



HOLIDAY ENHANCEMENT GUIDE

PASSOVER

Created by Honeycomb

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Free Haggadot Available to Download





INTRODUCTION

Why Holidays?

In order to develop a culture of life-long giving, it's important to find ways to weave philanthropy into rituals and traditions that young people will continue participating in long after they graduate from high school. Creating opportunities that connect learnings from Jewish youth philanthropy with holiday practices and traditions promotes a deeper understanding of the values that permeate these programs and encourages teen participants to be leaders in the future.

Why Passover?

More Jewish families celebrate Passover than any other Jewish holiday (over 60%, according to the 2020 Pew study). Perhaps it's because of the compelling story told year after year, or the way that story comes alive at a Passover seder. Or maybe it's just a love of matzah ball soup. Whatever the reason, the themes and values of Passover permeate much of Jewish life. The Passover story has also run over into secular culture with retellings like *The Ten Commandments*, *The Prince of Egypt*, and the Passover episode of *Rugrats*, and is therefore familiar to much of American society.

How to Use This Guide

This guide offers two different approaches to Passover and Jewish youth philanthropy.

The first section includes resources for enhancing your ongoing philanthropy program with the values, themes, and traditions of the holiday. We have provided text studies and activities that will pair perfectly with the curriculum you are using. The resources that we have provided here can also be used as a stand-alone program for participants to have initial exposure to Jewish youth philanthropy through the lens of Passover, and can act as an excellent tool for program recruitment.

The second section of this guide presents ways to partner with your community, offering ways for a larger audience to gain insight into grantmaking opportunities through their holiday experiences. This section shares opportunities for participants in your program to stretch their leadership skills in the wider community and to think strategically about how best to position philanthropy in relation to the holiday.





Passover Themes

Welcoming the Stranger



The first words spoken at many Passover seders instruct us to “let all who are hungry come and eat”. This is meant literally, that we are commanded to take care of those less fortunate. More importantly, perhaps, it acts as a reminder to be open and welcoming to people who are different from us, to be intentional about being inclusive, and to be thoughtful about who is at our table. This can inspire us to open our doors even after the conclusion of the festival.

Asking Questions



During the Passover seder, the story of the exodus is told in order to answer the question “How is this night different from all other nights?” The entire structure of the seder is meant to offer perspectives on those differences and provide the background and story to show where these traditions came from.

Asking questions is central to Jewish life. Nobel laureate Isidor Rabi once shared: *“My mother made me a scientist without ever intending it. Every other Jewish mother in Brooklyn would ask her child after school: ‘So? Did you learn anything today?’ But not my mother. She always asked me a different question. ‘Izzy,’ she would say, ‘did you ask a good question today?’ That difference - asking good questions - made me become a scientist!”*

Ritual & Repetition



Lighting the Chanukah candles, blessing wine on Shabbat, and reading the Torah from beginning to end (and back to the beginning again!) are just a few ways we see the importance of ritual in Jewish life. One of the aspects that so deeply engrains these practices in Jewish life is the element of repetition. These acts are done over and over, until they’re second nature.

The Passover seder leans into this idea: the authors of the Haggadah were incredibly intentional when it came to the structure of the text. For example; questions, children, and cups of wine: what do they have in common? In the Passover seder there are four of each, and the pervasiveness of the number four is not coincidental. Perhaps this is connected to the biblical imperative, repeated four times, which commands the Jewish people to tell the story of the exodus to their children. It acts as a pedagogical tool to tie together these pieces and acts as a sort of mnemonic device, so that we are sure to make connections between these parts of the seder.



INCLUDING PASSOVER IN YOUR JEWISH YOUTH PHILANTHROPY PROGRAM

Bring the values, themes, and traditions of the holiday into your already-existing program.

ACTIVITY 1

THEME: WELCOMING THE STRANGER

What is it?

An exploration/scavenger hunt of organizations that operate around the value of welcoming the stranger.

When can you use this activity?

As your group begins to learn about nonprofits, when exploring the importance of a mission/vision statement.

What resources do you need?

Poster board, markers, glue sticks, magazines (ask participants in advance to send these in).

Instructions:

Most nonprofit organizations are built around a mission or vision statement. With that statement, organizations put forth what is most important in the work that they do. In this activity, participants will learn to identify the purpose of an organization by finding its mission statement and looking for supporting evidence in other materials from the organization.

