



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

Sharon Radley
Head of Education
Tribe
t: 020 8343 5675
e: sharonradley@tribeuk.com

Noach

Parsha Summary:

- The parsha begins with an introduction to Noach and his family. Noach had three sons, Shem, Cham and Yafet.
- God instructs Noach to build an ark as the world had become corrupt and He wanted to destroy the earth.
- Noach is given exact instructions about how to build the Ark.
- Noach and his family enter the Ark. They take with them a male and female of each species of animal and another six pairs of kosher animals.
- Seven days later the rains begin to fall. The flood lasts for forty days and nights and the Ark is lifted above the waters. When the rain recedes, everything on earth had been destroyed.
- The Ark comes to rest on the mountain of Ararat and Noach sends out a raven to assess the situation. The raven returns with nothing in its mouth. Noach then sends a dove which also returns.
- Seven days later Noach sends out another dove and this one returns with an olive branch in its mouth. Noach knew then that the waters had subsided. Seven days later he sends out a final dove which does not return.

- After the flood, God established a covenant with Noach that whenever a rainbow appears it is a reminder of God's promise that He would never again destroy the world with a flood.
- The Torah then tells us that Noach died and his descendants are listed.
- The parsha concludes with the episode of the Tower of Babel. Noach's descendants gather to build a huge tower in an attempt to reach the heavens and battle against God. God disrupts their plans by making all the people speak a different language thus causing them all to disperse and settle in different lands.
- The ten generations from Noach until Avraham are listed.

Children's Service: Tot's – Year 3

Activity 1:

Animal Jump

Please only play this game if you have a safe and suitable area. Place mats or large pieces of sugar paper/newspaper around the room on the floor.

Explain to the children that in the parsha this week, God tells Noah to take two of each animal and seven kosher animals into the ark with him.

The children should walk around the room and when the leader calls the number two or seven, that amount of children should jump onto a mat. The last one to reach the mat is 'out'. If the leader calls out any other number the children should continue walking around the room. When there are less than seven children left the leader should only call out the number two. Play should continue until there are only two children left.

Activity 2:

Animal Relay

The players form two lines with equal numbers on each team. The first player on each team is one animal, the second a different animal. The players in both teams are the same animal, so both 'number one' animals will be the same and so on. You could ask the players to pick their animals from a hat containing pre-prepared animal names written on card.

On the word "go", the first team members act like the animal they represent; they run, hop or crawl to a given place and back. The

next member of the team then act like their animals and so on... until one team is finished and are all sitting down. Use animals such as kangaroos, bunnies, dogs, cats, etc.

Activity 3:

Animal Sounds

Randomly assign animal types to children or ask them to pick them out of a hat. There should be two children of each animal. As the children walk around the room they make their assigned animal sound and have to find their partner who is making the sound of the same animal.

Activity 4:

The *Mabul* - Flood

Explain that we are told that in the story of Noach, the flood began gently so that the people could still say sorry for their ways. It was only when the people refused to do teshuva that the rains became a deluge. The waters lifted the Ark and then became stronger. The Ark was then thrown about on top of the waters until the flood was over and then it came to rest on Mt Ararat.

When Noach and his family leave the Ark, God says that He will never again destroy the entire world with a flood. The rainbow is a reminder of this promise.

Making Rain

- With thanks to Jason Marantz and Michael Eskin

Sit the children in a circle with the facilitator in the middle. The role of the facilitator is to lead the activity.

Explain to the children that if they all concentrate and work together they will be able to actually make the sounds of a rainstorm. This will be achieved by making four types of sounds:

- Rubbing hands together to make the sound of wind
- Snapping fingers to make the sound of water drops hitting surfaces
- Tapping of thighs to make the sound of persistent rain beating down on the ground
- Banging feet on the floor to replicate the sound of a thundering rainstorm

Practice making the different sounds one by one and also the transition from one action to another. The facilitator should walk around the circle and model the actions he wants the children to emulate.

When the children see the facilitator directly facing them they should switch to that action. For example, everyone should sit in the circle silently and the leader should start rubbing their hands in front of one child who joins in. As the facilitator walks around the circle facing additional children, more and more children join in and the 'wind' becomes more powerful.

Next the facilitator should model snapping but the children should only join in when they see the facilitator facing them and snapping in front of them. They should continue making the sound of the wind until they see the snapping.

A sequence ends when the facilitator fold his arms signalling others to do the same, bringing the sequence to a close.

The full sequence for making rain is below. The sequence moves from the sound of a soft wind to a larger one. The sound of the raindrops then begin to permeate and become louder and louder. Eventually like any storm the thunder stops and the sound of the

rain dies down leaving only the sound of drops falling and the wind blowing by.

Calm is restored.

- Silence
- Rubbing hands together
- Snapping fingers
- Tapping thighs
- Banging feet on the floor
- Tapping of thighs
- Snapping fingers
- Rubbing hands
- Silence

Song:

Explain to the children that the Torah actually says that the animals went in to the ark two by two. There were two of every non-kosher animal and seven pairs of kosher animals.

The classic song 'The Animals Went in Two by Two'

The animals went in two by two

Hoorah! Hoorah!

The animals went in two by two

Hoorah! Hoorah!

The animals went in two by two

The elephant and the kangaroo

And they all went into the ark

For to get out of the rain.

The animals went in three by three

Hoorah! Hoorah!

The animals went in three by three

Hoorah! Hoorah!

The animals went in three by three

The wasp, the ant and the bumble bee

And they all went into the ark

For to get out of the rain.

The animals went in four by four

Hoorah! Hoorah!

The animals went in four by four

Hoorah! Hoorah!

The animals went in four by four

The great hippopotamus stuck in the door

And they all went into the ark

For to get out of the rain.

