



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](mailto: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 Review-** 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.

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

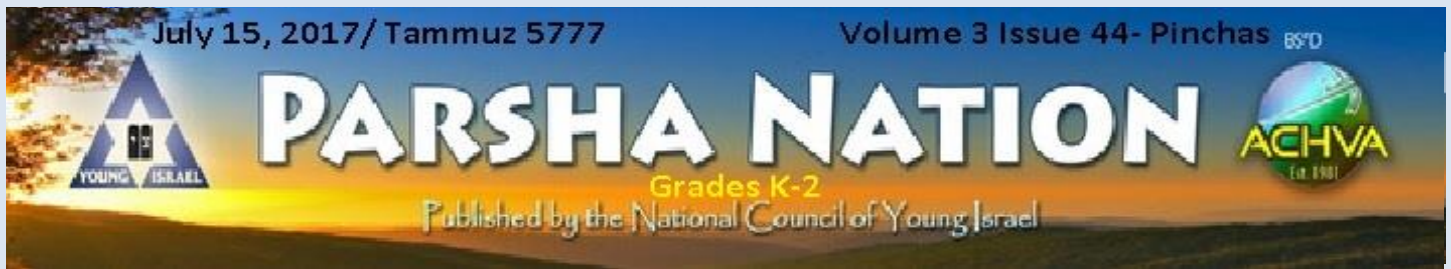
**Leader Tip-** Each section has some great tips for leaders and how they should conduct that section.

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## *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 Review	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>	



## *PINCHAS REVIEW*

Aharon's grandson Pinchas is rewarded for his act of bravery and stepping up in killing the Simeonite prince Zimri and the Midianite princess. He saved Bnei Yisrael from a plague that would've destroyed everyone. He also avoided a great Chilul Hashem. Hashem rewards Pinchas with a long life and makes him a Kohen.

Moshe and Elazar are put in charge of counting all men between the ages of 20 and 60 using half shekel coins to count everyone. They counted 601,730 people.

Moshe is instructed on how the Land is to be divided by doing a lottery for all the tribes and families of Bnei Yisrael. The five daughters of Tzelafchad put up a fight to Moshe that they should be able to get a portion of the land that belonged to their father who died without sons. Hashem grants them their request and decides that from then on if a man has no sons then his daughters can inherit the land.

Moshe chooses Yehoshua Bin Nun to take over as the leader of the Jewish people and teaches him everything he needs to know.

The Parsha ends with talking about the *Korban Tamid* and details how it was given every day twice a day. It then talks about all the special extra *Korbanot* given on Shabbat, Rosh Chodesh, and Yom Tov.

**LEADER TIP: The parsha talks about all the korbanot we used to bring on the holidays. Bring snacks connected to each holiday!**

# PARSHA QUESTIONS

## Questions

1. Who is Pinchas's grandfather?
2. Which shevat does a boy come from, his mother or his father?
3. How many sons and daughters did Tzelafchad have?
4. Did HaShem allow the benot Tzelafchad to get a nachalah?
5. What was the concern of the Bnot Tzelafchad?
6. Who were they allowed to marry?
7. Why this limitation?
8. Why did HaShem call Moshe up to har Ha'ivrim?
9. Why did HaShem pick Yehoshua to be the next leader after Moshe?
10. In front of whom did HaShem tell Moshe to appoint Yehoshua to take over for Moshe?

## Answers

1. Aharon
2. His father
3. Five daughters, no sons
4. Yes
5. That their property would transfer to another shevat through marriage
6. Anyone within their own shevat
7. So that their land would not transfer to another shevat
8. To show him all of Eretz Yisrael
9. Because he was always learning Torah and serving Moshe
10. In front of all the Bnei Yisrael

**LEADER TIP: Instead of raising your hand when you know the answer to the question, have them stand up just like Pinchas did.**

# PARSHA ACTIVITY

**GOAL:** To teach the kids the importance of standing up for what we know is right.

## **ACTIVITY: “Would You Rather?”**

Present a series of questions to the group and have them choose a side. For example, “Would you rather take a super hot shower or a super cold one?” Anyone who would rather take a super hot shower goes to the right side of the room, anyone who would rather take a super cold shower goes to the left side of the room, and anyone who can’t decide goes into the middle. You can come up with a bunch of funny ones such as “would you rather lick the bottom or inside of someone’s shoe” as well as ones that will spark interesting conversations such as “would you rather be a high ranking person in the army and protect thousands of people or become a famous professor and teach thousands of people?”. Have a good time with it and be creative and funny. Then once you do all the funny ones, start to take the questions into a more serious place. Head towards the direction of getting kids to really think about their answers and push them to take a strong stance. After every question, ask one or two kids to voice their opinion about why they chose what they chose. The funny questions will have funny opinions but as the questions get more serious, try and spark conversations as much as possible. Get the kids to really make decisions and not have anyone in that middle ground.

