



# Breakout EDU Holiness

## What is Breakout.EDU?

You may have heard of Escape Rooms—actual (as opposed to virtual) rooms where a group, usually ranging from 6-12 participants, works together to solve a series of puzzles in order to “break out” in an allotted time, often an hour. If successful, participants pose with signs that say “We did it!” “We got out!” etc.; if they fail, they pose with negative, but good-humored signs. [www.breakout.edu](http://www.breakout.edu) brings the concept of breakout rooms into the classroom. Participants receive a series of puzzles, the answers to which each open a different lock on a box or bag. Instead of gaining their freedom, if successful, students open all of the locks on the box and claim the prize inside.

In public school classrooms, breakouts are frequently used for review in subjects running the gamut of all that is taught in that setting. You can find breakouts created by teachers in many categories at [www.breakout.edu](http://www.breakout.edu). In the Jewish supplemental classroom, breakouts are commonly used to teach new material as opposed to being a vehicle for review.

There is no set number of puzzles in a breakout; the amount might be determined by the number of locks available, the amount of time allotted, or the age and/or ability of the participants. The genre of puzzle is often varied—as is the case in this breakout—to capitalize on different skills and abilities of participants. A student who excels in math reasoning for instance and one who is skilled in remembering details might both contribute to their team’s success.

## Options for Using this Breakout

Puzzles work best when 4-6 participants work together to solve them.

In the best case, you will have one complete set of puzzles and one box for every 4-6 students. In this scenario, students on each team can solve puzzles collaboratively or split up the puzzles and work in smaller groups. If there are not enough puzzles, locks, and boxes for each team, you have two options:

- A) Give each group one puzzle and have the class work to complete the puzzles as a team, each group completing one puzzle and unlocking one lock.
- B) Give each group one puzzle but, instead of opening the corresponding lock, have them write down their answer to the puzzle. Rotate puzzles. When each team has completed each puzzle, see if their answers open the lock.

If there are enough puzzles for each team but not enough locks/boxes, each team receives and solves each of the puzzles and then teams compare solutions for the locks.



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The students know that they are solving puzzles to get a prize. You know that, in the process of solving puzzles, they are also learning. The more puzzles a team works through, the more knowledge they are able to unlock.

## Holiness Box

There are three puzzles in this box, which will be discussed in further detail below. Topics include the "holiness code" found in Leviticus 19, the separation between holy and everyday things, and the many words that come from the root *kuf-dalet-shin*.

Each of the puzzles in the breakout is set in a different classroom in the fictional Wise Schechter Hirsch Kaplan School of Pluralistic Judaism. Something has gone wrong in each classroom, preventing teachers from completing their lessons. Once your students solve the puzzles they've been given, the fictitious students will be able to get on with their lessons.

## Materials Needed

### General items:

- One box or bag with a hasp (one per team or one for the whole group); locks will be attached to the hasp
- Three locks (one set per team or one set for the whole group)
  - Three-digit
  - Four-digit
  - Five-letter
- One whistle for each box (optional)
- One envelope with a complete set of puzzles inside (one per team)
- Two hint cards (per team)
- Laminated card and dry erase markers for players to record their lock codes (one per team if using one box with locks for all teams combined)
- Pens and paper
- A timer if you choose to limit the amount of time to complete the puzzles

### Items to Acquire for Individual Puzzles

- Mrs. Rosengarten's Blocks:
  - 20 same-sized wooden blocks (one set for each team)
  - Small Velcro circles or Velcro tape
  - Clear labels (or a black sharpie)
- Holiness Poem
  - 1 *Chumash* for each team (print-out of Leviticus 19 provided in case *Chumashim* are not available)



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## Holiness Challenge—Introduction to the Students

Before giving the students the envelopes with puzzles to solve, read the following. It should sound as though it's an announcement coming over a school P.A. system. Nasal voices and accents are encouraged:

Attention all faculty, staff, and students of the Wise Schechter Hirsch Kaplan School of Pluralistic Judaism. Due to a series of unfortunate accidents, mishaps, and general rambunctiousness in the hallways and classrooms this morning, many students were unable to finish their classwork. Additionally, someone has locked Coach Targil's whistle in a lockbox. Whoever can rescue Coach Targil's whistle from the lockbox will receive a prize/extra recess/[Insert your own reward here]. Thank you for your attention.

