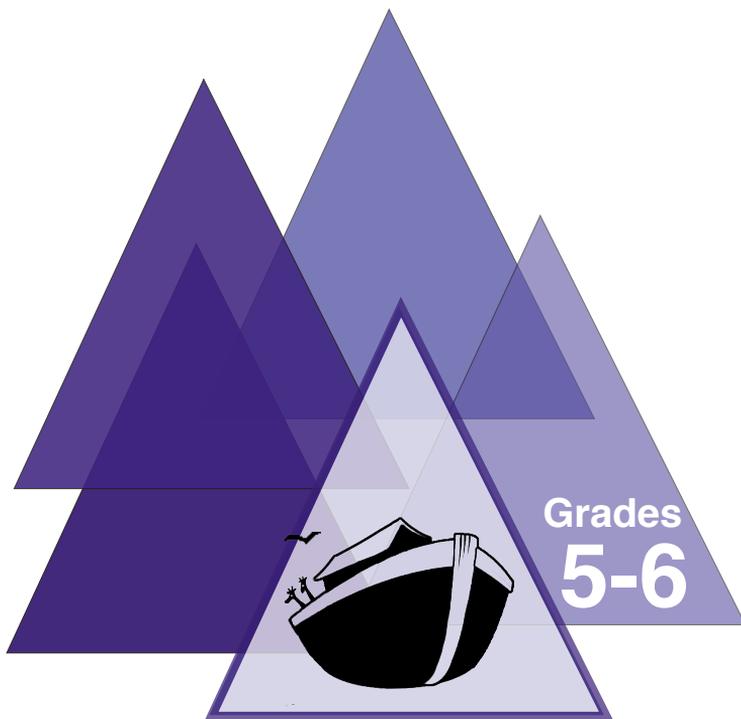




# Parshat Noach

נח





Slot 1 ..... **TEFILLAH**  
35 MINUTES

Slot 2 ..... **PARSHA SUMMARY**  
10 MINUTES

Slot 3 ..... **QUESTIONS ON PARSHA**  
15 MINUTES

Slot 4 ..... **GAMES**  
10 MINUTES

Slot 5 ..... **STORY TIME**  
10 MINUTES

Slot 6 ..... **SNACK TIME**  
10 MINUTES

**SLOT ONE:** Approximately 35 minutes

### TEFILLAH

The Tefillot chosen have been recommended for the age of the children that you have in your group. If you find that they know more feel free to add. Be aware of their cues. If it is too little for them it is necessary for you to add on more Tefillot. If it is too much for some of the children, I recommend that you stay with it and teach them more each week.

When working with this age group it may be helpful to start your group earlier than the younger groups. The extra time will give these older kids a chance to daven, have parsha and a game time and still make it back into the main sanctuary for Mussaf

***There should be a Michitza and a leader of the Tefillot.***

In preparing the children for Tefillot you should have them sitting quietly and try and make sure there are no distractions. Make sure everyone has the Tefillot in front of them. These Tefillot should all be read or sung out loud. You should be leading each Tefillah and singing along with the children. Please consult the shul rabbi to make sure the tunes you use are consistent with those used in the main sanctuary.

Please take a moment before Shabbat to identify the page numbers in your shul's siddur so you can readily help the children find the pages.



## Tefillot

PAGE NUMBERS

PAGE # מודה אני  
Modeh Ani

PAGE # ציצית  
Bracha on Tzizit (for boys)

PAGE # אדון עולם/מה טובו  
Mah Tovu/Adon Olam

PAGE # ברכות  
Brachot

PAGE # מזמור שיר  
Beginning of Pesukei  
D'Zimra - Mizmor Shir

PAGE # ברוך שאמר  
Baruch She'amar

PAGE # הודו  
Hodu

PAGE # אשרי  
Ashrei

PAGE # ישתבח  
Yishtabach

PAGE # שמע  
Shema and  
its Brachot

PAGE # שמונה עשרי  
Sh'mona Esrei

PAGE # אין כאלוקנו  
Ain K-Elokaynu

PAGE # עלינו  
Aleinu

## SLOT TWO: Approximately 10 minutes

### PARSHA

This summary should be read and understood before Shabbat so that you will be prepared to teach it to the children. This should not be read mechanically to the children.

You should be familiar enough with the information that you could tell it in your own words.

If you find that just telling them the story is not working to their benefit then you should quiz them on what they learned about in school about the parsha. You might want to get pictures or visual aids to help hold the kids' attention during your recitation, as well.

The "Torah Thought" or "Mitzvah of The Week" at the end of the summary is something which also may be discussed.