*If you have a Kiddush at the end of your service it would be a lovely idea to have animal shaped biscuits and use animal themed disposables. (Please bear in mind any allergies or food guidelines.)

Children's Service: Years 3-6

Activity 1:

"Noach Says..."

Split the children into three teams. One team will be the dogs, one the cats and the other the ducks. The dogs bark and beg for food – arms raised and hands pointing down, the cat's meow and pretend to lick their paws /hands and the ducks quack and waddle – bend down with hands touching shoulders to look like wings.

The facilitator then explains that when he says 'Noach says' before a command, all of the children should perform the action. For example, "Noach says bark" – all creatures should bark. "Noach says meow" - all creatures meow. "Noach says quack" - all creatures quack.

If the facilitator gives a command without saying "Noach says" first then only that animal should perform the command. "Bark" would be only the dogs barking and so on...

Any child who does not follow the command correctly has to sit out the rest of the game. The team with the last remaining player wins.

To give the game a twist combine commands such as, "Noach says bark and waddle" or "lick and quack."

Activity 2:

Steal the Glove

You will need a small object such as a glove for this game.

The object of the game is to steal the glove and take it back to your team without being caught.

Split the children into teams and ask them to form two opposing lines. Number each child and place the glove on the floor in the exact centre between the two lines.

The facilitator should call a number and the players on each side who are assigned that number need to try to take the glove and run back to their line. Only the players whose numbers have been called are allowed to move. Neither of the two players may touch each other until someone touches the glove. Once a player does however touch the glove the other player may tag him.

If a player is able to grab the glove and carry it back over to his own side, that team scores a point. If a player is tagged after touching the glove and before he returns to his own side, the team that tagged him scores a point.

Please note: The sequence of play usually involves the two children running out and hovering over the glove, waiting for a slight advantage to grab it and run back before the other player can react.

The game is over when a predetermined number of points are scored, or when all numbers have been called.

VARIATION: The facilitator can call more than one number, in which case several players from each side participate.

See discussion below.

Discuss:

- We are told that the people at the time of the flood were not behaving well at all. They would **steal** little things from one another and tell themselves that it was fine. All of this 'little' stealing turned them into dishonest people. We can learn from their mistake not to take anything - whether it is big or small – if it doesn't belong to us.
- We are told by our rabbis that nearly everyone steals. What do you think they mean by this? (Obviously they don't mean armed robbery! Stealing can be done in so many subtle ways that a person ends up thinking it is fine for them to do so. One can also 'steal' time and trust.)
- Why do you think that the stealing by people at the time of Noach led to their destruction? (Stealing and corruption always lead to the destruction of a society as they lead to a lack of respect for other human beings. Once people don't care about others or their possessions, society breaks down. A difficult concept for the children so it may not be appropriate – you will know the level of your children.)

Story:

The Starfish

A young girl was walking along a beach upon which thousands of starfish had been washed up during a terrible storm. When she came to each starfish, she would pick it up and throw it back into the ocean. People watched her with amusement.

She had been doing this for some time when a man approached her and said, "Little girl, why are you doing this? Look at this

beach! You can't save all these starfish. You can't begin to make a difference!"

The girl seemed crushed, suddenly deflated. But after a few moments, she bent down, picked up another starfish and hurled it as far as she could into the ocean. Then she looked up at the man and replied, "Well, I made a difference to that one!"

The old man looked at the girl inquisitively and thought about what she had done and said. Inspired, he joined the little girl in throwing starfish back into the sea. Soon others joined and all the starfish were saved.

Adapted from the Star Thrower by Loren C. Eiseley

Discuss:

- The little girl couldn't save every starfish but she could make a difference to the starfish she did save. Each of us is able to make a difference to the world. Not only that but other people will become influenced by what they see people around them doing. In the story, once the old man thought about what the young girl had said he joined in and then other people were inspired to join in too. What can you do to make a difference?
- In the parsha this week we see that Noach, one good man, made the difference between the survival and destruction of the human race. It was only because of Noach that the world continued after the flood. We can learn from Noach that each one of us can make an impact on the world.

Activity 3:

Responsibility

You will need a clear glass jar; some objects that are table tennis ball sized (eg walnuts...), some rice, salt or sugar.

Explain to the children that the walnuts represent all the responsibilities in their day (homework, piano practice, jobs...) and the rice represents the fun parts of their day (playing, watching tv,...) The jar represents one day – twenty four hours.

Ask a child to come forward and fill up the jar – ‘his day’- with a mixture of responsibilities and fun activities. He should fit in as many as he can. The child will probably pour in the rice first and then try to add some walnuts. This method will not fit everything in.

The facilitator should pour everything out and then demonstrate the alternate method which is filling the jar with the walnuts first and then the rice which will fill in the gaps, to the top. The facilitator should explain that this way will allow a person to accomplish much more.

In life we need to tackle our responsibilities first and then there will be time left over for the fun (the rice filling the cracks.) If we spend our time just having fun we are usually too tired to do the responsible acts later.

Note: If a child does fill up the jar in the correct way point out why it worked and show how the other way would not work.

Discuss:

- Can you imagine what life was like for Noah in the Ark? He had to feed all the thousands of animals he had saved from the flood, clear up their rubbish, clean the Ark and make sure his family was well cared for! He had huge responsibilities! Although it was hard work it helped Noah to feel a greater love for the animals he was taking care of. If we look after and take responsibility for those around us and for the environment we too will turn into more loving people.
- How do the children think that this process happens? (If we look after people and are kind to them, we give a little part of ourselves which creates a bond with them. In fact the more you give to someone the more you come to love them. One would think it is the other way around – the more someone gives to you, the more you love them. Our sages however, tell us this is not the case – it is out of behaving responsibly and looking after someone else that we grow to love them.