

Dear Youth Directors, Youth chairs, and Youth Leaders,

**NCYI is excited to continue our very successful Parsha Nation Guides.** I hope you're enjoying and learning from Parsha Nation as much as we are. Putting together Parsha Nation every week is indeed no easy task. It takes a lot of time and effort to ensure that each section, as well as each age group, receives the attention and dedication it deserves.

**We inspire and mold future leaders.** The youth leaders of Young Israel have the distinct honor and privilege to teach and develop the youth of Young Israel. Children today are constantly looking for role models and inspirations to latch on to and learn from. Whether it is actual sit down learning sessions, exciting Parsha trivia games, or even just walking down the hall to the Kiddush room, our youth look to us and watch our every move.

**It's not always about the things we say, it's about the things we do.** Our children hear and see everything we do whether we realize it or not. This year we are taking our Youth Services to new heights as we introduce our Leadership Training Shabbaton. This engaging, interactive shabbaton will give youth leader's hands on experience and practical solutions to effectively guide your youth department.

**Informal education is key.** What the summer shows us as educators is that informal education can deliver better results and help increase our youth's connection to Hashem. More and more shuls are revamping their youth program to give their children a better connection to shul and to Hashem. The NCYI is here to help you reconnect with your youth departments and bring more participation.

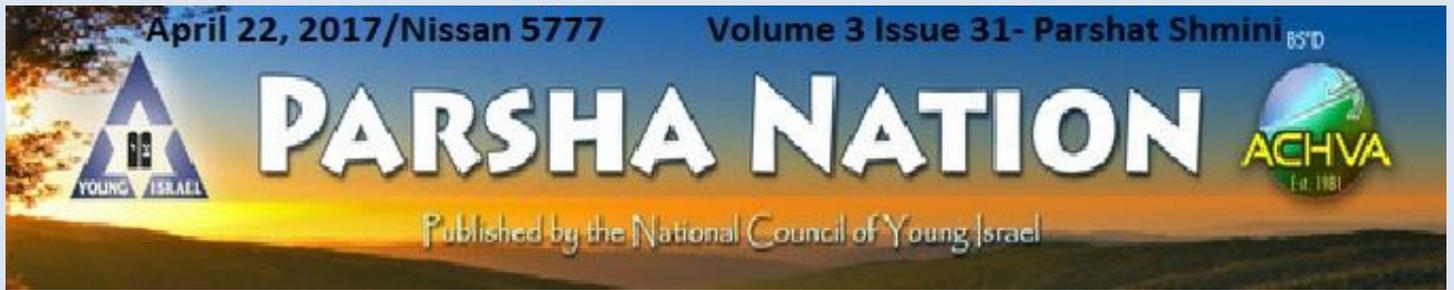
**Thank you for being a light to future generations.** You are doing incredible work that should not be taken lightly. You should be proud to call yourself a Young Israel Youth Leader as you have the unique opportunity to make a real difference in so many young people's lives. Keep up the amazing work.

We are looking forward to hearing great things from everyone.

Our doors are always open.

**NCYI Department of Synagogue Services**  
*Youth@youngisrael.org*

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### Program Guide Breakdown

**Theme-** Each year our curriculum will focus on a theme. By centering the entire year around one overarching theme, our youth group participants will understand different characteristics and concepts that will help them achieve this lofty goal. This year's theme is Manhigut (leadership). Our goal is for our children to view themselves as leaders and to inspire them to play a leadership role every day.

**Parsha Roundup-** Each week group leaders will have the opportunity to roundup the parsha in two or three paragraphs. By giving over the parsha in a short and simple way, group participants will be able to grasp the parsha as a whole and to get them to think globally and conceptually.

**Parsha Questions-** No Shabbat morning group is complete without a list of parsha questions. These questions allow group participants the opportunity to win fun prizes while increasing their Torah knowledge. Questions vary from basic understanding of story line to challenging source-based material. The answers are provided as well.

**Tefillah Treasure-** Many youth directors have asked for help when it comes to teaching tefillah to children. This is a problem that not only shuls are dealing with. Schools, camps, and youth organizations are having trouble developing creative ideas to help children understand tefillah. Over the course of the year, this section will highlight one aspect of davening by providing both the Hebrew and English text, and one explanatory idea. The older the age group, the more we delve into the idea. This section is designed to help group participants follow the flow of tefillah while understanding what they are saying.

**Group Activity-** Now the fun begins! We start off with a GOAL. Each game has a purpose. The youth leaders should familiarize themselves with the goal before implementing the game.

**Discussion Portion-** After the game is over and the participants are settled down, the youth leaders should facilitate a discussion. The guidelines for this discussion are broken down into easy to use instructions. Youth leaders should review the discussion topics and goals before the start of morning groups.

**Parsha Song (K-2)-** For the youngest groups, we have included a parsha song. This is a wonderful opportunity to engage young children through lyrics with concepts from this week's parsha. A link is provided to the tune.

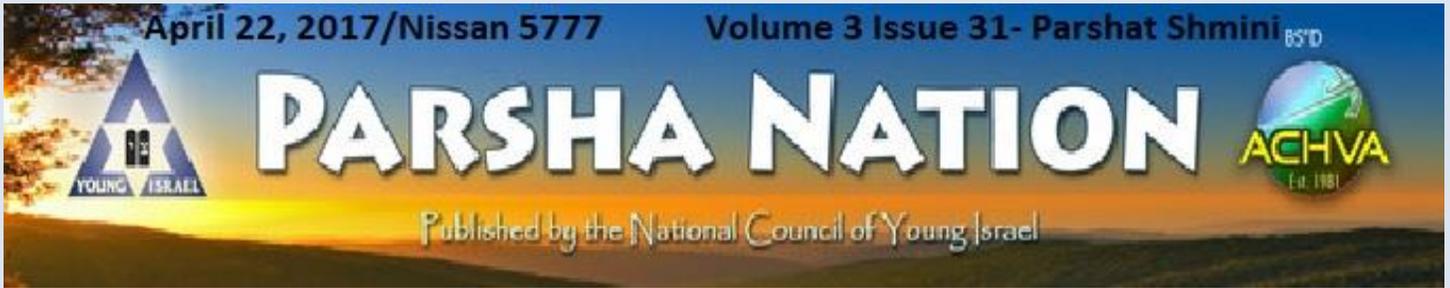
**Story-** Each week we will include a story that addresses a modern day concern with lesson taken from that week's parsha.

