

## Getting Ready for Shabbat

### Topic

Shabbat

### Grade Level(s)

K – 2<sup>nd</sup>

### Big Ideas

Shabbat can offer time to separate from the noise of the week and provide opportunities for families to be together.

### Learning Targets

Students will:

1. Think about what it means to celebrate Shabbat
2. Learn different reasons for celebrating Shabbat
3. Develop an idea to take home to their families to celebrate Shabbat

### Materials / Technology Needed

- Song: "[Gettin' Ready for Shabbat](#)"
- Shabbat Items and Random Items (These items can be the actual items, toy versions, or images. There should be enough for each group to have one of each item.)
  - Candles
  - Challah
  - Wine/Grape Juice
  - Kiddush Cup
  - Comb
  - Additional Shabbat and non-Shabbat items that do not appear in "Getting Ready for Shabbat"
- Bags to hold the various items, one for each group

### Relevant Vocabulary

חומש ( <i>Humash</i> )	The Torah in Book Form
בְּנֵי יִשְׂרָאֵל ( <i>B'nei Yisrael</i> )	The Israelites
עֲשֶׂרֶת הַדְּבָרוֹת ( <i>Aseret HaDibrot</i> )	The Ten Commandments
בְּרֵאשִׁית ( <i>Beresheet</i> )	The Book of Genesis
שְׁמוֹת ( <i>Shemot</i> )	The Book of Exodus
דְּבָרִים ( <i>Devarim</i> )	The Book of Deuteronomy
שָׁמֹר ( <i>Shamor</i> )	Guard / Protect
זָכוֹר ( <i>Zachor</i> )	Remember
כְּבוֹד ( <i>Kavod</i> )	Honor
עוֹנֵג ( <i>Oneg</i> )	Pleasure

### Background for Teachers

Ah, [peace and relaxation](#). Shabbat can provide the opportunity to pull back from the noise and business of everyday life and enjoy a little peace and quiet (ideally without a rascally rabbit to intrude).

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Biblically, Shabbat is a mandated day of rest. (The Hebrew word *שָׁבַט* means “to strike” or “to stop working.”) Recalling God resting on the seventh day of creation ([Beresheet 2:1 – 3](#)), Shabbat appears as a day for *B’nei Yisrael* to rest as they journey to the Promised Land after leaving Egypt ([Shemot 16:23 – 30](#)); and it is codified as part of *Aseret HaDibrot*. Specifically, *Aseret HaDibrot* assert that *B’nei Yisrael* should *zachor* ([Shemot 20:8 – 11](#)) and *shamor* ([Devarim 5:12 – 15](#)) Shabbat. In addition, *kavod* and *oneg* Shabbat are deemed to be central elements of the observance of the day based on the words of Isaiah ([Isaiah 58:13](#)).

Although what these four elements mean from a practical observance standpoint has been discussed for as long as Jewish people have been discussing the Torah, some ways of observing Shabbat (in addition to resting) have become generally accepted. For example, wearing fresh clothing demonstrates *kavod Shabbat*; and eating a festive meal demonstrates *oneg Shabbat*. In addition, many communities and even many families have their own traditions that enhance their observance of Shabbat.

### Description of Activities

1. Learners engage in six different activities for one minute each. Depending on the space available, activities could include:
  - a. Jumping jacks
  - b. Arm circles
  - c. Skipping in a circle
  - d. Running in place
  - e. Deep knee bends
  - f. [Burpees](#)

Make sure to choose activities that are appropriate for the abilities of the learners. The intervals could also be shortened depending on learners’ needs.

2. Learners rest for one minute.
3. Depending on how learners are feeling, repeat the activities for six more minutes with another minute of rest.
4. Ask learners what this reminds them of. Answers should gravitate towards the regular six days of the week and Shabbat with six days of activities and one day of rest.
5. Discuss: How do you (and your family) celebrate/observe/acknowledge Shabbat?
6. Divide learners into small groups. Explain that each group will receive a bag/box of items. They will divide items into Shabbat items and non-Shabbat items.
7. Tell learners that they should separate out the items mentioned in the song they are about to hear.
8. Play “Gettin’ Ready for Shabbat.”
9. Learners divide items.

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10. Ask learners to make a separate division of items not mentioned in the song but still connected to Shabbat.
  - a. Ask how these items are Shabbat items.
11. Explain that there are four elements to observing Shabbat:
  - a. *Shamor*
  - b. *Zachor*
  - c. *Kavod*
  - d. *Oneg*
12. Explain that learners will be focusing on two of those elements, *kavod* and *oneg*, and define what those two words mean in English.
13. Learners divide the Shabbat items from their bags into two collections, one for items that represent *kavod* Shabbat and one for items that represent *oneg* Shabbat. Note that there are no right or wrong answers about which items go into which categories. Learners should be able to explain why they chose to place each item into respective categories.
14. Ask learners why they divided the items in the ways that they did and discuss how the items help to enhance Shabbat.
15. Brainstorm ways in which learners can enhance Shabbat at home. These can be ideas of things that they can do with their families or on their own. Some ideas might include:
  - a. Shutting off devices
  - b. Baking homemade challah
  - c. Creating (or purchasing) special candlesticks
  - d. Singing Shabbat songs during Shabbat dinner
16. At a later date, survey learners about new things they and their families have tried in order to enhance Shabbat.

### Differentiation Options

Knowing that students learn in a variety of ways and modalities, the following options are provided to adjust the above lesson to meet the unique needs of your learners.

#### **For learners who need more assistance**

- Learners come up with ideas for how they can use items from the bags at home.
- Learners draw a picture of how they celebrate Shabbat at home.

#### **For learners who need extension opportunities**

- Learners write a short story about a favorite Shabbat experience.