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# נסע המדות

My מידות Journey through the פרשה

פרשה לימודים extracted from each week's

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Geared towards Primary School girls Ages 8-10

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ספר במדבר	
במדבר	I am unique
נשא	שלום
בהעלותך	הכרת הטוב
שלח לך	Self Control
קרח	Think for yourself
חוקת	Staying calm
בלק	Respecting privacy
פנחס	Standing up for what's right
מטות	Commitments
מסעי	Priorities

ספר דברים	
דברים	Leadership
ואתחנן	כבוד אב ואם
עקב	Putting in effort
ראה	כבוד
שופטים	בל תשחית
כי תצא	Sensitivity to others
כי תבוא	Consequences
נצבים	Choose Life
וילך	Coping with change
האזינו	Communication
וזאת הברכה	חשיבות התורה

ספר שמות	
שמות	Don't give up
וארא	ותרנות
בא	Thank you 'ד
בשלח	איזהו עשיר? השמח בחלקו
יתרו	Ask advice
משפטים	Ripple effects
תרומה	צדקה
תצוה	דרך ארץ
כי תשא	ענוה
ויקהל	שמירת שבת
פקודי	אמת

ספר ויקרא	
ויקרא	תפילה
צו	Positive thinking
שמיני	חסד
תזריע	שמירת הלשון
מצורע	דן לבף זכות
אחרי מות	Admitting mistakes
קדושים	ואהבת לרעך כמוך
אמור	Maintaining a standard
בהר	אמונה \ שמיטה
בחוקתי	Rules are good for us



# מסע המדות

My **מדות**  
Journey  
through the  
פרשה

Summary of the פרשיות with their associated מידות

ספר בראשית	
בראשית	קדושה
נח	סבלנות
לך לך	זריזות
וירא	הכנסת אורחים
חיי שרה	I see, I think, I do
תולדות	Using our כוחות
ויצא	דביקות
וישלח	גבורה
וישב	שמחה
מקץ	קידוש ד'
ויגש	מחילה
ויחי	I am not afraid





## פרשת ויחי

"המלאך הגואל אותי - I am not afraid"



בס"ד

### Source

In this week's פרשה מנשה and אפרים benches יעקב, He blesses them with the ברכה of המלאך הגואל אותי.

"May 'ד who always sent His מלאך to protect me, also send His מלאך to bless these boys...."

Every night before we go to sleep, we mention that 'ד is watching over us all the time.

### Introduction

From this week's פרשה we see how 'ד is always watching over us, no matter what is going on. We need to remember this wherever we are. We don't need to be afraid, because our Father- 'ד is looking after us and keeping us safe.

### Discuss

**What can people fear?** (some examples)

- Heights
- Flying
- Animals
- Water
- Hospitals
- Loud noises
- Being alone
- Small spaces
- Nasty people / bullies
- Natural disasters e.g. hurricanes, floods etc.
- Health and safety of our family

בס"ד

### Activity

**Fear in a Hat:** Teacher should give out slips of paper with the following sentence starter: "In this class I am afraid that..." Each student must complete the sentence.

Tell students that the exercise is completely anonymous, so they should avoid writing anything that would reveal their identity. Also direct students to be sincere.

Collect the slips of paper, fold each one in half and put them in a hat.

Pass the hat around the class and tell each student to take out one of the slips.

Students read out the fear on their chosen piece of paper. They then respond by saying what they think the person who wrote the fear was feeling.

The teacher should then ask the class, **"Do you think that this person would feel this way if they had their mother / their father / a teacher / a policeman / an adult with them?"**

Maintain a level of respect in this exercise. Don't mock or laugh at the person or the fear.

Let students know that they do not have to divulge their fear and that you'll be shredding the pages after class.

### Activity

**Teacher should choose only one out of the three options.**

#### 1. Obstacle Run

Use your benches, chairs, and dustbins as obstacles in your classroom. Create a real maze full of "roadblocks". Divide your students into small groups of 2. One is blindfolded and the other guides the blindfolded students through all the obstacles. This activity is based upon one's trust in another. If you want to spice things up, you could let 2 or 3 groups race each other through the obstacles. The fastest one through wins. Be careful though, it's still important to guide the blindfolded student through the obstacles without any scratch.

