



Purim

# Lesson Plans

*3<sup>rd</sup> – 5<sup>th</sup> Grade*

*Mishenichnas Adar marbin b'simchah*  
*When Adar enters, joy increases*

*Recommended for 3rd-5th Grade*

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**OPTION 1: STUDENT LED PURIM CELEBRATION**

## **Big Ideas**

- One of the traditions of Purim is to increase joy in the Hebrew month of Adar- to have fun and be silly leading up to the holiday.
- Working together toward a common goal builds community.
- Planning and organizing yourself and peers help to build Executive Functioning Skills.

## **Objectives**

- Students will plan and organize a classroom party to celebrate Purim.
- Students will use a chosen planning tool to execute their idea, such as....
- Students will express their ideas to peers and consider variable options for different areas of the celebration.
- Students will brainstorm accessibility considerations for their class and the larger population.

## **Materials**

- Blank and/or lined paper
- Writing tools
- Different graphic organizers for students to choose from (included)
- Post-its



## Accessibility Considerations

- Provide students with writing tools that they will be the most successful with, including markers or typing on a computer/iPad.
- Allow students to sit or stand during the lesson and planning period.
- Consider dietary restrictions/allergies.
- Consider sensory needs while planning. For example, if students want to play music during the party, have noise canceling headphones or earplugs for students to utilize
- Circulate the classroom to ensure all voices are heard.

## Activities

As a whole class, plan a Purim celebration! This may take more than one lesson to complete.

1. First, brainstorm with your class what is needed for a successful party (decorations, food, music/entertainment, invitations, etc.).
2. Have students break into small groups depending on their planning preference.
3. Students can choose between different graphic organizers (included) to help them plan what is needed, and an appropriate timeline for completion. For example, if students choose to hand out invitations they would need to be completed earlier than the students who are planning and executing the menu.

## Discussion Questions

1. How can every student contribute to the celebration?
2. How can you make Adar a joyful month?
3. Thinking about your classmates, what did someone contribute that helped make the celebration memorable or possible?
4. How did your group organize your ideas? How did different people contribute to the outcome?

What decorations will there be?

How will you make sure everyone is able to participate and feels included?

Who will be invited?  
How will you invite them?

What games or activities will there be?

What food and drink will you prepare?

When and where will the party be?



## OPTION 2: FINDING UPSTANDERS IN THE PURIM STORY & BEING ONE TODAY

### Big Ideas

- An upstander is someone who steps up to help when they see injustice. This can be done in a variety of ways.
- Being an upstander is a Jewish value. Throughout history, Jewish communities have stood up for injustice and joined together to support one another in times of need.
- There are many upstanders in the Purim story.

### Objectives

- Students will be able to identify how upstander behavior contributed to the Purim story.
- Students will be able to identify at least one upstander trait that they can use next time they see bullying behavior.
- Students practice upstander behavior in order to feel more comfortable with the action and the language that is needed when standing up to bullying behavior.

### Materials

- The Purim Story you use in your classroom with sections of “upstander behavior” highlighted
- Matan’s Upstander Traits printable (included)
- Large paper and a writing utensil (optional)

### Accessibility Considerations

- Have copies of the Purim story you use in your classroom available for students in a form that is accessible for them: online, in a book, photocopied pages, braille, or projected onto a wall/screen.
- Consider making a visual chart during the brainstorming session for students to refer to.
- Consider having students practice verbal (“Stop!”) and physical (hand up, arm extended) behaviors in pairs or small groups.
- Allow students to utilize the classroom or hallways space to reduce the impact of the noise on auditorily sensitive students.
- Students with verbal or physical considerations may prefer to hold up an upstander trait printable.

## Activity

1. Brainstorm with your class what an upstander is: find out what they know, and fill in additional information.
2. How to be an Upstander:
  - a. Be a Buddy - Go over to the person who is being bullied and stand close, check in with them, interrupt the bully and ask the other person if they would like to go play somewhere else.
  - b. Speak Up - Tell the bully, "That's mean! Stop that!" This shows the bully that their behavior will not be tolerated. You can put a hand up in front of you to show "STOP." Other people may see you being an upstander and join in.
  - c. Tell Someone - Find a trusted grown-up to report the bullying to. This is not tattling, you are not trying to get someone in trouble, you are trying to keep someone safe.
3. Once your students are taught what an upstander is, reread the Purim story and find upstander behavior.
4. Students can read aloud or act out upstander behavior from the Purim story.
5. Have students practice different ways to be an upstander.

## Discussion Questions

1. Who are the upstanders in the Purim Story?
  - a. Queen Esther spoke up and told Haman she wouldn't let him hurt the Jewish people, then she told King Ahasuerus to stop the decree.
  - b. Mordechi told Queen Esther about Haman's plot and then supported her before she went to see the king.
  - c. The Jewish townspeople fasted and prayed with Esther so she felt supported by her community.
2. Have you ever seen bullying or upstander behavior? What could you do the same or differently next time?

# How to be an Upstander



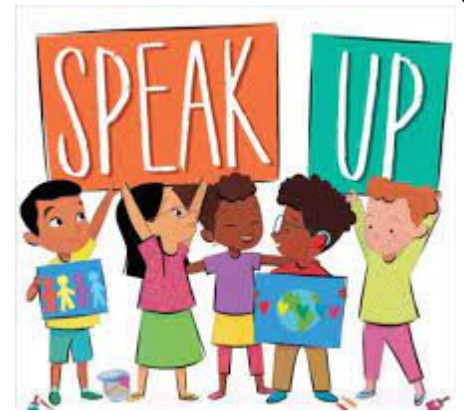
## Be a Buddy!

Go over to the person who is being bullied and stand close, check in with them, interrupt the bully and ask the other person if they would like to go play somewhere else.



## Speak Up!

Tell the bully, “That’s mean! Stop that!” This shows the bully that their behavior will not be tolerated. Other people may see you being an upstander and join in.



## Tell Someone!

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