



PARSHA NATION



Published by the National Council of Young Israel

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 led by our Youth Services Coordinator, Sammy, 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.

Shana Tova.

Ari Matityahu
Assistant Director

Sammy Schaechter
Youth Services Coordinator



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



KI TAVO REVIEW

In this week's Parsha, Mosh talks to Bnei Yisrael about what it means to live in Eretz Yisrael.

1st & 2nd Aliyot: The Parsha begins with the Mitzvot of the first fruits and the completion of the *ma'aser* cycles. Both are accompanied by special declarations of Hashem's mastery over the land, and man's responsibility to keep the commandments of Hashem.

4th & 5th Aliyot: Moshe presents a statement of commitment between Hashem and His People. We are to keep the Torah and Hashem guarantees us praise, fame and glory as the "highest of all the nations". (26:19) Upon crossing the Yarden, the Nation will publicly declare its acceptance of Hashem's covenant by: inscribing the Torah upon twelve stones; building them as a monument; and the ceremony of blessings and curses that is to take place between the opposing mountains, Har Grizim and Har Ayval.

6th Aliya: Commonly known as the Tochacha the warnings and punishments. It describes the consequences that will befall the Jewish people if they ignore Hashem's Torah and his providence. The custom is for the Reader to read this Aliya more quickly and quietly than the rest of the Parsha.

7th Aliya: The Parsha concludes with the beginning of Moshe's final speech. He starts by recounting the miraculous nature of the past 40 years and its clear indication of Hashem's ever present protection, past and future.

LEADER TIP: The Parsha talks about blessings and curses. Start off your groups by giving a blessing to everyone, and asking your kids what a blessing is. Don't be afraid to give some real life examples.

PARSHA QUESTIONS

Questions

1. What is the Mitzvah of Bikkurim?
2. Which fruits must be given?
3. Did a farmer in New Jersey bring bikkurim?
4. Do farmers in Eretz Yisrael bring bikkurim when we don't have a beit Hamikdash?
5. Who ate the Bikkurim?
6. What does a person say when he brings the Bikkurim?
7. What are some of the things HaShem will do to bless Bnei Yisrael if they follow His laws?
8. How did Moshe remind the people to listen to Hashem?
9. What does the Baal Koreh (the one who reads the Torah) do when reading the tochachah?
10. Why do we read the tochachah especially at this time of the year?

Answers

1. Giving the first fruits to the Kohen
2. The seven special fruits of Eretz Yisrael
3. NO! Only farmers in Eretz Yisrael brought bikkurim
4. NO
5. A kohen in the Beit Hamikdash
6. He says vidui (confession) and he tells about how we were taken out of Egypt
7. HaShem will give them prosperous land, help them conquer their enemies, and protect them and make them a great nation
8. He said over the tochachah (rebuke)
9. He reads it quickly and in a low voice
10. So that we will be reminded to do teshuvah since Rosh Hashanah is coming

LEADER TIP: Since the Parsha talks about *bikkurim*, bring in fruit to give as prizes if kids answer questions correctly!

PARSHA ACTIVITY

GOAL: In this week's Parsha, we learn about the Mitzvah of *bikurim*, bringing our first fruits to the Beit HaMikdash for Hashem. In this activity, the kids will learn about the idea of giving our best to Hashem in order to thank Him for everything He's given us.

ACTIVITY: "Favorites"

Print out a bunch of pictures of different kinds of snacks, foods, and candies that you think your kids would enjoy. Together with a group leader, have the kids (either one big group or small groups depending on how many kids you have) rank the order of their favorite foods from best to worst. After you rank them, pass out the pictures to the kids. Chances are they are going to argue about who gets which ones. Tell the kids to imagine that they're actually real and have them pretend like they're going to get ready to eat them. Then tell them that you want them all back before they get a chance to eat them. They probably won't be too happy about that. Tell them though, that if they give you the pictures of the food, you will in return give them an actual candy for them to eat. This will most probably help them with their debate.

DISCUSSION: Discuss with them the idea of everything we get in life coming from Hashem and that Hashem can always give us better things if we behave nicely. We learn about *bikurim* and giving our first fruit we get right back to Hashem. That could be very very hard to do! We've been waiting so long for them and when they finally come we have to give them away? That's no fair! But if we recognize that if we follow the ways of Hashem then He will give us even better things than we first got, it will help us always do the right thing to the best of our abilities.

