



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

Welcome



Terumah – ‘The Parasha in a Nutshell’:

Parashat Terumah (The Weekly Torah Portion of Terumah) begins with God commanding Moshe (Moses) to build a Mishkan (Tabernacle). It was to be constructed according to God’s instructions.

For its construction, the B’nei Yisrael (Children of Israel) were asked to voluntarily supply different kinds of material which would be used to make the different artefacts of the Mishkan (Tabernacle) and the sockets and beams which would make up the main design.

The entire construction consisted of the Outer Courtyard, containing the Altar and the Washbasin. The outer chamber was called the Kodesh (Holy) and this contained the Shulchan (Table of Showbread), the Menorah (Candelabra) and the Golden altar, upon which incense was offered. The inner chamber was called the Kodesh Kodashim (Holy of Holies). The Holy of Holies contained the holiest artefact in the Mishkan (Tabernacle), the Aron Hakodesh (The Holy Ark).

The instructions for the building and the utensils of the Mishkan (The Tabernacle) were given in minute detail.



Parasha Overview – In a Little More Detail

- God instructed Moshe (Moses) to accept contributions from the Children of Israel for the construction of the Mishkan (Tabernacle). The contributions which were needed included; precious metals, dyed wools and hides, flax, wood, olive oil, spices and gems. God then gave Moshe (Moses) detailed instructions on how to construct the Tabernacle and its vessels, including all its dimensions—starting with the Aron Hakodesh (The Holy Ark) that housed the Luchot (Tablets of Stone), upon which were written the Ten Commandments. The Ark was to be made of gold-plated Acacia wood. Rings were to be attached to the corners of the Ark and poles were placed through these rings and used for its transportation.
- The Ark was to be covered with a slab of pure gold. Two golden, winged cherubs (angels with wings) were to protrude from this cover. God then gave instructions for constructing the Shulchan (Table) for the Showbread, which was also to be made of gold-plated Acacia wood. The seven branched Menorah (Candelabra) was beaten out of a single block of pure gold. It had decorative cups and flowers on it, so as to make it look even more beautiful.
- The Torah continues with the instructions for the Mishkan's (Tabernacle's) sanctuary. The covering of the Sanctuary consisted of several layers of tapestries. The first layer was to be a woven mixture of dyed wools and linen. The second layer was to be made of goat's hair. These coverings also covered the outside of the Mishkan's (Tabernacle's) walls. The top of the Mishkan (Tabernacle) was then to be further covered by dyed Ram skins and Tachash skins.
- The walls of the Mishkan (Tabernacle) were made of upright beams made of gold-plated Acacia wood and each beam was inserted into two silver sockets. The Mishkan's (Tabernacle's) front side was to have no wall, but its northern and southern walls had twenty beams each. The western wall of the Mishkan (Tabernacle) had eight beams and all these beams were held together by a number of crossbeams.
- The Mishkan's (Tabernacle's) sanctuary, the innermost room, consisted of the Kodesh Kodashim (Holy of Holies), in to which the Aron Hakodesh (The Holy Ark) was placed and the outer room housed the Menorah (Candelabra), the Shulchan (Table) and the Golden Altar. Two curtains, made of dyed wools and linen were to be placed inside the Mishkan and at its entrance.



- God gave the instructions for making the Outer Courtyard Altar. This Altar was to be made of copper-plated Acacia wood, and it was to have four upright projections coming out of the top of each corner. The Mishkan's (Tabernacle's) courtyard was to be 100 cubits (approximately 150 feet) by 50 cubits.

Parasha Overview
- In a Little More Detail!



Children's Service: Tot's – Year 3

Activity – Charity – 'You're Already Doing It'

Explain to the children that in this week's Parasha (Weekly Torah Portion), the Children of Israel were encouraged to give both a voluntary contribution and a set amount towards the building of the Mishkan (Tabernacle). This activity will show the children that Charity doesn't just mean giving money. A simple smile, a compliment, or a helping hand is also a charitable deed.

Organise the children into a circle. There are 8 Charity cards at the end of the Spark and you should show the children each one, explaining the type of 'Charity' that is being portrayed on the card.

Place the 'Charity' cards in the centre of the circle and ask 2 children to cover their eyes. Then, ask one child to take one card away and take it back to their seat. The 2 children with their eyes covered should walk to the centre of the circle and try to work out which card has been taken. As a clue, the child who has the card can act out what is on it. If it is guessed correctly, the 2 children have a turn at taking a card from the centre and so on until everyone who wants to, has had a turn.

Story – ‘The Little Red Rabbi’ (based on the well-known story of ‘The Little Red Hen’...but with a difference!!).

One windy winters day the Little Red Rabbi was rushing back home. He had just been to the shops to buy fruit and vegetables and was so excited as he was expecting a package to be delivered that morning.