### SUMMARY OF PARSHAT NOACH

This week's parsha tells us about the ten generations from Adam to Noach. The people were evil and they turned away from Hashem. In addition, they were cruel to each other; they stole and they killed. Therefore, Hashem decided to destroy them. Since Noach was a righteous man, Hashem wanted to save him and his family. Hashem told Noach to build an ark and to get his wife, his three sons, Shem, Cham, and Yafet, and their wives into the ark. He also brought



animals of all kinds into the ark. Seven pairs of every kosher animal and bird were brought, and one pair of every other living creature, as well. Then Hashem brought a big flood on the earth that lasted forty days and forty nights. The flood destroyed all of the people and living things that were not in the ark. It wasn't until six months later that the waters receded enough for the ark to find a place to rest on a mountain top. Three months after that, Noach sent out a raven to check if the land was dry. Since it merely flew back and forth, Noach knew that the land was still under water. Then Noach sent out a dove and the same thing happened. Seven days later he sent the dove out again. This time the dove came back with an olive branch. This indicated that the waters were receding. Finally, seven days later, Noach sent the dove one last time. This time it did not return. Noach finally knew that the land was dry. Noach and all of the inhabitants of the ark disembarked after the waters fully receded. Noach thanked Hashem for saving him and his family from the flood waters.

The generations grew again. Unfortunately, they did not learn from the mistakes of the previous generation. The people of Babel felt that they were the best and the greatest people on the earth. They decided to build a tower that would reach the heavens. They wanted to challenge Hashem and conquer heaven. As a punishment, Hashem confused their language so they would not understand one another. Therefore, they were unable to complete the building of the tower. The city was called Babel, meaning "to confuse," because that is what Hashem did to the people of Babel.

Ten generations followed between Noach and Avram. The end of the parsha explains how Avram was a good man and believed in Hashem.

Rashi says that the ark an intricately built ship. It took Noach 120 years to build. During its building, people stopped by and questioned its need, to which Noach replied that if the wicked did

not repent, Hashem would kill them by means of a flood.

Torah Thought

Hashem planned this long period of preparation for the flood to indicate His patience with His creations and His desire for them to repent. What can this teach us about our behavior towards others.

**SLOT THREE:** Approximately 15 minutes

### QUESTIONS ON THE PARSHA

You might want either to have prizes or treats to give the kids immediately upon answering a question correctly. This will help greatly with maintaining discipline and decorum.

### PARSHAT NOACH

#### QUESTIONS (Yeshiva Day School):

1. If Noach would have lived at the time of Avraham would he have been considered a Tzaddik?
2. In which way was Avraham a greater Tzaddik than Noach?
3. How many floors were there in the ark?
4. What was each floor in the ark used for?
5. What is the Hebrew word for flood?
6. How many times did Noach send out the dove? What happened each time?
7. What was the purpose of the rainbow?
8. Did the generation of the tower of Babel deserve to die just like the generation of Noach?
9. Why didn't they?
10. Why is the city at the end of this parsha named Babel?



### QUESTIONS (Public School):

1. Did Noach succeed in teaching others about Hashem?
2. How long did it take to build the ark?
3. Why did it take so long?
4. Why was Noach's generation punished?
5. How many kosher and non-kosher animals went into the ark?
6. Who was not killed by the flood?
7. What living things were not killed by the flood?
8. What language did people originally speak?
9. What did the people of Babel do that angered Hashem?
10. How were the people of Babel punished?

### ANSWERS (Yeshiva Day School)

1. According to some chachamim he would have been an even a greater Tzaddik than at the time of the flood. Others say he would not have been considered of any importance.
2. Noach needed Hashem to help him be a Tzaddik, while Avraham became a Tzaddik by his own efforts.
3. There were three floors in the ark
4. The top floor was where the people stayed. The middle floor housed the animals. The bottom floor held the garbage.
5. The Hebrew word for flood is mabul
6. Noach sent the dove three times. The first time it came back. The second time it came back with a leaf from an olive branch in its mouth. The third time it was sent it did not come back. This meant it had found somewhere to rest on dry land.
7. The rainbow was a symbol of the promise from Hashem to Noach that He would never again wipe out mankind with a flood.
8. The people of Babel deserved to die just like the people of Noach's generation.
9. Hashem did not kill them because they conducted themselves with love and friendship among themselves. This was lacking in Noach's generation.
10. The city was called Babel, meaning "to confuse," because that is what Hashem did to the people of Babel.