LEADER TIP: This activity will work as well as you play it up. Try to get the kids to imagine how much they like the food as much as possible!

PARSHA STORY

Before you read: "With all due respect" isn't just a saying - it's a way to live. In this week's parsha (Deut. 28:50), the Torah refers to disrespectful *chutzpah* as negative, cruel behavior. The Torah way is not to brazenly "mouth-off" at people, but to speak and behave respectfully.

BIRD BRAINS

Tropical fish, colorful cockatoos and furry creatures of all descriptions surrounded Terri and her friend, Jill, from all sides. No, they weren't on a jungle photo-safari or even at the zoo; they were walking the well-lit, welcoming aisles of the local Pet Paradise mega-center.

They'd picked out their purchases - a couple of silicon chew-toys for Terri's terrier (yes, people *would* kid her about it) and brought them up to the checkout counter, where a gray-haired salesclerk wearing a green Pet Paradise apron was busy trying to insert a roll of receipt-paper into the computerized cash register.

"Ahem..." said Terri, to get the man's attention.

"Be right with you, girls," he smiled.

Not in the mood to be kept waiting, Terri looked at her friend and said loud enough for the man to hear her, "You'd think if you worked in a store you would know what you're doing."

"Yeah," Jill nodded. "Hey, do you think we have all day?" she called out to the man.

"Sorry, just having a little register problem," he said apologetically, trying to get the top of the machine open as he twisted the roll of paper this way and that.

Although they'd really only been waiting about 30 seconds, the girls weren't at all happy about the postponement of their purchase.

"I don't think it's the *register* that has the problem," Jill sneered loudly, looking at her friend and rolling her eyes.

"Yeah, ha, ha," Terri answered with a forced laugh, "the guy has a problem ... lack of brains!"

The older man, red-faced and obviously unnerved by the girls' comments, clenched his teeth and said, "I'll be right back and get this fixed right away."

As he scurried off to the back room, the two girls smirked at each other; feeling satisfied that their 'little bit of *chutzpah*' had made their point.

"Ha, hah! Lack of brains!"

Terri turned toward the shrill voice calling at them, but saw nobody there.

"*Know what you're doing! ... Lack of brains ... ha, ha ... Know what you're doing!*" the rude sounding voice rang out.

Annoyed and embarrassed, the two friends looked to the right and left to see who would be impolite enough to speak to them like that in public ... then they looked *up*...

"*Lack of brains ... ha, ha...*"

Hanging above them was a birdcage, with a big sign that said: 'I'm Tony, The Talking Parrot!'

The two burst out in bubbles of relieved laughter. It was only a bird! But their relief quickly turned to shame as they realized who the parrot had been parroting.

"Wow, is that how we sounded - so rude?" Terri said, shaking her head.

"Yeah," Jill nodded glumly, "It's really not cool, huh?"

As they spoke, the gray-haired man returned with a small screwdriver. He kept his eyes down as the register easily opened and he inserted the roll of paper.

"Um, sir..." Jill said softly.

"Don't worry, it's ready to go," the man answered tensely. "Sorry to keep you waiting."

"No," Terri said. "We're sorry for how we spoke to you so rudely." She and Jill nodded.

As the salesclerk's frown relaxed into a nodding smile, the friends looked at each other - and then up at the seemingly smiling parrot - who had taught them that speaking disrespectfully was ... for the birds.

Discussion Questions:

Q. How did the kids feel at first about the way they spoke to the salesclerk?

A. They felt like there was nothing wrong with it.

Q. How did they feel in the end?

A. They regretted what they did and realized it was wrong to be so rude.

LEADER TIP: Try a group initiative this week that for a certain amount of time, no one is going to be *chutzpadik*

JEWISH LEADER OF THE WEEK

Joseph Trumpeldor

(November 21, 1880- March 1, 1920)



Joseph Trumpeldor was an early Zionist hero.

