

## סדר הברכות Lesson Plan

Geared towards students aged 8-13  
(or anyone who is learning these הלכות)

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**LO:** Students will learn the importance of the order of the ברכות and how to work this out when they are facing a complicated scenario.

**Starter:** Teacher should ask students the following question:

**If you had really exciting news that you wanted to share. Who would be the first one you would share with? Who would come after that?**

Teacher should circulate amongst the class for their answers.

**Would you tell your gardener or the one stacking shelves in your supermarket before these people?** (Wait for response)

**Why not?** (Listen to responses)

Then teacher should explain:

**Just as we wouldn't tell our new exciting news to the people with whom we are not especially close; the same can be seen with the order of our ברכות.**

**'ד loves our ברכות and it's our way of thanking Him for the delicious foods that we have. However, some foods hold a greater importance than others and it's important that we recognise this and work out the best order to make our ברכות.**

**Today we are going to learn how we can work this out.**

**Explain:** Teacher should use the poster to visually explain the following:

There are three (or four, if you count the שבעת המינים) categories of foods to keep in mind.

If the foods in front of us, consists of **different ברכות**, then this is the order of preference that we follow:

- a. המוציא
- b. מזונות
- c. הגפן
- d. העץ
- e. האדמה
- f. שהכל

An acronym to remember this order is **המג"ע א"ש**.

If the foods in front of us have the **same ברכה**, then the order of preference would be:

1. שבעת המינים (order within the שבעת המינים is the following:):
  - a. Wheat
  - b. Barley
  - c. Olives
  - d. Dates
  - e. Grapes
  - f. Figs
  - g. Pomegranates

**An acronym to remember this order is חש"ז דג"ת**

2. שלם - whole/complete
3. חביב - the food you prefer
4. גדול - Larger one

**An acronym to remember this order is משח"ג**

If the foods in front of you **are between העץ and האדמה**, then the order of preference goes like this:

1. שלם - whole/complete
2. חביב - the food you prefer
3. שבעת המינים
4. העץ

**An acronym to remember this order is שחמ"ע**

The reason why שבעת המינים is third here is because **שבעת המינים only gives חשיבות within the same ברכה**, but it doesn't make one ברכה more חשוב than another.

**Review:** Students should be given their own personal poster (or printed as a keyring) and be given a few minutes to review it, before engaging in the next activity, with their partner.

**Activity:** The סדר הברכות card game can be distributed to be played with a partner. The cards are labeled with 'difficulty dots', so that students can see the difficulty of each particular card (ranging from one dot being easy to three dots being a harder or more complicated one).

One partner should begin by reading out the scenario slowly and the other partner should try to think carefully and give an answer in response.

The posters can be used as an aid if needed.

The teacher should pick various students to present their answers in front of the class and promote an open discussion this way.