



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



Tetzaveh – ‘The Parasha in a Nutshell’:

This week, a special portion is read from a second Sefer Torah (Torah Scroll). It is called ‘Parashat Zachor’ (The Portion of Remembering’). We read this additional Parasha (Torah Portion) from the book of Devarim (the 5th Book of the Torah). In this small portion, the Jewish people are commanded to destroy the memory of Amalek (although nowadays, we no longer know who is from the nation of Amalek).

Esau, the brother of Jacob had a son called Elifaz, who then had a son named Amalek. He continued his ancestor’s hatred towards the Jewish people.

As the Children of Israel left Egypt and became a free people, the nation of Amalek decided to attack them, unprovoked. Until that point, no nation dared to attack the Children of Israel, as they had witnessed the wonders and miracles wrought on Egypt. But Amalek had the audacity to attack them, thus showing all nations that whilst not victorious on this occasion, it was still possible to attack the Israelites.

In the aftermath of their attack the Jewish people were commanded to always remember the evil that is Amalek. It is the reading of this Parasha (Torah Portion) that enables us to fulfil this Biblical commandment. This mitzvah (Commandment), according to most authorities, is not restricted by time and is therefore still read nowadays.

The wise Rabbis of old selected the Shabbat before Purim for the fulfilment of this Mitzvah (Commandment) because Haman was a direct descendent of Amalek.

This week’s Parasha (Weekly Torah Portion) begins with the command to Moshe (Moses), to take pure olive oil with which to light the Menorah (Candelabra) in the Mishkan (Tabernacle). The word ‘Tetzaveh’ has at its root, the word ‘Tzav’ which means ‘command’.

Aharon (Aaron) and his sons, Nadav, Avihu, Elazar and Itamar were chosen by God to serve as Cohanim (Priests) and they were tasked with specific roles and duties to be carried out in the Mishkan (Tabernacle). One such duty, was keeping the Menorah (Candelabra) in the Sanctuary burning continuously.



While officiating, the Cohanim were to wear special garments and Aharon (Aaron) was to wear especially distinctive clothes.

Aharon (Aaron) was presented with his special robes by Moshe (Moses) and was anointed with oil. Then the other Cohanim were inaugurated into their roles.

Various offerings were brought to the Sanctuary, placed on the hands of the Cohanim (Priests), waved in front of the Mizbeach (Altar) and then burnt.

Among other obligations, the Cohanim (Priests) were charged with the duty of bringing a daily offering in the morning and evening, on behalf of the whole Jewish community.

The Parasha - In a Nutshell!



Parasha Overview – In a Little More Detail

- The Parasha (Weekly Torah Portion) begins with God commanding the Jewish people to use the purest of olive oils for the daily lighting of the Menorah (Candelabra). Moshe (Moses) is instructed to sanctify Aharon (Aaron) and his sons by dressing them in special garments. The Torah describes the making of the Cohen Gadol's (High Priest's) Ephod — a reversed apron which covered the back — and its special shoulder straps.
- The Cohen Gadol (High Priest) wore a *Choshen Mishpat* (Breastplate of Judgment). It contained four rows of precious stones, each row containing three stones and the names of the Twelve Tribes of Israel were engraved on these twelve stones. This Choshen (breastplate) contained a fold into which a piece of parchment on which was written God's Name, was placed. The Choshen (Breastplate) was then secured by straps which connected it to the Ephod (Apron).



- Then the Torah describes two more pieces of clothing worn by the Cohen Gadol (High Priest). The Me'il (Robe) was a blue robe on to which golden bells and cloth pomegranates were attached at the bottom along the hem. Another piece of clothing worn by the Cohen Gadol (High Priest) was the Tzitz (Head-Plate) which was a golden band worn on the forehead secured with turquoise cords that were tied together at the back of the head. This was engraved with the words 'Kodesh Lashem' ('Holy to God'). The Torah then describes the four garments worn by both the High Priest and the regular priests, namely; The tunic, turban, sash and trousers.



- Aharon (Aaron) and his sons were brought to the door of the sanctuary, they immersed in a Mikvah (ritual pool of water), and then they were dressed in their special clothing as described above. Moshe (Moses) then brought offerings, after which the Torah continues describing the procedure for these inaugural offerings and God commands Moshe (Moses) to repeat this procedure for seven days, after which the consecration will be complete. The Parasha (Weekly Torah Portion) continues with a description of how future High Priests are to be inaugurated.
- God then commands the Jewish people to offer two daily burnt offerings, one in the morning and one in the afternoon and then promises that he will rest His Presence in the Mishkan (Tabernacle).
- The Parasha (Weekly Torah Portion) ends with a description of the Golden Altar on which incense was burned and which stood in the sanctuary. The Cohanim (Priests) were commanded to burn incense twice each day.