**Jewish Leader of the Week-** In keeping with our theme of Manhigut, every week a different Jewish Leader from modern Jewish history will be highlighted. This will allow group participants to expand their knowledge of history and to learn how they can be a Jewish leader in today's society.

**Parsha Riddle-** A cute, short riddle will allow for more prize winning opportunities.

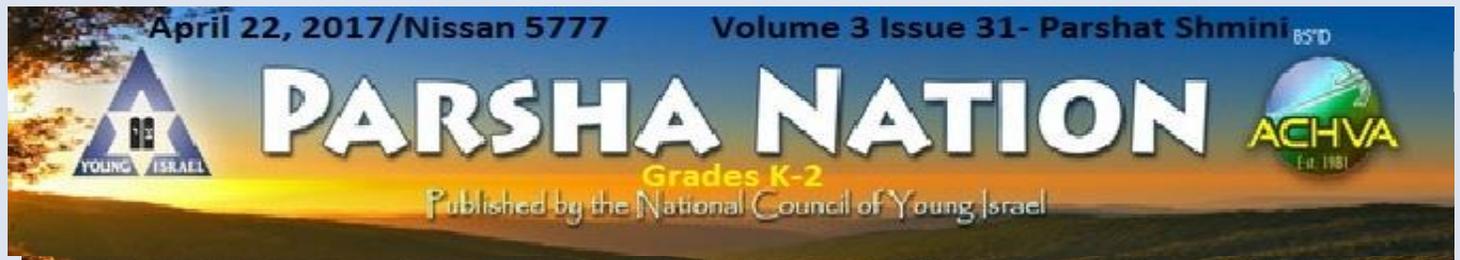
**Teen Minyan Packet-** This packet is filled with stories, riddles, points to ponder, and more.

**Leader Tips-** Throughout the packet you will find some great leader tips on how to affectively run your group.



## *Shabbat Morning Groups Lesson Plan*

Time Duration	Activity	Notes
5 min	Registration	Welcome parents and children in to the group room.
10-35 min	Davening	Depending on your group size and level.
5 min	Introduction to Yearly Theme (Manhigut)	Refer to Handout
5 min	Parsha Roundup	Prep participants for parsha questions.
10 min	Parsha Questions	Prizes and awards should also be given out if participants answer correctly
2 min	Understanding the Goal	Leaders should start prepping for Shabbat activity
30 min	Activities	Your choice of two games to play
10 min	Follow Up Discussion	Refer to materials
10 min	Parsha Song	This is for younger groups only.
20 min	Free Game Play	Groups can break for free game play or continue their own programing.
5 min	Story	Assemble in a circle and have participants read sections of the story out loud.
5-10 min	Discussion	Refer to handout
4 min	Jewish Leader of the Week	Refer to handout
4 min	Tefillah Treasures	Refer to Handout
5 min	Parent Pick up/Dismissal	Parents pick up their children.
<b>Total Time:</b>	<b>2 hours &amp; 40 min of programing!</b>	



## SHMINI ROUNDUP

In last week's Parshah we spoke about the seven days in which Moses and Aaron inaugurated the Mishkan. In this Parshah, we learn about the following day, which is what Shemini means—the eighth.

### **The Eighth Day in the Mishkan**

Aaron and his sons officially begin their jobs as Kohanim—priests serving in the Mishkan. First they prepare a sacrifice, and then all the Jews come to the entranceway of the Mishkan to watch as they bring the sacrifice up on the altar. Then, Moses and Aaron bless the people and everyone sees as a fire came down from heaven and consume the sacrifice. The people are so overwhelmed--and overjoyed--by this amazing sight that everyone begins to sing praises to G-d.

But then, in middle of all the celebration and excitement, something terrible happens. Two of Aaron's sons, Nadav and Avihu, light a fire to bring a sacrifice that they aren't supposed to bring, and as punishment, they die. You can imagine how sad this tragedy makes Aaron, but he does not say anything, he remains quiet and accepts G-d's judgment. Moses tells Aaron and his remaining sons, Eleazar and Itamar, to continue doing the service in the Mishkan, and they do, while the rest of the People of Israel mourn the death of Nadav and Avihu.

Next we learn about a law that G-d tells Aaron: Whenever they will be serving in the Mishkan, Aaron and his sons, the Kohanim, are not allowed to drink wine and become drunk.

### **The Kosher Laws**

G-d tells Moses to tell them about the animals that may be eaten and those that may not be eaten. Kosher animals—those that are permissible--have two signs: they chew their cud and have split hooves. Kosher fish must have fins and scales. We are given a list of the non-kosher birds, and a list of four types of locusts which are kosher; the Torah tells us that all other insects are not kosher.

We also learn about the idea of purity, which is like a spiritual type of cleanliness. If something becomes impure, by touching something impure, for example, the dead body of a non-kosher animal, than it must be immersed in a special body of water called a *mikvah*. The *mikvah* has a special power to restore purity to things (like vessels and dishes) and people that have become impure.

# PARSHA QUESTIONS

## Questions

1. When was the Mishkan finally set up?
2. What did Aharon do after he brought all the karbanot?
3. What did Nadav and Avihu do wrong on the eighth day?
4. What happened to them?
5. What was Aharon's response when Hashem punished his two sons?
6. What was his reward for remaining quiet?
7. What are the signs of a kosher animal?
8. What are the signs of a kosher fish?
9. How do we know which birds are kosher?
10. Why can't the Bnei Yisrael eat non-kosher food?



