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)

Copyright by National Council of Young Israel 2014 All Rights Reserved, No reproduction or copying of this work without permission of the National Council of Young Israel is permitted. Any copying of this work is a violation of U.S. Copyright law and Halacha.
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.
## Shabbat Morning Groups Lesson Plan

<table>
<thead>
<tr>
<th>Time Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Registration</td>
<td>Welcome parents and children in to the group room.</td>
</tr>
<tr>
<td>10-35 min</td>
<td>Davening</td>
<td>Depending on your group size and level.</td>
</tr>
<tr>
<td>5 min</td>
<td>Introduction to Yearly Theme (Manhigut)</td>
<td>Refer to Handout</td>
</tr>
<tr>
<td>5 min</td>
<td>Parsha Review</td>
<td>Prep participants for parsha questions.</td>
</tr>
<tr>
<td>10 min</td>
<td>Parsha Questions</td>
<td>Prizes and awards should also be given out if participants answer correctly</td>
</tr>
<tr>
<td>2 min</td>
<td>Understanding the Goal</td>
<td>Leaders should start prepping for Shabbat activity</td>
</tr>
<tr>
<td>30 min</td>
<td>Activities</td>
<td>Your choice of two games to play</td>
</tr>
<tr>
<td>10 min</td>
<td>Follow Up Discussion</td>
<td>Refer to materials</td>
</tr>
<tr>
<td>10 min</td>
<td>Parsha Song</td>
<td>This is for younger groups only.</td>
</tr>
<tr>
<td>20 min</td>
<td>Free Game Play</td>
<td>Groups can break for free game play or continue their own programing.</td>
</tr>
<tr>
<td>5 min</td>
<td>Story</td>
<td>Assemble in a circle and have participants read sections of the story out loud.</td>
</tr>
<tr>
<td>5-10 min</td>
<td>Discussion</td>
<td>Refer to handout</td>
</tr>
<tr>
<td>4 min</td>
<td>Jewish Leader of the Week</td>
<td>Refer to handout</td>
</tr>
<tr>
<td>4 min</td>
<td>Tefillah Treasures</td>
<td>Refer to Handout</td>
</tr>
<tr>
<td>5 min</td>
<td>Parent Pick up/Dismissal</td>
<td>Parents pick up their children.</td>
</tr>
<tr>
<td></td>
<td><strong>Total Time:</strong></td>
<td><strong>2 hours &amp; 40 min of programing!</strong></td>
</tr>
</tbody>
</table>
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Naso then goes on to talk about a nazir- a person who decides to be extra righteous and stay away from specific things, despite them actually being permitted. A nazir is not allowed to cut his hair, drink wine or grape juice, or become impure by touching a dead body.

Hashem then tells Moshe about the unique mitzvah that Aharon and his sons will have to bless all of Bnei Yisrael, commonly known as Birkat Kohanim.

The last part of the Parsha discusses how each nasi brings a korban for the installation of the mizbeach. Each nasi brings the exact same korban, but the Torah repeats every single one of them to show that Hashem values and appreciates each korban and each nasi as distinct and unique.

**LEADER TIP:** Come to groups dressed up as a nazir!
Questions
1. How old were the Leviim who served in the Mishkan?
2. When is one called a Sotah?
3. What happens to the soteh?
4. What are the three prohibitions that a Nazir may not do?
5. If someone said “I am a Nazir,” for how many days was he a Nazir?
6. What was the longest amount of time that a person could be a Nazir?
7. What happens to the kohanim who bless the Bnei Yisrael?
8. What honor was given to the Nesiim?
9. Which Nasi brought his sacrifices first?
10. Why was he chosen to go first?

Answers
1. Between thirty and fifty years old
2. If the husband suspects his wife (without full proof) and warned her, and she continued
3. She drinks the water, and if she is guilty, both she and her wrong partner’s inside
   explodes and they die, but if she is not guilty she will have a baby more easily
4. 
   a. Eat or drink grapes or anything that comes from grapes
   b. Cut his hair
   c. Became tameh met
5. Thirty days
6. His whole life
7. They receive a berachah from HaShem
8. Each one was allowed to bring karbanot to help dedicate the mishkan, on a separate day
9. The Nasi of Shevat yehudah – Nachshon Ben Aminadav
10. Because he jumped into the Yam Suf (Red Sea) first

LEADER TIP: Ask the kids if anyone is a Kohen. If any of them are, let them lead the questions!
GOAL: In this week’s parsha, we are introduced to the concept of a nazir. A nazir can’t drink wine, cut his hair, or become impure (by touching a dead person). The idea of this activity is to teach the kids what a nazir is and how they work extra hard to try and get as close to Hashem as possible.

