



Welcome to Spark2, the Tribe weekly parsha activity sheet for Children's Service Leaders across the United Synagogue communities.

Thank you for offering to run a service. 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.

Spark2 gives you an overview of the weekly parsha, a song, activity or Dvar 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 Spark2. Please be in touch if you have any queries, feedback or if I can be of any help.

With best wishes,
Sharon Radley
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Tzav

Parsha Summary:

- We continue to talk about the various offerings that one could bring to the Temple at different times. These include the meal, sin and gift offerings.
- The Kohanim are given many different instructions e.g. they must never let the fire in the Mishkan go out.
- We learn how to go about koshering different things, such as kitchenware.
- Details of the prohibition to eat fats and bloods from animals.
- God explains to Moshe how Aharon and his sons are to wear their priestly garments and how to offer the korbanot.
- God tells Moshe to gather all the Jewish people to the courtyard of the Mishkan in order to witness Aharon and his sons become kohanim.

Children's Service: Tot's – Year 2

Activity 1:

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.

Modeh Ani Song:

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.

Modeh Ani, lefanecha
Melech chai vekayam
Shehechezartah bi nishmati
Bechemla raba emunatecha

Activity 2:

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 / offerings.

Play the game 'Simon Say's' 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 say's...' then the instruction should be followed. If it is not, then they should remain still.

Children's Service: Years 3-6

Activity 1:

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Activity 2:

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.

Assign each child a profession (e.g. a doctor, builder, teacher, policeman, rubbish collector...) 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?
- Is it based on the skills that are required?
- Is it based on the number of people doing that role, that it is important?
- Could the community survive without the professions that were deemed the least important?
- Is it true that all roles have an important part to play in a community?

Activity 3

Pesach is coming! The festival in which we celebrate our freedom, is getting closer. Below is a group of activities to set the children thinking about the concept of slavery vs. freedom.

(See Spark2 Pesach for more Pesach activities.)

Game 1:

The leader sits in the middle of the circle, points to a player and calls "red." That player has to name an object that is red (tomato, fire engine etc.) before the leader can count to 10 out loud. The same object cannot be repeated. If a player fails to think of an object before the leader has counted to ten, the leader issues a command to that person. The command should be something like "jump up and down 5 times." The leader should pick people

at random, using both different colours and the same colours again, in order to keep the children on their toes!

Game 2:

Have the group make a large circle. (This game also works well as a race between several circles in larger groups.) Have everyone put their left hand in the middle, and hold hands with someone in the circle, not directly next to them. Repeat with the right hand, and be sure to hold hands with a different person, who is not directly next to them. You can use 1-foot string to reduce arm twisting if you like. Then the group must use teamwork to unravel themselves into a circle again without coming disconnected.

Once both these games are done, gather the children together for a discussion. In the first game the children were under the control of the leader. What the leader said, they had to respond to. If it was not done in the correct amount of time – they received a ‘punishment.’ We can compare this to being slaves in Egypt. We had to obey the Egyptian task masters, and if we didn’t, there were severe consequences. However, in the second game, the children were not only free to work as they wished, but hopefully, realised, that through team work and helping each other, we reach greater heights. Freedom is both a physical *and* a mental state. Encourage your group to think about this in the coming week as we approach Pesach.