### ANSWERS (Public School):

1. Noach did not succeed in teaching his generation about Hashem. They would not listen to him.
2. It took Noach 120 years to build the ark.
3. Hashem wanted to give Noach's generation a chance to repent before He destroyed them.
4. Noach's generation was evil.
5. Seven pairs of kosher animals and birds, and one pair of every other creature were saved from the flood by boarding the ark.
6. Noach, his wife, his three sons, their wives and all of the previously mentioned animals were saved from the flood.
7. The fish in the sea were not killed by the flood.
8. The original language spoken was Hebrew.
9. The people of Babel thought that they were better than Hashem and wanted to overpower Him to conquer heaven. They began building a tower to reach the heavens.
10. Hashem took away their language so they could not understand each other. Because of this they could not finish building the tower.

## SLOT FOUR: Approximately 10 minutes

*(These games can be found in Shabbat Games by Lenny Matanky.)*

### GAMES

The games given below are simply suggestions of easy games to play with children. There is no need to feel like you must play every game. Use your discretion when choosing if you want to play them, and how many of them you want to play.

The key to a successful game leader:

1. Have your goals set—never begin a game if you are not fully prepared to see it through.
2. Prepare the equipment—this includes putting chairs in a circle, etc. This must be done before explaining the game to the children. Have everything set up so there are no distractions.
3. Explain the game—you must be clear! Do not begin unless everyone understands.
4. Always demonstrate—if you show them how it is done there will be less confusion.
5. Cues—once you start the game it is important to pay attention to the children's cues! If too many kids are sitting out, change the game.
6. Cut the game short!!!—Try and stop the game while it still interests the kids, even if you must cut it short! Do not let a game that has become un-fun drag on. This way the kids will look forward to playing it the next time.

Since these children are older the games given will be both active games and mind puzzling games.

### GAME #1

approximately 10 minutes.  
appropriate for 6-20 kids.

#### TEAM CHARADES

Prior to the game, different situations must be written down on slips of paper. (i.e. digging a hole, reading a newspaper, swimming, falling in love, etc.)

The group is divided into two teams. The leader sets a time limit of 2 or 3 minutes per team. Team A goes first: as soon as team A's time begins, the first person from team A goes to the leader to receive a slip of paper with a situation. This player must act out the situation for his/her team until the teammates guess the correct situation. (If they cannot guess the situation, they can "pass" to skip it.) After they guess, the second person goes to the leader and receives a different situation, and so on.

For every situation guessed within the given time limit the team receives one point. Then the next team has a turn. The number of rounds is up to the staff member. The team with the most points wins.

A variation of this game is when one person from team A acts out the situation and everyone from both teams may guess. Whoever guesses correctly wins a point for their team. After one kid from team A goes, one from team B goes, and so on.

Games two and three can be found in Jewish Games by Rabbi Joshua Silbermintz.



## GAME #2

Approximately 10 minutes.  
Appropriate for 5-20 kids.

### YES OR NO/ WHO AM I?

There are two teams. The first team sends a guesser out of the room while his/her group decides on a personality to represent. The guesser returns to ask questions to identify the personality. The only answers his/her team may give are “yes” or “no”. If the group is divided into teams, the teams take turns asking questions. The team with the most correct guesses wins.

Typical questions: “Am I in the Torah?” “Am I righteous?” “Was I saved by Hashem” “Was I saved from a flood?”

Direct questions, like “Am I Noach?” may only be asked three times by each guesser.

## GAME #3

Approximately 5 minutes.  
Appropriate for unlimited amount of kids.

### FIND YOUR SHOE

All players must place their shoes in the center of the room. Then the players arrange themselves facing the walls of the room. The leader mixes up the shoes and forms a big pile with them. On signal, the players rush to the pile to find their shoes, put them on, tie them and return to the perimeter of the room. The first to finish wins. For added fun, throw in a few extra shoes.

## SLOT FIVE: Approximately 10 minutes

### STORY TIME

There are many tricks to successfully telling a story.

You should help the children get used to having a story time by doing something different like sitting in a different corner of the room, or a different formation for story time. They should understand that story time is a quiet time and not an active one.

You must make it clear to the children whether or not you allow questions to

be asked during the story telling—this is entirely up to you dependent on your style. Your goal is

to tell this story as smoothly as possible while keeping the children’s attention and interest.

Give rewards for good listening.

*(This story can be found in The Little Midrash Says by R Weissman)*

### ALEXANDER THE GREAT AND THE UNSELFISH PEOPLE

The mighty emperor Alexander the Great traveled to many countries. Once he visited a kingdom far, far away, behind the dark African mountains.