ACTIVITY: Have all the kids seated in an almost-full circle. Leave a small opening in one spot to denote the beginning and end of the circle. Pick one person to stand up in the circle. Prepare three objects to symbolize three things: GRAPES, HAIR CUT, and TUMA. These are the three things that a Nazir cannot have. (The grapes can be anything purple, preferably shaped in grape cluster. An empty plastic grape-juice bottle would be terrific. The Hair Cut could be toy scissors (really ones are muktza), a wig, a bald doll, etc. Tuma can be something in the shape of a tombstone, a doll with X X in its eyes, etc.) Start one object at a time going around the circle. Meanwhile, have the people in the circle sing a random song. The circle kids keep passing the objects around. When the song ends, whoever has the object is out. However, when the objects reach the end of the circle (where the opening is) the last person can throw the object away. The person standing up must then retrieve this object and bring it back to the circle, giving it to the first person, who will start passing it around again. Anyone who is caught with an object twice is out and must leave the circle.

DISCUSSION: A Nazir is someone who makes a special agreement with Hashem to not do three things: 1) Can’t eat any grape products, like grape juice, raisins, and wine; 2) Can’t get a haircut; 3) Can’t become Tameh; These three things help him be closer to Hashem. When he is done (usually it lasts for a month or a year) he shaves his hair and burns it along with a korban. In our game, we were trying to avoid the grape product, the Hair Cut, and the Tumah objects.

LEADER TIP: Ask the kids what it means to be close to someone. Are they close with their friends? Parents? Siblings? What about Hashem? What does it mean to be close to Hashem?
PARSHA STORY

Before you read: Everyone dreams of living in a peaceful world. But what many people don't realize is that peace begins at home. When we make an effort to relate harmoniously with the people around us -- our family, friends and neighbors -- we are making a real and practical contribution to world peace. This week's parsha tells us of Aharon HaKohen. He was famous for being a man of peace. He spoke kindly and lovingly to everyone, and went out of his way to help patch up any disagreements amongst people he would meet. If each of us follow his example, the world will become a more peaceful place.

PEACE TALKS

To anyone walking into the schoolyard for the first time, everything would look completely normal. Kids running, jumping, skipping rope, sitting in quiet conversation on the benches. But anybody who had spent a little time at the Pleasantview Day School would immediately realize that something was very wrong.

Kathy and Sue were not only two of the most popular girls in the whole school, they were best friends as well. Every head in the schoolyard would turn when the two of them would make their daily appearance at 'their' bench under the big oak tree, waiting for the inevitable crowd to gather around. It was like clockwork. That's why today, when Kathy sat alone on one side of the playground and Sue sat by herself at the other end far away -- it seemed so strange.

Soon the word got out. The two girls had gotten into a fight the evening before, when they both showed up at a party in the exact same outfit, and accused each other of stealing the idea. Now they weren't talking to each other. Talk about dumb!

After the initial shock wore off, most of the kids went back to doing their own thing. But Janet Bronfman took the scene to heart. It really hurt her to see two such long-time friends not talking to each other.

"I'm sure they both feel terrible," thought Janet. "I wish there was something I could do to help them patch things up..."

Suddenly, like a lightning-bolt, the girl got an idea. Trying to look composed, she walked over to the bench where Kathy was sitting, sat down next to her and made some small talk. After a couple of kids who had been hanging around there moved on, Janet began to speak more seriously. "Kathy, I hope you forgive me for not minding my own business, but I happen to know that Sue feels very bad about what happened, and really wishes that you two were friends again."
At first Kathy tried to brush the issue off, but Janet persisted in her pleasant and heartfelt words. Soon the girl admitted to her that she would also prefer that they were friends again.

That was all Janet needed to hear. Two minutes later she was on her way to the other side of the schoolyard, this time to tell Sue how much Kathy wanted to make up. After a short while, through her sincere efforts, Janet had gotten both girls to agree to meet together at their old bench during the next break.

Sure enough it was a tearful, yet joyous reunion and by the next day the two friends were back together, good as new. Everyone figured that it had just blown over by itself. Little did they know of the courageous 'peace-maker' who had gone out of her way to bring a little more harmony into the world.

Discussion Questions

Q. How do you think Kathy and Sue felt when they weren't on speaking terms with each other?
A. They both felt very unhappy. It's never pleasant to be fighting with someone else.

Q. How did they feel once they made up?
A. Much better now that they were at peace. They were also grateful to Janet for bringing them back together.

