

Grater Seder / STEPS OF THE SEDER PROGRAM / BibleBeltBalabusta.com
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These are my NOTES, but you are welcome to use them to adapt to your own programs!

Students need bags (we have) to hold prizes (to be taken to plague & bedikat stations)

Publicity: the minute Purim is over, put Pesach flyer up on all doors, main BB, our BB, facebook pages, newsletter, Shabbat Shalom, email to parents with details about the morning/ orphans / hookup, etc.

9:30 workshops, concurrent

10:30 E. Sanctuary

10:50 Social Hall till dismissal

EAST SANCTUARY: tbd Music: Which grades will sing what?

Slideshow of student photos to show steps of seder. Explain format / goals of Social Hall activities, punch card (leave elastic, take the card), prizes to stage for kit assembly. (JB: Give Sharon each object to show, including egg bone plate)
20 minutes max, ideally

Yam Suf / Sea of Reeds (see end of doc) to Social Hall:

STEPS OF THE SEDER STATIONS

Each station has big step poster displayed.

Each station has haggadah open to relevant page, for reference.

Each station has a hole-punch for leader to punch cards when that step is complete.

Each station has a single type of prize to hand out when card square is punched.

(Prizes will be collected by student and taken to Stage to assemble Plague and Bedikat Chametz Kits)

Letters to volunteers, to be left on each station:

Dear Volunteer: Thank you for helping!

Please read goals and description of your station below. Let us know if anything is missing or needs to be refilled. We want students to *embody* the steps of the seder, and to have a hands-on experience of each step with a view to a better understanding of the entire seder process. Seder means order. You represent one of 15 steps or one of the enrichment stations. Please welcome students to your station by naming it: "Welcome to Urchatz, step #2!" etc.

If there are too many students at your station, feel free to direct them to the next one (or if necessary, direct them to an enrichment station in the middle of the room). After students have completed the tasks at your station, please hole-punch your station on their punch card. After the punch, please give each student a single

"prize." Every station has a different prize, and after a student completes all 15 steps, she/he will take collected prizes to the stage to assemble a Plagues Kit and a Bedikat Chametz kit to use at home.

Clean up: please put all station contents in the box under your table. Thank you so much for teaching today!

1. KADESH Goal: List 3 things different from regular Kiddush / Say bracha / Drink.
NEED: make the list and photocopy, pencils, copy of both Kiddush (reg. and Pesach), tiniest cups, grape juice / wine, tray, fruit of the vine: fake grapes; recycling bin for used cups, Prize.
2. URCHATZ Goal: to perform the step and to learn the difference between Urchatz and Rachatz.
NEED: types of washing: cup w/ ice *to use condensation on the outside*, pump sprayer filled w/ water, towelette packets, baby wipes, Purell, paper towels. Blessing sheet with big "X" though it to show no blessing, Prize.
3. KARPAS Goal: to say bracha, to eat samples that show cultural variety, record favorite, volunteers keep tally and announce later. (Karpas just means a spring "vegetable" and people used what was available wherever they lived.)
NEED: tally sheet on clipboard, pencils, blessing sheet, bowl of water, salt shaker, parsley, celery, potato, potato chip, bananas (all are *adamah* blessings: fruit of the *ground*), Prize.
4. YACHATZ Goal: To learn we always have a stack of 3 matzot at seder (see info sheet for why.) *Each student takes the middle piece of matzah and breaks it in half.* The larger half is now the Afikoman! Student puts Afikoman into envelope and seals it. *Explain* that an adult will hide it today, and the student will find it at the seder step #11 ("Tzafun").
Need 2 adults, one to stay and one to put envelopes under seats (in the box slots) in main sanctuary.
NEED: stale matzah (I have at least 4 boxes), big envelopes (JB has, but need to sort), wet sponge in dish (optional), examples of Afikomen covers, Prize.
5. MAGGID (3 sections) (one prize for all of Maggid)
 - a.) 4 Children: Goal: to show pictorial examples of "The 4 children" of the Haggadah, to describe them, and student decides: Which Child Are You and Why?"
NEED: Behrman House family haggadah, others to show pictorial examples.
 - b.) 4 Questions: Goal is to sing through the 4 questions in abbreviated form. What are they in English?
NEED: copy of questions in Hebrew, Trans, English. Prize.
 - c.) Story of Passover: passive station where students just look at highlights

from the story in narrative sequence, from Slavery to Freedom. Need 5 box lids: *baby Moses; Slavery; Gods power via plagues; "Pass-Over" (the 10th plague), Exodus through the Sea of Reeds.*
(JB: sand, blue marbles, pebbles, etc., my Playmobil, etc.)

6. RACHTZAH Goal: To show difference from Urchatz (say the blessing this time because you are about to eat matzah at the next step).
NEED: blessings sheet (the usual one found in kitchen), big bowl, water pitchers, cups, paper towels, Prize.
7. MOTZI / MATZAH (2 seder steps at one station): Goal: Say motzi over 2 matzot, take bite while reclining! This is the first taste of matzah at a seder (and the only obligatory time we must eat it).
NEED: matzah tam-tam crackers, JB made a sign for why we don't eat pesach matza before seder, different types of matzah boxes ("chametz" matza and seder matza), blessing, pillows to recline upon (school storeroom), Prize.
8. MAROR Goal: To explore examples of acceptable maror, ask *why we eat it (bitterness of slavery)* , say *bracha* and taste it.
NEED: horseradish root, grated root, grated and red in jar, romaine; dishes, paper towels. Blessings, Prize.
9. KORECH Read, make, eat. "sandwich some maror between two pieces of the bottom matza and recite blessing, eat." Hillel sandwich. Who is Hillel? Note that some authorities use the chazeret form of maror for the sandwich.
NEED: matza crackers; grated maror and romaine; blessing sheet; JB has Hillel picture, Prize.
10. SHULCHAN ORECH Goal: to demonstrate that this step is the festive meal (the "fifth question: when do we eat!"). Shulchan means "table," Orech means "set," so this is a Set Table. Students just observe, get the punch, and a prize.
NEED: Table with place settings and fake food, Kosher cookbooks for browsing, Prize.
11. TZAFUN Goal: To enact hunt for Afikomen and taste the last bite of the seder. Each student hunts for one Afikomen in main sanctuary (already hidden under some chairs in the secret book slot), brings back to this station for prize. Must take bite as "dessert" (Afikomen is Greek for dessert.).
NEED: picture of sweets with "X" through it, to indicate that the afikomen is last taste; box to recycle envelopes, bowl to recycle matzah, Prize.
12. BARECH Goal: To say first paragraph of Birkat haMazon in Hebrew and English. Students write one thing they are thankful for: "Thank you, God for". (sign name or anon.) (some kids will want to write HaShem instead of God.) Student can pin card to board. (We will display cards at WES seders!)

NEED: Birkat HaMazon in Hebrew and English; pastel note cards, markers, pencils, board (2 boards are in storage by kitchen), pushpins), Prize.

13. HALLEL Goal: To learn what Hallel is (where we sing Psalms to thank God for taking us out of Egypt and for giving us the Torah). Hallel means "praise" / Hallulujah means "praise God." Students answer or show ways to praise God with our 5 senses. Extra: Student opens door for Eliyahu (Elijah). Can sing the song Eliyahu ha-navi.
(JB made two mini tableaux to put on table, Sharon made info sheet. Prize.)

14. NIRTZAH Sing the song *and/or* Locate Jerusalem on world map
NEED: copy of song; big map on easel; sign that says "Next Year In Jerusalem." Prize.

OTHER STATIONS:

TZEDAKAH STATION: *Maot Hittin.* Goal: It's a two-fer mitzvah station: sell your chametz *and* the money goes to help Jews buy Passover foods.
(put under the freestanding chuppah)

NEED: Tri-fold display with pictures, JB's tzedakah posters, explanation of mitzvah, tzedakah container that looks like a matzah box, pen for writing checks, envelopes, sign-up sheet to "sell your chametz" (use Rabbi's form). Checks payable to Rabbi's Discretionary Fund.