Children's Service: Tot's – Year 3 Activity

What Uniform Do I Wear?

In this week's Parasha (Weekly Torah Portion) we learn about the clothes worn by the Cohen Gadol (High Priest) as well as those worn by the regular Cohanim (Priests) during their service inside the Mishkan (Tabernacle) and later in history, the Beit Mikdash (Holy Temple). This activity will highlight to the children, the importance of uniforms worn by different people in society and how it helps us to easily identify them.



At the end of this week's Spark you will find pictures of different people wearing uniforms. First, show the children all the pictures and explain who each person is and their role. Now, place the pictures in the centre of a circle, around which the children should be seated. Each child should have a turn in coming to the centre of the circle, choosing 1 picture, recognising the uniform and acting out the job that particular person does (some younger children may need some help). The other children should try and guess the role of the person being portrayed. EG If a child picks up a picture of a police officer, they could pretend to be directing traffic.

Poem

The High Priest's uniform made him stand out as a figure of importance. This poem is about one positive aspect of a child's school uniform, reflecting just one of the different uniforms worn nowadays.



Every morning I have to wake up earlier than the fox
And get ready by wearing a school dress and pulling up the socks
As I have to reach the school on time
I walk down the lane singing the school rhyme.

Everyone in the school has to wear the same dress
And this idea makes me very distressed
Why can't we wear clothes of our own choice
This is a huge problem against which we all should raise our voice.

I shared my problem with my class teacher
Who solved my problem and explained - it made me neater
'It also brings all the children together' she said
'And this unity will help you in your life ahead'.

Our school uniform is a symbol that we are important but also the same
It gives us pride in our school's name
Everyone is special but no one is the best
Let your school uniform explain the rest.

Children's Service: Years 3- 6

Activity – Who Am I? - 'Identify Yourself, by The Uniform You are Wearing'

Using the same pictures at the end of this week's Spark, give one to each child. Each child should be asked a series of 5 questions by other children, about the kind of uniform they are wearing. Through these questions, the other children should try and determine the role of the person in their picture. EG The children might ask; do they have a hat? Do they wear a badge? Is their uniform white or blue? Do they wear special trousers? Etc. Only allow 5 or 6 questions.





Quiz Time – ‘True’ or ‘False’?

Here is a quiz for all ages, but instead of asking a question, you will say a statement and ask the children to raise their ‘T’ cards if it is true and their ‘F’ cards if it is false (These are at the end of the Spark). So, everyone can play all the time!

1. Aharon (Aaron) had 4 sons. (T)
2. The Cohen Gadol (High Priest) wore a breastplate with 13 precious stones. (F - 12 stones)
3. The Cohen Gadol’s (High Priest’s) uniform teaches us how important a uniform is. (T)
4. The Me’il (Robe) was yellow. (F – Blue)
5. The Me’il (Robe) had bells and apples attached to it at the bottom. (F – Bells and Pomegranates)
6. Moshe (Moses) presented Aharon (Aaron) with his special clothes. (T)
7. This Shabbat, we read from 2 Sifrei Torah (Torah Scrolls). (T)
8. From the second Sefer Torah (Torah Scroll) we read about the festival of Rosh Hashanah (The New Year). (F – About remembering Amalek)
9. On this special Shabbat of ‘Zachor’ (‘Remember’) we remember what the wicked nation of Amalek did to the Children of Israel soon after leaving Egypt. (T)
10. This coming Monday evening and Tuesday is Purim. (T)



What do Dan and Dina Teach us this Week

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

'Rule Play'

Give the children copies of the Tribe Scribe and read the story with the children, pointing out the captions and the illustrations.

In this week's Tribe Scribe we see Dan and Dina playing a game of football with Dr Tsores. But both Dan and Dina get quite upset as Dr Tsores is not playing by the rules of the game. Dina reminds us that our Parasha (Weekly Torah Portion) contains many rules and regulations and by sticking to the rules, you get a better outcome. Dan tells us that the Mitzvot (Commandments) are our rules for life and just like football, it's much better when we play by the rules!

