish-ay-reet nah-cha-lah-toe*

Who is an Almighty like You Forbearer of iniquity, and forgiver of transgression for the remnant of His heritage?

לֹא הֶחְזִיק לְעַד אַפּוֹ כִּי חָפֵץ חֶסֶד הוּא

*loh heh-cheh-zeek lah-ahd ah-poe kee chah-faitz cheh-sed hoo*

He does not maintain His wrath forever, for He desires to do kindness.

יָשׁוּב יְרַחֲמֵנוּ יְכַבֹּשׁ עוֹנוֹתֵינוּ וְתִשְׁלִיךְ בְּמַצּוֹלוֹת יָם כָּל  
חַטָּאתָם

*yah-shoov y'rachamaynoo yich-boshe ah-voe-no-tay-noo **vih-tash-leech** bim 'tzooolote  
yahm kole chah-toe-tahm*

He will again show us compassion, He will suppress our iniquities and You **will cast into** the depths of the sea all their sins.

1. What does it mean to “cast away” our sins?
2. During *tashlich* we throw bread into the water to *symbolize* letting go of our sins. What are other actions we can do to “cast away” our sins?
  1. Act out/draw/or describe “casting away” sins.

# Handout #2: Paper Airplane Steps