LEADER TIP: Teach the kids the song “Salam” before/after the story!
Sarah Schenirer
(July 15, 1883 – March 1, 1935)

Sarah Schenirer was a pioneer of Jewish education for girls. In 1917, she established the Bais Yaakov school network in Poland. She discovered that Rabbi Samson Raphael Hirsch, a leading 19th century sage who lived in Frankfort, Germany, had developed schools which provided Jewish girls with a Torah education, and she was inspired to do something similar in Poland. She decided to give up her work as a seamstress who wove clothes, in order to devote herself to establishing Torah schools for girls. Although she initially faced some opposition, she won the support of most of the leading Torah sages of her era, including the Chofetz Chaim. For example, Sarah’s family were followers of the Belzer Rebbe, a leading sage, and at the suggestion of her brother, she consulted with the Belzer Rebbe about her plans to educate Jewish girls. The Rebbe told her, “Blessing and Success!” She therefore established the first Torah school for Jewish girls in Poland.

**LEADER TIP:** Sarah saw something missing and acted upon it. If you could add one thing to Jewish life, what would it be?
Boruch... Hamavir Shayna May-aynoi Ooh-snuma May-ahf-ah-poi.

"Blessed are You... Who removes sleep from my eyes and slumber from my eyelids."

As we take care of our most basic needs each morning, it is important to remember that we are created in Hashem's image. Each and every one of us has a very special gift, a Neshoma, a soul. The soul is wrapped carefully in a beautiful wrapping, made specially for us. It is our body! We show respect for this precious soul by keeping our bodies clean. The Talmud (Tractate Shabbos 50b) teaches that a person should wash his face, hands and feet every day in honor of his Creator in Whose likeness he was formed.

 .......Sheh-targi-laynu B'torah-techa V'dahb-kaynu B'mitzvo-techa.......... 

"And may it be your will, Hashem, my G-d, that You accustom me to (study) your Torah and attach me to your Mitzvot ....... 

We ask Hashem to send us off with a good start! Everyone knows that when you get a good start, chances are you'll keep up the momentum. Therefore, we pray that Hashem will give us the extra push to do Mitzvot and study Torah. Of course, a little extra dose of common sense will help us avoid mistakes, bad judgment and arguments during the day. So we ask Hashem to steer us away from confrontation and bad influences.

LEADER TIP: We ask Hashem to “attach us to His mitzvoth”. Are some mitzvoth harder to do than others? Why or why not?
Naso Review

This week’s Parsha begins with finishing off the counting of Bnei Yisrael from last week’s Parsha. Moshe is now counting the Levi’Im, who will be carrying the parts of the mishkan, from ages 30-50. The total number of Levi’im men is 8,580. Gershon carries the curtains, the coverings and screens for the courtyard of the mishkan; Kehat carries the vessels; and Merari carries the pillars and boards of the walls.

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Hashem then tells Moshe about the unique mitzvah that Aharon and his sons will have to bless all of Bnei Yisrael, commonly known as Birkat Kohanim.

The last part of the Parsha discusses how each nasi brings a korban for the installation of the mizbeach. Each nasi brings the exact same korban, but the Torah repeats every single one of them to show that Hashem values and appreciates each korban and each nasi as distinct and unique.

LEADER TIP: Come to groups dressed up as a nazir!
QUESTIONS

1. How old were the Leviim who served in the Mishkan?
2. How many machanot (camps) were there, and who was in each?
3. From which camps did a tameh met (one who is unclean from contact with a dead body) have to leave?
4. From which camps did a metzora (leper) have to leave?
5. If a person stole, then swore falsely, then admits that it was false, what happens?
6. When is one called a Sotah?
7. What happens to the soteh?
8. What are the three prohibitions that a Nazir may not do?
9. If someone said “I am a Nazir,” for how many days was he a Nazir?
10. What was the longest amount of time that a person could be a Nazir?
11. What does yevarechecha HaShem mean?
12. What happens to the kohanim who bless the Bnei Yisrael?
13. What honor was given to the Nesiim?
14. Which Nasi brought his sacrifices first?
15. Why was he chosen to go first?

ANSWERS

1. Between thirty and fifty years old
2. Three: machaneh shechinah (camp of HaShem’s presence) in the center, and the Mishkan was in it, machaneh leviyah (leviim’s camp) was around it, the kohanim and leviim lived in it, and the outermost camp was machaneh yisrael (camp of the yisraels)
3. A tameh lamet had to leave machaneh shechinah (the innermost camp)
4. A metzora had to leave all the camps
5. He must admit before HaShem, return what was stolen, plus one fifth extra, and bring a karbon
6. If the husband suspects his wife (without full proof) and warned her, and she continued
7. She drinks the water, and if she is guilty, both she and her wrong partner’s inside explodes and they die, but if she is not guilty she will have a baby more easily
8.  
   a. Eat or drink grapes or anything that comes from grapes  
   b. Cut his hair  
   c. Became tameh met
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LEADER TIP: Ask the kids if anyone is a Kohen. If any of them are, let them lead the questions!
GOAL: In this week’s parsha, we read about how each nasi brings a korban in honor of the dedication of the mishkan. Each nasi brought the exact same thing, but yet the Torah repeats everyone to show that Hashem values each offering as unique and special.