The king of that country welcomed Alexander and presented him with a beautiful gift—golden loaves of bread, on golden trays.

“I did not come here to see your treasures,” Alexander told him.

“Then why did you come?” the king asked.

“I wished to see how you judge the people in your country,” replied



Alexander, "I heard that your judgment is fair and good."  
As they talked, two people arrived to be judged by the king.  
The first man was quite upset and could hardly contain his distress,  
"I bought a field from this other man," he blurted out, "and found a  
treasure in it. I want to return the treasure. I bought only the field, not  
the treasure! I don't want to take what doesn't belong to me."  
The other man, however, steadfastly held to his position. "I sold  
you the field with whatever it contains," he insisted, "The treasure is  
yours. I don't want to take it."  
The two men continued to argue. Each one insisted that the treasure  
belonged to the other one.  
Alexander was amazed, "How do you judge this case?" he asked the  
king in disbelief.

***STOP! Have the kids try to guess how the king judges  
the case.***

The king turned to the first man, "Do you have a son?" he asked him.  
"Yes," replied the man.  
"Do you have a daughter?" he inquired of the second man.  
"I do," replied the second.  
"I decide as follows," the king told them, "Marry your son and  
daughter to each other. Give the treasure to the young couple."  
Alexander expressed surprise at this decision.  
"Why are you so surprised?" the king asked him. "Didn't I judge well?  
How would they have decided this case in your country?"  
"Probably," replied Alexander, "they would have arrested both men.  
Then the treasure would be confiscated by the government."  
"Are the people in your country so greedy for money?" the shocked  
king asked, "Does the sun shine in your country, and does the rain  
fall?" "Certainly," replied Alexander.  
"Well," concluded the king, "G-d does not give you sun and rain in  
zechus (merit) of the people. People who quarrel with one another  
and want each other's possessions do deserve neither sun nor rain.  
G-d has mercy on the animals, and it is only in their merit that He  
takes care of your country."

**SLOT SIX:** Approximately 10 minutes

**SNACK TIME**

If you are given the option of deciding what is for snack, or  
can bring in your own snack, then you should try to have  
one available which is pertinent to the parsha. This should  
be done along with

the usual cookies or crackers and juice that you most  
probably are given.

Depending on the week you might bring in vegetables or  
fruits.

On the vegetables you would make the bracha, "...Boray P'ri  
Ha-adama"

On the fruits you would make the bracha, "...Boray P'ri Ha-  
aytz"

Don't forget to say, "...Shehakol nihyeh Bidvaro" on the juice  
and "...Boray Minay M'zonot" on the cracker or cookie.

Remember when you are finished eating to say the Bracha  
Achrona, which can be found on the next page.

The leader should read it aloud and encourage the children  
that are familiar with the bracha to say it along with you.

The remaining children should answer "Amen".

## על המחיה

ברוך אתה ה' אלקינו מלך העולם

על העצ ועל פרי העצ	על הגפן ועל פרי הגפן	על המחיה ועל הפלפלה
-----------------------	-------------------------	------------------------

ועל תנובת השדה, ועל ארץ חמדה טובה ורחבה, שרצית והנחת לאבותינו, לאכל מפרית ולשבע מטובת. רחם ה' אלקינו על ישראל עמך, ועל ירושלים עירך, ועל ציון משכן כבודך, ועל מזבחך ועל היכלך. ובנה ירושלים עיר הקדש במהרה בימנו, והעלנו לתוכה, ושמחנו בבנינה, ונאכל מפרית, ונשבע מטובת, ונברך עליה בקדשה ובטהרה.

ורצה והתליצנו ביום השבת הזה  
וזכרנו לטובה ביום ראש החדש הזה  
ושמחנו ביום חג המצות הזה  
ושמחנו ביום חג השבעות הזה  
ושמחנו ביום חג הסוכות הזה  
ושמחנו ביום שמיני חג העצרת הזה  
וזכרנו לטובה ביום הזכרון הזה

ועל הפרות. ברוך אתה ה' על הארץ ועל הפרות.	ועל פרי הגפן. ברוך אתה ה' על הארץ ועל פרי הגפן.	ועל המחיה. ברוך אתה ה' על הארץ ועל המחיה.
---	---	---

כי אתה ה' טוב ומטיב לכל, ונודה לך על הארץ

## בורא נפשות

ברוך אתה ה' אלקינו מלך העולם בורא נפשות רבות  
וחסרונן על כל מה שבראת להחיות בהם נפש כל חי ברוך  
חי העולמים