PLAGUE STATION: Goal: Students collect plagues one by one as prizes from Seder Stations, then bring all to Plague station.
Make sure student takes time to show each plague and names what it represents.
Student puts plagues, illustrated guide inside container, writes name on container.
Welcome to decorate box with stickers.
NEED: photocopies of plagues sheet (to use as guide) (JB made artwork), plague box, Sharpies, stickers to decorate. (1 volunteer)
Joan: you may need to explain the fish (if you hold it flat in your palm, it will thrash and move from body heat. It is a SICK FISH FROM THE RIVER NILE THAT TURNED TO BLOOD.)

BEDIKAT CHAMETZ STATION Goal: to assemble kit and understand how/when to use at home. Students collect candle, spoon, feather, bag as prizes from Seder Stations, then come to B.C. station to assemble in kit with instructions. Student puts "chametz" sticker on paper bag. Leader gives blessings sheet and big Ziploc to hold all. Student needs to write name on the ziploc
NEED: Lulav, JB's poster; JB's signs of chametz vs. matzah; examples; blessings (100 copies), bags for kit, Avery labels, Sharpies (1 volunteer)

CHAROSET Bar: tasting table with tiny cups, different types, recipe booklets to give away, Goal is to taste variety and be inspired to create at home.

Grate-your-own CHAROSET Goal: to experience making it; remember it is symbolic of the mortar slaves used when they built Pharaoh's store cities; to take a bit home. Student writes name on lid. (Please make a little charoset for use at the Set the Seder Plate station before the kids arrive!)

NEED: 3 graters, apples, cinnamon, wine / juice, walnuts, knives, cutting boards, recipe to give away, bowl for apple trash, tiny containers with lids, Sharpies for names. (2 volunteers)

Grate-your-own MAROR Goal: to experience making it; remember it is symbolic of the bitterness of slavery; to take a bit home. (Note: save all leftover bits for use at WES seders. Put in Ziploc in school fridge, labeled.)

NEED: 3 graters, cutting boards, tiny containers with lids, Sharpies for names, paper towels, big Ziploc, Sharpie, beet can to show kids, tiny clear creamer to pour beet juice (just a little at a time in the creamer or students will accidentally pour all of it, (2 volunteers)

SET THE SEDER PLATE Station

Goals: 1) student puts items on seder plate, naming each one, then takes off for next person;

2) student dyes boiled beitzah (egg) to look "roasted" as per ancient Temple sacrifice and takes home (put in Ziploc, student writes name on bag).

3) student makes a fake zeroa (shank bone) for their own seder plate at home (put in Ziploc, student writes name on bag).

4) student takes a seder PAPER plate home to use as reference or as plate.

Get a serving of charoset and maror from the Grate-Your-Own stations.

NEED: container for each component (enough for 6 at a time), paper seder plates to give away, plastic seder plates to set, boiled eggs enough to take home; dye in cups, big whisks to hold eggs, pencils to write name on egg, dye (red, yellow, blue), air-dry clay, snack-size Ziplocs for bones and eggs, Sharpie for names on ziplocs, sample bones to copy. (2 volunteers)

MAKE MATZAH: Goal: Students will try to make kosher matzah in 18 min. (to get a sense of how much trouble it is to create K for P matzah.) About 8 students at one time. Parents (or volunteer) uses smartphone timer set for 18 min. Time starts EXACTLY when measured water hits measured. Students do all the work: pour, mix, knead, roll, prick and put on foil-lined pans. Student writes name beside his/her piece w/ pencil (it sorta shows up). Volunteer puts pan in oven at 500 degrees for about 4 – 5 min. Remove when slightly brown and LET THE PAN COOL in a safe place (not on stove because pilot lights are on), then place pan on serving table just outside kitchen. Ring bell so that students will come to see if their piece is ready to try.