ACTIVITY: “The Nasi Relay Race”

Split the group up into two (or more) groups. Have them compete against each other trying to complete the race as quickly as possible going from one side of the room to the other. The first team to have all their players done first, wins! Here are a few ideas for relay races to do. You can use one or many of them, whichever you prefer. Feel free to also use your own idea!

- Put a Mike and Ike in a spoon and the spoon in their mouth
- Jump roping, hula hooping, skipping, leap frog, three legged race
- Building a cup pyramid
- Sack race
- Drink 3 cups of a drink
- Popcorn Relay - Beforehand, prepare a pair of plastic or paper cups for each runner. Use a tack or a small nail to poke a hole in the center of each cup bottom. Push one end of a thick rubber band through the hole and into the cup. Then, slip a paper clip on the end of the band inside the cup, and gently pull the other end until the clip rests on the bottom of the cup. The rubber band, worn around the ball of the foot, holds the cup in place atop a player's shoe.

Just prior to the race, a member from each team is issued a big bag of popcorn and charged with filling teammates' cups from the moment the starting whistle blows until the relay ends. These individuals stand alongside their teams, behind the starting line. Two large, shallow boxes are set 5 yards beyond the starting line, opposite the teams.

When the whistle blows, the first person in each team's line sprints to the appropriate box and
empties his cups into it, trying to lose as little popcorn as possible along the way. He then runs back to tag the next person in line. The new runner heads to the team box, and the first runner goes to the end of the line. The relay continues for 2 minutes or until one of the bags is emptied. Then, the popcorn in each box is measured with a ruler (or by cupfuls) and the team with the most is declared the winner.

**DISCUSSION:** The idea behind this game is to teach the kids that despite everyone doing the same exact thing, each one of them play a very important role to the team. Without each team member doing their part, the team wouldn’t be able to complete the task they must accomplish. Each nasi gave the same exact korban, but each one is special to Hashem. No two people are the same and we should take pride in the people we are and serve Hashem to the best of our ability. Hashem wants to hear from us and see us trying to be the best people we can be. He doesn’t compare us to what other people are doing, but rather he looks at us for us. We’re each unique in our own way and it’s important to use our unique qualities to the best of our ability every day.

**LEADER TIP:** Go around the room and discuss one thing about everyone that makes them unique. Try to get the kids to say something about themselves that is special and unique. If they can’t build up the courage to say something, have other people say things about others.
Before you read: Everyone dreams of living in a peaceful world. But what many people don't realize is that peace begins at home. When we make an effort to relate harmoniously with the people around us -- our family, friends and neighbors -- we are making a real and practical contribution to world peace. This week's parsha tells us of Aharon HaKohen. He was famous for being a man of peace. He spoke kindly and lovingly to everyone, and went out of his way to help patch up any disagreements amongst people he would meet. If each of us follow his example, the world will become a more peaceful place.

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Discussion Questions

Q. Is being at peace the same thing as not being at war?
A. Although not being at war is one of the requirements for peace, its not enough. It could mean that one or both parties would prefer to be fighting, just that something is holding them back. Such a 'peace' is very unlikely to last. True peace requires a genuine desire on everyone's part to truly respect, and be in harmony with each other.

Q. The Torah teaches us to 'pursue peace.' What, if anything, is the difference between being peaceful and pursuing peace?
A. Pursuing peace means being willing to go out of the way to get along with others, even if they don't reciprocate right away. Another way of pursuing peace is to actively look for ways to help others to get along with each other.

LEADER TIP: Teach the kids the song “Salam” before/after the story!
Sarah Schenirer was a pioneer of Jewish education for girls. In 1917, she established the Bais Yaakov school network in Poland. She discovered that Rabbi Samson Raphael Hirsch, a leading 19th century sage who lived in Frankfort, Germany, had developed schools which provided Jewish girls with a Torah education, and she was inspired to do something similar in Poland. She decided to give up her work as a seamstress who wove clothes, in order to devote herself to establishing Torah schools for girls. Although she initially faced some opposition, she won the support of most of the leading Torah sages of her era, including the Chofetz Chaim. For example, Sarah’s family were followers of the Belzer Rebbe, a leading sage, and at the suggestion of her brother, she consulted with the Belzer Rabbe about her plans to educate Jewish girls. The Rebbe told her, “Blessing and Success!” She therefore established the first Torah school for Jewish girls in Poland. After the outbreak of World War I in 1914 she moved to Vienna, but returned to Kraków early the next year, where she organized a group of girls and taught them Jewish studies. She succeeded in overcoming initial resistance against this new type of school and saw rapid development of about 300 schools in pre Holocaust Europe. Her initiative was approved by the leading rabbis of the times, such as the Gerrer Rebbe, Rabbi Avraham Mordechai Alter and Rabbi Yisrael Meir Kagan (known as "the Chofetz Chaim").