**DISCUSSION:** In this game we learned about taking sides and expressing your opinion.

Sometimes it’s hard to make a choice, even if you feel really strongly about it, when the rest of your friends are choosing the opposite. That is true with regard to having opinions, as well as actions. There are times when we simply have to stand up for what we know is right, even if it's hard. Pinchas, the grandson of Aaron, the Kohen Gadol, was a peace-loving man. But he saw that Jewish people were making a big mistake that was costing them their lives. The Midianites had convinced some Jews to go against the Torah, and the people were acting very wrongly, yet nobody was standing up to stop them. Pinchas decided that he couldn't just look the other way. He acted bravely and decisively, and stood up for what was right. Because of him, many lives were saved. We learn from this week's parsha, that there are times that a person has to take action for what is right.

**LEADER TIP: If you really want to be prepared, bring props and/or signs to represent each side of the “Would you rather”**

# PARSHA STORY

**Before you read:** There are times when we simply have to stand up for what we know is right, even if it's hard. Pinchas, the grandson of Aaron, the High Priest, was a peace-loving man. But he saw that Jewish people were making a big mistake that was costing them their lives. The Midianites had convinced some Jews to go against the Torah, and the people were acting very wrongly, yet nobody was standing up to stop them. Pinchas decided that he couldn't just look the other way. He acted bravely and decisively, and stood up for what was right. Because of him, many lives were saved. We learn from this week's Torah portion, that there are times that a person has to take action for what is right.

## "TAKING A STAND"

It started out like any other day. Rene and her friend Laurel were walking home from school, making plans for the afternoon, when the girls noticed something strange.

Down the block there was a group of kids who were yelling and laughing, like they were having some kind of wild party.

"What's going on over there?" Rene asked her friend, concerned.

"I don't know," answered Laurel, "but I suggest we keep out of it. It sure doesn't look like our kind of scene."

As they got closer, the girls saw a group of boys surrounding a smaller boy in the middle, who looked very confused and upset. The other boys were all calling him names, pushing him down and threatening to beat him up.

Rene was shocked. "Who's that boy? Why are they doing that to him?" she asked one of the kids on the outside of the group.

"Oh, he's just Freddy, the weird kid on the block," laughed the boy. "The guys are having a little fun. Its no big deal."

Meanwhile, Freddy had started to cry, which only made the boys tease him harder.

"How can this go on?!" said Rene to her friend, starting to get angry. "Everyone's just standing around and watching and nobody's doing anything to help that poor boy out!"

"I know what you mean. It's really not right, but we certainly can't do anything about it," answered Laurel, hesitantly.

But Rene just couldn't hold herself back any longer. "If no one else will do something to stop this, *I will.*"

Without a word, she pushed herself into the middle of the circle.

Suddenly everyone was quiet, shocked at seeing a girl standing there from out of nowhere. Rene felt scared, but she knew what she had to do. She looked right at Chuck, the biggest boy of the group. She was friends with one of his sisters, and hoped he would listen to her. "How can nice guys like you act this way?!" she shouted, trying not to show how scared she felt. "This boy didn't hurt anyone, and you're all treating him like this. Shame on you!"

There was tense silence. Everyone turned and looked at Chuck, to take their cue from him. His head was down, and his face had turned red. Finally he spoke. "I guess she's right," he muttered softly. "Leave the kid alone."

Freddy, the boy in the middle, picked himself up, brushed himself off, and ran away, flashing Rene a big smile of gratitude as he passed her. Rene breathed a sigh of relief. She felt great. The group slowly broke up and Rene and her friend went on their way.

"Wow, are you brave!" said Laurel admiringly.

"I'm not brave," answered Rene. "I was probably more scared than you, but I just felt like I didn't have a choice. When it comes to doing the right thing, you have to be brave whether you really are or not."

### **Discussion Questions:**

Q. How did Rene feel when she saw the boy getting teased in the middle of the circle?

A. She felt bad for the boy, and angry that he was being hurt. She felt she had to do something to help him.

Q. How did she feel afterwards?

A. She was very glad that she did what was right, even though it wasn't easy.

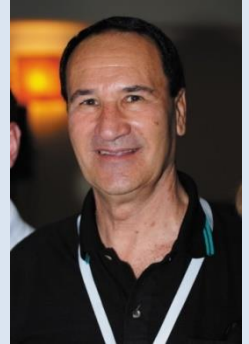
**LEADER TIP: Standing up for the right thing is one of the hardest things in the world. Talk it out with the kids and make them feel good and proud about the times they were able to do that.**



# JEWISH LEADER OF THE WEEK

## Tal Brody

(August 30<sup>th</sup>, 1943-)



Born in New Jersey, Tal Brody is an American-Israeli former basketball player who lives in Israel. He was drafted number 12 in the NBA draft but chose to pass up on an NBA career and instead play basketball in Israel. He played on the national teams of both the United States and Israel and also served in the armies of both countries.