1. Divide participants into teams of three or four people. Each team will select a secretary.
2. Each team will be provided with a large poster board, markers, glue sticks, and magazines.
3. Distribute “Welcoming the Stranger Scavenger Hunt” (page 13) to each team or display the [slide deck, slide #2](#). Instruct teams that they have 30 minutes to complete the tasks on the sheet.
4. At the end of 30 minutes, participants will present their posters to the whole group.
5. After the presentations, ask the participants:
 - What do these organizations have in common?
 - What is unique about each of the organizations?
 - Could you tell which organizations were more successful in actualizing their missions?
 - Given what you’ve found, what will you be looking for when researching organizations to fund this year?





ACTIVITY 2

THEME: ASKING QUESTIONS

What is it?

A text study and tool to use as participants explore organizations they are considering funding.

When can you use this activity?

When participants are narrowing down the choices of which organizations to fund.

What resources do you need?

“Asking Questions Text Study” (page 14), or [slide deck](#), slides 3-5, “Site Visit Questions” (page 16).

Instructions:

The Honeycomb curriculum “[Changemakers: A Journey Through Jewish Teen Philanthropy](#)” offers excellent templates for questions to ask when learning more about organizations. (Asking Good and Difficult Questions, p. 73, handout p. 94, Site Visit Questions p. 211). This activity is a wonderful supplement to those.

1. Share “Asking Questions Text Study” (page 14), or display using the [slide deck, slides 3-5](#).
2. Answer the prompt questions together:
 - Rabi’s mother emphasized asking good questions. What do you think makes a question “good”?
 - Can you think of a time you’ve asked a *really* good question?
 - What might hold you back from asking questions? (the setting you’re in, the people you’re with, etc.)
 - Have you heard the phrase “there are no stupid questions”? Do you agree with that statement? Why or why not?
 - After reading the “Four Questions” in the text study, are there other questions you have about Passover?
 - The “Four Questions” ask how the Passover seder is different from all other nights, how are the times you come together for your Jewish youth philanthropy program different from other activities you participate in?
 - Using the list of questions from the “Site Visit Questions” list in [Changemakers: A Journey Through Teen Philanthropy](#), page 211 and reprinted here on page 16, if you could only ask four questions when meeting with a representative from a nonprofit, what would those questions be and why?
 - At this point in the process of your youth philanthropy program, are there questions you’d like to ask?

NOTE: For the final question, give participants the opportunity to ask anonymously, either through writing them on note cards, or by using a web-based program like [Padlet](#).





ACTIVITY 3

THEME: RITUAL & REPETITION

What is it?

A deeper dive into the Passover Haggadah, making clear the connections between Jewish tradition, ritual, and text and the work that you are doing in your Jewish youth philanthropy program.

When can you use this activity?

At a session in advance of, or during, Passover.

What resources do you need?

Multiple Haggadot - ask participants to send in a copy of the version they have used for Passover seders and gather additional copies from a synagogue or Jewish school library. (See the list of free, downloadable Haggadot on page 16). You will also need sticky notes and pens/markers.

Instructions:

1. Set up the room for small group learning, with three or four chairs gathered around a table and at each table, place a few different versions of Haggadot.
2. As participants enter the room for the session, ask them to find a seat at one of the tables.
3. Ask participants to choose a Haggadah, preferably one they are not previously familiar with. (make sure there's lots of variety).
4. Instruct the participants to look through the Haggadah, independently, to find as many mentions of numbers as possible, and place a post it note with the associated number written on it on that page.
5. After ten minutes, invite them to share with their small group what they have discovered. They might notice that the number four is prevalent, as well as the ten plagues, or the 15 steps to the seder, and other examples as well.
6. The group will choose one person to represent them and share back to the larger group, answering the question: What number was most prevalent? What are the examples you saw of that number? (write these on a white board or poster paper. Make connections between what the groups are sharing as they present.)





Instructions continued...

7. Ask the large group:
 - What do you think about the prevalence of some numbers and their repetition?
 - Do you think it's coincidental or intentional? Why?
 - Can you think of other examples of these numbers showing up in Jewish holidays or traditions?

8. Back in small groups, instruct the students to focus on one of the examples that they found. Ask them to draw connections / conclusions about how that piece of the Passover seder ties into the work they are doing in Jewish youth philanthropy.

Some examples:

- **The Four Children:** The four different children are representative of people they know, and shows that we need to approach the materials in a variety of ways to meet the learning needs of a diverse group of participants.
- **The Four Children:** There are organizations we might choose to fund that serve children with diverse learning needs.
- **The Four Cups of Wine:** Repetition is important, saying a prayer over and over again makes an impression, just like when we repeat certain practices as we are vetting organizations and learning about funding.
- **The Four Questions:** It is so inherently Jewish to be asking questions, and it forms the basis of the Passover seder. The only way we are able to learn more about Jewish youth philanthropy is through asking questions of ourselves and each other. Asking questions is at the center of how we decide what value we are focusing on and which organizations we choose to fund. We also need to be prepared to answer lots of questions from those who we are asking for donations during our fundraising efforts.