**LEADER TIP:** Sarah saw something missing and acted upon it. If you could add one thing to Jewish life, what would it be?
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We ask Hashem to send us off with a good start! Everyone knows that when you get a good start, chances are you’ll keep up the momentum. Therefore, we pray that Hashem will give us the extra push to do Mitzvot and study Torah. Of course, a little extra dose of common sense will help us avoid mistakes, bad judgement and arguments during the day. So we ask Hashem to steer us away from confrontation and bad influences.

LEADER TIP: We ask Hashem to “attach us to His mitzvoth”. Are some mitzvoth harder to do than others? Why or why not?
This week’s Parsha begins with finishing off the counting of Bnei Yisrael from last week’s Parsha. Moshe is now counting the Levi’Im, who will be carrying the parts of the mishkan, from ages 30-50. The total number of Levi’im men is 8,580. Gershon carries the curtains, the coverings and screens for the courtyard of the mishkan; Kehat carries the vessels; and Merari carries the pillars and boards of the walls.

Naso then goes on to talk about a nazir- a person who decides to be extra righteous and stay away from specific things, despite them actually being permitted. A nazir is not allowed to cut his hair, drink wine or grape juice, or become impure by touching a dead body.

Hashem then tells Moshe about the unique mitzvah that Aharon and his sons will have to bless all of Bnei Yisrael, commonly known as Birkat Kohanim.

The last part of the Parsha discusses how each nasi brings a korban for the installation of the mizbeach. Each nasi brings the exact same korban, but the Torah repeats every single one of them to show that Hashem values and appreciates each korban and each nasi as distinct and unique.

**LEADER TIP:** Come to groups dressed up as a nazir!
PARSHA QUESTIONS

QUESTIONS
1. Who was the father of Gershon, Kehat, and Merari?
2. How old were the Leviim who served in the Mishkan?
3. How many machanot (camps) were there, and who was in each?
4. From which camps did a tameh met (one who is unclean from contact with a dead body) have to leave?
5. From which camps did a metzora (leper) have to leave?
6. If a person stole, then swore falsely, then admits that it was false, what happens?
7. What is the punishment for a married woman caught living with another man besides her husband?
8. When is one called a Sotah?
9. If a soteh is brought to the kohen in the mishkan/mikdash, what kind of offering does she bring?
10. What happens to the soteh?
11. What are the three prohibitions that a Nazir may not do?
12. If someone said “I am a Nazir,” for how many days was he a Nazir?
13. What was the longest amount of time that a person could be a Nazir?
14. What happened if a Nazir became tammeh met in the middle of the time he was a Nazir?
15. Are the Bnei Yisrael supposed to look at the kohanim during birkat kohanim?
16. What does yevarechecha HaShem mean?
17. What happens to the kohanim who bless the Bnei Yisrael?
18. What honor was given to the Nesiim?
19. Which Nasi brought his sacrifices first?
20. Why was he chosen to go first?

ANSWERS
1. Levi
2. Between thirty and fifty years old
3. Three: machaneh shechinah (camp of HaShem’s presence) in the center, and the Mishkan was in it, machaneh leviyah (leviim’s camp) was around it, the kohanim and leviim lived in it, and the outermost camp was machaneh yisrael (camp of the yisraels)
4. A tameh lamet had to leave machaneh shechinah (the innermost camp)
5. A metzora had to leave all the camps
6. He must admit before HaShem, return what was stolen, plus one fifth extra, and bring a karbon
7. Death
8. If the husband suspects his wife (without full proof) and warned her, and she continued
9. A special karbon of regular (not finely sifted as usual) flour of barley (not wheat as usual) without any oil or spices
10. She drinks the water, and if she is guilty, both she and her wrong partner’s inside explodes and they die, but if she is not guilty she will have a baby more easily
11. 
   a. Eat or drink grapes or anything that comes from grapes
   b. Cut his hair
   c. Became tameh met
12. Thirty days
13. His whole life
14. He had to cut his hair, bring certain karbanot, and begin the nezirut period again
15. NO
16. HaShem should bless you
17. They receive a berachah from HaShem
18. Each one was allowed to bring karbanot to help dedicate the mishkan, on a separate day
19. The Nasi of Shevat yehudah – Nachshon Ben Aminadav
20. Because he jumped into the Yam Suf (Red Sea) first

LEADER TIP: Ask the kids if anyone is a Kohen. If any of them are, let them lead the questions!
PARSHA ACTIVITY

GOAL: In this week’s parsha, we read about how each nasi brings a korban in honor of the dedication of the mishkan. Each nasi brought the exact same thing, but yet the Torah repeats everyone to show that Hashem values each offering as unique and special.