In high school he led his team to an undefeated state championship. In college he was an All-American and All-Big Ten guard in 1965 while playing for the University of Illinois. That year he was drafted number 12 by the now Washington Wizards. Before the NBA season started he traveled to Israel for the Maccabi Games and led the American team to a gold medal. Moshe Dayan, the Israeli Minister of Sports, and Ministry of Education, convinced Brody to return to Israel and help bring up Israel's basketball team and morale. Brody passed up his NBA career and instead played for Maccabi Tel Aviv.

In 1977, he led Maccabi Tel Aviv to the European Cup Basketball Championship. Along the way, his team defeated the heavily favored Soviet Red Army team CSKA Moscow. Brody's famous quote after beating the Soviets – "*We are on the map! And we are staying on the map – not only in sports, but in everything.*" – became a part of Israeli culture. It has been used for decades in many different contexts, from political speeches to National Lottery commercials.

During his playing career, Brody's Maccabi-Tel Aviv teams won 10 Israeli championships and 6 Israeli State Cups.

In 1979, Brody was awarded the Israel Prize, the country's highest civilian honor.

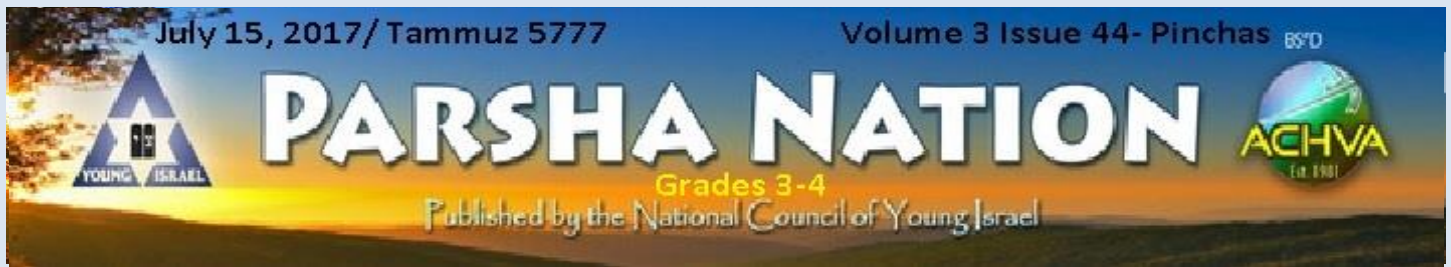
**LEADER TIP: Play a game of basketball just like Tal Brody! Discuss his decision to play in Israel and ask the kids what they would do in his situation. Talk about priorities.**

# TEFILLAH TREASURES

## Shemoneh Esrei: Modim

The word Modim has two meanings: (a) to admit to the truth, and (b) to express to Hashem todah – thanks and recognition of the goodness we receive from Him. With this understanding we can explain why Modim is an exception to the rule that lets the Shaliach Tzibbur say the bracha for us, while we just listen and say amen at the end of the bracha. For all the other brachot “the Shaliach Tzibbur can say the bracha for us. Yet, when the Shaliach Tzibbur says Modim , the congregation participates by saying a prayer of thanks known as Modim D’Rabanan, The Rabbis’ Modim. The reason for this is that Modim means “thank You,” Hashem. And if there is one thing that no else one can do on our behalf, it is to say “thanks.” Thus, this is the reason that the *gematria* of the word Modim is 100 (,40 = n 40=1=6 ,7=4 ,1=10 ,D). This hints at the requirement to give thanks to Hashem every day by saying 100 blessings.

**LEADER TIP: Go around and ask the kids what they are most thankful for. How many of those things are those that only they are thankful for, and how many are things that WE ALL can be thankful for?**



## *PINCHAS REVIEW*

Ahron's grandson Pinchas is rewarded for his act of bravery and stepping up in killing the Simeonite prince Zimri and the Midianite princess. He saved Bnei Yisrael from a plague that would've destroyed everyone. He also avoided a great Chilul Hashem. Hashem rewards Pinchas with a long life and makes him a Kohen.

Moshe and Elazar are put in charge of counting all men between the ages of 20 and 60 using half shekel coins to count everyone. They counted 601,730 people.

Moshe is instructed on how the Land is to be divided by doing a lottery for all the tribes and families of Bnei Yisrael. The five daughters of Tzelafchad put up a fight to Moshe that they should be able to get a portion of the land that belonged to their father who died without sons. Hashem grants them their request and decides that from then on if a man has no sons then his daughters can inherit the land.