The Little Red Rabbi put his key in the lock and opened the front door and there on the floor was a package! He really was so excited as he had been waiting a long time for it to arrive.

He opened the box very carefully and there it was – a model of a beautiful aeroplane! But the problem was, it was in tiny bits! ‘Oh no’, said the Little Red Rabbi.

‘I’m going to have to put it together using these instructions.’

But the problem was, the Little Red Rabbi was not very good at following those types of instructions. He was very good at following God’s instructions about Shabbat and Festivals, but not these types of instructions on how to put a model aeroplane together.

So, what do you think the Little Red Rabbi did? That’s right, he called his good friend Michael. ‘Hi there Michael, how are you’, said the Little Red Rabbi. ‘I’m fine Little Red Rabbi’, said Michael, ‘and how are you Rabbi?’

‘Well, I feel fine, but I was wondering if you could come over and help me put my model aeroplane together?’ ‘I’m really sorry Little Red Rabbi, but I’ve got to go out for dinner tonight with my cousins who are here from Israel.’ ‘No problem’, said the Little Red Rabbi, ‘I’ll have to work it out myself.’



So, the Little Red Rabbi called his friend Michaela. 'Hi there Michaela, how are you', said the Little Red Rabbi. 'I'm fine Little Red Rabbi', said Michaela, 'and how are you Rabbi?'

'Well, I feel fine, but I was wondering if you could come over and help me put my model aeroplane together?' 'I'm really sorry Little Red Rabbi, but I've got to take my mother to an important appointment.' 'No problem', said the Little Red Rabbi, 'I'll have to work it out myself.'

Next, the Little Red Rabbi called his friend Morris. 'Hi there Morris, how are you', said the Little Red Rabbi. 'I'm fine Little Red Rabbi', said Morris, 'and how are you Rabbi?'

'Well, I feel fine, but I was wondering if you could come over and help me put my model aeroplane together?' 'I'm really sorry Little Red Rabbi, but I've got to go to a meeting at the office this evening and I'm not going to be back until very late.' 'No problem', said the Little Red Rabbi, 'I'll have to work it out myself.'

That is exactly what the Little Red Rabbi did. He worked it out himself. He lay the instructions out on the kitchen table and started from instruction number 1. Then he went to number 2, then 3, then (*the children can count with you until 10*).

When all 10 stages of the instructions were complete, the Little Red Rabbi held up the most amazing and beautiful aeroplane. He started flying it around the room and even making aeroplane noises. He ran to the telephone and called his three good friends, Michael, Michaela and Morris. 'Hey, you'll never guess, I've actually followed the instructions and made an amazing aeroplane – would you like to come over and see it?'

Michael, Michaela and Morris felt so proud of the Little Red Rabbi. He had made the model aeroplane all by himself!



That Sunday, the Little Red Rabbi and his 3 friends, Michael, Michaela and Morris played with the model Aeroplane for ages. 'Thank you all so much for sharing my amazing model with me.'

'I'm expecting a model ship to be delivered next week. Can anyone help me put it together?' said the Little Red Rabbi.

But Michael, Michaela and Morris looked at the Little Red Rabbi and said, 'you are an expert now, but if you need our help, then of course we can come over.'

The Little Red Rabbi

Children's Service: Years 3-6

Activity – How Many Instructions Can You Follow at Once?

Explain to the children that this week's Parasha (Weekly Torah Portion) has many instructions, particularly on how each item inside the Mishkan (Tabernacle) was to be made and how the actual Mishkan (Tabernacle) was to be constructed.

It was important that each instruction was followed carefully and this game is about following instructions.

Pick one child to go first and explain how to play.

You will need a book (any book will do), a plastic cup or plastic mug, a newspaper, a shopping bag (empty), a cushion or pillow and a small empty box.

Place these items in the centre of the circle (it really doesn't matter if you can't get hold of all these items) and choose a child to stand in the centre with these items. Then, give the child a series of 2-4 instructions such as, jump 3 times, pick up the shopping bag and pretend you are making a cup of tea, then touch your nose! However, these instructions have to be given to the child all at once and the challenge is for the child to remember them all. The other children are allowed to help him/her.





What do Dan and Dina Teach us this Week?

In this week's Tribe Scribe, you'll find another really great lesson that we can learn from the Parasha (Weekly Torah Portion) of Terumah.

'Thought for Food.'

In this week's Parasha (Weekly Torah Portion), we learn about many of the items included in the Mishkan (Tabernacle), including the Altar on which offerings were brought to God.

Dan and Dina teach us that our Rabbis tell us – *Shulchan Domeh laMizbeach – the table is compared to an Altar.* Dan and Dina also tell us that all types of food have a story behind them.

By knowing the 'story behind the food', we can really appreciate it when we are eating and drinking.