Born in 1880 in Piatygorsk, Russia, he joined the Russian army in 1902 and served in the Russian-Japanese war two years later. During that battle, he lost his left arm and was taken prisoner. After the war, he an award for his efforts. In 1912, he moved to Israel and lived in Kibbutz Deganyah. He helped organize the Zion Mule Corps, a military unit of Jewish volunteers that fought with the British Army, and brought Jewish immigrants to Israel. While defending the settlement of Tel Hai (an area in the Galil) against the Arabs, he was fatally wounded. He was killed together with seven other defenders and it is claimed that as he layed on his death bed, one of his final words was, “Never mind, it is good to die for one's country.”

LEADER TIP: What would the last words you'd want to say be before you pass away? What do you want to be remembered for?

TEFILLAH TREASURES

Mizmor L'Todah

In the time of the Beit HaMikdash, people would bring a korban todah , a thanksgiving offering when they survived a life-threatening situation, such as a serious illness, a sea voyage, a desert journey, or being in jail. During the offering of this sacrifice on the mizbeach, the Leviim would sing the joyful perek of tehillim 100, Mizmor L'Todah Since the Beit HaMikdash was destroyed, instead of korbanot, Mizmor L'Todah is included in the morning prayers on weekdays.

LEADER TIP: What is something you're thankful for? Don't be afraid to ask questions. This section should take you into some great discussions with your group.



KI TAVO REVIEW

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5. Who ate the Bikkurim?
6. What does a person say when he brings the Bikkurim?
7. How many shevatim stood on Har Gerizim?
8. How many shevatim stood on Har Eval?
9. Who stood in the middle?
10. What did the Kohanim and Leviim do when facing Har Gerizim?
11. What did the Kohanim and Leviim do when facing Har Eval?
12. What are some of the things HaShem will do to bless Bnei Yisrael if they follow his laws?
13. How did Moshe remind the people to listen to Hashem?
14. What does the Baal Koreh (the one who reads the Torah) do when reading the tochachah?
15. Why do we read the tochachah especially at this time of the year?

Answers

1. Giving the first fruits to the Kohen
2. The seven special fruits of Eretz Yisrael
3. NO! Only farmers in Eretz Yisrael brought bikkurim
4. NO
5. A kohen in the Beit Hamikdash
6. He says vidui (confession) and he tells about how we were taken out of Egypt
7. Six
8. Six
9. The Kohanim, Zekeinim of the Leviim, along with the Aron Hakodesh
10. They said the berachot (blessings) and the people on the mountains answered amen
11. They said the kelalot (curses) and the people on the mountains answered amen
12. HaShem will give them prosperous land, help them conquer their enemies, and protect them and make them a great nation
13. He said over the tochachah (rebuke)
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15. So that we will be reminded to do teshuvah since Rosh Hashanah is coming

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PARSHA ACTIVITY

GOAL: In this week's parsha, we read about the *tochachah*, the blessings Bnei Ysrael will receive if they follow the Torah, and the curses they will receive if they don't. In this activity, the kids will learn about ways to follow the Torah, and ways not to follow the Torah.

ACTIVITY: "Coke and Pepsi"

Have the kids each pair up into partners. The partners line up on opposite sides of the room, one being the "Bracha" side, the other being the "Klalah" side. The group leader will call out either "Bracha" or "Klalah". If they call "Bracha", the partners must run to the "Bracha" side, if they call "Klalah", they must run to the "Klalah" side. The last pair to get to the designated side is out. Once you do a few round of that, you can add different things they must do. Such as when you say "*Naaseh v'nishma*" they have to meet in the middle and high five. Or when you say "*Shma Yisrael*" they have to answer "*Hashem echad!*". Or when you say "*Moshe Rabbeinu*" everyone must raise their hands up in the air. You can come up with tons of different ideas. Have fun with it!

DISCUSSION: The idea behind this game is to have the kids be familiar with the idea of being blessed and cursed in this week's Parsha. We know that it's important to always be our best and to focus on doing good so that we can serve Hashem to the greatest of our abilities and one day be rewarded as well. That being said, sometimes it's just as important to remember the curses as well so that when we find ourselves in a low place, we can remember that it's important to stay strong and not let ourselves fall to our yetzer haras. Just like in the game we were careful to pay attention to the "Bracha"s and "Klalah"s, so too in real life we should try and do the same.