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The Parsha ends with talking about the *Korban Tamid* and details how it was given every day twice a day. It then talks about all the special extra *Korbanot* given on Shabbat, Rosh Chodesh, and Yom Tov.

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# PARSHA QUESTIONS

## Questions

1. Who is Pinchas's father?
2. Who is Pinchas's grandfather?
3. Which shevat does a boy come from, his mother or his father?
4. What nes happened with the goral (lot) that they used to choose the nachalot (pieces of land) in Eretz Yisrael?
5. How many sons and daughters did Tzelafchad have?
6. What were their names?
7. Did HaShem allow the benot Tzelafchad to get a nachalah?
8. What was the concern of the Bnot Tzelafchad?
9. Who were they allowed to marry?
10. Why this limitation?
11. Why did HaShem call Moshe up to har Ha'ivrim?
12. Why did HaShem pick Yehoshua to be the next leader after Moshe?
13. In front of whom did HaShem tell Moshe to appoint Yehoshua to take over for Moshe?
14. Who was and always will be the greatest navi?
15. What do we do instead of bringing karbanot?

## Answers

**LEADER TIP: Instead of raising your hand when you know the answer to the question, have them stand up just like Pinchas did.**

1. Elazar
2. Aharon
3. His father
4. The goral itself called out which nachalah goes to which shevat
5. Five daughters, no sons
6. Machlah, Noah, Chaglah, Milkah, and Tirtzah
7. Yes
8. That their property would transfer to another shevat through marriage
9. Anyone within their own shevat
10. So that their land would not transfer to another shevat
11. To show him all of Eretz Yisrael
12. Because he was always learning Torah and serving Moshe
13. In front of all the Bnei Yisrael
14. Moshe
15. We daven

# PARSHA ACTIVITY

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## **ACTIVITY: “Would You Rather?”**

Present a series of questions to the group and have them choose a side. For example, “Would you rather take a super hot shower or a super cold one?” Anyone who would rather take a super hot shower goes to the right side of the room, anyone who would rather take a super cold shower goes to the left side of the room, and anyone who can’t decide goes into the middle. You can come up with a bunch of funny ones such as “would you rather lick the bottom or inside of someone’s shoe” as well as ones that will spark interesting conversations such as “would you rather be a high ranking person in the army and protect thousands of people or become a famous professor and teach thousands of people?”. Have a good time with it and be creative and funny. Then once you do all the funny ones, start to take the questions into a more serious place. Head towards the direction of getting kids to really think about their answers and push them to take a strong stance. After every question, ask one or two kids to voice their opinion about why they chose what they chose. The funny questions will have funny opinions but as they questions get more serious, try and spark conversations as much as possible. Get the kids to really make decisions and not have anyone in that middle ground.

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Meanwhile, Freddy had started to cry, which only made the boys tease him harder.

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"Wow, are you brave!" said Laurel admiringly.

"I'm not brave," answered Rene. "I was probably more scared than you, but I just felt like I didn't have a choice. When it comes to doing the right thing, you have to be brave whether you really are or not."

### **Discussion Questions:**

Q. Do you think Rene was someone who was used to doing things like jumping into a circle of fighting boys? If not, what made her decide to stand up and get involved this time?

A. If you had asked her before hand, she would have likely said that Jumping into a fight was the last thing she expected to do. But when Rene saw something wrong was happening, and that nobody else was doing anything about it. She overcame her feelings and acted to do what was right. It is a noble and uplifting thing to be willing to act for the sake of one's values.

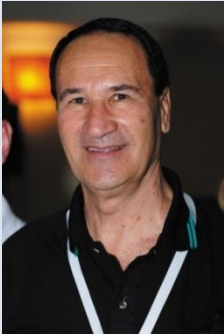
Q. Why do you think the boys listened to Rene, even though they were really into teasing Freddy?

A. They were surprised and impressed to see how she was willing to bravely stand up for what was right. Inside, they probably knew that what there were doing was wrong, and Rene's courage woke them up and made them stop. Often when we stand up for what's right, we can accomplish much more than we would have thought.

