

## אחד בלב אחד - DIGGING A LITTLE DEEPER. GEARED TOWARDS YEARS 7-9

LO: students will be able to appreciate what אחד בלב אחד means, how it demonstrates what a איד really is and how they can practically apply it within their own lives.

**Starter:** Unity Challenge.

### Divide the class into groups of 6/8.

Present the scenario: "You were in a plane crash that landed in the ocean. There's a lifeboat that you can take to a deserted island, but you can only take 12 items with them on the boat. As a group, you must decide which 12 items to bring along.

Give the students 10 minutes to discuss and make their decisions.

Ask a few teams to briefly present their final choices and reasoning.

### Summary questions:

Was it easy or hard to agree as a group?

What happened when team members disagreed?

How did your group reach a final decision?

How does this activity reflect the importance of unity in a high-pressure situation?

**Compare:** Teacher should put the following פסוקים up on the board and ask students if they can spot the common problem?

וּפְרָעָה הַקָּרִיב, וַיִּשְׂאוּ בְנֵי־יִשְׂרָאֵל אֶת־עֵינֵיהֶם, וְהִנֵּה מִצְרִיִּים נֹסֵעַ אַחֲרֵיהֶם; וַיִּירָאוּ מְאֹד, וַיִּצְעֲקוּ בְנֵי־יִשְׂרָאֵל אֶל־ה' - שמות פרק י"ד פסוק י'

וַיִּסְעוּ מִרְפִּידִים, וַיָּבֹאוּ מִדְבַר סִינִי, וַיַּחֲנוּ בַּמִּדְבָּר; וַיַּחֲן שָׁם יִשְׂרָאֵל, נֶגְדַּ הָהָר - שמות פרק י"ט פסוק ב

Then teacher should explain that in both פסוקים, we see there's one word which is referring to a group of people, yet the actual word is in לשון יחיד. Let's dig into each פסוק separately, to understand why.

1. This פסוק is talking about when the מצריים were chasing after the אידן. The word נֹסֵעַ is in singular, when it's referring to the מצריים as a group.

on that פסוק says:

נֹסֵעַ – בלב אחד כאיש אחד

– [written in the singular] to teach that the מצריים pursued them with one heart, like one person."

2. This פסוק is talking about when כ"י traveled from רפידים and came to סיני. The אידן camped in the מדבר - opposite the מדבר. The word וַיַּחֲן here is in the singular.

## כַּאִישׁ אֶחָד בְּלֵב אֶחָד - DIGGING A LITTLE DEEPER. GEARED TOWARDS YEARS 7-9

ויחן שם ישראל – כאיש אחד בלב אחד on this פסוק says:

ויחן שם ישראל – כאיש אחד בלב אחד

ויחן points out that the תורה uses the singular verb “וַיִּחַן” (he encamped) instead of the plural “וַיִּחְנוּ” (they encamped), to teach us that the אידן at הר סיני encamped in complete unity — physically and emotionally.

**Summarise:** What is the difference then between both of these לשון יחיד expressions? In פרשת בשלח, we see לב first and then איש and in פרשת יתרו, we see איש first and then לב.

**Rav Hutner gives a beautiful answer.**

The גוים (and in this case, the Egyptians), don't have the concept of אחדות. The only thing that will bring them together, is a common cause. Here, their common cause, was a hatred for ב"י. This is why Rashi says they were בלב אחד (one cause) and therefore כאיש אחד (had the unity like one person).

However, ב"י differs here completely and are compared to a human body. Does the left hand have a different opinion than the right? Of course not! All parts of one body work together as one unit. So, ב"י is one unit by definition. That is why רש"י says, “כַּאִישׁ אֶחָד בְּלֵב אֶחָד” - They are by definition כאיש אחד-one unit. Our “בלב אחד” – common cause – is only of secondary relevance. We don't need a common cause to unite us- we have it naturally.

**In practice:** Teacher should present the following to the class:

“Our class has a chance to do something meaningful together — a project to benefit the school or community. What would we do and how would we do it ‘כַּאִישׁ אֶחָד?’

In small groups, students should brainstorm:

What project to pursue.

How to assign roles based on strengths.

Ways to maintain harmony and shared values during the process

Each group shares their idea and how they'd ensure “כַּאִישׁ אֶחָד בְּלֵב אֶחָד”

Activity: Teacher should assign each student a random name of another classmate. Teacher should then distribute the כאיש אחד בלב אחד key rings and each student should write on it, something nice and positive about the name they received. Key rings will then be presented to each student. (Time should be given here, so that the students should really be able to think of something nice.)

**To wrap-up:** Teacher should place the following question up on the board and give students a few minutes to write down an answer. Answers should then briefly be discussed as a class.

“Why is אחדות so powerful — and what's one thing you can do this week to help build אחדות among your friends, family, or community?”