## 2. Minefield

Define a square area in your classroom. You can use tape for this. Now, place plastic cones or cups everywhere in the square area. This now represents a minefield. Again, such as in the activity above, split up students in groups of two. One is blindfolded, the other gives instructions. The blindfolded students have to cross the minefield without touching or knocking down the plastic cups. The other students give accurate commands so the blindfolded students can cross the minefield without blowing up a "mine".

## 3. Blind Artist

Have your students form pairs. The students can't see each other. One student gets a drawing you have prepared earlier. Ideally, the drawing should be something relevant to what you are teaching.

The student holding the drawing needs to give good instructions to the other student. The other student needs to draw it without being able to see the original picture. If you want to spice up the classroom game, you can put a variety of conditions to it, such as 'no asking questions', 'must draw with your non-writing hand', etc. Aren't you curious about the results?

### נמשל

Just like we all trusted our partner, that they would lead us through the *obstacle course / mine / drawing the picture*, ensuring that we would stay safe and succeed. Just like when we went through our fears before, everyone agreed that the fears would either leave or be less scary if we had someone that we trust with us.

So too, a איד has to know that ד is always watching and guiding him through life. Even when it seems like we are alone or scared- ד is there with us, every single second.

### Discussion

Imagine that you have just bought a new machine that cleans and tidies your kitchen. You need to learn how it works. Would you rather stop a random person on the street and ask

him how to use it, or would you prefer to ask the one who designed it?

Obviously we would all prefer to speak to the one who made it. We trust him more.

**Have you already worked out the נמשל for this story?**

**Who were we all created by? ד**

**So who does it make sense for us to put our trust in?** Obviously the One who made us- ד.

**Remind me again. What does a איד always need to remember?**

That no matter where he is in the world. No matter how scary the situation is. ד is always with him and looking out for him. A איד is never alone!

At the beginning of the lesson, we got lots of ideas of things that people could fear.

We are all human beings and it's ok to have fears. I don't think that there's anyone in the world who has zero fears- in some form. Some people could be scared of things that they see or hear, whilst other people could have fears like speaking in public or of being alone.

**Imagine that you are someone who doesn't like loud noises. What can you do when you are in a situation like that, and are afraid?**

We need to repeat (either quietly or aloud)- "I am not afraid because I know that ד is with me. He is looking after me, no matter where I am."

### Activity

**"I am not afraid because I know that ד is with me. He is looking after me, no matter where I am."**

Teacher should put the above wording on the board and then tell the class that she will point at a few girls randomly, give them a scenario and then ask them what they need to repeat.

For example:

1. You are in bed at night and you hear noises. The lights are all off and everyone is sleeping. What should you say to yourself?
2. You are going for a walk in the park and all of a sudden a huge dog comes running past you. What should you say to yourself?
3. You hear that there's supposed to be a heavy storm, with thunder, lightning and strong winds. What should you say to yourself?
4. You are in school and there's one girl who always makes embarrassing comments to you, in front of everyone. Besides for telling a teacher or someone who can help, what should you say to yourself?

#### Song

##### A Yid By Benny Friedman

My friends, In times like these  
It's hard to see past the insanity  
In a reality, so uncertain, and unknown

Life as we knew it, Forever changed  
And there's no peace of mind to be found  
Who can even make sense of tomorrow  
When our dreams keep crashing to the ground

And yet, as we rise to greet another day  
And the sun is still bright in the sky  
Always a reason to hope for better times

Though it seems, Like the answers worlds away  
We've got enough just enough to keep us going  
Holding on to unbroken simple faith

**Chorus:** Because a יד never breaks and a יד never bends  
And a יד never gives up in the night

A יד perseveres through the deepest despairs  
His emunah strengthens him for the fight  
And a יד understands that יד has a plan  
And that's all it takes to make it through  
His Tatte loves him that's what a יד holds on to

The world went dark. The clouds dispersed.  
On the streets that were once filled with light  
But a brilliant light, emerged from deep inside our hearts

Shuls were shuttered and still  
But our prayers rang through our homes  
Instead of looking out for inspiration  
We dug deep and found strengths we'd never known

And one more time, we will rise to greet another day  
Where every moments more precious than ever  
And life's sweetest little joys they are the treasure  
Because when it feels like the answers worlds away  
We've got enough, more then enough to keep us going  
We're holding on to unbroken simple faith