Q. Can you think of a time when you stood up to do the right thing even though it was difficult?

**LEADER TIP: Standing up for the right thing is one of the hardest things in the world. Talk it out with the kids and make them feel good and proud about the times they were able to do that.**

# JEWISH LEADER OF THE WEEK



## Tal Brody

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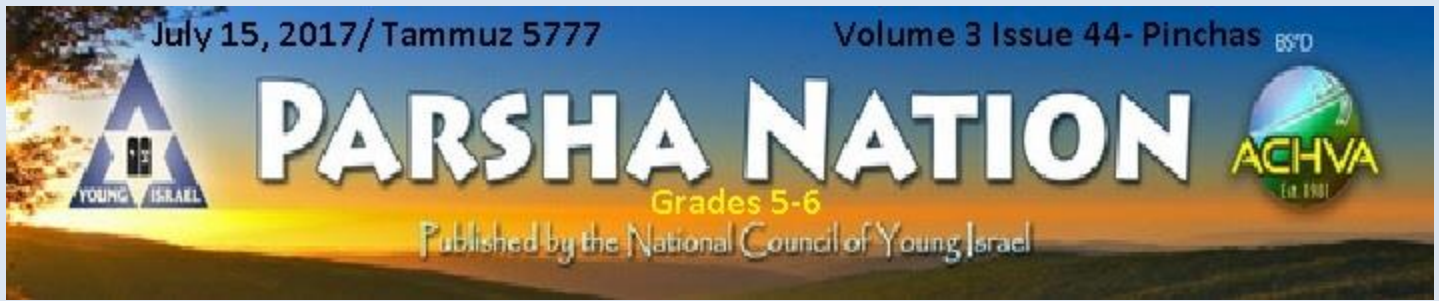
# TEFILLAH TREASURES

## Shemoneh Esrei: Modim

The word Modim has two meanings: (a) to admit to the truth, and (b) to express to Hashem todah – thanks and recognition of the goodness we receive from Him. With this understanding we can explain why Modim is an exception to the rule that lets the Shaliach Tzibbur say the bracha for us, while we just listen and say amen at the end of the bracha. For all the other brachot “the Shaliach Tzibbur can say the bracha for us. Yet, when the Shaliach Tzibbur says Modim, the congregation participates by saying a prayer of thanks known as Modim D’Rabanan, The Rabbis’ Modim. The reason for this is that Modim means “thank You,” Hashem. And if there is one thing that no else one can do on our behalf, it is to say “thanks.” Thus, this is the reason that the *gematria* of the word Modim is 100 (מ,ד=40 = מ,ד=10=6, ט=4, י=10, ם). This hints at the requirement to give thanks to Hashem every day by saying 100 blessings.

In Modim, we thank Hashem for His miracles, and for His wonders. What is the difference between the two? נסִיִּים are occurrences whose miracles are obvious to us, whereas נִפְלְאוֹתֵיךְ are Hashem’s “hidden miracles” that we do not see His involvement. All of nature is, in reality, the work of Hashem, who performs many “hidden miracles” every day, giving us the ability to breathe, see, hear, walk, talk, use our hands to create and accomplish, and much more. In addition, He gives the world food for every creature, a perfect atmosphere for breathing and the exact level of sunlight to warm the world; all are miracles. It is no coincidence that the *gematria*, of Elokim—86—is the same as that of *hateva*, nature. It all comes from Hashem. Because Hashem’s wonders are all around us every day, we have constant access to a great source of spiritual inspiration. We only need to focus for a moment on the amazing complexity and precision of just one gift we enjoy in order to experience wonder and gratitude for Hashem’s kindness. The more often we engage in these moments of recognition, the more we feel ourselves as the fortunate recipients of Hashem’s love and care.

**LEADER TIP: Go around and ask the kids what they are most thankful for. How many of those things are those that only they are thankful for, and how many are things that WE ALL can be thankful for?**



## *PINCHAS REVIEW*

Ahron's grandson Pinchas is rewarded for his act of bravery and stepping up in killing the Simeonite prince Zimri and the Midianite princess. He saved Bnei Yisrael from a plague that would've destroyed everyone. He also avoided a great Chilul Hashem. Hashem rewards Pinchas with a long life and makes him a Kohen.

Moshe and Elazar are put in charge of counting all men between the ages of 20 and 60 using half shekel coins to count everyone. They counted 601,730 people.

Moshe is instructed on how the Land is to be divided by doing a lottery for all the tribes and families of Bnei Yisrael. The five daughters of Tzelafchad put up a fight to Moshe that they should be able to get a portion of the land that belonged to their father who died without sons. Hashem grants them their request and decides that from then on if a man has no sons then his daughters can inherit the land.

Moshe chooses Yehoshua Bin Nun to take over as the leader of the Jewish people and teaches him everything he needs to know.

The Parsha ends with talking about the *Korban Tamid* and details how it was given every day twice a day. It then talks about all the special extra *Korbanot* given on Shabbat, Rosh Chodesh, and Yom Tov.