Ask the children to read the Tribe Scribe with a partner and explain 'the story' behind their favourite food. For example, if their favourite food is carrots, they should think about how the bag of carrots got to their table. (Farmer ploughs the earth, plants the seeds, God sends the rain, the sunshine and the wind, the farmer picks the carrots from the ground, the farmer takes the carrots to the market....)

What do Dan and Dina Teach
us this Week?



THE TRIBE SCRIBE

TERUMAH: THOUGHT FOR FOOD!

THIS WEEK'S **PARASHA** DESCRIBES THE GLORIOUS VESSELS IN THE **MISHKAN** - THE TABERNACLE - AND HOW THEY WERE CONSTRUCTED. NOWADAYS, WE DON'T HAVE A **MISHKAN** OR TEMPLE AND WE DON'T BRING OFFERINGS, BUT WE DON'T HAVE MANY WAYS OF COMING CLOSE TO GOD.



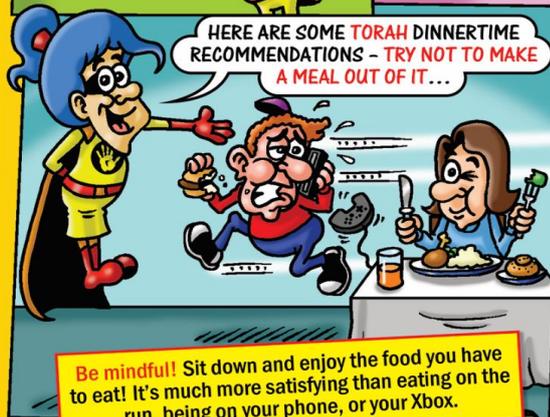
Our Rabbis teach us - **Shulchan Domeh laMizbeach** - the table is compared to an altar.

NOW THAT SEEMED PRETTY STRANGE TO ME, BUT WHEN I FOUND OUT MORE ABOUT IT, IT MADE A LOT OF SENSE.



THE **TORAH** GIVES US PLENTY OF **FOOD FOR THOUGHT** ABOUT THE IDEAL WAY TO ENJOY OUR FOOD. IT SHOWS US THAT THIS EVERYDAY ASPECT OF OUR LIVES CAN BE A WAY OF COMING CLOSER TO GOD. IF WE SEE OUR DINNER TABLE AS AN IMPORTANT PLACE, IT MAKES US THINK DIFFERENTLY ABOUT OUR MEALS.

HERE ARE SOME **TORAH** DINNER TIME RECOMMENDATIONS - **TRY NOT TO MAKE A MEAL OUT OF IT...**



Be mindful! Sit down and enjoy the food you have to eat! It's much more satisfying than eating on the run, being on your phone, or your Xbox.

Respect your food! Appreciate that you are lucky enough to have yummy food to eat. That someone took the time to prepare it for you. Let's leave the food fights, and chucking most of your plate in the bin.



Bring on the Berachot! Whenever we eat, we have the opportunity to make a **Beracha** - a blessing. Saying a **Beracha** is not only asking 'permission' from the Owner (that's God), but also taking the time to acknowledge and thank God for the journey of the food in front of us.

How did this delicious bread get here? A farmer took the time to plough and sow his fields, God sent the rain, the crops grew and were harvested. Next someone ground the flour, drove it to the bakery and lots of hard work later, behold mouth-watering bread!

What about the soup? The fruit? My bowl of cereal? Everything we eat has a story behind it.

*The Berachot for food can be found on Page 247 in Tribe Shevet Asher Siddur.



WOAH! I NEVER KNEW EATING COULD FILL MY BRAIN UP TOO! WHEN WE TREAT OUR TABLE AS A **MIZBEACH** (ALTAR) WE END UP WITH SO MUCH MORE THAN A SATISFIED TUMMY! NOW THAT SOUNDS APPETISING... **B'TAYAVON!**



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tribe
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Tribe is the Young People's Department of the United Synagogue: Creating a future for our community through engaging, educating and inspiring the next generation.

What do Dan and Dina Teach us this Week?

What does this Story Teach us?



There was once a boy who was very rich and clever. He had practically everything a boy could ever want, so he was only interested in the most rare and curious of objects. One day, the boy came across a very old mirror and he convinced his parents to buy it from a mysterious old man. When they brought the mirror home, the boy went to see his reflection in it. His face looked very sad indeed. He tried smiling and making funny faces, but his reflection continued with its sad expression.

Surprised, the boy went off to buy some sweets. He came home as happy as can be, but when he looked in the mirror again, his image was still sad-looking. He bought all kinds of toys and goodies, but forever looked sad in that mirror. Fed up, the boy placed the mirror out of the way and into corner.