**Chorus x2**

#### Song

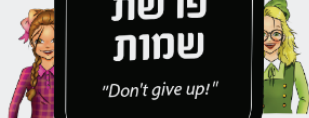
##### המלאך הגאל

המלאך הגאל אתי מכל רע יברוך את הנערים ויקרא בהם שמי ושם אבתי אברהם ויצחק וידגו לרב בקרב הארץ

#### Think!

**Which people in י"ך were not afraid and knew that 'ד was looking after them?**

[א"א in all of the 10 נסיונות that he had. **יצחק** when he was willing at the עקידה to give up his life. **יעקב** when he lay down to rest in the middle of nowhere, on הר המוריה at night. He simply placed a few stones around his head as השתדלות for protection. **רחל** when she stole her father לבן's idols. **בן עמינדב** when he jumped into the raging ocean, just before the sea actually split. **פנחס** who killed כזבי זמרי and זמרי who had made a terrible ד' חילול in front of everyone. **מצרי** when he killed the משה.]



## פרשת שמות

"Don't give up!"

בסי"ד



The **איִדן** were in **מצרים** and the situation seemed completely hopeless. The **מצריים** were very mighty and the **איִדן** were powerless slaves. Then suddenly, **ד'** sent the miraculous **מכות**, which eventually caused the **מצריים** to beg them to leave **מצרים**.



In today's lesson, students will discover what a growth mindset is and how they can apply this into their everyday lives. They will also learn to appreciate the power of including the little word 'yet' in their responses to challenges.



We can learn from here how a person should never give up hope, no matter how bleak or hopeless the situation seems. **ד'** has the ability to make things happen in ways we could never possibly imagine.

"When things are hard; I don't give up"

We will gain so much in life by not getting easily discouraged.



Give students a challenge that is slightly too hard for them. Adjust to whatever age the students are. Or: The teacher can use the '1234 activity' in the resources.

There will be 2 types of students. Those that say "hey I love a challenge" and those who roll their eyes and give up right away saying "it's too hard".

מסע  
המדות

בסי"ד



After several months of being closed due to Covid, Rabbi Tzvi Sytner was finally able to re-open his shul. However, he was struggling to make a **מנין**.

It was the heat of the summer and after many days of struggling. Rabbi Sytner told the people that maybe they would have to close the **מנין**. The people protested and asked him to please keep it open. But he still felt that it would be too challenging.

He travelled to ask a Rav advice on what to do. The Rav told him not to close and that he would see that **ד'** would help him.

He found that encouraging, but practically speaking, they still only had 6 men.

He went to shul and a young man in his 30's walked in. He asked if there would be a **מנין** that evening. When Rabbi Sytner asked why, he told him that his mother was just **נפטרה** a week ago and that he had just got up from **שבועה** and needed a place to say **קדיש**.

Rabbi Sytner's heart melted and that night 16 people showed up for **מנין**.

Here he had been, on the brink of giving up. But through the various messages, **ד'** kept telling him: "Don't give up; this is important! Keep going!"



When things are challenging and we feel like we're not getting anywhere; it's so hard not to give up. Sometimes however, if we open our eyes and our hearts, we can clearly see **ד'** sending us a message and encouraging us to keep on going- because He really has a plan here; a plan that we can't always see.

The **איִדן** are compared to the moon (teacher should show the class pictures of this). Every single month, the moon slowly disappears into a tiny thin sliver. But then, at the darkest point, when it looks like it's about to disappear, that's when it starts to grow and becomes fuller and fuller each day.

The **איִדן** are compared to this, because just when things seem hopeless, we are told not to give up hope, because after the darkness, great things can still happen.

מסע  
המדות



Today we are going to talk about how we can achieve a growth mindset and how this can help us in life.

**What does it mean to grow? What sort of things grow?** (Answers will vary.)

Growth means to develop, change and mature. Living things grow- plants, animals and people. Even our brains can grow!

**When you think of the brain or mind, what do you think mindset means?**

Mindset is the way that our brain sees ourselves and the world. Our mindset enables us to look at problems and mistakes in a positive or negative way.

Let's put these two words together: growth and mindset. A growth mindset is when we believe in the power of ourselves and our brain. We know that with practise; we can change and get better at something.

**If fixed is the opposite of growth; what does it mean to have a fixed mindset?**

A fixed mindset means that we think that we can't get better at something, even if we practise. Wanting to quit, giving up or deciding we're just not good at something, are all clues that we have a fixed mindset.

