

Parasha Thinking



- 1) Why do you think the minimum age was 30 and the maximum age was 50, for carrying the parts of the Mishkan?
- 2) If the nazir couldn't drink wine or have anything made from grapes, how do you think they would make Kiddush on Shabbat?
- 3) How does the word, camp, link to the Parasha?

Key Parasha Information

Summary

The families of Gershon, Kehat and Merari were counted and this was carried out in an unusual way. Each person from age thirty until age fifty brought along a half shekel coin and the coins were taken in and counted. However many coins there were, that was the number of people. These people would carry the parts of the mishkan (traveling temple) as the Jewish people moved through the desert, to the land of Israel, so Moshe needed to know exactly how many helpers there were.

Anyone who had tsara'at (a skin condition brought on by speaking about someone behind their back) was not allowed to stay in the Jewish camp. They had to live outside it until they were ready to return.

Hashem (G-d) told Moshe (Moses) the laws for a Nazir - someone who promises not to have wine and lets their hair grow. They are not allowed to go near a dead body.

Aharon (Aaron) was taught how to bless the Jewish people and this would be passed on to his children and their children and be passed on to all his future generations etc.

The leaders of the tribes brought sacrifices to the Mishkan because the mizbeach (altar) was ready to use.

Discovery

Did you know that Aharon and his sons would be the ones who would give the family of Gershon instructions on where, when and how to carry the items.

Did you know that the Nazir wasn't allowed to eat anything made from grapes or any part of a fresh grape.

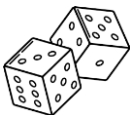
Did you know that all the leaders of the tribes brought the same sacrifice and out of respect, Hashem included each one in the Torah and described each one individually, rather than saying 'they all brought the following'?



Who has done something special for you this week and what did they do? (If they are present, go up to them and say thank you!)

Games

1) Work it Out



Link: If someone was impure, they temporarily had to leave the camp.

One child is "It" and it sent out the room. One common characteristic is chosen amongst the remaining children, such as hair, articles of clothing, or body parts all work. When the person returns, they'll ask someone, "Tell me about yours?" That person should then give a one-word adjective to describe theirs e.g. shoes – chunky, smart, buckled, laced etc.). Repeat until it's guessed correctly.

2) Never Have I Ever

Link: A nazir is never allowed to cut their hair or drink wine whilst they're in nezirut.

Everyone in the circle holds up five fingers (4 fingers and one thumb). One person says, "Never have I ever..." and mentions something they have never done. (Traveled to Kenya, eaten steak, etc.) If someone has done that, they must lower one finger but if no one in the group has done that, the person that said "Never have I ever..." must lower a finger. Continue round the circle until one person has no fingers up. Set rules in advance about what is not allowed (e.g. food must be kosher etc.)

3) Instruction for Everyone

Link: The blessing that Aharon would give was for everyone.

Put chairs in a circle, with one less than needed and everyone except one person sits down. They will stand in the middle and say, "Instruction for everyone..." and pick a descriptor, such as "wearing blue" or "has a pet." Everyone who matches the brief must get up and find a new seat without retaking their initial seat or moving to the seats next to them. The person in the middle will also be racing for a chair. Whoever is left standing at the end, stands in the circle next, and the game continues.

Story (One of the children can read this out loud – encourage them to use expression.)



It was lunch time at school and the teachers were chatting amongst themselves, whilst they ate. Mrs Cutler brought up the dreaded resource room. "Eugh," she said, "it's just terrible in there! I can't find anything I need because it's such an awful mess! The pens are all mixed up, the maths books have been placed with the art books and there are empty packets of tape, glue and rulers that should just be in the bin – why would anyone leave an empty packet? I don't understand it!"

"I feel exactly the same way," agreed Mr Tomlinson. "It's the biggest mess in there! I nip in to get one thing and it's not where it should be and you have to wade through boxes and boxes of resources before you can even get to the shelf, it's a nightmare! What should take one minute, takes at least 12."

"I actually don't think the room is big enough," said Miss Sunny "why don't we switch the science cupboard and the resource cupboard. There are fewer items in the science cupboard and it's a bigger room. If the regular resources were in the bigger room, then everything could be spread out more and arranged in a way that we can see what we need."

Everyone agreed but no one wanted to schelp all the things from one room to the other. Mrs Cutler braved up and said, "I'll take this on, after all, I was the one who brought it up!" Mr Tomlinson and Miss Sunny then offered their help, too.

Mrs Cutler walked into the lunch room where all the children were eating and she took the mic. "Is anyone able to help me after they have finished their lunch? I would really like some help with the resources cupboard."

A huge number of children raised their hand and Mrs Cutler smiled. "Wow, I am grateful for all these offers, ummm, I think I am going to ask the children from years 4 and 5 to help today, so anyone in Year 4 or Year 5 with their hand up, please meet me outside the resource cupboard, after you've finished eating. All the other year groups, thank you – I appreciate your willingness to assist. I will ask for your help another time."

The switch from room to room went very smoothly. There were people who did the carrying, others who held open the doors along the way and some children did the organising and labelling, once the resources were placed in the right rooms. Everyone played their part and the whole thing was complete in less than 20 minutes. All the children who helped were rewarded, even though they weren't expecting it. All the staff came in to see the great work and were delighted with the way the two rooms were laid out and they thanked all the pupils profusely. It was such a delight, to enter the 'new' science room and resource room.

- 1) What can we learn from this story and how does it connect to the Parasha?
- 2) Have you ever been selected to assist with something important?
- 3) Why do you think that only children from Years 4 and 5 were chosen?