



Welcome to Spark, the Tribe Parasha activity sheet that will help you bring Judaism to life in a varied and exciting way. I'd like these activities to enthuse the children and show them how the Torah given almost 3500 years ago is still as relevant and as exciting in our lives today.

Thank you for offering to run a Children's Service, for all the hard work you put into it and for making a real difference to so many young people. The US is very proud of the numerous Children's Services that are run every week across the UK and this would not happen without you.

Spark gives you an overview of the weekly Parasha, songs, an activity, discussion questions or D'var Torah linked to the Parasha or important event that week. Every Children's Service will be different, in terms of how many participants there are, their age range, its length and the varying abilities of the children. Please read through the document and find the activities that will best suit the needs of your group. It is advisable to read it before Shabbat in case there is some preparation that may be needed in advance.

I am sure the children at your shul will benefit from Spark. Please be in touch if you have any queries, feedback or if we can be of any help. Thank you again for the work you do in enabling so many young Jews to access their heritage and traditions in such an exciting way.

All it takes is a small spark of interest, to ignite a flame of passion for Judaism.

With kindest regards,

Rabbi Nicky (Goldmeier)  
Spark Editor and Education Consultant

## Nitzavim – 2019/5779

### Parasha Summary:



**At the start of this week's Parasha**

**(Torah portion), Moshe (Moses) gathers the B'nei Yisrael (Children of Israel) together, to bring them in to an agreement with God. This agreement (child-friendly word for covenant) confirmed the B'nei Yisrael (Children of Israel) as God's people.**

**Moshe (Moses) warned the B'nei Yisrael (Children of Israel) not to reject the Torah and God's word and he reminded the people about the consequences of doing good things and the consequences for doing the wrong thing. However, Moshe (Moses) reassured the people that God would never abandon them.**

**Moshe (Moses) reiterated the stark choice in front of the B'nei Yisrael (Children of Israel); the choice between good and evil. Moshe (Moses) told the people that the heavens would be witness to their actions.**

**The Parasha (Torah portion) concludes with Moshe (Moses) urging the people to choose goodness when they enter the Promised Land.**

- The Parasha (Torah portion) begins by describing how Moshe (Moses) gathered all the people together; the heads of the tribes, the elders, the officers, the men, the women, the children, the wood cutters and the water drawers. By listing all types of people, from the prominent to the simple worker, Moshe (Moses) was emphasizing the importance of every single member of the Jewish people being included in the agreement between them and God. To follow in His ways, of goodness and kindness.
- Moshe (Moses) continued to warn the people about not copying the idol worshipping ways of the Canaanites. The consequences would indeed be grave if the B'nei Yisrael (Children of Israel) chose to follow this path. If the people chose to follow the wrong path, they would be exiled from the Land of Israel.
- Nevertheless, continued Moshe (Moses), God would always be waiting for the people to repent and come back to Him. At this point, He would gather the Jewish people from across the world and bring them back to the Land of Israel.

- The Parasha (Torah portion) describes the blessing of success which God would bestow upon all those who fulfilled His commandments. The produce of the land and vineyard will be plentiful, as too will be the livestock.
- Moshe (Moses) told the B'nei Yisrael (Children of Israel) that the Torah is very accessible to all. It is not hidden from anyone and one does not have to travel far to access its wisdom. In fact, it is very near and in the hearts and minds of the Jewish people.
- The B'nei Yisrael (Children of Israel) are told that they would receive numerous blessings if they follow the ways which God has set out for them. 'For God is your life and the length of your days...'



