



Welcome to Spark, the Tribe weekly parsha activity sheet for Children's Service Leaders across the United Synagogue communities.

Thank you for offering to run a service, for all the hard work that 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 parsha, a song, an activity, discussion questions or D'var Torah linked to the parsha 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 hope you and the children at your service 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 your amazing work.

With best wishes,
Sharon Radley

TZAV 5779

Parsha Summary:

- The Torah adds new details about the offerings that were already discussed in last week's parsha. The olah (elevation) offering could be left burning on the mizbeach (altar) throughout the night. In the morning a Kohen would remove the ash. Wood needed to be added on the mizbeach every day as fuel for the three fires (Rashi) that were constantly burning. The mincha (meal offering) was baked unleavened; those parts eaten by the Kohanim had to be consumed in the courtyard of the ohel moed (Tent of Meeting) of the Mishkan (Tabernacle).
- A fine flour offering from a tenth of an eipah volume of flour was to be offered by every Kohen on his first day of service, half in the morning and half in the afternoon. The Kohen Gadol had to bring this offering every day. Like the olah, the chatat (sin) offering was slaughtered in a designated part of the Mishkan. The procedure for an asham (guilt) offering is detailed.
- One who survived a dangerous situation could bring a todah (thanksgiving) offering, which was a category of shelamim (peace) offering. It was accompanied by baked loaves; those parts of its meat designated for consumption had to be eaten within a specific time. One was forbidden to eat an offering in a state of ritual impurity. An offering which became impure was to be burned, not eaten. The blood of all animals and certain fats (chelev) of specific animals was strictly forbidden to be eaten. The right thigh and the chest of a shelamim (peace) offering were eaten by the Kohanim.
- The Torah now details the seven-day inauguration process of Aharon and his sons, starting on 23 Adar, a week before the erecting of the Mishkan (on 1 Nissan), which was detailed previously in parshat Pekudei. Moshe washed and dressed Aharon in the special

garments of the Kohen Gadol and anointed his head with oil. He then dressed Aharon's sons in their designated priestly garments.

- Moshe brought a bull as a chatat offering. Parts of this were burned on the mizbeach; the remainder was burned outside the camp. He then brought a ram as an olah offering. Aharon and his sons laid their hands upon both offerings (semicha).
- A second ram, a shelamim, known as the 'inauguration ram', was offered. Moshe smeared some of its blood on the ears, thumbs and toes of Aharon and his sons.
- Moshe also sprinkled inauguration oil, mixed with blood from the offerings, on Aharon and his sons, as well as on their garments. Moshe instructed them on how to eat the relevant parts of the inauguration offerings and told them not to leave the entrance to the ohel moed for the whole of the inauguration period.

Children's Service: Tot's – Year 3

- Tip: The information in the parsha summary above can be used as the basis of a quiz. Make sure if you do decide to have a quiz that it's inclusive and fair. Think through carefully before your service to decide if a quiz is a suitable activity for the dynamics of your group.

In this week's parsha we read how the Children of Israel thanked God. Every morning when we get up, the first thing we say is "*Modeh Ani*" which is a way of thanking God for allowing us to wake up in the morning.

Song to accompany Modeh Ani – the tune can be found on the internet

We open one eye, we open two,
We say Modeh Ani, 'coz it means thank you.
We wash our hands six times that's true,
That's what every Jewish boy and girl should do.

Activity: Tzav - Command

This week's parsha is called Tzav, which means to 'command.' It is called this because at the beginning of the parsha, God tells Moshe to command Aharon and his sons how to do their jobs and how to bring the Korbanot.

Play the game 'Simon Says' with the children, substituting Simon for Moshe. Choose one child to be Moshe. They should give all the other children, simple instructions to follow, e.g. clap your hands, stamp your feet or turn around. If the instruction is preceded by 'Moshe says...' then the instruction should be followed. If it is not, then they should remain still. Anyone who follows the command which is not preceded by the words; 'Moshe says' is out of the game. Last man standing is the winner.

Discuss:

- What would you say this game was all about?
- Who knows some of the instructions that are given in the parsha this week?
- Are you asked to follow instructions? When? What are they?
- Why are they important?
- What would happen if you didn't follow them?
- Is it hard to follow instructions? Why?
- When would it be sensible not to follow an instruction?

Children's Service: Years 3- 6

- Please check the activities written in the age group above as some of them may be suitable for your service too.
- Tip: The information in the parsha summary above can be used as the basis of a quiz. Make sure if you do decide to have a quiz that it's inclusive and fair. Think through carefully before your service to decide if a quiz is a suitable activity for the dynamics of your group.

Activity: The jobs of the Kohanim

Assign each child a role (e.g. a doctor, builder, teacher, policeman, refuse collector...) you can either do this by giving each child a slip of paper with the name of the role or simply tell it to them. The children should collectively decide which roles are more or less important in a community and then stand in a line from most, to least, important.

Discuss:

- What were their criteria for deciding which roles are more or less important?
- Was it based on the skills that are required?
- Was it based on the number of people doing that role?
- Could the community survive without the roles that were deemed the least important? Why not?

- Is it true that all roles have an important part to play in a community?
- In this week's parsha we read about the jobs that the Kohanim performed. Some of these jobs may have been more prestigious than others, but each role was a vital one and all needed to be done.

Activity: Tzav – Command

Play any game with the children and **slowly** take away or change the rules so the game becomes unfair and slightly out of hand. You should end up with children complaining and being disgruntled. Finally play the game with no rules! Allow this to last a few minutes **as long as it stays safe**. If there are other adults in the room explain to them before you play this activity that you intend for this to happen.

(For example, play *Dodgeball* – if you have a suitable space.

Players have to throw the ball at each other to try and eliminate each other from the game. If the ball touches another player anywhere (other than on the head) they are eliminated from the game. If they catch the ball then the thrower is eliminated. The person holding the ball can't move, but everyone else can. Players re-enter the game if the person they were eliminated by becomes out.

Play the game once through with the regular rules until there is one winner (for max 15mins). Then start varying the rules.

- All left handed people have to put one hand behind their back
- All right handed people have to stand on one leg while throwing the ball
- Everyone born in January, February or March has to close their eyes
- Everyone wearing anything green gets an extra life)

Stop the game you decide to play and sit the children in a circle. Ask them:

- What is their favourite sport?
- Explain one rule of the sport. What would happen if it was taken away? (Hopefully they will say it becomes unfair and won't work properly.)
- What would happen if all the rules were taken away? (Hopefully the children will say that the game would be ruined and turn into chaos. It wouldn't be any fun. If they don't say that ensure that you include this point.)
- What happened in our game when we took away the rules?
- Explain that in order to enjoy an activity, game or sport the rules need to be followed correctly. Tell them that you deliberately took away the rules in the game you played in order to get them to think.
- In the parsha this week there are many instructions and following them carefully was the key to accomplish great things that otherwise may not be possible to achieve.
- Who do you think will be better at following instructions – a conceited person or a humble one? Why?
(Answer: In order to follow instructions one has to be able to admit that they don't know everything and there needs to be a measure of humility. Sometimes instructions are there to keep us safe. If we are instructed to do something that is against our values or is something dangerous it is important to clarify and ask questions. It's human nature to want to do things our own way but sometimes instructions help us accomplish things that we wouldn't be able to do otherwise.)
- The Torah has been described as 'instructions for living'. What do you think this means?
(Answer: God wouldn't have popped us on earth and not given us an instruction book on how to live the most pleasurable and successful life. Our instructions are the Written and Oral Torah.)