LEADER TIP: Be creative in coming up with a bunch of other things you can scream out and make the kids do! They can be funny! If the kids are into it, they'll do anything!

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Discussion Questions:

Q. What life-lesson do you think the kids learned that day?

A. When things don't go our way - or even if we're just in the mood - we can feel it's okay to 'mouth off' and speak to people with *chutzpah*. However, this not only hurts people but it is a very un-spiritual trait. The Torah way is to always act - and speak - with respect.

Q. Do you think that the salesclerk's age should have had any bearing on how the kids should speak to him?

A. Although we should speak to everyone with respect, it is a special value to do so with those significantly older than we are.

LEADER TIP: Try a group initiative this week that for a certain amount of time, no one is going to be *chutzpadik*

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LEADER TIP: What would the last words you'd want to say be before you pass away?

TEFILLAH TREASURES

Mizmor L'Todah

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LEADER TIP: What is something you're thankful for?



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PARSHA QUESTIONS

Questions

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2. Which fruits must be given?
3. Did a farmer in New Jersey bring bikkurim?
4. Do farmers in Eretz Yisrael bring bikkurim when we don't have a Beit Hamikdash?
5. At what time of year did a farmer bring bikkurim and read the parsha of bikkurim?
6. If the farmer didn't bring the bikkurim before Sukkot, could he still bring them after Sukkot?
7. Who ate the Bikkurim?
8. What does a person say when he brings the Bikkurim?
9. What other gifts must be given from our produce?
10. When is Maaser given to the poor?
11. How many shevatim stood on Har Gerizim?
12. How many shevatim stood on Har Eval?
13. Who stood in the middle?
14. What did the Kohanim and Leviim do when facing Har Gerizim?
15. What did the Kohanim and Leviim do when facing Har Eval?
16. What are some of the things HaShem will do to bless Bnei Yisrael if they follow His laws?
17. How did Moshe remind the people to listen to Hashem?
18. What was some of Moshe's rebuke (the tochachah)?
19. What does the Baal Koreh (the one who reads the Torah) do when reading the tochachah?
20. Why do we read the tochachah especially at this time of the year?

Answers

1. Giving the first fruits to the Kohen
2. The seven special fruits of Eretz Yisrael
3. NO! Only farmers in Eretz Yisrael brought bikkurim
4. NO
5. Between Shavuot and Sukkot
6. YES! He could still bring the bikkurim until Chanukah. However, after Sukkot he could not read the parsha of Bikkurim
7. A kohen in the Beit Hamikdash
8. He says vidui (confession) and he tells about how we were taken out of Egypt
9. Terumah to a kohen, maser rishon to a Levi, maser sheni is eaten by the owner in Yerushalayim, and Maaser Ani to the poor
10. Every third year
11. Six
12. Six
13. The Kohanim, Zekeinim of the Leviim, along with the Aron Hakodesh
14. They said the berachot (blessings) and the people on the mountains answered amen
15. They said the kelalot (curses) and the people on the mountains answered amen
16. HaShem will give them prosperous land, help them conquer their enemies, and protect them and make them a great nation
17. He said over the tochachah (rebuke)
18. Hunger and famine
19. He reads it quickly and in a low voice
20. So that we will be reminded to do teshuvah since Rosh Hashanah is coming

LEADER TIP: Since the Parsha talks about *bikkurim*, bring in fruit to give as prizes if kids answer questions correctly!

PARSHA ACTIVITY

GOAL: In this week's Parsha, we learn about the Mitzvah of *bikurim*, bringing our first fruits to the Beit HaMikdash for Hashem. In this activity, the kids will learn about the idea of giving our best to Hashem in order to thank Him for everything He's given us.

ACTIVITY: "Impress the Boss"

Split up the group into teams of 4-5. The group leader will announce that they are some sort of very important figure looking to donate one million dollars to the group that can impress them the most with their restaurant, amusement park, hotel, or anything else you would like the competition to be about. Supply each team with either words or pictures of a bunch of different food items, vacation things, or anything that kids can get excited about in order to give them ideas on how to set up their dream restaurant, hotel, amusement park, etc. The group leader will tell the kids that they plan on visiting their establishment and are looking for the greatest time possible. The group that presents and give them the best experience will win the prize. The kids will have to discuss with each other their ideal experience that they can imagine to give to this important figure. Each group will present why they think theirs is the best, and at the end the group leader/s will decide the winner.