## Answers

1. On Rosh Chodesh Nisan.
2. He blessed the Bnei Yisrael. We call this birkat kohanim.
3. They brought ketoret on the mizbach hazahav without permission.
4. A fire consumed them
5. He kept quiet and accepted the decree of Hashem
6. Hashem spoke to Aharon and taught him new halachot.
7. Animals that have split hooves and chew their cud.
8. Fins and scales.
9. The Torah lists all the non-kosher birds.
10. They are holy.

# PARSHA ACTIVITY

**GOAL:** To teach the kids about Parah Adumah

## ACTIVITY:

### **GAME 1- Relay Race**

This game should be quick and get out some energy, give the kids a chance to run more. Divide the kids into two groups. Have them race back and forth two from each team at a time. However, the catch is that in every pair, one person must carry the other. (so they should pair up ahead of time, and have a bigger and smaller person together.) If need be, the group leaders can also carry people.

**Discussion:** You can tell the kids now that if they were Paroh Adumah, they would have just disqualified themselves from being kosher. A Parah Adumah can never have been used for labor, so as the carrier has just done.

### **Game 2- Word Association**

Sit in a circle. Start some sort of rhythm. Have the kids go around and do word association – start with one word and in turn, keeping with the beat, each one has to say something that reminds them of the previous word. Play a few rounds and then start one with the word “cow” and tell them to focus on Judaism. See if they can find other instances in Judaism that cows are significant. The goal is for someone to mention Chet HaEgel. Then you can talk about how we sinned with a cow and also purify ourselves with it. Point out to them that people make mistakes and its sometimes by using our mistakes to learn from them how we learn and grow.

# PARSHA STORY

**Before You Read:** Sometimes a person's silence can be more powerful than a thousand words. We see in this week's Torah portion, that Aaron, Moses' brother, was faced with a very difficult situation where he could have been tempted to speak angry words against God and man. Yet, as the Torah teaches, "Aaron remained silent." He was able to control his tongue, and accept his situation in dignified silence. We too, can tap into the power of silence, refrain from angrily speaking out when insulted or hurt, and reap the rewards that such self-control can bring.

**Leader Tip:** Stories are great ways to have your participants focus on this week's parsha. Have the kids sit in a circle. For this age group have the leader read a small passage and then explain it outside to that every child understands. After each passage ask a follow up question to see if the participants understand what you read.

It was a cool, windy day, and rain was drizzling on and off from the gray skies. But Larry White, the goalie for the Fordsville Day School Lions soccer team, was feeling pretty hot under the collar.

The Lions were in the middle of a tight game with their main rivals, the Lakeshore School Rangers. But it wasn't the pressure of the game that was bothering Larry; he loved the action. Rather it was this one, obnoxious, loudmouthed Ranger fan who had planted himself as close to him as he could. He was barraging the boy with every type of insult and put-down he could think of.

Larry wasn't the type to take insults sitting down, and he soon started giving the noisy kid back some of his own medicine, and then some.

It was late in the game, which was tied, 2 to 2, and Larry readied himself to prepare for the next play. Once again, he heard the now-familiar voice of the loudmouth piping up with some particularly nasty comment. But this time, as Larry turned to answer back, he suddenly heard the whoosh of a speeding soccer ball whizzing past his head. He rushed to turn around, but it was too late.

"Goal!!!" cried out the Rangers, and their happy fans.

"Oh no!" cried Larry. "How did I ever let that happen?"

He scanned the crowd and cringed at the smiling face of his tormenter. "I'll bet that's just what he wanted," Larry thought angrily.

The game resumed, and not long after, the Lions scored a goal to tie the score once again.

"Okay, time to really concentrate," Larry told himself as the action resumed. But just a moment

later, the obnoxious fan was calling out to him again, now worse than ever.

Larry was about to answer back. He would really give it to him this time! But then he had a second thought. "Wait a minute ... what am I doing? Last time I turned around, I blew a goal because of it. Should I make the same mistake again?"

Larry kept silent and tried to focus all his attention on the game. But as the loudmouth kept it up even more, Larry felt himself getting ready to turn around.

"No!" he told himself. "Just because this joker wants to shoot off his mouth, doesn't mean I have to shoot back."

He decided to ignore the guy, and keep his position. Larry felt good. Not only didn't he let the kid distract him, but he also felt in control. It was as if the loudmouth had lost all the power that he had had over him until now.

Sure enough, at that moment, one of the Rangers took a blistering shot at the goal. But this time Larry was ready. He deftly dove to his right, and blocked the flying ball from reaching the goal.

"Great save!" shouted his teammates, slapping his back with joy.

Larry smiled back. He was glad he had blocked the shot, and even gladder he had learned how to block his mouth.

## Discussion Questions

Q. How did Larry feel when the Rangers fan first began to insult him?

A. He felt as if he had to answer back with some insults of his own.

Q. How did he feel about this in the end?

A. Larry realized that he really felt much better when he was able to control himself and keep silent. He learned that you don't always have to get the last word in.



# JEWISH LEADER OF THE WEEK

## Golda Meir

(May 3, 1898—December 8, 1978)

Golda Meir was a Zionist leader who dedicated her life to helping build the Jewish state. She helped Israel before and after it became a state. She was the first woman to be Israel's Prime Minister, and the world's third woman to hold such a position. She courageously led the country during the 1973 Yom Kippur War. Golda passed away in December 1978 and was buried on Mount Herzl in Jerusalem, which is where Israeli soldiers and leaders are buried. Golda Meir is an inspiration to all, and showed the world that age and gender do not define a leader.