(Please tell families *not* kosher for P, if they are thinking of saving it for seder.)

NEED: signs that explain *why* 18 min.; *Keep wet bowl wet, dry bowl dry, and change the mixing bowl between batches. Rolling pins should be cleaned between batches (you*

will only need one or two per batch, and then a volunteer can clean. Chametz happens anytime flour and water have been together for more than 18 min.

Setup per each of the two tables in the meat kitchen:

bag of flour to dip dry cup into, big bowl of water to dip wet cup into, stack of mixing bowls, one measuring cup (for flour only), one measuring cup (for water only), one wooden spoon per batch, forks to make perforations (they prevent puffing / rising), pans lined with foil. Procedure: state goal. Kids can take turns with tasks. They will need help with rolling (and a bit more flour on pins). Kids will make matzah and then leave when goes into oven. (6 volunteers?)

NEED: info about Passover matzah, poster showing steps of real shmura matzah (watched matzah, guarded from the field to the oven and the box).

HOUSE – MEANING OF PASS-OVER Goal: to re-create the meaning of the English word Pass-Over, via acting out the instructions to the Israelites in Exodus. Student looks at verse (or it is read to them), and brushes doorposts and lintel with fake lamb's blood. The 10th plague will then Pass-Over that house and not harm the people within.

Older students can read the midrash (commentary on the verse) and decide whether to paint inside or outside doorpost/lintel.

Note that the word doorpost in Hebrew is mezuzah.

One student at a time.

Volunteers: responsible for making sure students know what they are doing and why, also: can two of you stand on each side of the house and throw the Plague to each other so that it Passes-Over and the painter can see? Bean bag or black scarf... NEED: house, washable red paint, small bowl, one brush (hyssop branch!), Angel of Death, midrash, Exodus verse, tarp, towels, paper towels.

Box House: Refrigerator box, door cut (and scored for hinge), sharp edges wrapped w/ masking tape, painted with acrylic outside (all sides) and also inside on the door wall. During program volunteer will help little kids paint doorframe and lintel with "blood," but older kids can read the midrash and decide where to paint. Need copy of midrash. I have copy of Exodus verses.

JB making hyssop brush and will supply paint (washable red paint) in bucket.

Optional: ORIGAMI FROG only if there is time (using upcycled cardstock) just for fun.

Other stuff around room:

Seder plate Velcro sets on easels

Stage with FWYC Passover things, reading nook, puzzles, pit of MegaBlox for building store city (w/ sign) etc.

Other Big Things:

YAM SUF: Sea of Reeds. Lobby to hallway to doors of Social Hall. Blue tablecloth rolls (plastic), perhaps with chuppah poles, die-cut fish already taped in place, crepe paper streamers from top of doorway.
Need two volunteers to create this.

CARDS, one per student, to hang around neck: graphic with all steps printed 2-up on cardstock, cut in half, small hole punched to accept elastic (no pouch), upside down so student does not have to take off to read / punch. See example from JB.

BIG SIGNS on 36" paper rolls to point way to KITCHEN MITZVOT: "leaving for Egypt? Make Matzah in 18 min. or less" (JB did this)

~~Buy punchers: 12 (bought)~~

Buy graters? Need 6. Only have two in dairy kitchen.

~~Buy bamboo spoons, pack of 100 Amazon prime (bought)~~

Modify the Gateways blessing sheets for Maror and Matzah and Karpas??? Make copies for the appropriate tables?

Gather Bedikat Chametz kits and put one in each Sunday classroom with instructions: feather, spoon, candle, lunch bag with CHAMETZ on it.
Will burn later w/ students.

Volunteers:

Figure out the matzah-making procedure?

Make assembly line of boxes, label each w paper and number/name of station
bedikat chametz kits

Xerox, cutting (kid cards)

Xerox coloring sheets

Boil eggs? Too early...

Yam suf, and streamer prep for doorways

Paint the Box House inside and out (inside, just the door side!), but first cut door and cover cut edges with brown masking tape (sharp)