

Unit title	Year	Background notes
Why is Pesach (Passover) a special time for Jewish people?	4	<p>This unit should ideally be taught at some time after the unit entitled 'How do Jews celebrate their beliefs at home and in the synagogue?' In this unit, pupils will explore the biblical story of the Hebrew Exodus from Egypt and link it with times of delivery, difficulty, and escape. They will consider the themes of freedom and oppression. They will learn about the way in which, during the annual Seder meal, Jewish people relive the events of the Exodus. It is important to remember that source books may describe the number of items on the Passover table and their significance in slightly different ways, and many families have developed their own rituals. Also, traditional symbolic foods for Passover differ according to country and cultural background.</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Key concepts/ vocabulary	Learning outcomes	Suggested activities	Resources
Why was life difficult for the Hebrews in ancient Egypt?	Freedom Oppression	<p>I can ask important questions about life and compare my ideas with other people</p> <p>(Level 3)</p>	<p>Setting the scene:</p> <ul style="list-style-type: none"> • Show the children pictures of the pyramids in Egypt. Discuss with them: how the pyramids were built, the materials needed for building them, who wanted them built and why, who built them, how old they are. Introduce the idea that some of the pyramids were built by Hebrew slaves. • Using a video such as Moses, Prince of Egypt, show a short clip of slaves working on buildings. • Discuss what it would have been like to have been a slave. Identify the restrictions eg. Not being free to choose what to do with your own time, not being able to have your meals when you wanted to, not being able to worship God in the way the Hebrews chose. • Make a poster of protest: Save Us from Slavery! listing the hardships of being slaves and identifying key terms such as 'freedom', 'oppression'. 	

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<p>How do Jews, each year at Pesach, remember the story of Moses freeing the Hebrew slaves?</p>	<p>Unleavened bread</p> <p>Matzah</p>	<p>I can describe some of the things that many Jews do at Pesach and explain why they do them using religious vocabulary. (Level 3)</p> <p>I can use religious words to describe how and why many Jewish beliefs are shown through the seder ceremony. (Level3)</p>	<ul style="list-style-type: none"> • Discuss with the children the different things we do to remember special times? Eg. Eating special food, telling stories, sending cards. • Discuss what elements of the story (the story of Moses, eating unleavened bread) could be part of celebrations today: use the children’s ideas as a basis for collecting things together for a Pesach celebration: <ul style="list-style-type: none"> - cards are sent for Pesach - food: matzot remind Jews of the unleavened bread eaten before the Exodus; bitter herbs are a reminder of the bitter times in slavery, charoset, a sweet mixture of apples and nuts mixed together with sweet wine is a reminder of the cement used to build new cities in the land of Canaan... - Tell the children that the Pesach seder cannot take place yet, there needs to be some preparation. 	
<p>Preparing for Pesach</p> <p>Celebrating Pesach with a seder</p>	<p>Kosher Seder</p>	<p>I can describe some of the things that many Jews do to prepare for Pesach and explain why they do them using religious vocabulary (Level3)</p> <p>I can use religious words to explain how the items on the seder table provide a link with the past (Level3)</p>	<p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> • Research, using ICT, religious visitors or source books, the way in which Pesach is prepared for and celebrated in Jewish homes. Put this together as a display or book. • Look at food boxes (eg matzot) to see whether they are kosher for Pesach • Searching for chametz/Cleaning the house • Discuss what happens at a seder meal in a Jewish home • Set out and celebrate a ‘mock’ seder • Children create own seder plates, writing each item and symbolism 	<p>Jewish visitor/s</p> <p>Example of a Seder plate</p>

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What symbolic event could I devise to remember my own significant occasion?	Symbolic meal Welcome	I can ask important questions about new beginnings in life and express those through the symbolism of food (Level 3)	<ul style="list-style-type: none"> • Discuss what it feels like to join a new class. What are the good things about starting afresh, and what are the difficulties? • Explore the idea of a 'symbolic meal' to welcome a new person: what could it include? Ideas could include something sweet (to symbolise a sweet future in the class), something bitter (to show there might be some problems ahead) and some things to symbolise friendship and learning • Draw the plate you will use for the meal with the symbolic items on it and explain their symbolism 	

Useful websites

www.holidays.net/passover/ A good general site about Pesach

www.passover.net Listen to Pesach songs, look at recipes

<http://uahc.org/congs/nj/nj006/seder/plate.html> For a Virtual Seder plate

Glossary of Jewish terms used in this planning grid

Charoset	Pronounced char-owe-zet with a guttural ch. A mixture of apples, cinnamon, nuts and wine, to remind Jewish people of the mortar used to make bricks by the ancient Hebrews during their time of slavery in Egypt. Jewish people around the world have different recipes for charoset.
Exodus	The word 'exodus' can be used generally to mean leaving one place, usually in a hurry. The Exodus refers to the hasty departure of the ancient Hebrew people from Egypt under the leadership of Moses which took place about 3500 years ago. Because the second book of the Jewish Bible (Christian Old Testament) contains this story, it was given the title Exodus .
Haggadah	The book used at the seder table which tells the Pesach story. There are simplified versions for children. Often several family members have different versions, which can lead to lively discussions about the right order of the seder!
Matzah	Plural matzot . Matzah is the main symbol of the Pesach festival. It symbolises the unleavened bread eaten by the Israelites, who left Egypt before their bread had time to rise. No bread or food made from ingredients that rise are eaten at Pesach. Although matzah is described as 'bread of affliction' in the Haggadah , everyone has a favourite recipe to make it taste delicious.
Pesach	Pronounced pay-sach with a guttural ch. The Hebrew name for Passover.
Seder	Usually pronounced say-da . Literally means 'order' and is the name for the structured meal which is eaten at Passover and during which the story of the Exodus is retold, along with songs. There are usually two traditional family seder nights. Some communities, however, have the tradition of a Third Seder at which the themes of freedom and liberation are explored. During the imprisonment of Nelson Mandela, for example, many Jewish people held a third seder outside the South African embassy.