**Leader Tip:** Ask the kids if they know any leaders in their community. They might say their parents, the Rabbi, the Mayor, or teachers from school. Have them realize that leaders are formed from all around with many different skills. Have the kids talk about a leader they mentioned. It could short or long. The key here is to have the kids engaged in what you are talking about.

# TEFILLAH TREASURES

***Boruch***

## Birchot HaShachar

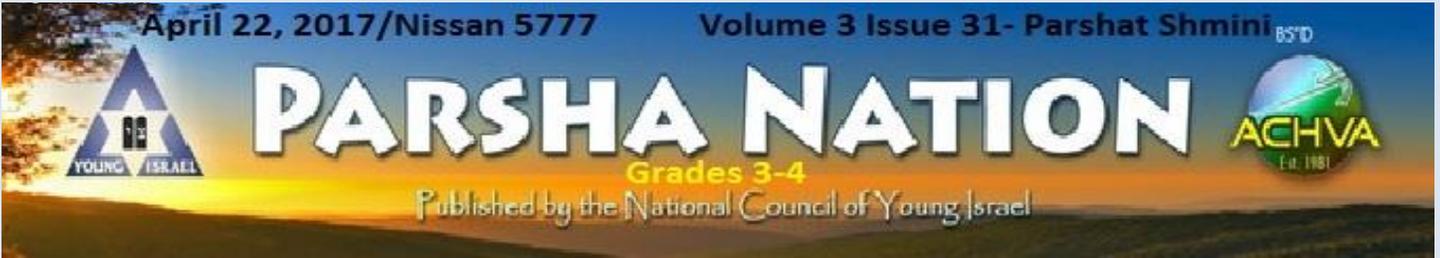
***.....Asher Natan Lasechvi Vina  
....Lehavchin Bayn Yom U'Vayn  
Loylaw.***



**"Blessed are You.....Who gave the heart understanding to distinguish between day and night."**

Sleeping and awakening is like the difference between day and night -- literally! The *Talmud* teaches us that sleep is an experience like death. When we awaken in the morning, *Hashem* has brought us back to life. In Hebrew, the word "*Sechvee*" means both "rooster" and "heart". When the rooster "cock-a-doodles" like an alarm clock, it is the heart that understands that it is time to wake up and serve the Creator. Therefore we thank *Hashem*, who gave our hearts (and the rooster too!) the understanding to distinguish between day and night.

**Leader Tip:** This is one of the most important sections in Parsha nation. After davening has taken place in your group and you are up to this section have all the kids take a siddur and open it. Show them which page the brachot are on. Be confident, and don't mumble when reading the brachot in Hebrew. Ask for participation from the kids. I'm sure they know how to read some of the words. And of course always ask follow up questions.



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But then, in middle of all the celebration and excitement, something terrible happens. Two of Aaron's sons, Nadav and Avihu, light a fire to bring a sacrifice that they aren't supposed to bring, and as punishment, they die. You can imagine how sad this tragedy makes Aaron, but he does not say anything, he remains quiet and accepts G-d's judgment. Moses tells Aaron and his remaining sons, Eleazar and Itamar, to continue doing the service in the Mishkan, and they do, while the rest of the People of Israel mourn the death of Nadav and Avihu.

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We also learn about the idea of purity, which is like a spiritual type of cleanliness. If something becomes impure, by touching something impure, for example, the dead body of a non-kosher animal, than it must be immersed in a special body of water called a *mikvah*. The *mikvah* has a special power to restore purity to things (like vessels and dishes) and people that have become impure.

# PARSHA QUESTIONS

## QUESTIONS

1. When was the Mishkan finally set up?
2. Aharon was commanded to bring an egel as a karbon chatat. Why?
3. What did Aharon do after he brought all the karbanot?
4. Who were Nadav and Avihu?
5. What did Nadav and Avihu do wrong on the eighth day?
6. What happened to them?
7. What was Aharon's response when Hashem punished his two sons?
8. What was his reward for remaining quiet?
9. What are the signs of a kosher animal?
10. What are the signs of a kosher fish?
11. How do we know which birds are kosher?
12. What must be done to a kosher animal or bird before we eat it?
13. Why can't the Bnei Yisrael eat non-kosher food?
14. Why can't we eat a camel?
15. Why can't we eat a pig?

## ANSWERS

1. On Rosh Chodesh Nisan.
2. So that Hashem would forgive Aharon for the aveirah of the egel hzahav.
3. He blessed the Bnei Yisrael. We call this birkat kohanim.
4. The two oldest sons of Aharon.
5. They brought ketoret on the mizbach hazahav without permission.
6. A fire consumed them
7. He kept quiet and accepted the decree of Hashem
8. Hashem spoke to Aharon and taught him new halachot.
9. Animals that have split hooves and chew their cud.
10. Fins and scales.
11. The Torah lists all the non-kosher birds.
12. Shechitah (slaughtering it).
13. They are holy.
14. It doesn't have split hooves.
15. It doesn't chew its cud.

# PARSHA ACTIVITY

**GOAL:** When is it right to get involved in other people's business? When we can help them. In this week's Torah portion, (Lev. 10:16-20) although Moses is criticizing the actions of Elazar and Itamar - and not his own - Aaron steps in and speaks up in their defense. So too, we should be willing to speak up and defend others.

## **Game 1: Puzzle**

Split the group into teams of about 5. Have 10 colored sheets of paper, each cut into 10 pieces, all in the same way – i.e. a simple jigsaw. Mix up the pieces and give one to each kid. Each person must make a jigsaw and the first group to have all their (5) members sitting next to the completed jigsaws (of all one color) is the winning group. To succeed the kids will have to give and help each other. The team with the best co-operation will win.

## **Game 2: Relay Race**

Divide into two teams. Each player has to go to one side of the room and back again without his feet touching the floor. If the rest of the team carries him or put a chair for his to sit on, they win. If not it tends to be impossible. Feel free to adapt other games to emphasize members of the group helping each other.

## **Game 3: Blindfold Path**

Blindfold a person and have the others guide him through an obstacle course to the other side of the room.

**Discussion:** The person blindfolded or falling is at a disadvantage – they don't know if they're going to be OK or not. It's up to the other members of the group. If those members show that they can be

trusted by not letting down that individual he will feel safe. If not, there is no one to stop him from being in physical danger. Our aim as people is not to let anyone feel in danger or not wanted. We should all be able to trust that others will help us when it is required. If we let someone fall over we go and see if we can help. The idea in this activity is to explain to the kids that when someone is down, it's important to stand up for them and help them in a time of need. Especially when you have a special gift, skill, or quality that they don't have and by you helping out it can really save them for trouble.

**Leader Tip:** Although these games seem simple for this age group, they involve a lot of communication. We are leaving it up to the leaders to make the jigsaw puzzle a smashing hit. Maybe use words to spell a sentence out. A riddle or an adventure hunt with themes from the parsha can also work. BE CREATIVE!

## PARSHA STORY

**Before You Read:** Sometimes a person's silence can be more powerful than a thousand words. We see in this week's Torah portion, that Aaron, Moses' brother, was faced with a very difficult situation where he could have been tempted to speak angry words against God and man. Yet, as the Torah teaches, "Aaron remained silent." He was able to control his tongue, and accept his situation in dignified silence. We too, can tap into the power of silence, refrain from angrily speaking out when insulted or hurt, and reap the rewards that such self-control can bring.

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"Great save!" shouted his teammates, slapping his back with joy.

Larry smiled back. He was glad he had blocked the shot, and even gladder he had learned how to block his mouth.

### **Discussion Questions**

Q. What did Larry gain by keeping silent?

A. The most obvious thing he gained was the ability to concentrate on what he was doing, and become a much more effective player. But even more than this, he discovered that in the battle of words, restraint is often the greatest strength. By keeping quiet even in the face of insults, he was able to rise above the situation, and regain his self-control.

Q. Is there ever a time to answer back an insult?

A. Certainly not when we are angry. For then we can almost be sure that we will come to say something we'll later regret. Perhaps after we completely calm down, it might be appropriate to go over to the person privately, and calmly explain how his comment made you feel, and ask him to please not speak like that in the future. The results of this method are usually much more pleasant for

everybody. But even this is only worthwhile if you judge that the other person is someone who is capable of listening to reason. If not, better to just let it go.

# JEWISH LEADER OF THE WEEK

## Golda Meir

(May 3, 1898—December 8, 1978)

Golda Meir was a Zionist leader who dedicated her life to helping build the Jewish state. She helped Israel before and after it became a state. She was the first woman to be Israel's Prime Minister, and the world's third woman to hold such a position. She courageously led the country during the 1973 Yom Kippur War. Golda passed away in December 1978 and was buried on Mount Herzl in Jerusalem, which is where Israeli soldiers and leaders are buried. Golda Meir is an inspiration to all, and showed the world that age and gender do not define a leader. Former Prime Minister David Ben-Gurion used to call Meir "the best man in the government"; she was often portrayed as the "strong-willed, straight-talking, grey-bunned grandmother of the Jewish people". Born in Kiev, Russia, she and her family immigrated to Milwaukee, Wisconsin, where she became an active Zionist.



**Leader Tip:** Ask the kids if they know any leaders in their community. They might say their parents, the Rabbi, the Mayor, or teachers from school. Have them realize that leaders are formed from all around with many different skills. Have the kids talk about a leader they mentioned. It could short or long. The key here is to have the kids engaged in what you are talking about.

For this age group ask the kids what makes up a leader. And go over some of the characteristics that Golda Meir had in order to be a successful leader.

# TEFILLAH TREASURES

## Birchot HaShachar

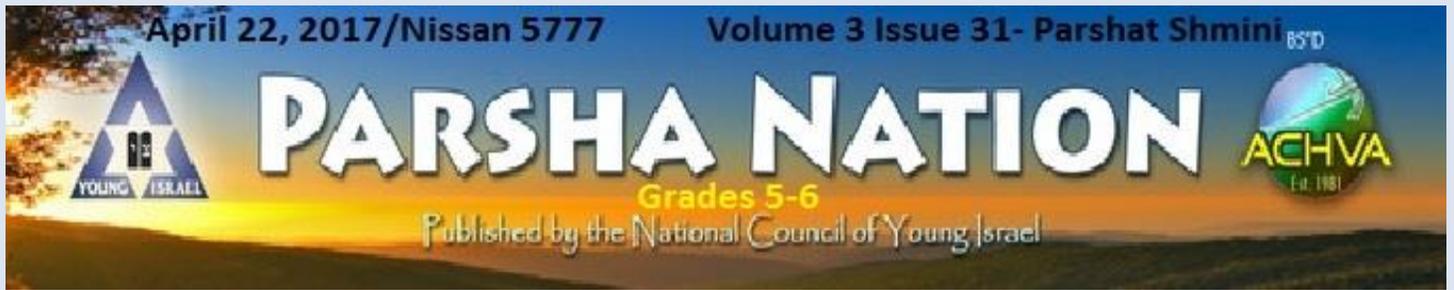
***Boruch .....Asher Natan Lasechvi Vina ....Lehavchin Bayn Yom U'Vayn Loylaw.***

**"Blessed are You.....Who gave the heart understanding to distinguish between day and night."**



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In last week's Parshah we spoke about the seven days in which Moses and Aaron inaugurated the Mishkan. In this Parshah, we learn about the following day, which is what Shemini means—the eighth.

### **The Eighth Day in the Mishkan**

Aaron and his sons officially begin their jobs as Kohanim—priests serving in the Mishkan. First they prepare a sacrifice, and then all the Jews come to the entranceway of the Mishkan to watch as they bring the sacrifice up on the altar. Then, Moses and Aaron bless the people and everyone sees as a fire came down from heaven and consume the sacrifice. The people are so overwhelmed--and overjoyed--by this amazing sight that everyone begins to sing praises to G-d.

But then, in middle of all the celebration and excitement, something terrible happens. Two of Aaron's sons, Nadav and Avihu, light a fire to bring a sacrifice that they aren't supposed to bring, and as punishment, they die. You can imagine how sad this tragedy makes Aaron, but he does not say anything, he remains quiet and accepts G-d's judgment. Moses tells Aaron and his remaining sons, Eleazar and Itamar, to continue doing the service in the Mishkan, and they do, while the rest of the People of Israel mourn the death of Nadav and Avihu.

Next we learn about a law that G-d tells Aaron: Whenever they will be serving in the Mishkan, Aaron and his sons, the Kohanim, are not allowed to drink wine and become drunk.

### **The Kosher Laws**

G-d tells Moses to tell them about the animals that may be eaten and those that may not be eaten. Kosher animals—those that are permissible--have two signs: they chew their cud and have split hooves. Kosher fish must have fins and scales. We are given a list of the non-kosher birds, and a list of four types of locusts which are kosher; the Torah tells us that all other insects are not kosher. We also learn about the idea of purity, which is like a spiritual type of cleanliness. If something becomes impure, by touching something impure, for example, the dead body of a non-kosher animal, than it must be immersed in a special body of water called a *mikvah*. The *mikvah* has a special power to restore purity to things (like vessels and dishes) and people that have become impure.

# PARSHA QUESTIONS

1. The parsha starts vayehi bayom hashmini. What was it the eighth day of?
2. When was the Mishkan finally set up?
3. Aharon was commanded to bring an egel as a karbon chatas on the eighth day. Why?
4. What did Aharon do after he brought all the karbanos?
5. What did the kohanim do with the dam of the karbon?
6. Who were Nadav and Avihu?
7. What did Nadav and Avihu do wrong on the eighth day?
8. What happened to them?
9. What was Aharon's response when Hashem punished his two sons?
10. What was his reward for remaining quiet?
11. What Parsha did Hashem command Aharon directly?
12. What are the signs of a kosher animal?
13. What are the signs of a kosher fish?
14. How do we know which birds are kosher?
15. What must be done to a kosher animal or bird before we eat it?
16. Why can't the Bnei Yisrael eat non-kosher food?
17. Why can't we eat a camel?
18. Why can't we eat a pig?
19. What prohibitions apply to a person who is intoxicated?
20. How many animals display only one sign of kashrut? What are they?
1. The milu'im. (dedication of the Mishkan).
2. On Rosh Chodesh Nisan.
3. So that Hashem would forgive Aharon for the aveirah of the egel hzahav.
4. He blessed the Bnei Yisrael. We call this birkas kohanim.
5. They sprinkled it onto the corners of the mizbe'ach.
6. The two oldest sons of Aharon.
7. They brought ketores on the mizbach hazahav without permission.
8. A fire consumed them
9. He kept quiet and accepted the decree of Hashem
10. Hashem spoke to Aharon and taught him new halachos.
11. Not to drink intoxicating beverages when they go to the Ohel Mo'ed.
12. Animals that have split hooves and chew their cud.
13. Fins and scales.
14. The Torah lists all the non-kosher birds.
15. Shechitah (slaughtering it).
16. They are holy.
17. It doesn't have split hooves.
18. It doesn't chew its cud.
19. He may not give a halachic ruling. Also, a kohen may not enter the Ohel Mo'ed, approach the mizbe'ach, or perform the avodah.
20. Four-camel, shafan, arnevet (hare), and pig.



**Leader Tip:** Don't just read the questions and give the answers. If the kids don't know the answers, that's fine use it as a learning opportunity. Note: it will be very helpful to review the questions and the parsha before showing up to groups.

# PARSHA ACTIVITY

**GOAL:** To teach the kids about Parah Adumah

**ACTIVITY:** There are a number of things you need for a para aduma:

- 1) Pure Red cow, with no blemish, never been used to work.
- 2) Crimson Thread
- 3) Cedarwood
- 4) Hyssop

*All the above are burnt together*

- 5) Kohen to kill and sprinkle the blood 7 times towards the Beit HaMikdash
- 6) Tahor (pure) person to collect the ashes
- 7) Water to mix the ashes with

## **Parah Adumah Collection Treasure Hunt**

In this game we will simulate gathering together all the materials needed for the Parah Adumah. This game will require a bit of preparation. Make 7 cards, each one with one of the 7 above things written on it. These seven cards should be hidden throughout the shul you will need to think of hiding spaces before Shabbat, so that you can write clues for where to find the next card. You will start the kids by giving them a clue. For example, if there is a place in shul where extra kipot are kept, you can tell them to go to a place where men go when they need to cover their head. In this case, the second card should be hidden in this location. On the back of that card, write the next clue. The final clue should tell them to return to the main room.

If your group is large, it may be a good idea to make two groups. You can use the same hiding spots, but perhaps change the orders around a bit so that they can't just follow each other. Send a leader with each group to make sure they don't steal the other team's cards or are disruptive.

**Discussion:** Today we don't have any Parah Adumah. This is for a number of reasons, mainly because we don't have two crucial ingredients. (ask the kids which ones.) They are the red cow and the tahor person. However, there are theoretical ways to have a tahor person, and it is possible that one day a red cow will be born. A number of years ago, there was one born in Israel that had only two white hairs, almost kosher.

# PARSHA STORY

**Before you Read:** Sometimes a person's silence can be more powerful than a thousand words. We see in this week's Torah portion, that Aaron, Moses' brother, was faced with a very difficult situation where he could have been tempted to speak angry words against God and man. Yet, as the Torah teaches, "Aaron remained silent." He was able to control his tongue, and accept his situation in dignified silence. We too, can tap into the power of silence, refrain from angrily speaking out when insulted or hurt, and reap the rewards that such self-control can bring.

It was a cool, windy day, and rain was drizzling on and off from the gray skies. But Larry White, the goalie for the Fordsville Day School Lions soccer team, was feeling pretty hot under the collar.

The Lions were in the middle of a tight game with their main rivals, the Lakeshore School Rangers. But it wasn't the pressure of the game that was bothering Larry; he loved the action. Rather it was this one, obnoxious, loudmouthed Ranger fan who had planted himself as close to him as he could. He was barraging the boy with every type of insult and put-down he could think of.

Larry wasn't the type to take insults sitting down, and he soon started giving the noisy kid back some of his own medicine, and then some.

It was late in the game, which was tied, 2 to 2, and Larry readied himself to prepare for the next play. Once again, he heard the now-familiar voice of the loudmouth piping up with some particularly nasty comment. But this

time, as Larry turned to answer back, he suddenly heard the whoosh of a speeding soccer ball whizzing past his head. He rushed to turn around, but it was too late.

"Goal!!" cried out the Rangers, and their happy fans.

"Oh no!" cried Larry. "How did I ever let that happen?"

He scanned the crowd and cringed at the smiling face of his tormenter. "I'll bet that's just what he wanted," Larry thought angrily.

The game resumed, and not long after, the Lions scored a goal to tie the score once again.

"Okay, time to really concentrate," Larry told himself as the action resumed. But just a moment later, the obnoxious fan was calling out to him again, now worse than ever.

Larry was about to answer back. He would really give it to him this time! But then he had a second thought. "Wait a minute ... what am I doing? Last time I

turned around, I blew a goal because of it. Should I make the same mistake again?"

Larry kept silent and tried to focus all his attention on the game. But as the loudmouth kept it up even more, Larry felt himself getting ready to turn around.

"No!" he told himself. "Just because this joker wants to shoot off his mouth, doesn't mean I have to shoot back."

He decided to ignore the guy, and keep his position. Larry felt good. Not only didn't he let the kid distract him, but he also felt in control. It was as if the

loudmouth had lost all the power that he had had over him until now.

Sure enough, at that moment, one of the Rangers took a blistering shot at the goal. But this time Larry was ready. He deftly dove to his right, and blocked the flying ball from reaching the goal.

"Great save!" shouted his teammates, slapping his back with joy.

Larry smiled back. He was glad he had blocked the shot, and even gladder he had learned how to block his mouth.

### Discussion Questions

Q. Our sages teach that "Silence is the protective fence for wisdom." How are these two concepts - wisdom and silence - related?

A. On a simple level, when we are speaking, we're not listening, and if we're not listening, we're not learning. But even more than this, silence allows a person to become more contemplative, and reflect upon the ideas he has absorbed, which often leads to new insights. Silence isn't as some might imagine, a sign of ignorance, but rather it is often a sign of mental maturity.

Q. How can silence in our relationship with God indicate a strong level of faith?

A. There are times in everybody's lives when things happen either to us or around us that just goes beyond our power to understand. The events, which may be quite difficult, force us to confront our faith and our relationship with God. We know and believe that God is good, yet what stands in front of us may seem like anything but good. It is at times like these, which we must tap into the power of silence. This silence is a way of saying to God, "I don't understand you, but I do trust you. And I trust that one day I will come to ultimately see your goodness even here. But for now I will simply remain silent, as this goes beyond my understanding." This is a very powerful exercise, and a high spiritual level.

**Leader Tip:** Use the story as a guide. If you have another story or that's also fine. Make sure you have the kids read a section. Keeping them engaged is the key.

# JEWISH LEADER OF THE WEEK

## Golda Meir

(May 3, 1898—December 8, 1978)

Golda Meir was a Zionist leader who dedicated her life to helping build the Jewish state. She helped Israel before and after it became a state. She was the first woman to be Israel's Prime Minister, and the world's third woman to hold such a position. She courageously led the country during the 1973 Yom Kippur War. Golda passed away in



December 1978 and was buried on Mount Herzl in Jerusalem, which is where Israeli soldiers and leaders are buried. Golda Meir is an inspiration to all, and showed the world that age and gender do not define a leader. Former Prime Minister David Ben-Gurion used to call Meir "the best man in the government"; she was often portrayed as the "strong-willed, straight-talking, grey-bunned grandmother of the Jewish people". Born in Kiev, Russia, she and her family immigrated to Milwaukee, Wisconsin, where she became an active Zionist. The two biggest things to happen during her time as prime minister were; the murder of eleven Israeli athletes at the 1972 Summer Olympic Games by the terrorist group Black September, and the twenty day war called the Yom Kippur War between Israel and the Arab states led by Egypt and Syria in October 1973. Yitzhak Rabin became prime minister after her on June 3 1974.

**Leader Tip:** Ask the kids if they know any leaders in their community. They might say their parents, the Rabbi, the Mayor, or teachers from school. Have them realize that leaders are formed from all around with many different skills. Have the kids talk about a leader they mentioned. It could short or long. The key here is to have the kids engaged in what you are talking about.

For this age group ask the kids what makes up a leader. And go over some of the characteristics that Golda Meir had in order to be a successful leader.

If you are stuck and find yourself with nothing to talk about always bring the kids back into the discussion with questions relating back to our theme of Manhigot (leadership)

# TEFILLAH TREASURES

## Birchot HaShachar

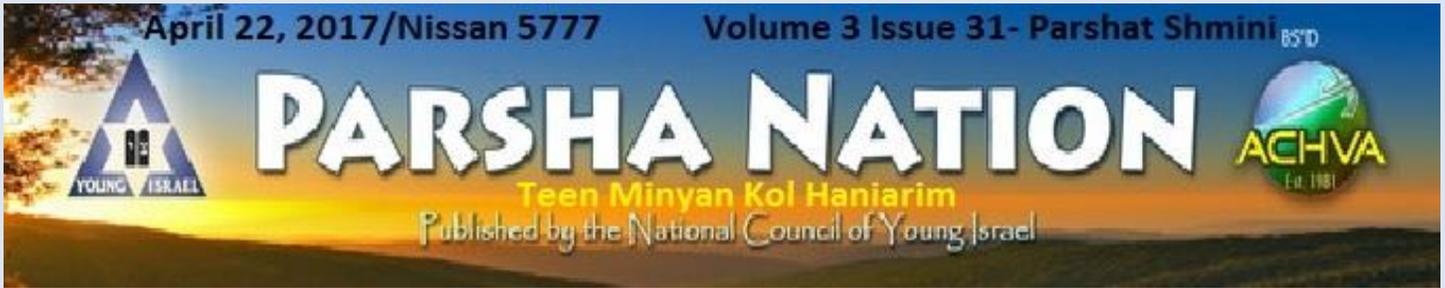
***Boruch .....Asher Natan Lasechvi Vina ....Lehavchin Bayn Yom U'Vayn Loylaw.***

**"Blessed are You.....Who gave the heart understanding to distinguish between day and night."**

Sleeping and awakening is like the difference between day and night -- literally!

The *Talmud* teaches us that sleep is an experience like death. When we awaken in the morning, *Hashem* has brought us back to life. In Hebrew, the word "*Sechvee*" means both "rooster" and "heart". When the rooster "cock-a-doodles" like an alarm clock, it is the heart that understands that it is time to wake up and serve the Creator. Therefore we thank *Hashem*, who gave our hearts (and the rooster too!) the understanding to distinguish between day and night.

**Leader Tip:** You may want to bring in some outside sources here. It may be up to the leader or Youth Director to be a little more creative here.



# PARSHA NATION

Teen Minyan Kol Haniarim  
Published by the National Council of Young Israel

## This Week in Jewish History

Rabbi **Aryeh Levin**, (March 22, 1885 - March 28, 1969), affectionally known as **Reb Aryeh**, was an Ortho-dox rabbi who was known as "The Tzadik of Jerusalem" for his kindness and attention to the poor, sick and downtrodden elements of society, and as "The Father of Prisoners" for his work with members of the Jewish Underground move-ments who were imprisoned by the British in the central

prison of Jerusalem in the Russian Com-pound during the British Man-date period and with convicted criminals. Notwithstanding his activism, he behaved with extreme modesty and humility, exuding a quiet, personal warmth that touched many Jews, both reli-gious and secular. One of his daughters mar-ried Rabbi Yosef Sha-lom Eliashiv, who is the long-time leader of Lithuani-an Haredi Jewry in Israel.

Rabbi Levin was the sub-ject of the book A Tzaddik in Our Time: The life of Rabbi Aryeh Levin by Simcha Raz

WORD SEA  
FLIP SIDE.

Animals  
Chew Cud  
Split Hoov  
Fins  
Scales  
Glatt  
Kosher  
Treif

## Parsha Points to Ponder...

After Aharon's two sons died the normal sacrifices were brought. The Kohanim were instructed to eat parts of these sacrifices and Moshe asked Aharon why he had not eaten them. Aharon replied that he was an Onen (in mourning for his sons) and the law prohibits a person in this state to eat of sacrifices. The Torah says "Moshe heard and it was pleasing in his eyes." Is it not strange that Moshe did not know the law and had to hear it from Aharon? Did not Moshe re-ceive all the laws and teach it to Aharon? Rashi explains that Moshe was not embar-rassed to admit that he had not heard this law. The Sifte Chachamim explains that he was not embarrassed to say he heard it but forgot it. Moshe who always taught others learned from Aharon and was not uncomfortable this time to learn from oth-ers. This is a great principle we must remember and attempt to imitate. We must be willing and ready to learn from others. If Moshe was not hesitant to learn, we certainly should not be ashamed to learn. This is what Chazal meant when they said, "Who is wise, he who learns from all men." Avot 4:1

## STAT LINE OF THE WEEK- SHMINI

26th of 54 sedras; 3rd of 10 in Vayikra Written on 157.2 lines in a Sefer Torah, rank:42 6 Parshiyot; 3 open, 3 closed 91 p'sukim - ranks 41st (4th in Vayikra) 1238 words - 41st (5th in Vayikra) 4670 letters - 41st (5th in Vayikra) tied with Chukat, more p'sukim, fewer words Mitzvot: 17 mitzvot of the 613; 6 positive; 11 prohibitions

## TRIVIA QUESTION OF THE WEEK

**WHAT WAS THE NAME OF THE FIRST KIBBUTZ IN ISRAEL AND WHEN WAS IT ESTABLISHED?**

Email your answers to [youth@youngisrael.org](mailto:youth@youngisrael.org) along with your **NAME** and **AGE** for a chance to win **AWESOME PRIZES!** Each correct answer will enter your name into a raffle that will happen once a month. Behatzlacha!

### THIS JUST IN!

- Rats multiply so quickly that in 18 months, two rats could have over a million descendants.
- Close to 80% of people who watch the Super Bowl on television, only do so to view the commercials.
- It took approximately 2.5 million blocks to build the Pyramid of Giza, which is one of the Great Pyramids.

S	P	L	I	T	H	O	O	V	E	S
D	U	C	W	E	H	C	Q	H	X	S
E	W	K	D	S	A	I	K	R	N	G
C	P	V	Z	H	K	T	Y	I	T	F
P	S	C	A	L	E	S	F	N	N	F
R	U	F	J	F	I	E	R	T	C	P
T	B	L	L	G	L	A	T	T	S	F
O	Y	K	D	R	X	I	F	O	Z	P
J	P	S	L	A	M	I	N	A	N	N
Y	F	E	R	E	H	S	O	K	V	R
W	H	L	N	H	M	X	P	C	O	Z

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