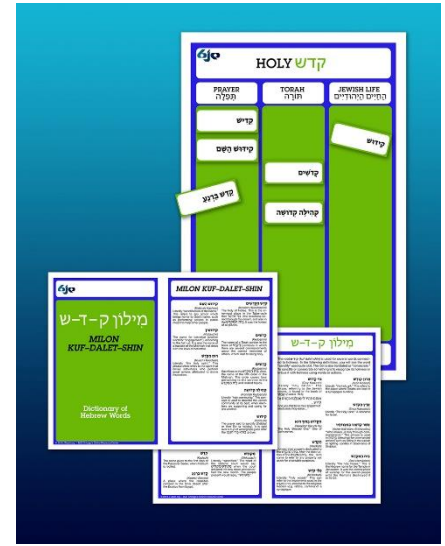
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## Explanations of the Individual Puzzles

(Note: All materials needed are for each team.)

### Professor Shiga'on (three-digit lock, answer is 637)

Students will find a notecard which explains that Professor Shiga'on has dropped all of his materials on the way to his Hebrew class. Students must place 16 cards with Hebrew words into the correct columns (Prayer, Torah, and Jewish Life) on a large sheet of paper. They will have a small Hebrew dictionary with terms all deriving from the root *kuf-dalet-shin* to help them categorize the cards. Once the cards are in the correct places, counting the number of cards in each column will give them Professor Shiga'on's classroom number, which is also the combination to the three-digit lock.



### Materials needed:

Download and print the materials for Professor Shiga'on's Puzzle, including:

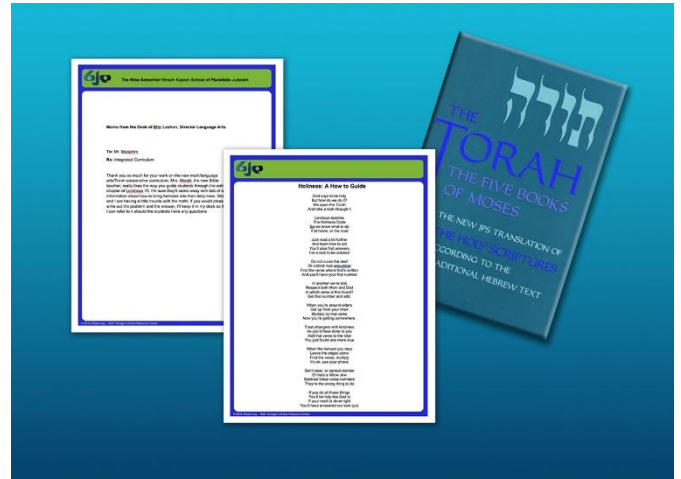
- A note explaining the challenge
- Sheet of 16 Hebrew words or phrases containing the root *kuf-dalet-shin*. Cut the sheet into individual cards and paperclip the cards together.
- One 11"x17" game board sheet entitled "*Kuf-Dalet-Shin* Words"
- The small *milon* (dictionary), which will need to be assembled into a paperback book

The key to this puzzle is:

Prayer:	Torah:	Jewish life:
<ul style="list-style-type: none"> <li>• <i>Kaddish</i></li> <li>• <i>Kiddush</i></li> <li>• <i>Kadosh</i></li> <li>• <i>Kedusha</i></li> <li>• <i>HaKadosh Baruch Hu</i></li> <li>• <i>Asher kid'shanu b'mitzvotav</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Kadesh Barnea</i></li> <li>• <i>Kedoshim</i></li> <li>• <i>Goy Kadosh</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beit Hamikdash</i></li> <li>• <i>Kiddush Hashem</i></li> <li>• <i>Lashon Hakodesh</i></li> <li>• <i>Ir Hakodesh</i></li> <li>• <i>Aron Kodesh</i></li> <li>• <i>Kiddushin</i></li> <li>• <i>Kehillah Kedoshah</i></li> </ul>

## Holiness Code Poem (four-digit lock, answer is 5158)

Students will read a poem which contains a series of clues, the answers to which are found in Leviticus 19. Each clue points to a different verse. The poem also directs the students to add, subtract, divide, or multiply each new verse number they discover. The resulting number is the answer to the four-digit lock.



### Materials Needed:

- A note to the math teacher
- Holiness Code Poem
- *Chumash* (or a print-out of Leviticus 19)

### Answer key:

Verses referred to in poem

Don't curse the deaf: 14

Respect parents: 3

Rise before the elderly: 32

Treat strangers kindly: 34

Leave the edges of your field: 9

Don't steal: 11

Don't slander: 16

Don't hate a fellow Jew: 17

Math problem:

$$\{(14+3) \times 32 + 34\} \times 9 - 11 - 16 - 17 = 5158$$

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## Mrs. Rosengarten's Blocks (five-letter lock, answer is APART)

There are different ways that people perceive holiness in contrast to the mundane or the secular. To introduce the concept of separation between that which is holy and that which is not holy, this activity features pairs of Jewish ideas. Five of the pairs combine 2 terms that represent aspects of the holy; in the other five pairs, only 1 term per pair is holy. The premise of this activity is that Mrs. Rosengarten prepared an activity using blocks. She created a list of ten pairs of Jewish things that go together (like apples and honey). Teams need to first match the block pairs and then discern which five pairs contain only one holy item. Once they do this they should look for letters which spell out a word pertaining to holiness: APART. There are letters on all the blocks, but only the letters on the one-holy-term blocks can form the word “apart.”