ACTIVITY: “The Nasi Relay/Apache Race”

Split the group up into two (or more) groups. Have them compete against each other trying to complete the race as quickly as possible going from one side of the room to the other. The first team to have all their players done first, wins! Here are a few ideas for relay races to do. You can use one or many of them, whichever you prefer. Feel free to also use your own idea! You can also put all the tasks into one big Apache Relay where there are two teams and different stations a long the way. For example, the first person has to get from point A to B with the spoon and Mike and Ike in their mouth then tag the next person who has to leap from with two others to another point where they tag someone else who has to stack cups and so on. Here are a number of ideas...

- Put a Mike and Ike in a spoon and the spoon in their mouth
- Jump roping, hula hooping, skipping, leap frog, three legged race
- Building a cup pyramid, setting a table
- Sack race
- Drink 3 cups of a drink

- Popcorn Relay- Beforehand, prepare a pair of plastic or paper cups for each runner. Use a tack or a small nail to poke a hole in the center of each cup bottom. Push one end of a thick rubber band through the hole and into the cup. Then, slip a paper clip on the end of the band inside the cup, and gently pull the other end until the clip rests on the bottom of the cup. The rubber band, worn around the ball of the foot, holds the cup in place atop a player's shoe.

Just prior to the race, a member from each team is issued a big bag of popcorn and charged with filling teammates' cups from the moment the starting whistle blows until the relay ends. These individuals stand alongside their teams, behind the starting line. Two large, shallow boxes are set 5 yards beyond the starting line, opposite the teams.

When the whistle blows, the first person in each team's line sprints to the appropriate box and empties his cups into it, trying to lose as little popcorn as possible along the way. He then runs back to tag the next person in line. The new runner heads to the team box, and the first runner goes to the end of the line. The relay continues for 2 minutes or until one of the bags is emptied. Then, the popcorn in each box is measured with a ruler (or by cupfuls) and the team with the most is declared the winner.

-Tennis Ball Relay- Give the first person in each line a tennis ball. Have them place the ball between their knees.
On “go,” each team member with a tennis ball hops to the turn-around point. If a teammate drops the tennis ball before reaching the turn-around point they must take their tennis ball back to the starting point to try again.

Once reaching the turn-around point (we used a folding chair to mark this point but a stake, cone, or box also work well too), the team member takes the ball out from between their knees and runs it back to the next teammate in line.

Each teammate continues the relay until all have gone. The team who finishes first wins.

**-Over Under, Over Under -** Kids line up and then pass a bean bag (or small ball) under their legs and then over their head until it reaches the end of the line. The last person runs to the front of the line and they continue passing under and over until the person who started at the front of the line returns to the front.

**DISCUSSION:** The idea behind this game is to teach the kids that despite everyone doing the same exact thing, each one of them play a very important role to the team. Without each team member doing their part, the team wouldn’t be able to complete the task they must accomplish. Each nasi gave the same exact korban, but each one is special to Hashem. No two people are the same and we should take pride in the people we are and serve Hashem to the best of our ability. Hashem wants to hear from us and see us trying to be the best people we can be. He doesn’t compare us to what other people are doing, but rather he looks at us for us. We’re each unique in our own way and it’s important to use our unique qualities to the best of our ability every day.

**LEADER TIP:** Go around the room and discuss one thing about everyone that makes them unique. Try to get the kids to say something about themselves that is special and unique. If they can’t build up the courage to say something, have other people say things about others.
PARSHA STORY

Before you read: Everyone dreams of living in a peaceful world. But what many people don't realize is that peace begins at home. When we make an effort to relate harmoniously with the people around us -- our family, friends and neighbors -- we are making a real and practical contribution to world peace. This week's parsha tells us of Aharon HaKohen. He was famous for being a man of peace. He spoke kindly and lovingly to everyone, and went out of his way to help patch up any disagreements amongst people he would meet. If each of us follow his example, the world will become a more peaceful place.

PEACE TALKS

To anyone walking into the schoolyard for the first time, everything would look completely normal. Kids running, jumping, skipping rope, sitting in quiet conversation on the benches. But anybody who had spent a little time at the Pleasantview Day School would immediately realize that something was very wrong.

Kathy and Sue were not only two of the most popular girls in the whole school, they were best friends as well. Every head in the schoolyard would turn when the two of them would make their daily appearance at 'their' bench under the big oak tree, waiting for the inevitable crowd to gather around. It was like clockwork. That's why today, when Kathy sat alone on one side of the playground and Sue sat by herself at the other end far away -- it seemed so strange.

