

Seder Night

A C T I V I T I E S

HaMizrachi has put together some of our favorite Seder Night activities and discussions just for you, to help get *everyone* involved and learning in a fun and exciting way!

P R E P A R E I N A D V A N C E



Get Creative: Master Chef Charoset



Have contestants research, mix and match and make their own *charoset*. Who will be the Master Chef?



Food for Thought



Prepare a basket full of questions and answers about Pesach on individual index cards or paper. Encourage the children ahead of time to prepare as many as they can. Stimulate open, lively discussions. Here are some examples of questions to include:

Questions Not To Pass Over

1. Freedom is important to everyone but may mean different things to different people. What does freedom mean to you? What does it mean to you to be a slave? Do I have responsibilities as a free person? What are they?
2. Benjamin Franklin suggested that the \$1.00 bill include a picture representing the Exodus from Egypt. Why do you think Franklin made this suggestion?
3. Think of a time when you went into the unknown. What can the Exodus teach us about how to handle such a situation?
4. What about the Exodus makes you curious?
5. In what ways is your phone enslaving or freeing?
6. What can slavery mean for the modern-day Jew who has never been enslaved?
7. What have you learned from your bitter experiences?
8. Why is it important to make the Exodus a personal experience?

A T T H E S E D E R

Ma Nishtana



Food for Thought:

Ask participants to add an additional question to the *Ma Nishtana*. Try to address each question throughout the Seder.



Act it Out:

Make up hand motions to go along with the song.



Game/Activity:

Kulanu mesubin – Who can lean farthest to the left without falling off their chair?



Four Sons



Food for Thought

- Who represents the four sons today in the Jewish community?
- Which son do you most relate to?



Act it Out: The Four Sons

Have children act out each of the four sons, or describe how they think they would look.



Active Learning:

Explore the layout and artwork of the Four Sons in different *Haggadot*. How are the sons portrayed differently?



Avadim Hayinu



Act it Out: Pesach Telephone

Use a simple plastic toy telephone or any object you can pretend is a phone, and building blocks on the floor. Make a pretend ringing noise. There is a hushed silence and you pick up the phone. It's Pharaoh calling.

According to your improvised one-sided conversation, it becomes clear that all children under eight have to get down from the table and start building a pyramid.

You can get one or two of the older children to be the taskmasters and shout out orders to work faster, etc. Children love doing this. If you have several children at the Seder, you can do a competition who can build the tallest tower/pyramid.



Game/Activity: Who Am I?

During the Seder choose a volunteer. The volunteer leaves the room while the other participants decide which Pesach character he or she is. The volunteer comes back in and has to ask questions about him or herself, to which everyone answers Yes/No until the volunteer figures out who he/she is.



Active Learning: Who am I?

a. My name appears only once in the Haggadah, but I went several times to Pharaoh with my brother to try and persuade him to let the Jewish people go. *Who am I?*

b. You fill a cup for me and hope I come and join your Seder. *Who am I?*



Vehi SheAmda



Food for Thought

How does G-d "save" us in our days?



Active Learning:

What is **היא** – what has stood for us throughout history? How many nations can you list who rose up against the Jews throughout history?



Arami Oved Avi



Get Creative:

If your great-great grandchildren would learn about you in a few hundred years, what would they learn? Put together a short paragraph to "add" to the Haggadah for future generations.



Food for Thought:

Why do you think this section is important to the Haggadah?



Game/Activity: Brown Bag Players

a. Get your kids to collect a bag full of small items from around the house.
 b. Pass the bag around the table and invite people to pick out an object without looking.
 c. Goal: connect the item to the story. (Here's an example of what someone might say who selected a Duplo man from the bag: "You are probably very curious who I am? Well, many years ago, our people were enslaved in Egypt by a very powerful King called Pharaoh. One day G-d appeared to me at the burning bush and told me to remove my shoes. That's why I'm not wearing any shoes.")



Ten Plagues



Food for Thought: COVID-19

Ask participants: Is COVID-19 a plague? How does living through a "plague" help you better understand the Exodus? Do you think you will be different as a result of living through our own plague? How can we open our homes to those who are hungry and in need during COVID-19?



Act it Out: Broadcast News

Get the older kids to prepare a news report about the Ten Plagues. As part of the "broadcast" they can interview some of the guests as Pharaoh, Moses, Aharon, etc.



Seder Night ACTIVITIES

Splitting the Sea



Food for Thought

Although afraid, Nachshon took a leap of faith, reminding us all that real freedom means facing your fears and overcoming them. How do you overcome your own fears in your life?



Game/Activity: Cross the Red Sea Obstacle Course!

Create an obstacle course using anything you can find in the house — pillows, chairs, etc. Challenge children to get through the obstacle course to cross the Red Sea and escape Egypt!



Active Learning: Are We There Yet?

When *Bnei Yisrael* left Egypt, they traveled for two months until they reached Mount Sinai. Use the *pesukim* to follow *Bnei Yisrael's* route out of Egypt and to Mount Sinai. Use Seder props (i.e. cups, silverware) to create a “map,” and toothpicks to lay out the route.



Dayenu



Get Creative

Ask each family to create their own, updated contemporary version of *Dayenu*, to the tune of the traditional version, to reflect their gratitude for all the freedoms that modern life offers. (Ex. “If G-d gave us enough to eat, but did not give us chocolate...”)



Food for Thought

Discuss a time in Seder participants’ lives that they felt *Dayenu*.



Active Learning

- Search for the words of *Dayenu* in chapters 12-24 of *Shemot*.
- Notice that *Dayenu* follows the chronology of *Shemot*.
- How can the *Dayenu* stanzas be divided into different subjects?
- Why do you think *Dayenu* comes right before *Hallel*? How does *Dayenu* combine elements of *Maggid* and *Hallel*?
- How is *Dayenu's* idea of the final redemption similar/different to where the full Seder ends?



LeShana Haba'a



Food for Thought

What’s your aspiration for your life or for the world this year?



Act it Out

Dance the way you would if Eliyahu would come right now to announce Mashiach’s arrival.



Nirtza



Get Creative

Create your own tunes for some of the songs, or sing them to the tune of silly songs you know (i.e. Old McDonald). Challenge your older kids to sing the words to different genres of song (i.e. pop, classical, country, rap).



Act it Out: *Chad Gadya*

Assign each participant a different animal or character in the *Chad Gadya*. When you sing it together, each character should act out his role (i.e. when reaching the cat, that participant meows and licks his paw).



Game/Activity

Can you sing the last stanza of the songs *Chad Gadya* and *Echad Mi Yodea* in one breath?