DISCUSSION: In this game, the kids came up with their absolute greatest things they had in order to impress someone who had a ton of power and was able to give them whatever they wanted. Why is it that when someone asks for our help or tzedakah, we're often hesitant to give money or our time or help? We value what we have extremely dearly and don't want to give it up. Although, when it's a situation where we can impress someone and receive recognition or reward, we're willing to give whatever it is we need to in order to make it happen. Sometimes giving *bikurim* could be difficult. It's our first fruit, we've waited so long for it, how can we just give it up? But when we recognize that giving *bikurim*, or *maaser*, or *tzedakah*, or even back when we gave *korbanot*, was all for Hashem, we know that we should be willing to give Him only our absolute best because we want to thank Him for everything He does for us and impress Him and make Him proud of us. We should always try to give it our all, as hard as it is, because that's what Hashem wants to see from us.

LEADER TIP: Let the kids have a debate with each other discussing which experience is the best!

PARSHA STORY

Before you read: "With all due respect" isn't just a saying - it's a way to live. In this week's parsha (Deut. 28:50), the Torah refers to disrespectful *chutzpah* as negative, cruel behavior. The Torah way is not to brazenly "mouth-off" at people, but to speak and behave respectfully.

BIRD BRAINS

Tropical fish, colorful cockatoos and furry creatures of all descriptions surrounded Terri and her friend, Jill, from all sides. No, they weren't on a jungle photo-safari or even at the zoo; they were walking the well-lit, welcoming aisles of the local Pet Paradise mega-center.

They'd picked out their purchases - a couple of silicon chew-toys for Terri's terrier (yes, people *would* kid her about it) and brought them up to the checkout counter, where a gray-haired salesclerk wearing a green Pet Paradise apron was busy trying to insert a roll of receipt-paper into the computerized cash register.

"Ahem..." said Terri, to get the man's attention.

"Be right with you, girls," he smiled.

Not in the mood to be kept waiting, Terri looked at her friend and said loud enough for the man to hear her, "You'd think if you worked in a store you would know what you're doing."

"Yeah," Jill nodded. "Hey, do you think we have all day?" she called out to the man.

"Sorry, just having a little register problem," he said apologetically, trying to get the top of the machine open as he twisted the roll of paper this way and that.

Although they'd really only been waiting about 30 seconds, the girls weren't at all happy about the postponement of their purchase.

"I don't think it's the *register* that has the problem," Jill sneered loudly, looking at her friend and rolling her eyes.

"Yeah, ha, ha," Terri answered with a forced laugh, "the guy has a problem ... lack of brains!"

The older man, red-faced and obviously unnerved by the girls' comments, clenched his teeth and said, "I'll be right back and get this fixed right away."

As he scurried off to the back room, the two girls smirked at each other; feeling satisfied that their 'little bit of *chutzpah*' had made their point.

"Ha, hah! Lack of brains!"

Terri turned toward the shrill voice calling at them, but saw nobody there.

"Know what you're doing! ... Lack of brains ... ha, ha ... Know what you're doing!" the rude sounding voice rang out.

Annoyed and embarrassed, the two friends looked to the right and left to see who would be impolite enough to speak to them like that in public ... then they looked *up*...

"Lack of brains ... ha, ha..."

Hanging above them was a birdcage, with a big sign that said: 'I'm Tony, The Talking Parrot!'

The two burst out in bubbles of relieved laughter. It was only a bird! But their relief quickly turned to shame as they realized who the parrot had been parroting.

"Wow, is that how we sounded - so rude?" Terri said, shaking her head.

"Yeah," Jill nodded glumly, "It's really not cool, huh?"

As they spoke, the gray-haired man returned with a small screwdriver. He kept his eyes down as the register easily opened and he inserted the roll of paper.

"Um, sir..." Jill said softly.

"Don't worry, it's ready to go," the man answered tensely. "Sorry to keep you waiting."