**In this week's Parasha (Torah portion), the B'nei Yisrael (Children of Israel) are told that they are all '...standing here today, in front of God.' The Torah then lists all types of people who make up the entire nation. This teaches us the important lesson of equality. The following games are about both equality and diversity. It is important that children understand that while we are all equal in the eyes of God, we are also all individuals, with our own personalities and interests.**

## Children's Service: Tot's – Year 3

### Activity 1 - Matching Game

This game is best played using pieces of string which should be prepared before Shabbat. Each piece should have a pair, the length of which is exactly the same size. Give each child a piece of string and ask them to find his/her match -- the person who has the same sized string. When everyone is paired, the 2 children should introduce themselves to each other and ask questions. The list of questions below should focus the children on what they need to ask their partner. Once the children have asked their questions, all the pairs should sit back in a circle and each pair speaks a little bit about their partner.



- What is your name?
- What is your favourite colour?
- What is your best food?
- What is your favourite drink?
- What is your favourite school subject?

### Activity 2 – We All Stand As One



- a. At the bottom of this week's Tribe Spark there are pictures of different types of jobs. Eg plumbers, builders, doctors. Teachers, nurses, police officers, postal workers etc.
- b. Give each child one of these pictures (it doesn't matter if more than one child has the same picture).
- c. Read the following story which has **2 halves!**
- d. **1<sup>st</sup> half of the story** - Explain to the children that whenever you mention the person whose picture they are holding, they should stand up.

- e. **2<sup>nd</sup> half of the story** – Explain to the children that whenever you mention an activity that everybody does, they should stand up. Eg; Going to the supermarket, brushing their teeth, reading a book etc.
- f. After reading the 2 parts of the story, explain to the children that while everyone has an individual and special job to do, everyone needs to eat, needs to sleep, needs to brush their teeth etc. So, in many ways we are the same.

## **Story – 1<sup>st</sup> Part**

**As the sun rose one autumn day, it shone through the windows of all the houses along Garden Street. Everyone was waking up and getting ready to go to work for the day.**

**At number 1 Garden Street lived Brian the builder. He was gathering all his tools together and putting them in to his special tool case. At house number 2, Dr Davis was packing her Doctor's bag ready for a day at the hospital and at number 3 Mrs Newman the Nurse was putting on her special nurses uniform.**

**At number 4 Garden Street, Gary the Gardner was loading his heavy red lawnmower and at number 5, Reuben the Rabbi was packing his Tallit and Tefillin and heading off to Shul.**

**At number 6 Garden Street, Trevor the Teacher was gathering his pencil case and all the books he had marked the night before and at number 7 Postman Pat was getting ready to deliver all his letters. At number 8, Fireman Sam was getting ready to help people who might be in trouble.**

**At number 9 Garden Street, Solomon the Scribe packed his special pen and ink and at house number 10, Freddie the Footballer packed football boots and shin pads, while at number 11, Patricia the plumber picked up her hammer and her spanner.**

**All these people left their houses and went to work.**

## Story – 2<sup>nd</sup> Part

At the end of the day, Brian the Builder, Dr Davis the Doctor, Mrs Newman the Nurse, Gary the Gardner, Reuben the Rabbi, Trevor the Teacher, Postman Pat, Fireman Sam, Solomon the Scribe, Pat the Plumber and Freddie the Footballer all went to the supermarket to buy some things for supper. They all went home and ate a wonderful supper. They all sat down to watch some television and relax, they all went to wash their face and brush their teeth and they all got in to bed reading their favourite book. They all felt very tired after a long day at work and they all fell asleep.

Now, Brian the Builder, Dr Davis the Doctor, Mrs Newman the Nurse, Gary the Gardner, Reuben the Rabbi, Trevor the Teacher, Postman Pat, Fireman Sam, Solomon the Scribe, Patricia the Plumber and Freddie the Footballer all had very different jobs to do, but they also did the same things, like brushing their teeth, eating their supper, reading their favourite book and going to the supermarket.

## Children's Service: Years 3- 6

### **Activity** - Name the Leader

Divide the children into small groups of 4 or 5. Ask the groups to all sit in a different area of the room, a small distance away from other groups. The children in each group should choose a leader and only the children within that individual group should know who that leader is, without letting the other teams know. Once a leader from each group has been chosen, the other members of the group should find out what that person likes, dislikes, things s/he has done or places s/he has visited. Each group presents the information (one group at a time) and the other groups try to guess who the leader is. This game helps children realize that there is more to a person than his/her looks. It also helps the children learn more about other children, which helps them appreciate one another more.



