

Matan

Passover

Lesson Plans

Kindergarten-2nd Grade

*Pesach through the Senses Recommended
for Kindergarten-2nd Grade*

OPTION 1: ESCAPING MITZRAYIM: A YOGA ADVENTURE

Big Ideas

- The Jewish people were told at night that they were going to need to escape Mitzrayim (Egypt) the next morning and could only pack as much as they could carry.
- The Jewish people were courageous when they trusted Hashem (G-d), packed their belongings, fled Egypt and followed Moshe into the desert.

Objectives

- Students will be able to connect aspects of the Passover story with guided movement.
- Students will be able to generate ideas about what the Jewish people may have been feeling when they escaped Egypt.
- Students will be able to share one thing they might pack or see if they embarked on a journey. Students will have the opportunity to learn through movement (whether or not they are able to hold a yoga pose).

Materials

- An open space for students to do yoga and move around.

Accessibility Considerations

- Some students may have an easier time attending if they have seating accommodations, including, but not limited to:
 - sitting on a pillow, yoga block, wedge
 - sitting near the reader standing and/or leaning
 - holding a fidget tool - the appropriate one will be different for each student



- Some students may be more successful working in small groups.
- Students with communication challenges may benefit from working 1:1, in a small group, or with additional time or resources to share their ideas.
- Resources may include offering writing tools, clay, or legos to construct their ideas before sharing with spoken words.
- Give “pause time” (~5-10 seconds) for students to process a question before hearing responses.
- Consider distributing or posting “What Would I Pack?” Matan printable for students with communication differences.

Activity

This activity is intended to serve as an extension activity after some Passover learning has begun. Explain to the students that before we start our Yoga Adventure we are going to prepare our bodies. Ask them to sit in a comfortable position somewhere in the room where they can still see you. Guide the students through the following:

Before we get started we’re going to sit up really, really tall and take a deep breath in through your nose and out through your mouth. Can you rub your hands together really fast? Can you feel them getting hotter?

Sing “rub your hands, sit up tall, take a deep breath, Shalom”; you can sing this a few times while your class settles down.

Pretend we are going to travel out of *Mitzrayim*. We will need to pack a bag and travel across the desert to the Red Sea before reaching freedom on the other side.

Stretch your legs out in front of you to create your “suitcase” and reach, twist and stretch to get items into your suitcase.

What do you pack in a bag when you travel? What food do you want to pack in your bag? What special Pesach food did the Jewish people need to make very quickly that did not have time to rise?

- Ask each child to demonstrate a pose to represent the food or item they are bringing.
- Have the rest of the class imitate their pose.
- There is no wrong yoga pose – all suggestions for adventures are welcome!



Now that our bags are packed we need to hurry to get out of Egypt! We will need to travel through the desert to escape Pharaoh. How will we get to the Red Sea? Answers could include a bike, car, scooter, a hot air balloon or anything else students think of!

- Ask different children to demonstrate a pose or movement to represent their preferred mode of transportation.
- Have the rest of the class imitate their pose! Remember there are no wrong yoga poses.

The sand is very hot! We might need to jump around to cool off our feet! Ouch! • What animals do you see in the desert?

- Ask each child to demonstrate a pose or movement to represent the animal they see in the desert.
- Have the rest of the class imitate their pose! Let's pause to take a deep breath in through your nose and out through your mouth.

We've made it to the Red Sea! How are we going to get across? (Moshe asks Hashem for help, Moshe puts his staff in the water and the sea splits.)

- What do you see, hear or touch while we're walking along the dry ocean bottom?

Continue to have the class act out all appropriate suggestions and celebrate crossing the Red Sea to freedom!

Discussion Questions

1. How do you think it felt for the Jewish people to leave their home in Egypt?
2. After all of that movement and activity, why do you think we might recline during the seder?
3. How did Moshe (Moses), Miriam, Aaron, and all of the Jewish people demonstrate courage while they were slaves in Egypt, and during their 40 year journey through the desert?