**LEADER TIP: The parsha talks about all the korbanot we used to bring on the holidays. Bring snacks connected to each holiday!**

# PARSHA QUESTIONS

## Questions

1. Who is Pinchas's father?
2. Who is Pinchas's grandfather?
3. Which shevat does a boy come from, his mother or his father?
4. How old must a man be in order to be counted?
5. How did Binyamin name his children?
6. Why was Serach bas Asher still alive? What was her zechut?
7. Which two people from Shevat Reuven does the Torah remind us of that died along with Korach?
8. Who does the Torah say did not die with Korach?
9. What nes happened with the goral (lot) that they used to choose the nachalot (pieces of land) in Eretz Yisrael?
10. How many sons and daughters did Tzelafchad have?
11. What were their names?
12. Did HaShem allow the benot Tzelafchad to get a nachalah?
13. What was the concern of the Bnot Tzelafchad?
14. Who were they allowed to marry?
15. Why this limitation?
16. Why did HaShem call Moshe up to har Ha'ivrim?
17. Why did HaShem pick Yehoshua to be the next leader after Moshe?
18. In front of whom did HaShem tell Moshe to appoint Yehoshua to take over for

Moshe?

19. Who was and always will be the greatest navi?
20. What do we do instead of bringing karbanot?

## Answers

1. Elazar
2. Aharon
3. His father
4. At least twenty
5. Each name was about Yosef
6. She tried to make Yaakov feel better after Yosef was missing, by playing music on her harp and singing that Yosef is still alive
7. Datan and Aviram
8. Korach's sons
9. The goral itself called out which nachalah goes to which shevat
10. Five daughters, no sons
11. Machlah, Noah, Chaglah, Milkah, and Tirtzah
12. Yes
13. That their property would transfer to another shevat through marriage
14. Anyone within their own shevat
15. So that their land would not transfer to another shevat
16. To show him all of Eretz Yisrael
17. Because he was always learning Torah and serving Moshe
18. In front of all the Bnei Yisrael
19. Moshe
20. We daven

**LEADER TIP: Instead of raising your hand when you know the answer to the question, have them stand up just like Pinchas did.**

# PARSHA ACTIVITY

**GOAL:** To teach the kids the importance of standing up for what we know is right.

## **ACTIVITY: “Would You Rather?”**

Present a series of questions to the group and have them choose a side. For example, “Would you rather take a super hot shower or a super cold one?” Anyone who would rather take a super hot shower goes to the right side of the room, anyone who would rather take a super cold shower goes to the left side of the room, and anyone who can’t decide goes into the middle. You can come up with a bunch of funny ones such as “would you rather lick the bottom or inside of someone’s shoe” as well as ones that will spark interesting conversations such as “would you rather be a high ranking person in the army and protect thousands of people or become a famous professor and teach thousands of people?”. Have a good time with it and be creative and funny. Then once you do all the funny ones, start to take the questions into a more serious place. Head towards the direction of getting kids to really think about their answers and push them to take a strong stance. After every question, ask one or two kids to voice their opinion about why they chose what they chose. The funny questions will have funny opinions but as the questions get more serious, try and spark conversations as much as possible. Get the kids to really make decisions and not have anyone in that middle ground.

## **DISCUSSION:** In this game we learned about taking sides and expressing your opinion.

Sometimes it’s hard to make a choice, even if you feel really strongly about it, when the rest of your friends are choosing the opposite. That is true with regard to having opinions, as well as actions. There are times when we simply have to stand up for what we know is right, even if it's hard. Pinchas, the grandson of Aaron, the Kohen Gadol, was a peace-loving man. But he saw that Jewish people were making a big mistake that was costing them their lives. The Midianites had convinced some Jews to go against the Torah, and the people were acting very wrongly, yet nobody was standing up to stop them. Pinchas decided that he couldn't just look the other way. He acted bravely and decisively, and stood up for what was right. Because of him, many lives were saved. We learn from this week's parsha, that there are times that a person has to take action for what is right.

**LEADER TIP: If you really want to be prepared, bring props and/or signs to represent each side of the “Would you rather”**

# PARSHA STORY

**Before you read:** There are times when we simply have to stand up for what we know is right, even if it's hard. Pinchas, the grandson of Aaron, the High Priest, was a peace-loving man. But he saw that Jewish people were making a big mistake that was costing them their lives. The Midianites had convinced some Jews to go against the Torah, and the people were acting very wrongly, yet nobody was standing up to stop them. Pinchas decided that he couldn't just look the other way. He acted bravely and decisively, and stood up for what was right. Because of him, many lives were saved. We learn from this week's Torah portion, that there are times that a person has to take action for what is right.

## "TAKING A STAND"

It started out like any other day. Rene and her friend Laurel were walking home from school, making plans for the afternoon, when the girls noticed something strange.

Down the block there was a group of kids who were yelling and laughing, like they were having some kind of wild party.

"What's going on over there?" Rene asked her friend, concerned.

"I don't know," answered Laurel, "but I suggest we keep out of it. It sure doesn't look like our kind of scene."