**Summarise a growth mindset:**

"Everyone in the world has their own way of seeing things. We call this a mindset. You have a mindset, your friends have a mindset, and your teacher has a mindset.

We can choose to look at the world in a way that makes us feel strong and happy or in a way that makes us feel frustrated and weak.

People with a growth mindset know they can get better by working hard. They keep trying, even when things are tough and they say things such as, 'I can't do this...yet' or 'Mistakes help me learn.'

People with a fixed mindset feel differently, as if they are stuck with the way things are. A fixed mindset can happen to anyone at some time or another but it's important that we choose to have a growth mindset; keep trying and stick with challenges."



**How can we achieve a growth mindset?**

The magic power of 'yet'.

We all have the key to unlock a special power. It's called the power of 'yet'.

The power of 'yet' is applicable with everything that we do.

We can change any scenario or happening in our lives, with this simple word.

We need to take out the word "now" and replace it with "yet". By adding in this simple word, we are changing the entire way that we think.

'Yet' is that little voice in our head that tells us not to give up.

We are moving from a fixed mindset (one who doesn't want to change, improve or hear any advice) to a growth mindset (one who's always learning and wants to continue to grow.)

Let's dream big.  
So many incredible things are waiting to happen!

**Can you think of scenarios where we can apply the power of yet?**

**Maybe "I has decided that it's not the right time YET.**

We want someone to get engaged  
We want someone to have a baby  
We want to buy a specific toy  
We want someone to have a רפואה שלמה

**Right now we can't do it YET, but one day soon we will** בע"ה

To ride a bike  
To be able to bake on our own  
To go out to the park with friends alone  
Finishing a specific project  
Learning to juggle

**This doesn't make sense to us YET**

Understanding a hard maths equation  
Why a parent doesn't allow us to do something

**I'm not good at this YET**

A subject in school

Public speaking  
Being confident  
Making new friends

***This doesn't work for me YET***

Trying to put together a new toy  
Learning a new skill  
Learning social skills

**To really enable ourselves to develop a growth mindset, we need to put the power of 'yet' into practice.**



Read the book "Giraffes can't dance". (pdf available in the resources)

Explain to students that sometimes things that are difficult, take time to practise before succeeding.

Remind them to have an attitude of "I can't do this YET" but that one day soon I WILL!



Rabbi Efraim Wachsman says the following story about his wife's grandfather.

When the Nazis entered Vienna, this grandfather escaped with his wife and three children. They ended up in a city in France. There were thousands and thousands of refugees from so many different countries trying to escape from the Nazis to survive. The grandfather said that there were so many refugees from so many different countries- everyone was trying to get out of there and it was just impossible.

He found a man on the side who looked like a sailor. He went over to him and asked him if this was true? The man responded that not only was he a sailor, but he was actually the captain of this ship. The grandfather very much wanted to get to England, a country close to France. He had also heard that England was fighting against the Nazis and he wanted to be in a place that would protect them until the end.

The captain told him that they were starting to set sail the next morning to go to England. The grandfather was ecstatic and asked if he, his wife and children would be able to join? The captain said that whoever wanted, could join with pleasure. However, they would all need a visa to get into England and the only way to get the visa was to go to the English embassy. He wished him good luck- because everyone was trying to get a visa to go to England.

The grandfather tried to find out the directions before finally arriving at the embassy. However, he was stunned at the mob of people there, all trying to get an appointment. The guards were pushing people back and away from the gates, telling them that they could not and just did not have visas to give out.

The grandfather cried out to "T to help him to save his family. Then all of a sudden, out of the blue, clouds filled the sky and it suddenly began to pour and thunder. Mayhem broke out and people started running in all different directions. Even the guards had given up, because the rain was just too strong. Then, amongst the crowd, the grandfather pushed and pushed and somehow managed to make it to the door and up the stairs. He suddenly found himself standing at another door. He knocked and went in.

Sure enough, the guy who gave out the visas was sitting right there- with no one else in the room.

He realised what a miracle had just happened. He broke down in front of the man and begged him to save him and his family and issue them a visa. He was crying and begging just to have their passports stamped- which would save their lives.

The consulate told him to calm down and said that despite the great number of people waiting- he had managed to convince him to give a visa.

The grandfather turned to pull out his passport, but it was not there. He must've forgotten the passport with his wife, who was miles and miles away.