### Materials Needed:

- “Mrs. Rosengarten’s Blocks” story sheet
- A set of twenty blocks with words written across them and velcro to fasten them together.

### Prepare in Advance:

- Print words from the list below onto clear labels, so that each will fit on one surface of the block. (We have included a template which will work on one-inch square blocks.) Alternatively, you might find pictures for some or all the words.
- Gather blocks into pairs
  - Place Velcro on one surface of each pair so that they can be attached to one another
  - Place one set of word pair labels on each block pair (one label on each block)
  - On one of the blocks in every pair where both items are holy write one of the following letters (so that every letter is used): e,h,l,m,n
  - On one of the blocks in every pair where only ONE item is holy write one of the following letters (so that every letter is used). You will write the letter “a” on two different blocks: a,p,a,r,t
- Mix up the blocks and/or make a tower with them on the surface where you want students to work.



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## Key to Combining Blocks

The first of these is holy	Both of these are holy
<i>Shabbat</i> and Weekdays	<i>Rosh HaShanah</i> and <i>Yom Kippur</i>
<i>Tallit</i> and <i>Kippah</i>	Written Law and Oral Law
Torah Scroll and <i>Yad</i>	Zion and Jerusalem
Mezuzah <i>Klaf</i> and Mezuzah <i>Kli</i>	<i>Shamor v'Zachor</i>
<i>Kiddush HaShem</i> and <i>Hillul Hashem</i>	<i>Kotel</i> and Prayer

The following explanations of Hebrew terms is provided to offer simple explanations in case students ask what they mean.

יָד

*Yad*—literally “hand.” It is the pointer that people use when they read the Torah.

קְלָף

*Klaf*—literally “parchment.” It is the paper on which the text of the mezuzah is written.

כֵּלִי

*Kli*—literally “vessel.” It is the holder in which one puts the mezuzah klaf.

קִידוּשׁ הַשֵּׁם

*Kiddush Hashem*—literally “sanctifying the Name.” It often describes actions that bring positive attention to the Jewish people and God.

חִילוּל הַשֵּׁם

*Hillul Hashem*—literally “desecrating the Name.” It often describes actions that bring negative attention to the Jewish people and God.

שָׁמֹר

*Shamor*—literally “guard.” It is one of the ways that God commands the Jewish people to observe Shabbat (Deuteronomy 5:12).



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זְכוֹר

*Zachor*—literally “remember.” It is one of the ways that God commands the Jewish people to observe Shabbat (Exodus 20:8).

## Debrief

When students have completed the puzzles in the box or time has run out, you might choose to debrief the experience. In addition to asking about what they enjoyed, what they found challenging, and what they learned, you might ask the following questions based on the material in each puzzle:

### Professor Shiga'on

- Were you surprised to see that there are so many words in Judaism connected to the concept of holiness? Why or why not?
- What can you infer about Judaism from the knowledge that there are so many words connected to holiness?
- What words did you already know?
- What words had you heard before but did not know what they meant?
- What new words did you learn?
- Some of the words could possibly fall under different categories. What words might you recategorize? Why?

### Holiness Poem

- What are some of the things the Torah suggests that we do in order to be holy?
  - Did any of these things strike you as interesting? Odd?
  - Is there something from this list that you can commit to trying to do today?
- According to the text of Leviticus 19, how does a person have to behave in order to be holy?
- Leviticus 19 suggests that people have to be holy because God is holy. Can you think of another reason to behave the way that the texts suggest?
- Does treating other people fairly or even kindly make you feel holy? How does it make you feel?

### Mrs. Rosengarten's Blocks

- Were you surprised to learn that some of the items on blocks are not inherently holy? If so, what surprised you the most?
- What makes something holy? What is the difference between something being inherently holy and something not inherently holy being used for a holy act?
- What do holiness and separation have in common? Why do these two concepts go together?





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A few notes on running this program.

- When splitting students into teams, be mindful of their strengths. The teams will be more successful if each one includes an organizer and a thorough reader.
- Consider assigning a team leader for each team or assigning this role to a teenage *madrich/a* (teaching assistant).
- This program requires the teacher or facilitator to walk among teams to check on progress and help students where necessary.
- We have included a number of hint cards. If a team is stumped, they can hand the teacher or classroom leader one of these cards to get a hint. The hints are at your discretion based on what they need to succeed. Remember, the goal is two-fold: that they unlock the box and that they learn.