INCLUDING PHILANTHROPY IN YOUR PASSOVER CELEBRATIONS

Bring the benefits of participating in philanthropy to a wider audience through a holiday experience.

ACTIVITY 4

THEME: WELCOMING THE STRANGER

What is it?

An opportunity for your community to support refugees and others who are new to your city through a community seder.

What resources do you need?

We suggest that participants have access to the internet during this session, either with their phones or a computer.

Instructions

1. Many of our communities have secular and religious organizations that serve the needs of refugees and new immigrants. Provide a list of these organizations to your participants (or have them research themselves). Ask participants to reach out to learn what items they are most in need of currently. (This is a crucial step in direct service, to make sure that what we provide is what is needed).
2. Participants can then connect with local Jewish organizations that are hosting community seders, and ask if they will join in collecting items for the chosen organizations during their event.
3. The participants will share a flyer that can be printed and shared online, instructing people to bring those items with them to the community seders.
4. Participants will then collect the items and bring them to be donated.





ACTIVITY 5 THEME: ASKING QUESTIONS

What is it?

A new take on the four questions, to supplement a family or community seder.

What resources do you need?

[7 Core Values of Philanthropy One-pager](#), question ideas listed below.

Instructions:

1. This activity is for participants in your program who might be participating in a family or community seder this Passover.
2. Using the core ideas in Jewish youth philanthropy such as the [7 values](#) in the Honeycomb Changemakers curriculum, the concepts of Tzedakah, and/or linked to your group's mission statement, work together to create a set of four new questions that the participants can ask at their seders.
3. These questions can be unique to each participant, or they could decide to come together around the same four questions.
4. Before presenting these questions to their friends, families, and community at Passover, do some role play to think about how different folks may respond to the questions.



Some examples (click to go to document):





ACTIVITY 6

THEME: RITUAL & REPETITION

What is it?

A way to share information about the causes you're supporting during Passover.

Instructions:

1. This activity is for participants to share information about the Justice Issues the group has chosen to focus on, or the specific organizations that the group chose as the recipient of their grantmaking, by creating a printed supplement for the Haggadah.
2. Working in small groups or as a whole cohort, participants should decide which element of the seder/Hagaddah they would like to use as their theme (the four questions, the ten plagues, the telling of a story, etc.) and create an insert that plays off that concept, but cleverly shares information about philanthropy, Justice Issues, and organizations.
3. Participants can familiarize themselves with [Canva](#) and other simple design tools to tie in images and icons associated with Passover.
4. These creations will also be great to share through your group's social media channels and elsewhere.

Some ideas:

- The 10 Plagues of Modern Poverty (and how we can work to improve these conditions!).
- Four Questions You Should Always Ask Before Donating Money.
- Just Like the Four Children of the Seder, We're All Unique: Learn How to Come Together With These Consensus Building Tips.
- Miriam Was an Amazing Model for These Female Philanthropists, Learn More About Them!

Examples:

- [Tomato on the Seder Plate](#)
- [The Four Children: A Racial Justice Haggadah Insert from the Religious Action Center](#)
- [BBYO Passover Seder Supplement](#)





HANDOUTS AND TEMPLATES

WELCOMING THE STRANGER SCAVENGER HUNT

Divide your poster into 4 sections:

Section 1

Find as many nonprofit organizations (Jewish and secular) as possible that include language about “welcoming the stranger” in their mission statements. List those organizations in this section.

Section 2

Share some of the language from the mission and vision statements here. Notice which words you see repeated, which words don't seem to fit, or what you think might be missing.

Section 3

Investigate those websites to find further evidence that the work they are doing actually supports their mission statements. Using materials from the magazines provided, create a collage or other depiction of that work. Take note where you are unable to find supporting evidence of the mission statement appearing in the work.

Section 4

Create a mash-up of a new mission statement for an imaginary “Welcoming the Stranger” focused nonprofit using the language you found on the multiple organization's websites. Choose a name for that imaginary organization. Using the art materials available, create a new logo for that organization.



ASKING QUESTIONS TEXT STUDY

Text 1:

"My mother made me a scientist without ever intending it. Every other Jewish mother in Brooklyn would ask her child after school: 'So? Did you learn anything today?' But not my mother. She always asked me a different question. 'Izzy,' she would say, 'did you ask a good question today?' That difference - asking good questions - made me become a scientist!"