As they got closer, the girls saw a group of boys surrounding a smaller boy in the middle, who looked very confused and upset. The other boys were all calling him names, pushing him down and threatening to beat him up.

Rene was shocked. "Who's that boy? Why are they doing that to him?" she asked one of the kids on the outside of the group.

"Oh, he's just Freddy, the weird kid on the block," laughed the boy. "The guys are having a little fun. Its no big deal."

Meanwhile, Freddy had started to cry, which only made the boys tease him harder.

"How can this go on?!" said Rene to her friend, starting to get angry. "Everyone's just standing around and watching and nobody's doing anything to help that poor boy out!"

"I know what you mean. It's really not right, but we certainly can't do anything about it," answered Laurel, hesitantly.

But Rene just couldn't hold herself back any longer. "If no one else will do something to stop this, *I will.*"

Without a word, she pushed herself into the middle of the circle.

Suddenly everyone was quiet, shocked at seeing a girl standing there from out of nowhere. Rene felt scared, but she knew what she had to do. She looked right at Chuck, the biggest boy of the group. She was friends with one of his sisters, and hoped he would listen to her. "How can nice guys like you act this way?!" she shouted, trying not to show how scared she felt. "This boy didn't hurt anyone, and you're all treating him like this. Shame on you!"

There was tense silence. Everyone turned and looked at Chuck, to take their cue from him. His head was down, and his face had turned red. Finally he spoke. "I guess she's right," he muttered softly. "Leave the kid alone."

Freddy, the boy in the middle, picked himself up, brushed himself off, and ran away, flashing Rene a big smile of gratitude as he passed her. Rene breathed a sigh of relief. She felt great. The group slowly broke up and Rene and her friend went on their way.

"Wow, are you brave!" said Laurel admiringly.

"I'm not brave," answered Rene. "I was probably more scared than you, but I just felt like I didn't have a choice. When it comes to doing the right thing, you have to be brave whether you really are or not."

### **Discussion Questions:**

Q. The Talmud teaches us that in "a place where there is no leader, strive to be one." What do you think that means in a deeper sense?

A. There may be situations in life when no one around us is doing what should be done. At times like these a person sometimes has to take a stand, even if he normally wouldn't consider himself as having courage to get involved. The situation calls for him to transcend his usual limits. This can be a tremendous growth experience, as often by going beyond our "limits" we reveal them to be illusory and gain strength and courage for the future.

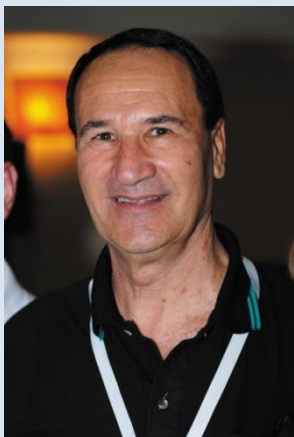
Q. Do you believe that it is justified for an individual to get involved in other people's lives and speak up if he feels they're doing something wrong?

A. If they are hurting themselves or others, or even if it will lead other people to follow their destructive example, it is not only justified, but the right thing to do. Nobody lives in a vacuum. We are all members of society and we're responsible for each other's well being. To turn our backs when somebody is doing something harmful isn't an act of tolerance, but rather an act of negligence.

Q. Can you think of a time when you stood up to do the right thing even though it was difficult?

**LEADER TIP: Standing up for the right thing is one of the hardest things in the world. Talk it out with the kids and make them feel good and proud about the times they were able to do that.**

# JEWISH LEADER OF THE WEEK



## Tal Brody

(August 30<sup>th</sup>, 1943-)

Born in New Jersey, Tal Brody is an American-Israeli former basketball player who lives in Israel. He was drafted number 12 in the NBA draft but chose to pass up on an NBA career and instead play basketball in Israel. He played on the national teams of both the United States and Israel and also served in the armies of both countries.

In high school he led his team to an undefeated state championship. In college he was an All-American and All-Big Ten guard in 1965 while playing for the University of Illinois. That year he was drafted number 12 by the now Washington Wizards. Before the NBA season started he traveled to Israel for the Maccabi Games and led the American team to a gold medal. Moshe Dayan, the Israeli Minister of Sports, and Ministry of Education, convinced Brody to return to Israel and help bring up Israel's basketball team and morale. Brody passed up his NBA career and instead played for Maccabi Tel Aviv.

In 1977, he led Maccabi Tel Aviv to the European Cup Basketball Championship. Along the way, his team defeated the heavily favored Soviet Red Army team CSKA Moscow. Brody's famous quote after beating the Soviets – "*We are on the map! And we are staying on the map – not only in sports, but in everything.*" – became a part of Israeli culture. It has been used for decades in many different contexts, from political speeches to National Lottery commercials.

During his playing career, Brody's Maccabi-Tel Aviv teams won 10 Israeli championships and 6 Israeli State Cups.