"No," Terri said. "We're sorry for how we spoke to you so rudely." She and Jill nodded.

As the salesclerk's frown relaxed into a nodding smile, the friends looked at each other - and then up at the seemingly smiling parrot - who had taught them that speaking disrespectfully was ... for the birds.

DISCUSSION QUESTIONS:

Q. Would you define '*chutzpah*' as a positive or negative trait?

A. It is one of the most negative traits there is. It is a type of cruelty, which corrodes relationships and damages the fabric of society. It is the opposite of how the Torah guides us to act.

Q. Can you think of any positive use of the trait of *chutzpah*?

A. When confronted by pressure (peer, or otherwise) to act against our values, we can use *chutzpah* to rebel against this, and to act properly.

LEADER TIP: Try a group initiative this week that for a certain amount of time, no one is going to be *chutzpadik*

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JEWISH LEADER OF THE WEEK

Joseph Trumpeldor

(November 21, 1880- March 1, 1920)



Trumpeldor was born in Piatygor'sk, in the Caucasus region of Russia in 1880. His father, like so many Jewish men, was conscripted into the Czarist army for 25 years in order to extinguish his Jewish identity. Nevertheless, his father remained a Jew and instilled a love for all things Jewish in Joseph. Joseph attended a gymnasium, which is a European high school for exceptional students. Joseph also studied dentistry but relinquished this interest after he heard of the First Zionist Congress, organized by Theodore Herzl in 1897. In 1902 Trumpeldor volunteered to fight in the Russian army in an effort to prove that the usual European bigotry about "Jewish cowardice" was a lie. He therefore volunteered in the "shock troops" who defended Port Arthur against a Japanese attack. Consequently, Trumpeldor lost his left arm during another Japanese attack in 1904. Even the Russian bigots admitted that Trumpeldor had earned promotion and made him a non-commissioned officer. Thereafter, he received all four of Russia's medals for bravery after returning from Japanese captivity. During his imprisonment in a Japanese P.O.W. camp he organized 500 Jews into a Zionist society. In 1906 Trumpeldor became the first Jew ever to be promoted to commissioned officer in the Russian army. Nevertheless, Trumpeldor recognized that the Jewish community in Russia, and for that matter in Europe, could not survive and therefore he went to Israel in 1912 and settled in Dagan. In 1914, the Turks deported Trumpeldor to Egypt because Turkey had become an ally of Germany, and Russia, Trumpeldor's homeland, was on the English side. England at that time governed Egypt. There Trumpeldor joined the British army and formed a Jewish Mule Corps, the first Jewish fighting unit in existence since 70 C.E. After the war he returned to Russia briefly in the hope of organizing a Jewish Legion, a concept turned down by the British. Then he returned to Israel. On March 1, 1920 a gang of Arab killers attacked the Jewish town of Tel Chai (Hill of Life) and a fierce battle erupted as the Jews defended themselves. Trumpeldor was badly wounded and died with the words "Ein Davar, tov lamut be-arzeinu," or "it is good to die for one's country."

LEADER TIP: What would the last words you'd want to say be before you pass away?

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TEFILLAH TREASURES

Mizmor L'Todah

In the time of the Beit HaMikdash, people would bring a korban todah , a thanksgiving offering when they survived a life-threatening situation, such as a serious illness, a sea voyage, a desert journey, or being in jail. During the offering of this sacrifice on the mizbeach, the Leviim would sing the joyful perek of tehillim 100, Mizmor L'Todah. Since the Beit HaMikdash was destroyed, instead of korbanot, Mizmor L'Todah is included in the morning prayers on weekdays. But why do we recite Mizmor L'Todah every day if it was sung only when a person “miraculously” survived a life threatening situation? The Siddur She'lah and Ya'avitz explain that no day goes by without a person experiencing a “miracle.” However, the recipients of these miracles do not always recognize them. Therefore, we recite Mizmor L'Todah to acknowledge the miracles inherent in every day. The Talmud states, “Who is rich? The one who appreciates what he has” (Avos 4:1). Happiness comes from appreciating and consciously enjoying what one already has. Sometimes that awareness awakens only when a person nearly loses what he has, for instance, when he experiences a potentially life-threatening situation. Once a person understands the precious value of his gifts from Hashem, his joy overflows; he cannot contain his feelings of gratitude. Therefore, he invites everyone on earth to join him, to “call out to Hashem” and recognize the goodness He constantly bestows. With this consciousness, a person naturally fulfills the commandment to serve Hashem for—עבדו את ה' בשמחה—with happiness the sense of being showered with Divine gifts day in and day out can arouse no other emotion but joy.

