



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

EMOR

Parsha Summary:

The parsha begins with God saying that He is holy and that we should be holy like Him. The parsha continues by giving us many mitzvot.

Here are some of them:

- Laws of the Kohanim and the Kohen Gadol
- When Korbanot (offerings) are brought the animals must be free from any blemish.
- One must ensure to always make a 'Kiddush Hashem'. This means that it is the responsibility of every Jew to make God's Name holy through his behaviour.
- The parsha talks about observing Shabbat, Pesach, Shavuot, Rosh Hashanah, Yom Kippur, Sukkot and Shemini Atzeret. The Torah commands that the Omer (meal offering) should be brought to the Kohen on the second day of Pesach and that we must count from then for seven complete weeks.
- The parsha concludes with two parts of the service that must be performed in the Bet Hamikdash, namely the lighting of the Menorah and the placing of the show bread on the Table.

Children's Service: Tots – Year 2

Activity 1:

- A song in preparation for Shavuot;

Hashem gave us a present
Do you know what it was?
He gave us the Torah and we must keep its laws
He asked some other people
Do you want this gift of Mine?
But they said 'No thank you for Torah there's no time!'
Then to the Bnei Yisrael Hashem did go
We said 'Na'aseh V'nishma,' 'cause we love Hashem so
Repeat last two lines.

- Shabbat song : 'On Shabbat we Light the Candles'
(To the tune of London Bridge)

On Shabbat we light the candles (cover eyes)
Light the candles, light the candles,
On Shabbat we light the candles,
All together. (Circle hands in the air...)
On Shabbat we drink the wine, etc. (Make drinking motion)
On Shabbat we eat the challah, etc. (Make eating motion)
On Shabbat we go to Shul, etc. (Point to the room)
On Shabbat we _____, etc. (Ask for suggestions)
On Shabbat we say Shabbat Shalom. (Shake hands with each other.)

Activity 2:

The parsha this week talks about some of the Chagim and Shabbat. This activity will help reinforce the customs and mitzvot associated with each Chag and with Shabbat.

Prepare in advance some sheets of sugar paper and divide each sheet into sections. Write the name of a Chag in English in each section and also write Shabbat in one of them. Cut out pictures associated with each Chag and Shabbat. For example challot, a succah, lulav, etrog, shofar, apple, honey, scales, flowers, cheese cake, two candles, a Kiddush cup, wine, a siddur, machzor and so on.... You will be able to find these pictures on Google images. Prepare enough sheets of paper and pictures to enable you to split the children at your service into groups of three or four.

At the service split the children into groups and give them each a set of all the pictures and a sheet of sugar paper. Ask the groups to put the pictures in the correct section. To make the game competitive you can give them a time limit if you wish. If your children are not able to read the names of the Chagim ask a parent to sit with them and help them read it. When the time is up see which group has placed most of the pictures in the correct place.

You could complete the activity with a discussion about the fact that we light candles and recite Kiddush on every Chag not only Shabbat and the difference between a machzor and a siddur.

Children's Service: Years 3-6

Activity 1:

Before Shabbat prepare a few slips of paper with examples of a *Kiddush Hashem* or a *Chillul Hashem* on each of them. (See below for ideas.)

- Read the following quote from parshat Emor to your participants;

'You shall not desecrate My Holy Name; rather I should be sanctified among the Children of Israel - I am Hashem Who makes you holy.' (Emor 22:32)

- Ask your participants what they think the Torah is saying.
- Explain that the Torah is saying that we should not make a 'Chillul Hashem' but we should make a 'Kiddush Hashem'.
- Ask if any of them know what this means.
- Explain that desecrating Hashem's name is a 'Chillul Hashem' and it means 'giving God a bad name'. When a Jewish person does something wrong people will say, 'Look at that Jewish person, if this is the effect that the Torah has then I don't want to have anything to do with it.' This will give Hashem a bad name and it will make people distant from connecting to Him. The opposite of this is a 'Kiddush Hashem', giving God and Judaism a good name.
- Ask if any of the children can think of examples of a Kiddush Hashem and a Chillul Hashem and discuss them.

- Split the children into groups and ask them to pick one of your prepared slips of paper out of a hat. The children should practise a skit about their scenario and when time is up each group should act it out to the other groups. The other groups should guess if they were acting a Chillul Hashem or a Kiddush Hashem. Alternatively ask the groups to think of their own scenarios to act out.

Ideas for Kiddush /Chillul Hashem

- Children from Jewish youth club help out at a hospital.
- Children wearing the uniform from a Jewish school seen shouting and swearing on a bus.
- Jewish lady given too much change at Marks and Spencer, the other customers are amazed to see her come back to the shop and return the money.
- Jewish teenagers run soup kitchen for the homeless.
- Car with Jewish music blaring out drives past. The window opens and an empty can is thrown onto the road.
- Jewish boy helps old lady across the road and carries her shopping.
- Israel sends expert doctors across the world to the scene of an earthquake.

Activity 2:

Before Shabbat prepare some cards with Maimonides' Eight Levels of Charity written on them. (See below.) Do

not number each level. Have enough sets to enable you to split your service into groups and give each group a set.

Discuss:

- The parsha this week talks about some of the Chagim. Between discussing the Chagim of Shavout and Rosh Hashanah, the Torah mentions the important mitzvot of *Leket* (gleaning) and *Pe'ah* (corners). Farmers must not completely remove the corners of their fields when reaping and if they drop any wheat stalks when gathering bundles, they must not pick them up. Both of the corners and the dropped stalks are to be left for the poor.
- These mitzvot are beautiful examples of the mitzvah of tzedakah – charity. What however, do your participants think of the proverb that says, “Give a man a fish, feed him for a day. Teach a man to fish, feed him for a lifetime”. Ask them to explain the message of the proverb. Do they subscribe to this belief? If so, should we still give tzedakah?
- Explain that Maimonides (Rabbi Moshe ben Maimon 1135-1204) who was also known as the Rambam, was one of the greatest Torah scholars of all time. He was a rabbi, a doctor, an astronomer and a philosopher in Spain, Morocco and Egypt during the Middle Ages. He wrote many important works and in one of them he is famous for writing eight levels of giving charity. Level one is the most preferable way of giving charity and level eight is the least preferable.
- Split your participants into groups of three or four and give each group the pack that you prepared earlier. (See above.) Explain that in their pack are the eight levels and they will need to arrange them in order of what they think is the most

preferable way of giving charity, all the way up to the least preferable.

- During the activity move between the groups and help them if they have any questions. When you judge that it is the right time, stop the groups and see if there are any similarities between their decisions. Let them know the correct order that the Rambam wrote.
- Discuss: Is Maimonides arguing that the lower levels are 'bad'? Is he arguing that if one gives unwillingly then it is not worth giving at all? While it is desirable to strive to give the highest level of charity, giving charity in general, whether unwillingly or without knowing the person to whom you are giving, is admirable and considered a Mitzvah according to Rambam.

The Rambam's Eight Levels of Charity

8. Giving begrudgingly and making the recipient feel disgraced or embarrassed.
7. Giving cheerfully but giving too little.
6. Giving cheerfully and adequately but only after being asked.
5. Giving before being asked but directly to the poor person.
4. Giving when you do not know who is the individual benefiting, but the recipient knows your identity.
3. Giving when you know who is the individual benefiting, but the recipient does not know your identity.

2. Giving when neither the donor nor the recipient is aware of the other's identity.

1. Giving money, a loan, a job, your time or whatever else it takes to enable an individual to be self-reliant.