He looked up to שמים and said "This is the worst thing that could've ever happened to me." With those words, his brain couldn't take the reality of the situation and he fainted right





בס"ד

there on the spot.

The consulate took a little water and splashed some on his face. When he finally came around, the consulate questioned him as to what all this was about.


The grandfather was so upset and mumbled "the passport... my wife and kids... they're all going to die..."

The consulate told him to stop and told him that he would give him a piece of his personal stationary, with his name on the top. He said that he would write on this, that for any name on this piece of paper, he hereby gave them permission to enter into England. He stamped it and signed it and handed it over, telling him to use it for his family. The grandfather thanked the consulate many times over.

As he stepped out of the office, he realised just what power this paper held. He realised that he could put every Jewish name that he could find, on this precious piece of paper. He went running through the streets and found hundreds of אידין and every inch of this piece of paper was covered with Jewish names.

He showed up to the boat the next day, with an entire congregation of אידין and he saved hundreds of people and their families and ב"ה until this day, their entire families have been saved as a result.

That moment which he thought was the worst in his life, was in actuality, the best thing that could've ever have happened... He just couldn't see it at that moment.

 **הסבר**

Rabbi Ashear published an amazing story in his daily אמונה book that he heard from Rabbi Yitzchak Zilberstein, that took place several years ago in London.

There was a young lady from a very respected and well-to-do family. She had everything going for her; beautiful מידות and קראת שמים, etc. Everyone thought she would get married very quickly. She went out with the finest boys who went to the greatest ישיבות, but nothing clicked. The years passed and she was already twenty-eight-years old. She had

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been in שידוכים for almost ten years, without success. Her parents had almost given up; the shadchanim practically stopped dealing with her. Even when a meeting was set up, nobody really had any expectations that it would work out. All her friends were married. Some had three or four children, but she was still all alone.

Her parents kept a lot of hired help, including various non-Jewish workers. One day, one of those workers approached the parents and asked, "Can I speak to you for a moment? Before I come to your house in the afternoon, I clean the house of Mr. and Mrs. So and So; they are very religious Jews, like you. They have a thirty-year-old son, who has been trying for years to get married. They say he's the best boy. According to what I see in both houses, I think he would be a great match for your daughter."

The parents felt insulted. "Where have we gotten to?" they thought, "Our suggestions are now coming from our housekeeper. What does she know about this?" Of course, they politely thanked her and told her they would consider it.

They ultimately decided to look into that boy anyway and it turned out that he lived just a few blocks away from them, but they had never heard his name before. Everyone who knew him spoke so highly of him, so they decided that it couldn't hurt to try. They met the boy for the first time and he made a terrific impression. He was one of the best boys in his ישיבה and possessed all the beautiful qualities they were looking for in a son-in-law. Not too long after they met, the couple was engaged.

At the engagement, the father of the כלה took the microphone and started to cry. In a broken voice, he said, "My precious friends and family, you are not going to believe what took place here. For the last ten years, we have been searching the globe for a חתן for our daughter. We spoke to רבנים, רבנים, friends and acquaintances. Practically everybody in town knew of our situation. We went through hundreds of suggestions, but nothing ever worked out. Now, just four minutes from our house, we have found the man we have been waiting for. He was suggested to us, not by a רב and not by a friend, but by a cleaning woman, who had just begun working for us a few weeks earlier.

We must learn from here that "ד" is in charge. He is the One who is going to send us our shidduchim. We must stop spending weeks and months of our lives in aggravation, blaming ourselves and others that our children are not married. Instead, we should surrender to "ד" and say, "You are the only One with any say. When You know the right time has arrived, You will bring the salvation in a way that You see fit." It can come in ways that we, literally, would never expect. Before the time was right, nothing anybody did could help

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us. Now, when the time did arrive, we experienced "ישועת ד' – כהרף עין" – "D's salvation in the blink of an eye."



Teacher can hang up the poster which says: Hang on tight! Good things are coming.

This is a good visual to remind students not to give up.



Let's remember to maintain a growth mindset throughout our lives and not get discouraged when things don't happen the way we want, right away. Do not underestimate the power of that little word 'yet'!



**Where else in תנ"ך do we see examples of people who don't give up?**

In נצבים, we see that משה speaks to the אידן and tells them that they shouldn't get discouraged if they ever don't meet their goals. Rather, they should realise that they can succeed. מרים did not give up and stayed to watch her brother משה at the River Nile. משה did not give up and davened many times over that he should be allowed into א"י.