LEADER TIP: What is something you're thankful for?



PARSHA NATION



Published by the National Council of Young Israel

This Week in Jewish History

September 15, 1914

Yahrtzeit of David Wolffsohn

David Wolffsohn (October 9, 1856 - September 15, 1914) was a Jewish businessman and prominent Zionist and second president of the World Zionist Organization.

Wolffsohn was born in Darbėnai, Lithuania, to religious parents - Isaac and Feiga. He received an observant religious education from his parents and in 1872 was sent to Germany to avoid conscription into the Russian army. He settled in Klaipėda, where he met Rabbi Yitzhak Rilf, who accepted him as a student. Rilf taught Wolffsohn the German language and mathematics, and introduced him to the Hovevei Zion movement.

Wolffsohn became a merchant and toured eastern Germany. There he met A. D. Gordon,

from whom he borrowed many of his ideas regarding Zionism.

At the start of the 20th century, Wolffsohn accompanied Theodor Herzl in his travels to the Land of Israel and Istanbul.

Wolffsohn was elected as the vice president of the World Zionist Organization in the World Zionist Congress of 1905, and in 1907 became its president.

He died in Homburg, Germany.



FIND...

- Bikkurim
- Shmittah
- Maaser
- Tochacha
- Grizim
- Ayval
- Blessings
- Curses

STAT LINE OF THE WEEK- KORACH

50th of the 54 sedras 7th of 11 in D'varim
 Written on 233 lines in a Sefer Torah (rank: 13)
 21 Parshiyot; 5 open, 16 closed (ranks 7th, tied with Vayikra and Va'etchanan)
 122 p'sukim - ranks 17th (2nd in D'varim) Same number as Vayakhel & VaEtchanan; Ki Tavo is larger than Vayakhel, smaller than VaEtchanan
 1747 words - ranks 16th (2nd in D'varim) Same as Ekev. Ekev is a bit larger than Ki Tavo
 6811 letters - ranks 15th (4th in D'varim)
 P'sukim are longer than average for the Torah, short for D'varim
 Mitzvot
 6 of the 613; 3 positives and 3 prohibitions

TRIVIA QUESTION OF THE WEEK

WHAT IS NEVEH ZOHAR?

Email your answers to SAMMYS@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!

- **Pearls melt in vinegar.**
- **Honey is the only food that doesn't spoil.**
- **If you put a raisin in a glass of champagne, it will keep floating to the top and sinking to the bottom.**
- **Only one person in two billion will live to be 116 or older.**

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

Parsha Points to Ponder...

When the farmer brought the first fruit to the Bet Hamikdash he was given a prescribed statement he must recite. What is surprising is that soon after the farmer started his recitation the Kohen interrupts him and takes the basket of fruit from him. Why the interruption in the middle of the farmer's presentation? When we review what the farmer is really saying we may understand why the intrusion. He starts by saying that he came to the land that Hashem promised us. Two things are implied in this statement. First he seems to be saying that he came, that is, on his own. Hashem had not brought him here. Secondly, since he says that it was promised to him, hence he implies that it is his now by right. At this point the Kohen interrupts him and takes the basket of fruit and places it LIFNE MIZBACH HASHEM... "...he lays it before the Alter of Hashem..." (Deut. 26,4) Then the farmer continues with his narration. This time he is more humble and more appreciative. He recounts how our forefathers were enslaved in Egypt and how, after we cried to Him, Hashem took us out of this miserable degrading circumstance and brought us to a land flowing with milk and honey. Now he brings his first fruit to Hashem. In this declaration the farmer is more modest and more appreciative. He recognizes that his blessings come from Hashem. A person should always recognize that his blessings are partially his own doing but without the blessings of Hashem they would never materialize.

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

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