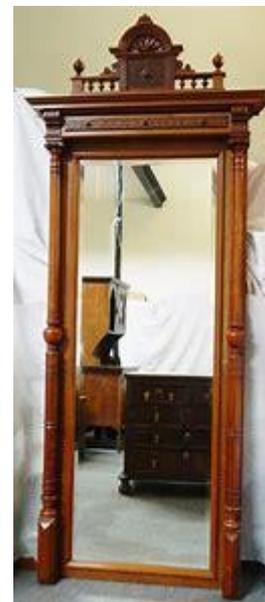
"What a terrible mirror!" the boy said. "It's the first time I've seen a mirror that didn't work properly!"

That same afternoon he went into the street to play and to buy a few toys, but on his way to the park he saw a little boy who was crying his heart out. The boy was crying so much, and looked so lonely, that the rich boy went over to help him to see what had happened. The little boy told him that he had been with his parents, but now he couldn't find them.

Together the two boys set off in search of the parents. As the little boy wouldn't stop crying, the rich boy spent his money on buying him sweets to cheer him up. Finally, after much walking, they found his parents who were out looking for him, very worried. They were so grateful that they had finally found their son.

The rich boy said goodbye and walked off towards the park. But, seeing the time, he decided to turn around and head home, without having been able to play, without toys, and without money. At home, he went to his room, and noticed a shining light in the corner; the same corner he had left the mirror in. Seeing this, he went over to the mirror, and realised that the light was coming from his own body, so radiant with happiness.

And so he understood the mystery of that mirror, the only mirror which could faithfully reflect the true joy of its owner. He realised it was true; he felt genuinely happy at having helped that little boy.





And since then, each morning when he looked in that mirror and failed to see a special shine, he knew what he had to do to bring it back.

Questions about the story

1. Why was the mirror showing such a sad reflection even though the boy was happy?
2. Why did the boy put the mirror into a corner and out of the way?
3. Why did the mirror reflect a happy face at the end?
4. What does this tell us about doing good things like charity work, kindness and hospitality?
5. What would YOU say is true happiness?

What does this Story Teach Me?

Tefillah

Friday Night Kiddush and a bit of Maths!

When we say Kiddush over grape juice or wine on Friday night, we start with this paragraph from the end of the episode of Creation in the Torah.



וַיְבָרֵךְ אֱלֹהִים וְהָאָרֶץ וְכָל צִבְאָם. וַיְכַל אֱלֹהִים בַּיּוֹם הַשְּׁבִיעִי מְלַאכְתּוֹ אֲשֶׁר עָשָׂה, וַיִּשְׁבֹּת בַּיּוֹם הַשְּׁבִיעִי, מְכַל מְלַאכְתּוֹ אֲשֶׁר עָשָׂה. וַיְבָרֶךְ אֱלֹהִים אֶת יוֹם הַשְּׁבִיעִי וַיְקַדְּשׁ אֹתוֹ, כִּי בּוֹ שָׁבַת מְכַל מְלַאכְתּוֹ, אֲשֶׁר בְּרָא אֱלֹהִים לַעֲשׂוֹת.

Yom Ha-shi-shi.

Va-y'chu-lu Ha-sha-ma-yim v'ha-a-retz, v'chol ts'va-am.
va-y'chal e-lo-him ba-yom ha-sh'vi-i, m'lach-to a-sheer a-sa
va-yish-bot ba-yom ha-sh'vi-i, mi-kol m'lach-to a-sheer a-sa.
va-y'va-rech e-lo-him et yom ha-sh'vi-i, va-y'ka-desh o-to
ki vo sha-vat mi-kol m'lach-to a-sheer ba-ra e-lo-him la-a-sot

This paragraph, which comes from the end of the Torah's account of Creation, contains 35 words.

The word 'Good' appears 7 times in the whole story of creation.

The word 'God' appears 35 times.

The word 'Earth' appears 21 times.

The first verse of the Torah, describing God's creation of the world, has 7 words.

The second verse has 14 words.

These multiples of seven are seen throughout the story of creation, as if to show God's intention, from the very beginning, that the 7th day would be a Shabbat, a day of rest!



Song – The link has been included for you to watch before Shabbat and if you so wish, to teach the children this song.

Terumah Song

https://www.chabad.org/kids/article_cdo/aid/549280/jewish/Terumah.htm

Hashem (God) said, "build a Mishkan (Tabernacle) for me

So that among the Jews I'll be"

Gifts for the Mishkan (Tabernacle), they did bring

There was a plan for everything

They brought gold and silver, too

Wool of purple and of blue

A Menorah (Candelabra) made of gold so pure

There were curtains for the door

The Aron (Holy Ark) was covered in and out with gold

The Luchot (Tablets of Stone) to hold

The Shulchan (Table for Showbread) was made of special wood

In the Mishkan (Tabernacle) they stood





Shabbat Shalom!