OPTION 2: KARPAS TASTING

Big Ideas

- Karpas (vegetables) are eaten during the Pesach seder and are dipped in salt water.
- Trying new foods and moving outside of your comfort zone.

Objectives

- Students will taste 2-3 vegetables
 - the goal for each student is to try at least one, which can include touching, smelling, licking or taking a full bite.
- Students will track which vegetables they like using the Matan Karpas Tasting handout.
- Students will also document if they prefer vegetables with or without salt water.
- Students will discuss why we eat vegetables dipped in salt water during Passover.

Materials

- A variety of 4-6 colorful vegetables displayed in an appealing, aesthetically pleasing way
- Small plates and napkins salt water
- Matan Karpas Tasting printable (optional)
 - can be used in multiple ways, depending on age and ability
 - students can write vegetable names or cut and glue the pictures to make their chart.
 - words, smiley faces or stars can be used to rate their vegetables

Accessibility Considerations

- Be aware of any dietary restrictions, allergies, or chewing or orthodontic concerns that may guide karpas selection
- During the activity, consider allowing students to sit in a space and position that will allow them to focus to the best of their ability. Some seating options include, but are not limited to:
 - sitting on a pillow, yoga block, wedge, in a chair
 - sitting near the teacher
 - standing and/or leaning
 - holding a fidget tool - the appropriate fidget will be different for each student.
 - students with visual or communication considerations may benefit from the Karpas Tasting handout printed in large font or presented digitally.
 - adaptive scissors and a variety of writing tools can be offered to students.

Activity

As a whole class or in small groups, present the beautiful tray of vegetables, name each one clearly, and ask if anyone knows of any of the vegetables or already has a preference. Remind students that everyone has different tastes, preferences and opinions. It is okay to honor people for their individuality and not shame them for any differences. Taste and texture (as well as sight and sound) are all experienced individually.

- Have students taste one vegetable at a time, both raw and dipped in salt water and track their preferences on the Karpas Tasting printable.
- Discuss preferences.
- Consider tracking students' responses on a large piece of paper to graph and discuss as a class.

Discussion Questions

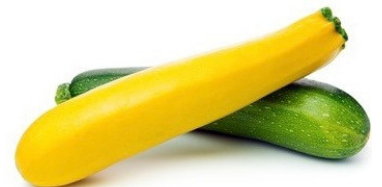
Dipping vegetables or eggs into salt water reminds us of the tears our ancestors shed when they were slaves in *Mitzrayim* (Egypt). The saltwater tears are what remind us of slavery. Karpas can represent many other things – it is a vegetable other than bitter herbs that represents hope, renewal, or Springtime. Have the students consider the following questions:

1. Why do we eat karpas on Passover?
2. Why do we eat karpas dipped in salt water?
3. Which vegetable was a class favorite?
4. Do more students like karpas on their own or dipped in salt water?
5. What is something you are looking forward to this springtime?

Karpas Tasting



Vegetable	Not dipped in salt water	dipped in saltwater





Matan

Reshaping Jewish
Communities
through Disability
Inclusion

K-2 Suggested Passover Book List

My First Passover by Tomie dePaola

Holidays Around the World: Celebrate Passover - National Geographic P is for
Passover by Tanya Lee Stone

Izzy the Whiz and Passover McClean by Yael Mermelstein Company's
Coming by Joan Holub

Passover is Here! By Bobby Pearlman

Dinosaur on Passover by Diane Levin Rauchwerger

It's Seder Time! By Latifa Berry Kropf

Hooray! It's Passover! By Leslie Kimmelman

Afikomen Mambo by Rabbi Joe Black

Let's Have a Seder! By Miriam Sagasti

Passover by David Sokoloff

My First Passover Board Book

A Little Girl Named Miriam by Dina Rosenfeld

Lotsa Matzah by Tilda Balsley

The Artscroll Children's Haggadah by Shmuel Blitz

Pippa's Magical Plate