1. Dr Tsores looks really upset by what Dan and Dina are telling him. Why do you think he is so upset and shocked?
2. Why do you think Dr Tsores looks happier at the end of the Scribe?
3. Have you ever played in a game when the rules were broken?
4. What was it like?
5. How would you explain the importance of rules, to someone who wanted to break them?

What do Dan and Dina Teach
us this Week?



THE TRIBE SCRIBE

TETZAVEH: RULE PLAY!



THIS IS FOOTBALL, TSORIS STYLE - **NO RULES!** ISN'T IT GREAT? MUAHAHAHA!

NO, IT'S REALLY NOT OK ACTUALLY! WE HAVEN'T BEEN ABLE TO ENJOY THE GAME. THE OFFSIDE GUY IS TAKING AWAY THE FUN FACTOR. WE'RE GETTING BASHED AND BRUISED FROM ALL THE FOULS.

YOU MEAN YOU WANT TO PLAY WITH THE RULES? I WAS SURE IT WOULD BE MORE FUN WITHOUT THE RESTRICTIONS.



AND DID ANYONE TELL YOU IT'S CALLED FOOTBALL FOR A REASON? **HANDS OFF!**



PLAYING BY THE RULES HELPS US HAVE A MUCH BETTER GAME. WITHOUT THEM WE JUST HAVE CHAOS AND STRESS!

THIS WEEK'S PARASHA OF TETZAVEH SEEMS FULL OF RULES AND REGULATIONS. LOOKING AT THEM OUT OF CONTEXT CAN FEEL QUITE FULL ON. BUT JUST LIKE WITH OUR FOOTBALL GAME, THE RULES ARE ACTUALLY TOOLS FOR A BETTER OUTCOME.



THE **MITZVOT** ARE THE RULES TO OUR GAME OF LIFE, AND JUST LIKE WITH FOOTBALL - IT'S A MUCH BETTER GAME WHEN WE PLAY BY THE RULES!

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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?



In this week's Parasha (Weekly Torah Portion) we learn about the different clothes of the Cohen Gadol (High Priest). The Me'il (Robe) worn by the High Priest was adorned with bells and Pomegranates hanging down from its edge. Our Sages comment that the bells were gold and the Pomegranates were cloth. The golden bells tinkled while the cloth Pomegranates were silent. This teaches us that there are times when talking is very important (EG helping someone who is lost) and other times when we should not speak (EG Talking badly about others).

Having heard some gossip about a neighbour, a man decided to tell it to everyone he saw in the neighbourhood. Within a few days everyone in the community knew the story about the neighbour.

A while later, the person the man had talked about heard what had been said about her and she was very sad. To make matters even worse, the man who had spread the gossip learned that it was not even true. The man was so very sorry and went to a wise rabbi to ask what he could do to repair the damage.

After thinking about it for a while, the rabbi said to him, "Go home, get one of your feather pillows and bring it back to me." Surprised by the rabbi's response, the man followed his advice and went home to get a feather pillow and brought it to the rabbi.

"Now," said the rabbi, "open the pillow and shake out all the feathers." Confused, the man did what he was told to do, watching as the feathers flew everywhere.

After a few minutes, the rabbi said, "Now, I want you to find every one of the feathers and put them back into the pillow."

"But that's impossible," said the man, almost in tears. "The window is open and the wind has scattered them all over the room and blown many feathers outside. I can't possibly find them all."



“Yes,” said the rabbi. “And that is what happens when you gossip or tell a bad story about someone else. Once you talk about someone, the words fly from one person’s mouth to another, just like these feathers flew in the wind. Once you say them, you can never take them back.”

1. How do you think the woman who was spoken about felt, with everyone knowing the false story?
2. Why do you think the man who spread the story went to the Rabbi?
3. Why was the man very upset by what the rabbi told him to do with the pillow?
4. What could the man have done to show he was truly sorry?

What does this Story Teach Me?

Song

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

Tetzaveh Song

https://www.chabad.org/kids/article_cdo/aid/549284/jewish/Tetzaveh.htm

'V'atoh tetzaveh'

The Jews were told by Moshe (Moses)

To bring shemen (oil) for pure light

For the Menorah (Candelabra) to burn bright

Chorus:

Aharon (Aaron) was chosen to be

The Cohen Gadol (High Priest) from shevet (Tribe) Levi

He wore many special things

And a Choshen (Breastplate) with gold rings

The Choshen (Breastplate) was made for him

It had the names of the twelve Shevatim (Tribes)

All the clothes had to fit just right

He served Hashem (God) with all his might

Chorus:







