

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.

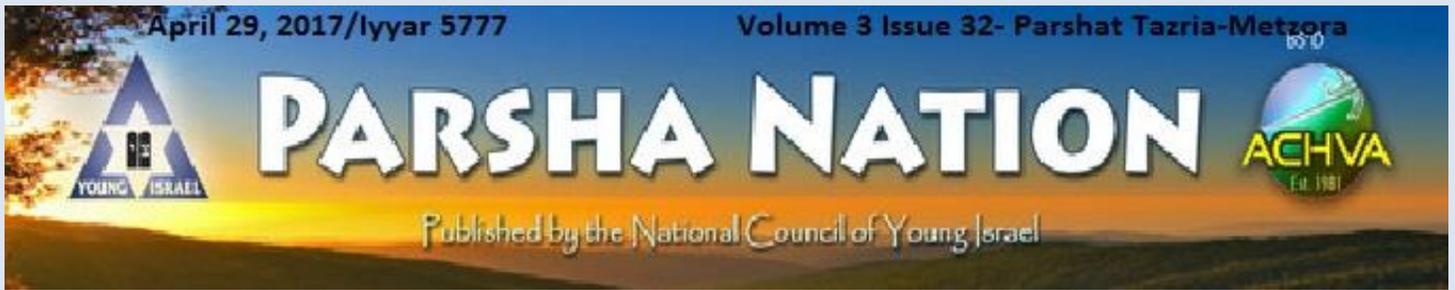
Thank you for being a light to future generations. You are doing incredible work that should not be taken lightly. You should be proud to call yourself a Young Israel Youth Leader as you have the unique opportunity to make a real difference in so many young people's lives. Keep up the amazing work.

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.

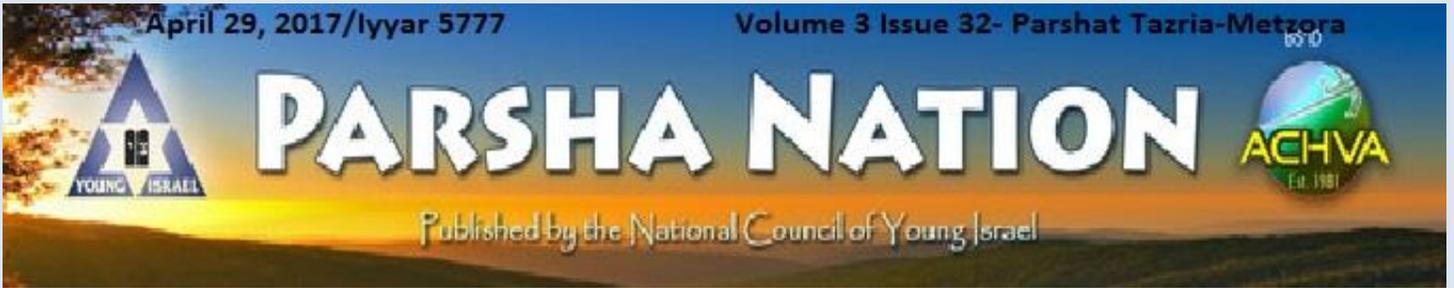
Story- Each week we will include a story that addresses a modern day concern with lesson taken from that week's parsha.

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) & Relate it to this weeks Parsha	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.
Total Time:	2 hours & 40 min of programing!	



PARSHA NATION



GRADES K-2

TAZRIA ROUNDUP

At the end of last week's Parshah, Shemini, we began to discuss the laws of purity. These laws, called the laws of *Tumah* and *Taharah*, are continued in this week's portion.

The first topic discussed is a woman who has given birth. She is impure for a set amount of days, then she immerses in a mikvah (as mentioned last week, this is a special body of water that makes a *tameh* [impure] person *tahor* [pure]) and brings a sacrifice.

All baby boys are to be circumcised at eight days old; we call this the *brit milah*.

Next topic of discussion is a unique disease called *tzaraat*. It is different from other illnesses because it has a spiritual cause and makes a person impure. If a person thinks he may have this affliction, he must go to a kohen and the kohen looks for signs to see whether it's the impurity of *tzaraat* or just a regular illness. The Torah teaches the kohen which signs to look for to identify the disease as *tzaraat*.

Leader Tip: Roundup is a way for leaders ready to prep the participants for the Parsha Questions. Many of these topics the kids already learned in school. Try doing a round robin session to have the kids more engaged.

PARSHA QUESTIONS

Questions

1. How old does a child have to be to receive a bris milah?
2. Who was the first person commanded to have a bris milah?
3. What does a woman who gave birth bring after she is no longer tameh?
4. Why does she bring a karbon Olah?
5. Why does she bring a karbon chatas?
6. What is tzoraat?
7. What is one reason Hashem gives someone tzoraat?
8. If someone thought he had tzaraat, who did he show it to?
9. Why did Hashem sometimes bring tzaraat on a person's clothes?
10. What happened if a person had tzaraat?

Answers

1. 8 days
2. Avraham Avinu
3. A karbon Olah and a karbon Chatas.
4. To thank Hashem for a healthy delivery.
5. Because during her labor she might have said something improper; she may have sworn that she would not have any more children.
6. Tzoraat is a disease, similar to leprosy, in which one found unusual spots on his body, hair, house, etc.
7. For speaking lashon hara.
8. The kohen.
9. To warn the person to do teshuvah.
10. He had to leave the camp for seven days.

Leader Tip: Don't just ask and answer. This should be a time where you gauge to see if the kids understand basic ideas in this week's parsha. If a kid doesn't know answers have him/her phone a friend or use a lifeline. Be creative!

PARSHA ACTIVITY

GOAL: To teach the kids about Lashon Hara and how much talking badly about someone can hurt.

ACTIVITY:

Game 1- Everybody will stand in a circle on the floor and will hold hands. The group leader will start by squeezing the hands of both kids next to him/her, they will pass on the squeezing around them. The kid that got squeezed in his/her both hands at the same time gets out of the game. Continue with the game as much as you want.

Game 2- First, pick 3 kids (or if you think you have time, 4) and send them out of the room. Next, work with the kids to create a VERY detailed story (for example: Bob the policeman went to the store on Thursday afternoon at one o'clock to buy pasteurized skim milk because he is having the police chef over for dinner that night at 7:30....) Make it nice and long, with *lots* of details. Repeat it once or twice for the kids so they know the story well, then bring the first kid back in. Tell him/her the story once -- don't tell it to him/her so carefully (but make sure you have all the details right), and *do not* repeat anything for him, even though he will probably ask you to. Once you've told him the story, bring the next kid in. He will tell that kid the story, and if all goes well he will mess it up a little bit, and by the time we get to the last kid (who repeats the story for the whole group), it'll be really messed up. Make sure that the other kids don't correct them.

DISCUSSION: Have everyone sit in a circle, and go around having the kids say something nice about everyone in the circle (example: so-and-so is always willing to help me if I have trouble on something, so-and-so is a talented artist, etc.) Then ask them how they felt when people said nice things about them. Explain that lashon hara has the opposite effect, and when we talk about

someone, it should always be nice things. The idea behind the games is that rumors just like the squeeze spread fast and can hurt a lot. That mean you have to think before you speak, and try not to say “Lashon Hara” because it will hurt somebody.

PARSHA STORY

Leader Tip: Stories are great ways to have your participants focus on this weeks 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.

Before Your Read: A wise person doesn't judge people or things by the way they first appear. In this week's Torah portion, we learn how the Jewish priests, the Cohanim, wouldn't judge whether a person had a spiritual malady called tzara'at until they had examined him twice. We can learn from this that one should be willing to give people and situations a 'second look' before passing judgment about them.

I don't know why, but I sort of took it on myself to be the neighborhood 'welcoming committee.' Whenever a new kid moves in and shows up on the scene, I make the effort to say 'hello' and help her blend in with the crowd.

So it really wasn't unusual for me to go up to this new kid, Allison, (I asked one of the teachers what her name was) and give her one of my smiley 'welcome to the neighborhood' speeches.

What *was* unusual was how the kid reacted to me - or should I say *didn't* react...

"Hi Allison!" I had said to her in a loud, friendly voice, walking up to her from behind. The kid didn't say anything or even turn her head. Okay, I know some kids are the more shy, quiet type (not like me!) so I figured I'd try again.

"Welcome to the world's greatest neighborhood!" I said, in a big friendly voice - sure this time she'd turn around and smile. But she didn't even turn around and just kept on walking away from me, I think even faster than before.

Now if there is one thing I can't stand it's a snob. And this Allison kid just made it into my book as Snob #1. As far as I was concerned, she could just stay by herself forever, if that's how she wanted it. *I* certainly wasn't going to be the one to make her feel at home.

The next day when I saw her sitting on a bench in the playground looking really lonely, my first thought was, 'it serves her right!' After all, I gave her the chance to make a friend and she obviously didn't want to see my face.

I walked past her, about to join the gang, when - I don't know why - something about her lonely look got to me and I figured maybe she just had a bad day yesterday and what would it hurt to give her one more chance? Things aren't always the way they first look. So I walked back her way, only this time I made sure to walk straight up to her, so if she wanted to do her 'snob' thing again, she'd have to do it right to my face.

"Hi," I said, giving her a little wave. I thought she'd either turn her head or look embarrassed after yesterday, but this surprising kid surprised me once again by giving me a warm, friendly smile back and inviting me to sit down!

We traded names (I knew hers already, but it was only polite) and soon we got chatting friendly enough that I felt okay to ask her why she hadn't answered me back the day before. But before I could do that, she gave me the answer in a way that made me glad I hadn't asked...

"Oh, Debby," she said "I'm sorry, but could you please make sure you look straight at me when you talk. You see," she smiled sort of uncomfortably "I'm hearing impaired and I have to read people's lips to have any idea what they're saying and to see their faces to even know if they're talking to me at all."

Wow - that explained everything! She didn't ignore me because she was a snob or even shy. She just didn't hear or notice me because I never caught her eye!

Well, Allie and I are just about best friends now. She's a great, down to earth kid. I think a lot about how close I came to writing her off as a snob - which would have been a big shame for both of us, and how glad I am that I was smart enough to give her a second look.

DISCUSSION QUESTIONS:

Q. How did the girl in the story feel at first about the kid who didn't answer her?

A. She felt like she was acting snobby and unfriendly.

Q. How did she feel in the end?

A. She found out that the kid hadn't heard her speaking to her and felt glad she had given her a second chance.

JEWISH LEADER OF THE WEEK

Rav Avraham Yitzchak Kook

(September 8, 1865—September 1, 1935)

Rav Kook was the first Ashkenazic chief rabbi (in modern times) of the Religious Zionist Jewish community in Israel. He believed that by living in and building up the land of Israel was the groundwork of the bringing of Mashiach. He is the founding father of the “Religious Zionist” movement and he started “Merkaz HaRav”, a very popular and central yeshiva, in Yerushalayim.



Leader Tip: Ask the kids if they know any Rabbis’ they might say the rabbi of the shul, or teacher. Have some participants explain what a rabbi does and how they are leaders in their community. Try to see if they understand why Rav Kook was so important.



TEFILLAH TREASURES

Birchot HaShachar

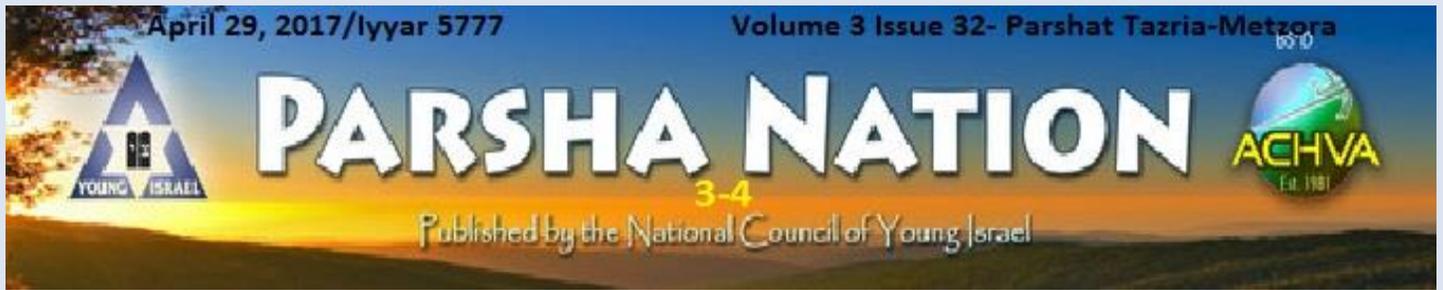
BoruchSheh-lo Ah-sah-ni Goy.

"Blessed are You.....for making me proud to fulfill my obligations as a Jew."



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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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8. Where could a person find tzoraat?
9. If someone thought he had tzoraat, who did he show it to?
10. What disqualifies a kohen from being able to give a ruling in a case of tzara'at?
11. What did tzaraat look like?
12. Why did Hashem sometimes bring tzaraat on a person's clothes?
13. What happened if a person had tzaraat?
14. What happens if the kohen is not certain whether the spot is tzoraat?
15. What must be done if the tzoraat stays or spreads on clothing?

ANSWERS

1. 8 days
2. Avraham Avinu
3. A karbon Olah and a karban Chatas.
4. To thank Hashem for a healthy delivery.
5. Because during her labor she might have said something improper; she may have sworn that she would not have any more children.
6. Tzoraat is a disease, similar to leprosy, in which one found unusual spots on his body, hair, house, etc.
7. For speaking lashon hara.
8. House, clothes, or skin.
9. The kohen.
10. Poor vision.
11. A white spot on the skin or a green or red spot on clothes.
12. To warn the person to do teshuvah.
13. He had to leave the camp for seven days.
14. The person must be placed in isolation for seven days, and he is examined again.
15. The clothing must be burned.

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 learn about the dangers of lashon hara, to understand the speech is precious, and to understand the power that speech holds.

ACTIVITY:

SCREAMING MESSAGES

Divide the players into two teams, and each team into two parts. Each part of a team stands in opposite corners of the room. Each 1/2 team is given two messages to shout to its other half. At the signal both teams begin to shout their messages. The first team to relay all of its messages to the other half of its team wins.

Hint: Try to make up messages that have repetitive sounds (i.e. Mickey Mouse is a louse).

SYLLABLES

One player is chosen to leave the room. The leader then chooses a multi-syllable word (or words) to use in the game. The remaining players are divided into groups corresponding to the number of syllables in the chosen word, and one syllable is assigned to each group. The player returns and all the groups say their syllables simultaneously, three times. After each time the player has a chance to guess the word. If the player guesses correctly, he/she wins.

Example #1: Word: Jerusalem

Group #1 says JE

Group #2 says RU

Group #3 says SA

Group #4 says LEM

DISCUSSION: Discuss how sometimes we hear things and think we know everything, when really we don't know most of what's going on. We only hear certain parts of a situation and we automatically infer everything that happened. Were very quick to assume were right and that what we hear is always correct. Ask the kids why people speak? Why did Hashem give us the power to speak? How can we use our speech positively? Speech is a very powerful tool when used right and very dangerous when used not right. Teach the kids to be patient when listening and not always jump to conclusions.

PARSHA STORY

Leader Tip: Story Time is one of the best activities we do. Try to have kids sit in a circle, and have each person read a small portion. This will keep engagement up.

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Discussion Questions

Q. What life-lesson do you think someone could learn from this story?

A. Often, our first impressions of people or situations can be inaccurate. A wise person is willing to withhold judgment and give things a second look.

Q. Can we ever be sure that how we look at things is true?

A. While it's smart not to jump to conclusion and to give people and things a second look, that doesn't mean we can't understand how things are or rightfully decide that they're true. God put definite truths in the world and gave us the ability to perceive them when we honestly try.

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Birchot HaShachar

BoruchSheh-lo Ah-sah-ni Goy.

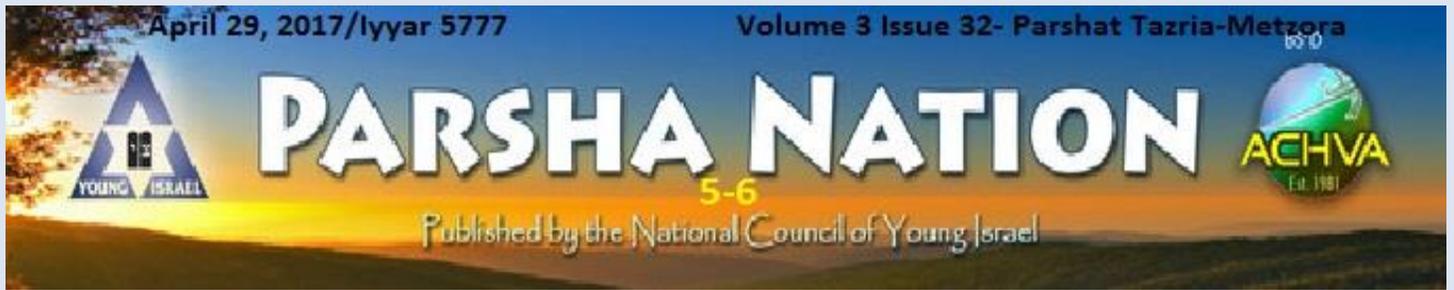
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This *bracha* helps us understand that in this world *Hashem* has chosen the Jewish people to guard the laws of *His Torah*. We also want to start off by praising *Hashem* that we have mitzvot. Before we start our day, we first acknowledge what *Hashem* has given us and who He has made us.

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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Next topic of discussion is a unique disease called *tzaraat*. It is different from other illnesses because it has a spiritual cause and makes a person impure. If a person thinks he may have this affliction, he must go to a kohen and the kohen looks for signs to see whether it's the impurity of *tzaraat* or just a regular illness. The Torah teaches the kohen which signs to look for to identify the disease as *tzaraat*

PARSHA QUESTIONS

QUESTIONS

1. How old does a child have to be to receive a bris milah?
2. Who was the first person commanded to have a bris milah?
3. For how long is a mother not permitted to enter the Mishkan (Sanctuary) after having a baby?
4. What does a woman who gave birth bring after she is no longer tameh?
5. Why does she bring a karbon Olah?
6. Why does she bring a karbon chatas?
7. What is tzoraat?
8. What is one reason Hashem gives someone tzoraat?
9. Why must a metzora call out "Tamei! Tamei!"?
10. What happened if a metzora entered a house?
11. What signs of mourning must a metzora (someone afflicted with tzoraat) display?
12. What is one reason that the metzora must have his mouth covered?
13. Where could a person find tzaraat?
14. If someone thought he had tzaraat, who did he show it to?
15. What disqualifies a kohen from being able to give a ruling in a case of tzaraat?
16. What did tzaraat look like?
17. Why did Hashem sometimes bring tzaraat on a person's clothes?
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20. What must be done if the tzoraat stays or spreads on clothing?

ANSWERS

- 8 days Avraham Avinu
1. If she gave birth to a boy, she must wait forty days, if she had a girl, she had to wait 80 days.
 2. A karbon Olah and a karbon Chatas.
 3. To thank Hashem for a healthy delivery.
 4. Because during her labor she might have said something improper; she may have sworn that she would not have any more children.
 5. Tzoraat is a disease, similar to leprosy, in which one found unusual spots on his body, hair, house, etc.
 6. For speaking lashon hara.
 7. So people will know to keep away from him.
 8. The house, and everything in it, became tameh.
 9. He must tear his garments, let his hair grow wild, and cover his lips with his garments.
 10. To remind him that tzoraat came because of his mouth.
 11. House, clothes, or skin.
 12. The kohen.
 13. Poor vision.
 14. A white spot on the skin or a green or red spot on clothes.
 15. To warn the person to do teshuvah.
 16. He had to leave the camp for seven days.
 17. The person must be placed in isolation for seven days, and he is examined again.
 18. The clothing must be burned.

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 to think before they speak and to care for others.

ACTIVITY:

Game 1- The kids will stand in a circle. The madrich/a group leader will go to one of the kids and whisper in his ear- “go to the smartest kid in the room”. This kid will go to the smartest kid and whisper in his ear- “go to the funniest kid in the room. The smartest kid will go to the funniest kid and whisper in his ear- “go to the kindest kid in the room” and so on... you can think about different kinds of characters. Very important: Ask the kids to choose just good characters, that they won't hurt each other. It's also very important that the other kids won't know what the kid whisper, and why they choose to go to that specific kid. After that, all the kids in the game will tell why they choose those kids (because he/she smart, funny....). Ask your kids: - Do you like when people say good things about you, and what if it a bad things, especially when it is behind your back?

Game 2- · The Moo Game – Just one little word, but oh the embarrassment it can cause. Send a volunteer who hasn't played this before out the room and tell them they are judging a ‘moo competition’ (who can scream ‘moo’ the loudest) and that they should try to win. Tell the rest of the group the same except that on the third try no one should say anything and the poor volunteer will be left shouting ‘moo’ alone.

Game 3- Taboo – A kid is given words that they need to give over to the rest of the group and a list of words that they are not allowed to use e.g. if the word is school, they can't say lesson, teacher, work, break or exam.

DISCUSSION: Speech is a very powerful tool! It can be used for so much good, yet at the same time, it can be the cause of much evil. **THINK BEFORE YOU SPEAK.** Don't put your mouth into motion, until your brain is in gear! Talk to the kids about the importance of caring about something. Encourage them to feel more responsible to the members of the group. Caring about someone starts with saying “good morning” or asking, “How are you”. You can give your kids an example of someone in history that changed something in the world because he cared.

PARSHA STORY

Before Your Read: A wise person doesn't judge people or things by the way they first appear. In this week's Torah portion, we learn how the Jewish priests, the Cohanim, wouldn't judge whether a person had a spiritual malady called tzara'at until they had examined him twice. We can learn from this that one should be willing to give people and situations a 'second look' before passing judgment about them.

I don't know why, but I sort of took it on myself to be the neighborhood 'welcoming committee.' Whenever a new kid moves in and shows up on the scene, I make the effort to say 'hello' and help her blend in with the crowd.

So it really wasn't unusual for me to go up to this new kid, Allison, (I asked one of the teachers what her name was) and give her one of my smiley 'welcome to the neighborhood' speeches.

What *was* unusual was how the kid reacted to me - or should I say *didn't* react...

"Hi Allison!" I had said to her in a loud, friendly voice, walking up to her from behind. The kid didn't say anything or even turn her head. Okay, I know some kids are the more shy, quiet type (not like me!) so I figured I'd try again.

"Welcome to the world's greatest neighborhood!" I said, in a big friendly voice - sure this time she'd turn around and smile. But she didn't even turn around and just kept on walking away from me, I think even faster than before.

Now if there is one thing I can't stand it's a snob. And this Allison kid just made it into my book as Snob #1. As far as I was concerned, she could just stay by herself forever, if that's how she wanted it. *I* certainly wasn't going to be the one to make her feel at home.

The next day when I saw her sitting on a bench in the playground looking really lonely, my first thought was, 'it serves her right!' After all, I gave her the chance to make a friend and she obviously didn't want to see my face.

I walked past her, about to join the gang, when - I don't know why - something about her lonely look got to me and I figured maybe she just had a bad day yesterday and what would it hurt to give her one more chance? Things aren't always the way they

first look. So I walked back her way, only this time I made sure to walk straight up to her, so if she wanted to do her 'snob' thing again, she'd have to do it right to my face.

"Hi," I said, giving her a little wave. I thought she'd either turn her head or look embarrassed after yesterday, but this surprising kid surprised me once again by giving me a warm, friendly smile back and inviting me to sit down!

We traded names (I knew hers already, but it was only polite) and soon we got chatting friendly enough that I felt okay to ask her why she hadn't answered me back the day before. But before I could do that, she gave me the answer in a way that made me glad I hadn't asked...

"Oh, Debby," she said "I'm sorry, but could you please make sure you look straight at me when you talk. You see," she smiled sort of uncomfortably "I'm hearing impaired and I have to read people's lips to have any idea what they're saying and to see their faces to even know if they're talking to me at all."

Wow - that explained everything! She didn't ignore me because she was a snob or even shy. She just didn't hear or notice me because I never caught her eye!

Well, Allie and I are just about best friends now. She's a great, down to earth kid. I think a lot about how close I came to writing her off as a snob - which would have been a big shame for both of us, and how glad I am that I was smart enough to give her a second look.

Discussion Questions

Q. Our sages teach that the proper way to relate to a new person we meet is to simultaneously respect and suspect him. What do you think this means and why might such an approach be wise?

A. When we meet someone new, we have no way of really knowing what he's about. Some people make a great first impression and turn out to be monsters, others look bad but are really good as gold. Therefore, until we know someone and are able to decide what he's truly like; respecting him gives us the chance to make a close connection, while suspecting him protects us from getting burned.

Q. Is there ever a point that we should stop giving someone 'another chance'?

A. While it's right to be patient and forgiving with people, when we see that continually giving them another chance becomes seriously destructive for us, them or others, the ethical thing to do is to say (and mean) 'no more chances.'

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

Rav Avraham Yitzchak Kook

(September 8, 1865—September 1, 1935)



Rav Kook was the first Ashkenazic chief rabbi (in modern times) of the Religious Zionist Jewish community in Israel. He believed that by living in and building up the land of Israel was the groundwork of the bringing of Mashiach. He is the founding father of the “Religious Zionist” movement and he started “Merkaz HaRav”, a very popular and central yeshiva, in Yerushalayim. Jewish thinker, Halachist, Kabbalist and a renowned Torah scholar. He is known in Hebrew as HaRav Avraham Yitzchak HaCohen Kook, and by the acronym HaRaAYaH or simply as "HaRav." He was one of the most celebrated and influential Rabbis of the 20th century. In Rav Kook’s thought Kodesh and Chol (sacred and profane) play an important role: Kodesh is the inner taam (reason / meaning) of reality, while Chol is that which is detached from Kodesh and is without any meaning; Judaism, then, is the vehicle "whereby we sanctify our lives, and attach all the practical, secular elements of life to spiritual goals which reflect the absolute meaning of existence - G-d Himself"



Leader Tip: This is the first week we are introducing a Rabbinic figure as our Leader of the week. This would be a great way to recap the other three leaders. Try to engage the kids in discussion on rabbis and leadership. You will be surprised what you hear.

TEFILLAH TREASURES

Birchot HaShachar

BoruchSheh-lo Ah-sah-ni Goy.

"Blessed are You.....for making me proud to fulfill my obligations as a Jew."



A Jew has been given a special mission in this world. With the *Torah* to guide him (and her), a Jew is guided by the 613 *Mitzvot*. *Hashem* loves ALL mankind and a Jew must respect ALL of *Hashem's* creations. This *bracha* helps us understand that in this world *Hashem* has chosen the Jewish people to guard the laws of *His Torah*. We also want to start off by praising *Hashem* that we have mitzvot. Before we start our day, we first acknowledge what *Hashem* has given us and who He has made us.

We are appreciative that we have a greater level of obligation of mitzvot. A non-Jew is only obligated in seven mitzvot commanded to Noach. By expressing the bracha in the negative it highlights the various categories of levels of obligation. Thus giving a greater praise to *Hashem*.

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.

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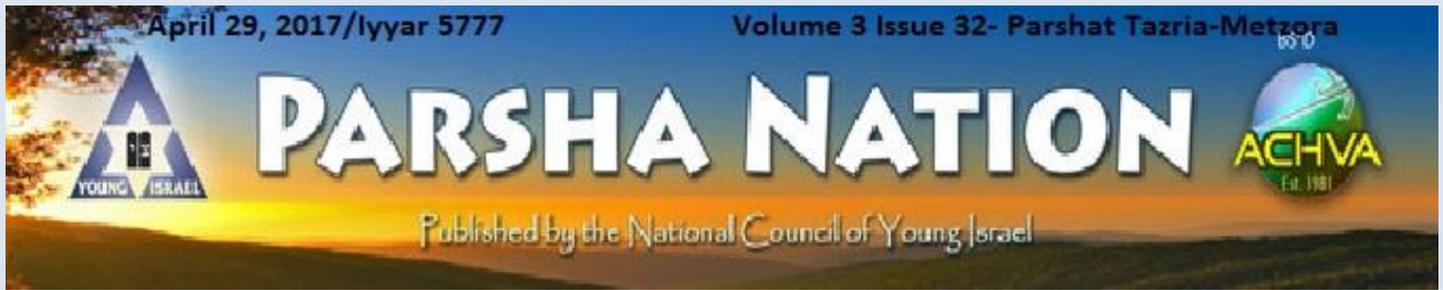
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Dear Youth Directors, Youth chairs, and Youth Leaders,

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.

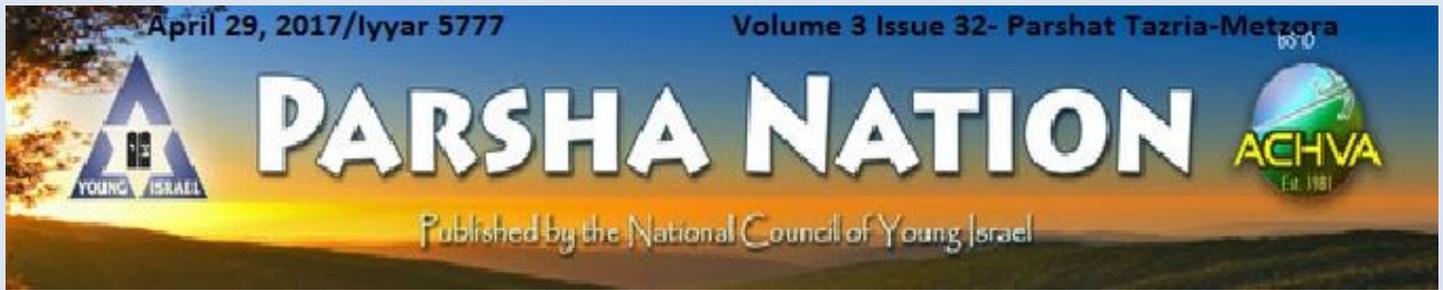
Thank you for being a light to future generations. You are doing incredible work that should not be taken lightly. You should be proud to call yourself a Young Israel Youth Leader as you have the unique opportunity to make a real difference in so many young people's lives. Keep up the amazing work.

We are looking forward to hearing great things from everyone.

Our doors are always open.

NCYI Department of Synagogue Services

Youth@youngisrael.org



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.

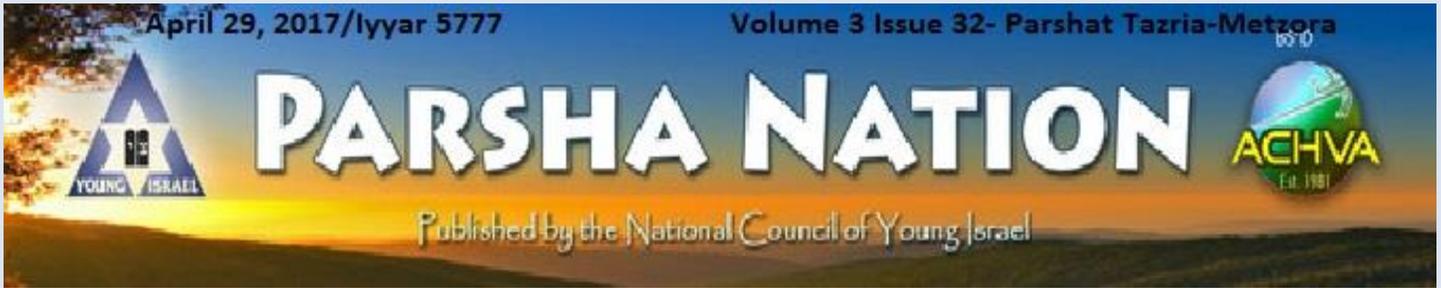
Story- Each week we will include a story that addresses a modern day concern with lesson taken from that week's parsha.

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.

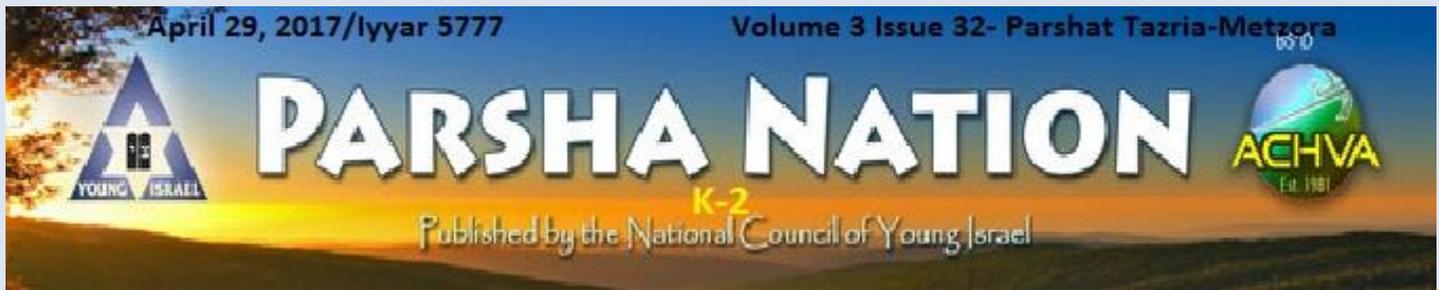
Teen Minyan Packet- This packet is filled with stories, riddles, points to ponder, and more.

Leader Tip- Each section has some great tips for leaders and how they should conduct that section.



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.
Total Time:	2 hours & 40 min of programing!	



METZORA ROUNDUP

Metzora Roundup

A *Metzora* is a person who has *tzaraat*. This person is impure and has to leave the camp (or city) and wait there until the *tzaraat* goes away. When the kohen visits him outside of the camp and see that he no longer has *tzaraat*, he does a special procedure with two birds, spring water, a cedar stick, a strip of red wool, and a bundle of the herb hyssop. Then the person washes his clothing, shaves his hair and immerses in the mikvah. He is now purified and may return to the camp.

Houses can also be afflicted with *tzaraat*, and again it is the kohen's job to identify it. If he detects *tzaraat* in the walls of the house, he locks up the house and it is left alone for seven days. If the *tzaraat* then disappears, the house is fine, but if nothing happens, or if the *tzaraat* has spread, the afflicted stones are removed and replaced, the walls are replastered, and the house is locked up for another seven days. If after the second week the kohen sees that the *tzaraat* has spread, he declares the the house *tameh* and it is burned or destroyed.

Garments can also be afflicted with *tzaraat*. The treatment of an afflicted garment is similar to that of a house.

The end of the parshah discusses three other types of impurity, and how someone can be purified from each one.

LEADER TIP: Don't read from the page. Prepare yourself before hand so you're comfortable enough saying it by heart. Give it over in an exciting way.

PARSHA QUESTIONS

Questions

1. What is a metzora?
2. Why did someone get tzoraat?
3. What is lashon hara?
4. What happened when a metzora noticed that his tzoraat went away?
5. Where does the kohen go to check the metzora?
6. What does the metzora do after this?
7. Why does a metaher (a person who had tzoraat but is now purifying himself) bring birds?
8. What did they do with the birds?
9. What must be done as soon as one suspects his house might have tzoraat?
10. Why was tzoraat on a house a good thing?

Answers

LEADER TIP: Give out candy or prizes not only for right answers, but if the kids bring up their own great points or questions!

1. A person who has tzoraat
2. For doing aveirot like lashon hara
3. When we say something bad and true about a person.
4. He called a kohen to come check him.
5. Outside the three camp 6.
 - a. He immersed in a mikveh on the seventh day
 - b. He brought karbanot on the eighth day
7. Birds chatter as he did
8. One bird is shechted and the other is sent away.
9. Everything in his house must be removed before the kohen inspects it; otherwise, it could become tameh if the kohen says the house has tzoraat.
10. It disclosed buried treasure.

PARSHA ACTIVITY

LEADER TIP: Don't be afraid to be partners with your kids. Don't just stand on the side. The more you're into it, the more they will be too!

GOAL: To teach the kids how we don't always know the full situation and that we shouldn't be so quick to judge.

ACTIVITY:

- **Charades-** Have each kid come up in front of the group and act something out. It could be an action, a movie, a person, or anything that the kids can come up with. Have them act it out either by themselves or alone, but they're not allowed to talk or make sounds. The rest of the group must try and guess who or what they are. The kid/s who guess first then go up and it's then their turn to act out what they'd like.
- **Optical Illusions-** Print out a bunch of optical illusions where there are two (or more) things that can be seen in the picture. Sit all together and pass around each picture one by one. Ask the kids what they see. Try and get them to argue if they each see different things.

DISCUSSION: Sometimes we think we know everything and were very quick to judge other people or situations. We learn in this week's parsha about tzaraat and lashon hara and about how its not good to talk badly about other people. It's important to always try and be patient and not think we know everything and jump to conclusions. We may think we've heard and seen the entire story, but really that is

PARSHA STORY

Before You Read: Different things are expected from different people. In this week's Torah portion, we learn about how a certain offering requirement in the Tabernacle would vary depending on the giver's ability to give. A poor person would have to give less, a rich person more. The point is that God wants us to always try to do our best according to our abilities. Nothing more - and nothing less.

Rebecca Feldman spread out the bright, red-checkered tablecloth on the ground and plunked down the cooler full of fresh made sandwiches and other goodies. She and her brother, Gary, had decided to take advantage of the beautiful early spring afternoon by going on a picnic in the woods behind their house.

"What'll it be - cheese or peanut butter and jelly?" Rebecca asked.

Gary didn't say anything. He just sat there rubbing his hand through the grass distractedly.

"Hellloo! Anybody home in there?"

"Huh?" Gary sputtered.

"I'm asking you what kind of sandwich you want."

"Oh sorry, Becky. Doesn't make a difference, whatever kind is fine."

"Hey, what's with you? Whenever we go on picnics you usually dive into the cooler before I can even put it down, and today you're Mr. Gloom and Doom," she said as she set out the sandwiches and drinks, carefully checking the tablecloth for ants first.

Gary sighed. "Well I'm mad about the math mid-term test I brought home today."

Rebecca shook her head. "You, the family brain, mad about a test? What happened? Did you only get a 99 instead of a 100 or something? Hey, these ants are everywhere, but at least *they* like my sandwiches."

"Very funny," Gary said. "No, what's bothering me is that yesterday when Davy brought home *his* test from school, Mom and Dad made such a big thing out of it. Dad even said he was going to buy him a present. Now I bring home a test with the *exact* same grade - B+ - and all they said to me was 'very nice,' and acted like it was no big deal. It's not fair!"

Rebecca crossed her arms and shook her head. "Come on Gary! How can you compare your test to Davy's?"

"Why not?"

"Because Davy studied like crazy for that test. I even got up in the middle of the night once last week to get a drink and saw Davy still sitting at his desk with his math book! Between you and me, Gary, did you even take your math book out of you book bag once to study for that test?"

"Of course I did!" Gary protested.

"Really?" Becky said while giving him one of her x-ray vision stares.

"Okay, I admit it was on the bus ride to school on the day of the test, but still..."

The girl laughed, "So what do you expect? Let's face it, nobody in the family is the math whiz you are. Davy worked really hard to get his grade, and you just coasted by. Of course Mom and Dad are going to make a bigger deal about his accomplishment." She handed him a cup. "You want some ice-tea?"

"No thank you, I'm not thirsty. And by the way, *you're* not being fair either. Is it my problem if the test was easier for me than it was for Davy? A B+ is a B+, and if we got the same grade, we deserve the same credit." Gary suddenly stopped talking and his eyes grew wide. "Hey Becky, take a look at that ant!" he said pointing excitedly.

"I've seen more than enough today already, thank you."

"No really, look. That one over there is dragging a whole blade of grass behind him. It must be ten times his size!"

Rebecca shrugged, plucked up a piece of grass from the ground and waved it in front of Gary's face. "So what? I can also pick up a blade of grass. Why aren't you getting goo-goo eyed over me?"

"Are you serious? That ant is tiny. For him, lifting a piece of grass is a big deal. For you it's nothing."

"But a blade of grass is a blade of grass. Is it my problem that I'm bigger than the ant?" Rebecca smiled and threw the piece of grass at her brother like a spear.

Gary quickly ducked to the side and laughed. "Okay, okay ... I get your point. Davy should get more credit for working so hard to pass his test."

"Great! Now if you don't mind, can we please eat our sandwiches before these ants drag them away too?"

Discussion Questions

Q. How did Gary feel at first about the test he brought home?

A. He felt it wasn't fair that even though he and Davy got the same grade, his brother got more credit from his parents.

Q. How did he feel in the end?

A. He felt like since his brother, Davy had to work harder for his grade than he did, he really deserved

JEWISH LEADER OF THE WEEK

The Baal Shem Tov

(1698—May 22, 1760)

Born in Okop, a small village in the Ukraine, Rabbi Yisrael ben Eliezer started one of the biggest movements in Jewish History.

Known as the Baal Shem Tov, he was the Eastern-European 18th century founder of the Chassidic movement. He was a leader who changed the way Jewish people thought and started a whole new way of living life in an exciting and inspiring way. The effects of his teachings continue to be felt today- both by his followers known as chassidim, and by followers of all other types of Jewish thought. People all over the world are impacted by what The Baal Shem tov did and he has inspired a movement which continues to be important in the Jewish World today.



LEADER TIP: If you have time, look up the Leader of the week and read more about them on your own!

TEFILLAH TREASURES

Birchot HaShachar

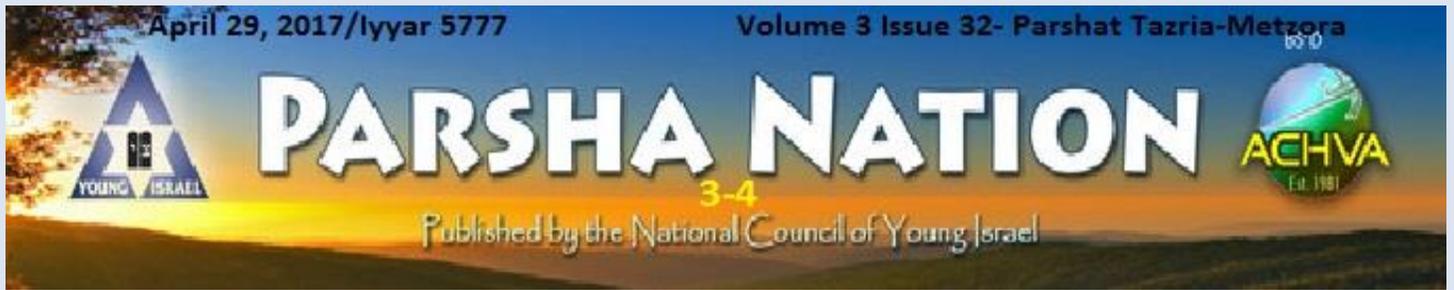
Boruch.....Sheh-lo Ah-sah-ni Aw-ved.

"Blessed are You.....for not having made me a slave."

First we were real slaves in Egypt, then *Hashem* made us free... then *He* made us servants again, only this time we became servants to *Hashem*! What's the lesson? There's a big difference between spending your day making bricks in the mud pits and spending the day fulfilling *Hashem's* commandments. This *Bracha* reminds us that it is an honor to fulfill *Hashem's* commandments!

In Egypt, being slaves was something we did not want to be doing. We were being taken advantage of and not treated nicely or fairly. Our best interest was not in mind, nor were we given the opportunities to make our own decisions and choices. We thank Hashem every day for giving us the opportunities on a daily basis to be able to live our lives to the greatest of our abilities and serve Him knowing He loves us and has our best interest in mind.

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



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6. What does the metzora do after this?
7. After the tzoraat went away and a kohen checked the metzora, on which day was he able to return to his family?
8. Why does a metaher (a person who had tzoraat but is now purifying himself) bring birds?
9. What did they do with the birds?
10. What must be done as soon as one suspects his house might have tzoraat?
11. Why was tzoraat on a house a good thing?
12. What is the status of someone who experiences a one-time flow?

ANSWERS

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2. For doing aveirot like lashon hara
3. When we say something bad and true about a person.
4. He called a kohen to come check him.
5. Outside the three camp 6.
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11. It disclosed buried treasure.
12. He is tamei until evening

LEADER TIP: Give out candy or prizes not only for right answers, but if the kids bring up their own great points or questions!

PARSHA ACTIVITY

GOAL: To teach the kids how we don't always know the full situation and that we shouldn't be so quick to judge.

ACTIVITY:

- “What are they doing anyways?”

In this game, one pair of two people act out a scene without using any words or sounds and three other pairs must come in and try to figure out what the scene is. The way it works is as follows. Three pairs of two are sent outside while one pair stays inside with the rest of the group. The group decides on a scene they want the pair to act out. One pair is then called in from outside and the initial pair acts out their scene without using any words or sounds. The second pair watches closely and then acts it out for the third pair, again not using words or sounds. The fourth pair then comes in and watches the third pair act it out without using words or sounds. Now, the fourth pair then tries to guess what the scene was and acts it out using words and sounds. We see how close the original scene was and ask the other pairs what they thought they were doing.

- “Freeze Tag”

2 Players begin a scene as the others form a semi-circle around the scene. After a certain amount of time (not too long, not too short) someone yells "freeze". The people in the scene must freeze however they were standing/positioned and the person who called freeze then tags someone in the scene and takes their spot. The person who called freeze then begins a new scene/situation in that position. Players continue to rotate trying to give everyone in the group a chance to go.

DISCUSSION: Sometimes we think we know everything and were very quick to judge other people or situations. We learn in this week's parsha about tzaraat and lashon hara and about how its not good to talk badly about other people. It's important to always try and be patient and not think we know everything and jump to conclusions. Situations may at first glance seem very clear when in reality it could be a totally different thing than we initially thought it was. We may think we've heard and seen the

LEADER TIP: Don't be afraid to be partners with your kids. Don't just stand on the side. The more you're into it, the more they will be too!

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Rebecca Feldman spread out the bright, red-checkered tablecloth on the ground and plunked down the cooler full of fresh made sandwiches and other goodies. She and her brother, Gary, had decided to take advantage of the beautiful early spring afternoon by going on a picnic in the woods behind their house.

"What'll it be - cheese or peanut butter and jelly?" Rebecca asked.

Gary didn't say anything. He just sat there rubbing his hand through the grass distractedly.

"Hellloo! Anybody home in there?"

"Huh?" Gary sputtered.

"I'm asking you what kind of sandwich you want."

"Oh sorry, Becky. Doesn't make a difference, whatever kind is fine."

"Hey, what's with you? Whenever we go on picnics you usually dive into the cooler before I can even put it down, and today you're Mr. Gloom and Doom," she said as she set out the sandwiches and drinks, carefully checking the tablecloth for ants first.

Gary sighed. "Well I'm mad about the math mid-term test I brought home today."

Rebecca shook her head. "You, the family brain, mad about a test? What happened? Did you only get a 99 instead of a 100 or something? Hey, these ants are everywhere, but at least *they* like my sandwiches."

"Very funny," Gary said. "No, what's bothering me is that yesterday when Davy brought home *his* test from school, Mom and Dad made such a big thing out of it. Dad even said he was going to buy him a present. Now I bring home a test with the *exact* same grade - B+ - and all they said to me was 'very nice,' and acted like it was no big deal. It's not fair!"

Rebecca crossed her arms and shook her head. "Come on Gary! How can you compare your test to Davy's?"

"Why not?"

"Because Davy studied like crazy for that test. I even got up in the middle of the night once last week to get a drink and saw Davy still sitting at his desk with his math book! Between you and me, Gary, did you even take your math book out of you book bag once to study for that test?"

"Of course I did!" Gary protested.

"Really?" Becky said while giving him one of her x-ray vision stares.

"Okay, I admit it was on the bus ride to school on the day of the test, but still..."

The girl laughed, "So what do you expect? Let's face it, nobody in the family is the math whiz you are. Davy worked really hard to get his grade, and you just coasted by. Of course Mom and Dad are

going to make a bigger deal about his accomplishment." She handed him a cup. "You want some ice-tea?"

"No thank you, I'm not thirsty. And by the way, *you're* not being fair either. Is it my problem if the test was easier for me than it was for Davy? A B+ is a B+, and if we got the same grade, we deserve the same credit." Gary suddenly stopped talking and his eyes grew wide. "Hey Becky, take a look at that ant!" he said pointing excitedly.

"I've seen more than enough today already, thank you."

"No really, look. That one over there is dragging a whole blade of grass behind him. It must be ten times his size!"

Rebecca shrugged, plucked up a piece of grass from the ground and waved it in front of Gary's face. "So what? I can also pick up a blade of grass. Why aren't you getting goo-goo eyed over me?"

"Are you serious? That ant is tiny. For him, lifting a piece of grass is a big deal. For you it's nothing."

"But a blade of grass is a blade of grass. Is it my problem that I'm bigger than the ant?" Rebecca smiled and threw the piece of grass at her brother like a spear.

Gary quickly ducked to the side and laughed. "Okay, okay ... I get your point. Davy should get more credit for working so hard to pass his test."

"Great! Now if you don't mind, can we please eat our sandwiches before these ants drag them away too?"

Discussion Questions

Q. What did Rebecca teach Gary by picking up the blade of grass?

A. Gary had felt that he deserved as much credit as Davy for getting the same grade on the test as he did. Rebecca showed him that just as it was a much bigger deal for a tiny ant to pick up a piece of grass than it was for a person to, it was also a much bigger deal for Davy, who wasn't naturally as strong in math as Gary to get the same grade as he did.

Q. Who should feel better: someone who succeeds at something without trying, or someone who tries his best but fails? Why?

A. It might seem as if the one who succeeds has more to feel good about, after all he succeeded. But true success in life isn't measured by how much we accomplish, rather by how hard we try, so actually the one who tries his best is the real success.

JEWISH LEADER OF THE WEEK

The Baal Shem Tov

(1698—May 22, 1760)

Born in Okop, a small village in the Ukraine, Rabbi Yisrael ben Eliezer started one of the biggest movements in Jewish History.

Known as the Baal Shem Tov, he was the Eastern-European 18th century founder of the Chassidic movement. He was a leader who changed the way Jewish people thought and started a whole new way of living life in an exciting and inspiring way. The effects of his teachings continue to be felt today- both by his followers known as chassidim, and by followers of all other types of Jewish thought. People all over the world are impacted by what The Baal Shem tov did and he has inspired a movement which continues to be important in the Jewish World today.



On the first day of Shavuot of 5520 (1760), surrounded by his most devoted students, Rabbi Yisrael Baal Shem Tov passed away.

The Baal Shem Tov's death left a vacuum in leadership that was initially filled by his son, Tzvi Hersh. But on the first anniversary of his father's death, Zvi Hersh announced that his father had appeared to him in a dream and instructed him to transfer leadership to the Besht's student, Rabbi Dov Ber. Rabbi Dov Ber soon moved to Mezritch, establishing it as the new center of chassidism, and became known as the Maggid of Mezritch.

LEADER TIP: If you have time, look up the Leader of the week and read more about them on your own!

TEFILLAH TREASURES

Birchot HaShachar

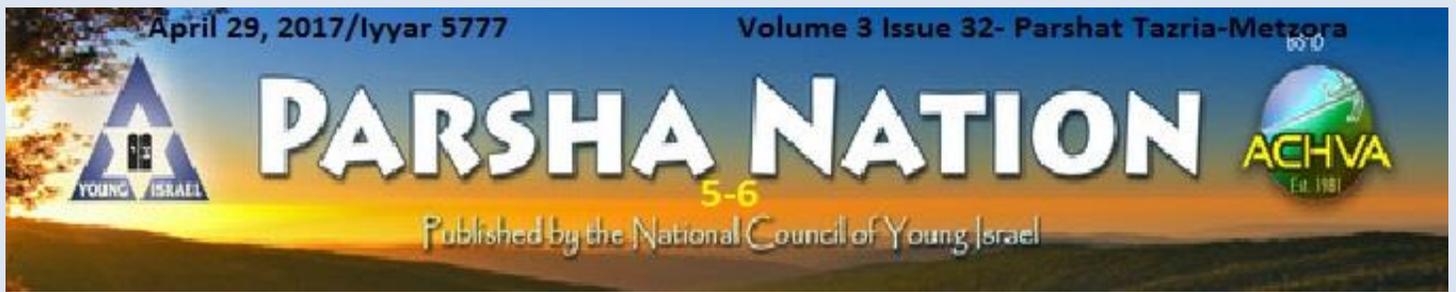
Boruch.....Sheh-lo Ah-sah-ni Aw-ved.

"Blessed are You.....for not having made me a slave."

First we were real slaves in Egypt, then *Hashem* made us free... then *He* made us servants again, only this time we became servants to *Hashem*! What's the lesson? There's a big difference between spending your day making bricks in the mud pits and spending the day fulfilling *Hashem's* commandments. This *Bracha* reminds us that it is an honor to fulfill *Hashem's* commandments!

In Egypt, being slaves was something we did not want to be doing. We were being taken advantage of and not treated nicely or fairly. Our best interest was not in mind, nor were we given the opportunities to make our own decisions and choices. We thank Hashem every day for giving us the opportunities on a daily basis to be able to live our lives to the greatest of our abilities and serve Him knowing He loves us and has our best interest in mind.

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.



METZORA ROUNDUP

Metzora Roundup

A *Metzora* is a person who has *tzaraat*. This person is impure and has to leave the camp (or city) and wait there until the *tzaraat* goes away. When the kohen visits him outside of the camp and see that he no longer has *tzaraat*, he does a special procedure with two birds, spring water, a cedar stick, a strip of red wool, and a bundle of the herb hyssop. Then the person washes his clothing, shaves his hair and immerses in the mikvah. He is now purified and may return to the camp.

Houses can also be afflicted with *tzaraat*, and again it is the kohen's job to identify it. If he detects *tzaraat* in the walls of the house, he locks up the house and it is left alone for seven days. If the *tzaraat* then disappears, the house is fine, but if nothing happens, or if the *tzaraat* has spread, the afflicted stones are removed and replaced, the walls are replastered, and the house is locked up for another seven days. If after the second week the kohen sees that the *tzaraat* has spread, he declares the the house *tameh* and it is burned or destroyed.

Garments can also be afflicted with *tzaraat*. The treatment of an afflicted garment is similar to that of a house.

The end of the parshah discusses three other types of impurity, and how someone can be purified from each one.

LEADER TIP: Don't read from the page. Prepare yourself beforehand so you're comfortable enough saying it by heart. Give it over in an exciting way. This is the beginning of the program If you don't grab the attention of the kids at this age they won't be excited for the rest of the program.

Don't forget to be in charge. This is your group and you shouldn't let anyone take advantage of it.

PARSHA QUESTIONS

QUESTIONS

1. What is a metzora?
2. Why did someone get tzoraat?
3. What is lashon hara?
4. What happened when a metzora noticed that his tzoraat went away?
5. Where does the kohen go to check the metzora?
6. What does the metzora do after this?
7. After the tzoraat went away and a kohen checked the metzora, on which day was he able to return to his family?
8. What must a metaher (a person who had tzoraat but is now purifying himself) bring once he has done teshuvah (repentance) and is healed?
9. Why does he bring birds?
10. What did they do with the birds?
11. What must be done as soon as one suspects his house might have tzoraat?
12. Why was tzoraat on a house a good thing?
13. When a person enters a house that has *tzara'at*, when do his clothes become *tamei*?
14. What is the status of a man who is *zav* (sees a flow) on two times or two consecutive days;
15. What is the status of a man who is *zav* (sees a flow) on three times or three consecutive days?
16. What is the status of someone who experiences a one-time flow?

ANSWERS

1. A person who has tzoraat
2. For doing aveirot like lashon hara
3. When we say something bad and true about a person.
4. He called a kohen to come check him.
5. Outside the three camp
6.
 - a. He immersed in a mikveh on the seventh day
 - b. He brought karbanot on the eighth day
7. The eighth day.
8. He must bring two birds.
9. Birds chatter as he did
10. One bird is shechted and the other is sent away.
11. Everything in his house must be removed before the kohen inspects it; otherwise, it could become tameh if the kohen says the house has tzoraat.
12. It disclosed buried treasure.
13. When he remains in the house long enough to eat a small meal
14. He is tamei for the day
15. He is tamei for seven days and he is also required to bring a karbon
16. He is tamei until evening

LEADER TIP: Give out candy or prizes not only for right answers, but if the kids bring up their own great points or questions!

PARSHA ACTIVITY

GOAL: To teach the kids how we don't always know the full situation and that we shouldn't be so quick to judge.

ACTIVITY:

“ZOOM!”

In this activity, there are a bunch of pictures starting from a zoomed in picture of a chickens head zooming out all the way to a zoomed out picture of the world. Depending on how many kids you have, you can do this activity in different ways. If you have a lot of kids, split them up into a few small groups of 4-6 and give each kid one picture (it's ok if you don't use all the pictures at this time). Have them study their picture really well and then take the pictures away after a minute or so. They each must explain what exactly their picture was. When presenting the activity, don't make it clear that all the pictures are related, it is the kids' job to try and figure out how they connect. What will hopefully happen is that they will have a tough time figuring out that they each have the same pictures, just zoomed in or out more than the others. After each group discusses with each other, they then present to the bigger whole group what they came up with. You can then hand out all of the pictures again, either giving one to each person or laying them out on the

DISCUSSION: Sometimes we think we know everything and were very quick to judge other people or situations. We learn in this week's parsha about tzaraat and lashon hara and about how its not good to talk badly about other people. It's important to always try and be patient and not think we know everything and jump to conclusions. Situations may at first glance seem very clear when in reality it could be a totally different thing than we initially thought it was. We may think we've heard and seen the entire story, but really that is usually not the case. There are a lot of things we don't know and it's important to always try and look at situations and not judge them right away.

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Discussion Questions Q. A Jewish sage once said, 'When I stand before God, He isn't going to ask me why I wasn't as great as Moses; He is going to ask me whether I was as great as myself.' What do you think that statement means?

A. Each of us has a different potential, our own set of abilities and challenges. God knows this, as He is the one who gave them to us. The sage was teaching that our spiritual goal is not to measure ourselves against someone else - in this case, Moses, who might well have had a greater potential than he did, but rather to measure ourselves against ourselves. That is, ask ourselves whether we are accomplishing all we can according to our unique potential. That is all that God asks of us, and that is what we should ask of ourselves.

Q. How can we know whether or not we are fulfilling our potential?

A. We should ask ourselves two questions:

1. Is what we are trying to do both worthwhile, and suited to our nature and abilities?
2. Are we are putting in our best effort?

If the answer to both of these questions is 'yes,' we can be pretty confident that we are on the right track in life.

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On the first day of Shavuot of 5520 (1760), surrounded by his most devoted students, Rabbi Yisrael Baal Shem Tov passed away.

His fame spread rapidly. Many important scholars became his disciples. It was during this period that the movement, which would eventually be known as *Chassidus* (piety), began. The Baal Shem Tov's teachings were largely based upon the Kabbalistic teachings of the AriZal but his approach made the benefits of these teachings accessible even to the simplest Jew. He emphasized the profound importance and significance of prayer, love of God, and love of one's fellow Jews. He taught that even if one was not blessed with the ability or opportunity to be a Torah scholar, one could still reach great spiritual heights through these channels. It is important to note that while the Baal Shem Tov taught that Torah study was not the *only* way to draw close to God, he did not teach that Torah study was unimportant or unnecessary. On the contrary, he emphasized the importance of having a close relationship with a *rebbe*, a great Torah scholar who would be one's spiritual mentor and leader. Furthermore, it should also be noted that while *Chassidus* was (and continues to be) of great benefit to the unsophisticated, it is a very sophisticated system of thought. As anyone with any experience in Jewish studies can attest, the many major Chassidic works were written at a very high level of scholarship by men who had reached the pinnacle of Torah knowledge. The Baal Shem Tov's death left a vacuum in leadership that was initially filled by his son, Tzvi Hersh. But on the first anniversary of his father's death, Zvi Hersh announced that his father had appeared to him in a dream and instructed him to transfer leadership to the Besht's student, Rabbi Dov Ber. Rabbi Dov Ber soon

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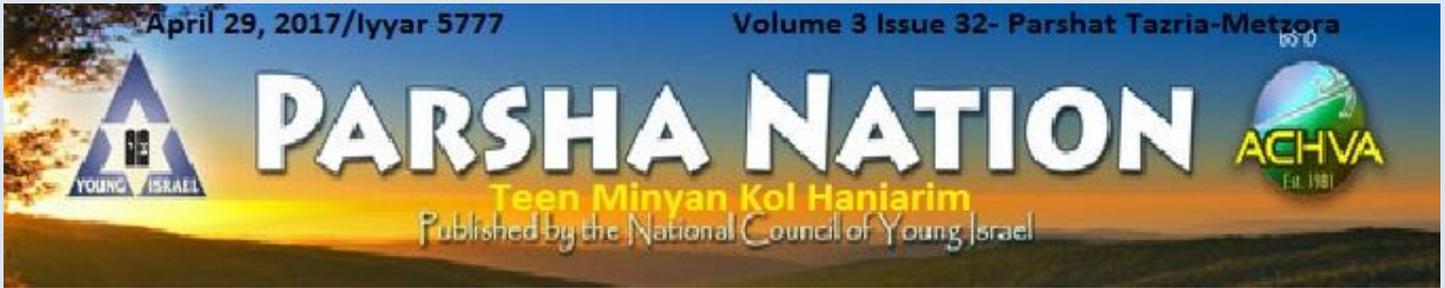
Birchot HaShachar

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This Week in Jewish History

April 1, 1925

Opening Ceremony of the Hebrew University

The Hebrew University of Jerusalem is Israel's oldest and largest university. It has been ranked as one of the 100 most outstanding academic institutions in the world. The First Board of Governors included Albert Einstein , Sigmund Freud , Martin Buber and Chaim Weizmann.

One of the Zionist movement's dreams was to establish a Hebrew university in the Land of Israel. The establishment of the university was proposed as far back as 1884 in the Kattowitz conference of the Hibbat Zion society. A major supporter of the idea was Albert Einstein, who bequeathed his papers and entire estate to the University. The cornerstone for the university was laid in 1918, and, seven years later, on April 1, 1925, the Hebrew University campus

on Mount Scopus of Jerusalem was opened at a gala ceremony attended by the leaders of the Jewish world, distinguished scholars and public figures, and British dignitaries, including Lord Arthur James Balfour, Viscount Allenby and Sir Herbert Samuel. The university's first Chancellor was Judah Magnes. By 1947, the University had grown to become a large, well-established research and teaching institution. Today nearly 24,000 students study on the four campuses of the University: Mount Scopus Campus houses: the Faculty of Humanities and School of Education; Faculty of Social Sciences; Faculty of Law and Institute of Criminology; School of Business Administration; School of Occupational Therapy; School of Social Work & Social Welfare and the Rothberg International School.

MLB OPENING WEEK!

<i>FIND...</i> <i>Yankees</i> <i>Mets</i> <i>Cubs</i> <i>Dodgers</i> <i>Red Sox</i> <i>Tigers</i> <i>Phillies</i> <i>Rangers</i>	S	E	E	K	N	A	Y	G	R	D
	I	C	W	M	M	E	T	S	I	P
	A	S	X	Z	C	Z	S	W	G	H
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	N	D	C	R	N	G	R	I	W	S
	J	C	C	S	R	S	B	U	C	U

STAT LINE OF THE WEEK - METZORA
28th of 54 sedras; 5th of 10 in Vayikra
Written on 159 lines in a Sefer Torah
6 Parshiyot, 3 open & 3 closed
90 p'sukim, ranks 42nd (5th)
1274 words, 4697 letters
ranks 39th (4th in Vayikra)
MITZVOT: 11 mitzvot - all positive (no sedra has as many positive mitzvot without any prohibitions)

TRIVIA QUESTION OF THE WEEK

IN WHAT YEAR WAS THE KENESSET MOVED TO YERUSHALAYIM?

Email your answers to 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 destroy an estimated 1/3 of the world's food supply each year.**
- **25% of all fires of unknown origin are rat-caused. (Wouldn't that mean that they know the cause?)**
- **The USA has more personal computers than the next 7**

**For more info please feel free to contact us at
youth@youngisrael.org**

Parsha Points to Ponder...

The Torah talks about a NEGA (affliction) on the walls of a house then the Kohen has to come and check it out to see if it is truly a NEGA or just some other discoloring. If, indeed, it is a NEGA, then once the Kohen makes the determination, everything in the house becomes TAMEH. The procedure described is as follows: The owner of the house suspects there is a NEGA and he goes to call the Kohen who is the only one authorized to decide if it is so. The Kohen comes and his first act, even before entering the house, he tells the owner to remove all items from the house. After this is done, he then enters to examine the wall. Why does he ask the owner to remove all things from the house? The Gemara says because the Torah is concerned about the possessions of the owner that may not be able to be purified if the house is declared TAMEH since everything in the house also becomes TAMEH. Some TAMEH objects may be purified by immersion in the Mikva; some (earthenware) cannot be purified and must be destroyed. The Torah had regard for these items and wanted to prevent a loss to the owner. We see how careful one should be not to cause anyone financial harm if it can be avoided.

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