Soon the word got out. The two girls had gotten into a fight the evening before, when they both showed up at a party in the exact same outfit, and accused each other of stealing the idea. Now they weren't talking to each other. Talk about dumb!

After the initial shock wore off, most of the kids went back to doing their own thing. But Janet Bronfman took the scene to heart. It really hurt her to see two such long-time friends not talking to each other.

"I'm sure they both feel terrible," thought Janet. "I wish there was something I could do to help them patch things up..."

Suddenly, like a lightening-bolt, the girl got an idea. Trying to look composed, she walked over to the bench where Kathy was sitting, sat down next to her and made some small talk. After a couple of kids who had been hanging around there moved on, Janet began to speak more seriously. "Kathy, I hope you forgive me for not minding my own business, but I happen to know that Sue feels very bad about what happened, and really wishes that you two were friends again."
At first Kathy tried to brush the issue off, but Janet persisted in her pleasant and heartfelt words. Soon the girl admitted to her that she would also prefer that they were friends again.

That was all Janet needed to hear. Two minutes later she was on her way to the other side of the schoolyard, this time to tell Sue how much Kathy wanted to make up. After a short while, through her sincere efforts, Janet had gotten both girls to agree to meet together at their old bench during the next break.

Sure enough it was a tearful, yet joyous reunion and by the next day the two friends were back together, good as new. Everyone figured that it had just blown over by itself. Little did they know of the courageous 'peace-maker' who had gone out of her way to bring a little more harmony into the world.

**DISCUSSION QUESTIONS:**

Q. What does it mean to have 'inner peace'? How does a person's sense of inner peace reflect on his relationships with those around him?
A. Inner peace is a sense of well being that comes with knowing and accepting oneself and having a clear set of values and goals. Feeling a connection to God and a trust that He is guiding us is a great enhancer of inner peace. When a person is at peace with himself, it is almost a guarantee that he will relate peacefully with those around him. Without inner peace it is extremely difficult to be in harmony with others.

Q. Our sages teach that when two people are at peace with each other they can live comfortably together on the edge of a knife, but when they are not -- the whole world isn't big enough for the both of them. How do you understand this?
A. Often a person's needs for space is less dependent on his physical requirements than on his attitude. Two people at peace will enjoy each other's company and go out of their way to accommodate each other. In such a harmonious climate the smallest space- a 'knife's edge' will be plenty of room. Conversely two people at odds will always feel imposed upon by each other, and the whole world won't be big enough. It is well worth the effort to maintain harmony within our environment. It makes life more pleasant and 'spacious' for everyone.

**LEADER TIP:** Teach the kids the song “Salam” before/after the story!
Sarah Schenirer
(July 15, 1883 – March 1, 1935)

Sarah Schenirer was a pioneer of Jewish education for girls. In 1917, she established the Bais Yaakov school network in Poland. She discovered that Rabbi Samson Raphael Hirsch, a leading 19th century sage who lived in Frankfort, Germany, had developed schools which provided Jewish girls with a Torah education, and she was inspired to do something similar in Poland. She decided to give up her work as a seamstress who wove clothes, in order to devote herself to establishing Torah schools for girls. Although she initially faced some opposition, she won the support of most of the leading Torah sages of her era, including the Chofetz Chaim. For example, Sarah’s family were followers of the Belzer Rebbe, a leading sage, and at the suggestion of her brother, she consulted with the Belzer Rabbe about her plans to educate Jewish girls. The Rebbe told her, “Blessing and Success!” She therefore established the first Torah school for Jewish girls in Poland. After the outbreak of World War I in 1914 she moved to Vienna, but returned to Kraków early the next year, where she organized a group of girls and taught them Jewish studies. She succeeded in overcoming initial resistance against this new type of school and saw rapid development of about 300 schools in pre Holocaust Europe. Her initiative was approved by the leading rabbis of the times, such as the Gerrer Rebbe, Rabbi Avraham Mordechai Alter and Rabbi Yisrael Meir Kagan (known as "the Chofetz Chaim"). In 1923 Schenirer set up a teachers’ seminary to train staff for her rapidly expanding network of schools. The main goal of the schools was "to train Jewish daughters so that they will serve the Lord with all their might and with all their hearts; so that they will fulfill the commandments of the Torah with sincere enthusiasm and will know that they are the children of a people whose existence does not depend upon a territory of its own, as do other nations of the world whose existence is predicated upon a territory and similar racial background."
Boruch… Hamavir Shayna May-aynoi Ooh-snuma May-ahf-ah-poi.

"Blessed are You... Who removes sleep from my eyes and slumber from my eyelids."