א"י – the אידן are surrounded with dangers. In front of them they have a raging sea. Behind them they have the מצריים chasing after them. To the right and the left was the desert with poisonous snakes and scorpions. They had nowhere to turn!! Then in the blink of an eye, all of a sudden the sea split and they were able to cross. זוכה was א"א to have a baby. שרה was 90 and he was 100 when he was יצחק.

יסוף was stuck in prison. His life seemed to be going from bad to worse. Beginning with his brothers who were jealous of him, having stuck him in a pit with poisonous snakes and scorpions. Then being sold by his brothers as a slave. Then being constantly attacked by אשת פוטיפר and thrown into prison (which was a hole in the ground.) Life couldn't get worse. When all of a sudden ד' raised יסף from the lowest of the low- to become second in command in מצרים! יעקב mourned his son his entire life, was suddenly 'gifted' him back. יונה inside the fish.

## פרשת וארא

"ותרנית"



In this week's פרשה we see how פרעה wasn't מוותר; he wouldn't let the אידן leave מצרים.



In today's lesson, students will learn what being מוותר really means. They will also learn to identify when a person should be מוותר and when one should not.



We learn from פרעה what NOT to do. Sometimes, even if it's hard for us, the right thing for us to do is to give in and be מוותר. We will learn today when it's a good מידה to give in and when a person needs to say no.



Whilst being מוותר is a very good מידה to have, we must also be careful that it is used at the right times. Sometimes the right thing for us to do is not to give in. A person must ensure that their personal boundaries are in place, otherwise they can be hurt.

**What does being מוותר actually mean?**

(Brainstorm with the class for a few minutes on the board.)

**Let's explain with a few examples of scenarios that do not display תרנית to help us to understand this מידה better.**

Imagine that two boys are playing a game and are taking turns. This is called sharing. Then you notice that one of them tries to continue playing, even though his turn is up. So you turn to this boy and say "it's not your turn, be מוותר".



Where can we see this  
פרשה in this week's מידה?

Dashed-line box for writing the answer to the question above.

Can you think of things that people can fear?

Two rows of three rounded rectangular dashed-line boxes for listing things people can fear.

We saw that everyone in the class had some sort of fear.  
What did we say would make each of us less scared?

A long horizontal dashed-line box for writing answers to the question above.

What activity did we do in the classroom?  
Can you draw it?

A large dashed-line box for drawing an activity from the classroom.

## פרשת ויחי

המלאך הגואל אותי  
I am not afraid



ספר בראשית

What were we supposed to learn from the activity?

A large dashed-line box for writing the answer to the question above.

Imagine that you have just bought a new machine that cleans and tidies your kitchen. You need to learn how it works. Would you rather stop a random person on the street and ask him how to use it, or would you prefer to ask the one who designed it? Why?

A rounded rectangular dashed-line box for writing an answer to the scenario question.

How does this connect to our lesson?

A rounded rectangular dashed-line box for writing a connection to the lesson.

What does a איד always need to remember? What chant did we learn?

A rounded rectangular dashed-line box for writing the answer to the question above.

Where in תנ"ך do we see examples of people who overcame their fears and trusted in 'ד?

A large dashed-line box for writing examples from the Bible.



# פרשת שמות

I don't give up



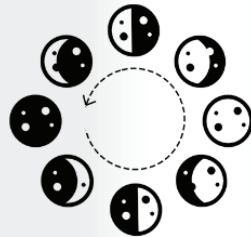
Where can we see this מידה in this week's פרשה?

[Dashed box for writing]

What was your reaction to the challenge that your teacher gave you?

[Dashed box for writing]

How are the אינן compared to the moon?



[Dashed box for writing]

# YET

Explain the 'Power of Yet' and how it can help you in everything that you do?

[Dashed box for writing]

ספר שמות

Scribble or draw some scenarios here of how we can apply 'The Power of Yet', in our lives?

[Dashed box for drawing]

In a few bullet points, explain the story "Giraffes can't dance"



[Dashed box for writing]

What message can we take away from this story and how does it tie in with 'The Power of Yet'?

[Dashed box for writing]

Where in תנ"ך do we see examples of people who did not give up?

[Dashed box for writing]

ספר שמות

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