Isidor Rabi (Nobel Laureate)

Text 2:

How is this night different from all other nights?

Mah nishtanah halailah hazeh mikol haleilot?

מה־נִשְׁתַּנָּה הַלַּיְלָה הַזֶּה
מִכָּל־הַלַּיְלוֹת?

On all other nights, we eat chameitz and matzah. Why on this night, only matzah?

Sheb'chol haleilot anu ochlin chametz umatzah, halailah hazeh, kuloh matzah.

שְׁבֹכָל־הַלַּיְלוֹת, אָנוּ אוֹכְלִין חָמֵץ
וּמַצָּה; הַלַּיְלָה הַזֶּה, כָּלוּ מַצָּה.

On all other nights, we eat all vegetables. Why, on this night, maror?

Sheb'chol haleilot anu ochlin sh'ar y'rakot, halailah hazeh, maror.

שְׁבֹכָל־הַלַּיְלוֹת, אָנוּ אוֹכְלִין שְׂאֵר
יְרָקוֹת; הַלַּיְלָה הַזֶּה, מָרוֹר.

On all other nights, we don't dip even once. Why on this night do we dip twice?

Sheb'chol haleilot ein anu matbilin afilu pa'am echat; halailah hazeh, sh'tei f'amim.

שְׁבֹכָל־הַלַּיְלוֹת, אֵין אָנוּ מַטְבִּילִין
אֶפְלוּ פַּעַם אַחַת; הַלַּיְלָה הַזֶּה,
שְׁתֵּי פַּעַמִּים.

On all other nights, we eat either sitting upright or reclining. Why on this night do we all recline?

Sheb'chol haleilot anu ochlin bein yoshvin uvein m'subin; halailah hazeh, kulanu m'subin.

שְׁבֹכָל־הַלַּיְלוֹת, אָנוּ אוֹכְלִין בֵּין
יוֹשְׁבִין וּבֵין מְסֻבִּין; הַלַּיְלָה הַזֶּה,
כָּלָנוּ מְסֻבִּין.

**Discussion Questions:**

- Rabi's mother emphasized asking good questions. What do you think makes a question "good"?
- Can you think of a time you've asked a *really* good question?
- What might hold you back from asking questions? (the setting you're in, the people you're with, etc.)
- Have you heard the phrase "there are no stupid questions"? Do you agree with that statement? Why or why not?
- After reading the "Four Questions" in the text study, are there other questions you have about Passover?
- Passover's "Four Questions" ask how the seder is different from all other nights, how are the times you come together for your Jewish youth philanthropy program different from other activities you participate in?
- Using the list of questions from the "Site Visit Questions" list in [Changemakers: A Journey Through Teen Philanthropy](#), page 211, and reprinted here on page 16, if you could only ask four questions when meeting with a representative from a nonprofit, what would those questions be and why?
- At this point in the process of your youth philanthropy program, are there questions you'd like to ask?



SITE VISIT QUESTIONS

Reprinted from Changemakers: A Journey Through Jewish Teen Philanthropy, page 211.

- What is your organization's mission?
- What is the goal of your organization?
- What urgent need does your organization address?
- How long has your organization been serving the community?
- How does the work of your organization better the world?
- How many people do you serve each year?
- What geographic area(s) do you serve?
- Do you serve Jews or non-Jews or both?
- What is your annual budget and how is it raised?
- What is unique about your organization's approach to its work?
- Proposed project questions: Describe the project you are requesting funding for.
- What are the costs of the proposed program?
- How will the dollars be used?
- Who are some past beneficiaries if this program is not new?
- How do you evaluate your programs?
- Please share a client success story.
- How would the organization be affected if this program did not exist?



FREE HAGGADOT AVAILABLE TO DOWNLOAD

- Haggadot.com has free software available on their website to create your own Haggadah or to [download a copy of premade versions](#).
- Chabad has made an English language version of their [Haggadah](#) accessible.
- This [Haggadah from PJ Library](#) is available both as a downloadable PDF and as an online interactive version.
- The National Library of Israel has curated [a selection of Haggadot](#) from their collection to share as digital versions, including the 1156 Prague Haggadah, a version from Northern Italy dated to the mid 15th century, and many more unique historical examples.
- The text of the “[First Known English Haggadah](#)” is available from Sefaria.
- Kveller produced their own Haggadah, “[The Kveller Haggadah: A Seder For Curious Kids \(And Their Grownups\)](#)”



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