As we take care of our most basic needs each morning, it is important to remember that we are created in Hashem’s image. Each and every one of us has a very special gift, a Neshoma, a soul. The soul is wrapped carefully in a beautiful wrapping, made specially for us. It is our body! We show respect for this precious soul by keeping our bodies clean. The Talmud (Tractate Shabbos 50b) teaches that a person should wash his face, hands and feet every day in honor of his Creator in Whose likeness he was formed.

.......Sheh-targi-laynu B'torah-techa V'dahb-kaynu B'mitzvo-techa............

"And may it be your will, Hashem, my G-d, that You accustom me to (study) your Torah and attach me to your Mitzvot .......

We ask Hashem to send us off with a good start! Everyone knows that when you get a good start, chances are you'll keep up the momentum. Therefore, we pray that Hashem will give us the extra push to do Mitzvot and study Torah. Of course, a little extra dose of common sense will help us avoid mistakes, bad judgement and arguments during the day. So we ask Hashem to steer us away from confrontation and bad influences.

LEADER TIP: We ask Hashem to “attach us to His mitzvoth”. Are some mitzvoth harder to do than others? Why or why not?
This Week in Jewish History

May 28th, 1929

Bnei Akiva Established

Bnei Akiva is the largest youth movement of religious Zionists in the world. It is active world-wide, with more than 154,000 members in 37 countries. There are 100,000 members in Israel and 54,000 members in the rest of the world.

Bnei Akiva is a nationalist movement within Israel, strongly identified with The Religious Kibbutz Movement and the National Religious political party. Outside of Israel, the local branches of Bnei Akiva are under the Bnei Akiva Olami (Worldwide) organization.

Typically, in any given country, Bnei Akiva will operate local Shabbat groups, summer camps, leadership seminars, Shabatonim, and activities. Bnei Akiva in Israel is organized separately from the world movement. It is run in Israel by the National Secretariat (Hanhalla Artzit).

Bnei Akiva’s twin ideals of Torah and Avodah loosely translate to religious commitment/study and work on the land of Israel.

As a pioneering Zionist youth movement, Bnei Akiva believes that it is a central commandment of Judaism to return to the land of Israel Aliya and maintains that the future of the Jewish people is obviously tied to the state of Israel.

Bnei Akiva feels that Jewish youth in the Diaspora must be educated to realize that the Jewish State needs them, and that they, in return, need the Jewish State.

FIND...

- Leviim
- Gershon
- Kehat
- Merari
- Nazir
- Birkat
- Kohanim
- Nassi

STAT LINE OF THE WEEK – NASO

35th of 54 sedras; 2nd of 10 in Bamidbar
Written on 311 lines in a Sefer Torah (7.4 cols)
26 Parshiyot; 18 open, 8 closed, only 4 sedras have more parshiyot
176 p'sukim, 2264 words, 8632 letters
Indisputably the longest sedra in the Torah, however you count length; well below average though in length of p'sukim
Longest sedra is NASO with 176 p'sukim.
Longest perek of T'hilim is 119 with 176 p'sukim.
Longest Gemara is Bava Batra with 176 (double) pages.
Mitzvot
18 mitzvot; 7 positive, 11 prohibitions
Only 9 sedras have more mitzvot, yet Naso’s number is close to average for the Torah.613 mitzvot in 245 columns averages to 2.5 m/c. Naso’s 18 in 7.4 cols. averages 2.43 mitz/col.No sedra is closer to average. Naso is the mitzva-leader of Bamidbar, by far.
TRIVIA QUESTION OF THE WEEK

WHAT IS THE HIGHEST POINT IN ISRAEL?

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!

- Armadillos are the only animal besides humans that can get leprosy.
- Many hamsters only blink one eye at a time.
- A pregnant goldfish is called a twit.
- A male emperor moth can smell a female emperor moth up to 7 miles away.

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

Parsha Points to Ponder...

On Yom Kippur in the prayer of מעון על חטא we enumerate many transgressions, and beseech forgiveness from Hashem. It has often been asked why we confess many offenses that we obviously did not commit. How can we, on this most holy day, stand and recite lies about ourselves? One answer given is: שכ"ל ישראל ערונים זה בזה, all of Israel are responsible one for another. (Shev. 39a) Although we ourselves have not committed some of these sins, we are nevertheless responsible for our fellow Jews who may have committed them. Support for this opinion may be found in the Portion we read this week. The Torah says: איש או אישה כי יעשו מכם איש או אישה "...a man or a women who commits any of man’s sins...". This verse speaks of an individual, one person who transgressed. The very next verse says: והיהו אנכי אחיך והאמיך="They shall confess the sin that they committed...". (Num. 5,6-7) This verse refers to the sinners, in plural. From this we can see that even if an individual performs an offence, everyone has to confess the transgression. We are accountable for each other and must help each other do what is right. If we don’t succeed, then all share in the guilt, and must also confess this wrong doing.
ACHVA
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