## Story for Discussion

**There was once a very learned Rabbi who went to a shoemaker to have his shoes repaired. The hour was late and it had already grown dark. The Rabbi noticed that the shoemaker might have difficulty repairing his shoes in the dim light, so he suggested that the shoemaker wait until the following day, when it would be easier to mend the shoes in the daylight.**

**‘Do not worry’, said the shoemaker, ‘I can work very well by candlelight. As long as the candle is still burning, it is certainly possible to fix the shoes.’**

**The Rabbi immediately appreciated the shoemaker’s words. As long as there is a spark of goodness in every person, there is always the opportunity to apologise and become even better people.**

### Discussion Points



- Why didn't the shoemaker just wait until the morning?
- What does this teach us about doing things immediately?
- What does this story teach us about waiting to say sorry?
- Should we wait to become better people, or should we strive to become even better right away?
- Explain how the story teaches this.

- Give an example of a time you decided to improve straight away. For example, 'I'm going to learn my spellings properly from today! 'I'm going to tidy my bedroom from NOW! 'I'm going to help put away the shopping from today, when it is delivered after school!'

# Tefillah Treasures



**In last week's Tribe Spark we learnt that Avraham established the morning prayer – Shacharit.**

**Isaac established the afternoon prayer called Mincha, as we are told in the following verse in the book of Bereishit/Genesis.**

## **ISAAC**

וַיֵּצֵא יִצְחָק לְשׂוּחַ בַּשָּׂדֶה  
לְפָנֹת עֶרֶב וַיִּשְׂא עֵינָיו וַיִּרְא  
:וְהִנֵּה גַמְלִים בָּאִים

**‘And Isaac went out to converse in the  
field towards evening...’**

**Ask the children, ‘Who do you think Isaac was  
‘conversing’ with – talking to?’**

**This ‘conversing’ refers to prayer.**

**Songs – The links have been included for you to watch before Shabbat and if  
you so wish, to teach the children these songs.**



**Song – ‘One Day’ by Matisyahu**

**I have included part of the lyrics, including the chorus**

**[https://www.youtube.com/watch?v=52KmT1fN\\_ak](https://www.youtube.com/watch?v=52KmT1fN_ak)**

# One Day

[Matisyahu](#)

All my life I've been waiting for  
I've been praying for  
For the people to say  
That we don't wanna fight no more  
They'll be no more wars  
And our children will play  
One day (one day), One day (one day)  
One day (one day), One day (one day)  
One day (one day), One day (one day)  
All my life I've been waiting for  
I've been praying for  
For the people to say  
That we don't wanna fight no more  
They'll be no more wars  
And our children will play  
One day (one day), One day (one day)  
One day (one day), One day (one day)  
One day (one day), One day (one day)  
One day this all will change  
Treat people the same  
Stop with the violence  
Down with the hate  
One day we'll all be free  
And proud to be  
Under the same sun  
Singing songs of freedom like  
Gotta hold on  
Livin life day by day  
Gotta hold on  
Put your focus on that one day  
All my life I've been waiting for  
I've been praying for  
For the people to say  
That we don't wanna fight no more  
They'll be no more wars  
And our children will play  
One day (one day), One day (one day)  
One day (one day), One day (one day)  
One day (one day), One day (one day)

# Am Yisrael Chai



<https://www.bing.com/videos/search?q=am+yisrael+chai+youtube+for+children&view=detail&mid=02CE10B145039D4A158002CE10B145039D4A1580&FORM=VIRE>

Am Yisrael chai, od  
avinu chai!

עַם יִשְׂרָאֵל חַי  
עוֹד אָבִינוּ חַי