In 1979, Brody was awarded the Israel Prize, the country's highest civilian honor.

**LEADER TIP: Play a game of basketball just like Tal Brody! Discuss his decision to play in Israel and ask the kids what they would do in his situation. Talk about priorities.**

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## This Week in Jewish History

July 5th, 1950

### Law of Return Legislation Passed

The Law of Return is an Israeli legislation that gives Jews the right to live in Israel and to gain Israeli citizenship. In 1970, the right of entry and settlement was extended to people with one Jewish grandparent and non-Jewish people who were married to Jews, although they were not considered Jewish under Jewish law.

In the Law of Return, the State of Israel put into practice the Zionist movement's "credo" which called for the establishment of Israel as a Jewish state.

Those who immigrate to Israel under the Law of Return are immediately able to gain citizenship in Israel. However, there are different opinions as to whether a person who claims citizenship under the Law of Return should be automatically registered as "Jewish" for census purposes. According to the halachic definition, a person is Jewish if his or her mother is Jewish, or if he or she converts to Judaism. Orthodox Jews do not recognize conversions performed by Reform or Conservative Judaism. However, the Law provides that any Jew regardless of affiliation may migrate to Israel and claim citizenship.

Originally, the Law of Return was restricted to Jews only. A 1970 amendment, however, stated that, "The rights of a Jew under this Law and the rights of an *oleh* under the Nationality Law... are also vested in a child and a grandchild of a Jew, the spouse of a Jew, the spouse of a child of a Jew and the spouse of a grandchild of a Jew."



A Jew can be excluded from Israeli citizenship under the Law of Return if he or she is considered to be dangerous to the welfare of the State of Israel. Jews who have a past that involves a serious crime, such as murder, or who are fugitives in another country for any felony (unless they are persecution victims) can be denied citizenship. This clause has been used to exclude applicants a handful of times since Israel's establishment. Notable cases include Robert Soblen, an American Communist who spied for the Soviet Union and fled to Israel in an attempt to escape a life sentence, Meyer Lansky, an American mobster who was initially granted entry to Israel but was expelled two years later, and Victor Vancier, an American Kahanist activist convicted of involvement in a series of bombings.

### *FIND...*

- Pinchas
- Zimri
- Census
- Tzelafchad
- Yehoshua
- Tamid
- Rosh Chodesh
- Chagim

### **STAT LINE OF THE WEEK- PINCHAS**

**41st of the 54 sedras; 8th of 10 in Bamidbar**  
**Written on 280 lines in a Sefer Torah (rank: 2nd)**  
**168 psukim - ranks 2nd (2nd in B'midbar)**  
**1887 words - ranks 9th (2nd in B'midbar)**  
**7853 letters - ranks 4th (2nd in B'midbar)**  
**49th of 54 in length of psukim, letterwise.**  
**Second longest sedra, pasuk-wise. These factors combine to explain the unusual fluctuation in rankings. Pinchas is the most often-read from sedra in the whole Torah (Rosh Chodesh & Chagim in addition to Parshat HaShavua)**

### **MITZVOT**

**Contains 6 of the 613 mitzvot, all positive. 1 of only 6 sedras that have only positive mitzvot**

## TRIVIA QUESTION OF THE WEEK

# WHO IS FEATURED ON THE 200 SHEKEL BANK NOTE?

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!

- **It is impossible to lick your elbow (busted)**
- **A crocodile can't stick it's tongue out.**
- **A shrimp's heart is in it's head.**
- **People say "Bless you" when you sneeze because when you sneeze, your heart stops for a mili-second.**

**For more info please feel free to contact us at [youth@youngisrael.org](mailto:youth@youngisrael.org)**

### Parsha Points to Ponder...

Did you ever wonder why on Shabbat you go to Shul later than on weekdays? When instructions were given concerning the daily sacrifice the Torah says: **את הכבש אחד תעשה בבקר**, “The one lamb you shall make in the morning...”. (Num. 28,4) When instructions are given for the Shabbat sacrifices the Torah says: **וביום השבת שני קבשים**, “And on the Sabbath day two male lambs...”. (Num. 28,9) No mention is made of morning. It was thus permitted to bring later in the day. Hence the Shabbat services may start later and one has an opportunity to sleep later. This trivia is brought by no one less than the Rama in the Shulchan Aruch. This is part of our Oneg Shabbat. It does not mean that you can sleep the entire Shabbat and do nothing. Shabbat is a time of rest but it is also a time to study and to improve your religious knowledge. It is a time to spend the day in a religious experience, something that is limited during the weekdays when we are preoccupied with our daily responsibilities. The Shabbat should be spent by elevating our spiritual lives and increasing our knowledge of our Jewish existence.

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

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