



TORAHUMESORAHUK

Geared towards ages 9-12

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Starter: What if there was no water?

Teacher should instruct the class: “Close your eyes. Imagine a world where it hasn’t rained for a whole year. There’s no water in the taps. The rivers are dry. The supermarkets are empty. What does your day look like?”

Pause for a moment, then ask:

- “Could you shower?”
- “Could you brush your teeth?”
- “What would you eat?”
- “How would we grow food?”
- “Could we cook anything?”
- “Would fish still live?”
- “What would happen to hospitals or farms?”

Let them share some answers.

Then explain: Everything in life – from brushing your teeth to growing your food – needs water. ד' gave us rain, oceans, rivers and underground water. That’s why we say in שמונה עשרה every day, ‘משיב הרוח ומוריד הגשם’ – That ד' makes the wind blow and the rain fall. It’s not just weather. It’s a direct gift from ד' that makes life possible.

Explain: Write on board: משיב הרוח ומוריד הגשם – He returns the wind and brings down the rain

We say this in שמונה עשרה in the winter. But why do we thank ד' for wind and rain specifically?

Explain: משיב הרוח: The wind moves the clouds across the sky. Without wind, rain wouldn’t reach all the places that need it. Wind also helps plants spread seeds and keeps the air fresh.

מוריד הגשם: We see that ד' doesn’t just let rain ‘happen’. The word מוריד means He lowers it down. It’s as if ד' is gently placing each drop exactly where it needs to go.

Rain is a direct sign that ד' is watching us and taking care of us. That’s why we see in י"א:י"ג-י"ז:

והיה אם שמע תשמעו אל מצותי אשר אנכי מצוה אתכם היום לאהבה את ד' אלהיכם ולעבדו בכל לבבכם ובכל נפשכם: ונתתי מטר ארצכם בעתו יורה ומלקוש ואספת דגןך ותירשך ויצהרך: ונתתי עשב בשדך לבהמתך ואכלת ושבעת: השמרו לכם פן יפתה לבבכם וסרתם ועבדתם אלהים אחרים והשתחוויתם להם: וחרה אף ד' בכם ועצר את השמים ולא יהיה מטר והאדמה לא תתן את יבולה ואבדתם מהרה מעל הארץ הטבה אשר ד' נתן לכם:

'D says that if "I keep the מצוות, He will send rain. And if not, the rain will stop.

Stations: Teacher should explain that today we will have 7 stations in the classroom. Each station will represent an individual benefit of water. As a class, we will work our way through each of them, one by one.

Station 1: Plants & trees

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- A plant (preferably real)
- A cup of water
- A flashlight

Teacher explanation: Let's talk about how plants grow. 'D created plants to need 3 things: water, sunlight, and air.

They take in water from the soil through their roots. The water travels up inside their tiny pipes (called xylem) all the way to the leaves.

Show a plant and demonstrate pouring water on soil.

When sunlight shines on the leaves, something magical happens – the leaves make food using the water and air. This is called photosynthesis. It's a long word, but it just means 'making food with light'.

Break down the word:

Photo = light + **Synthesis** = putting together

Here the teacher should demonstrate taking the flashlight and shining it on the plant.

If there's no water, the leaves can't make food. The plant droops. The fruit never grows. Eventually, the plant dies.

Did you know? When 'D created the world, no plants had grown yet, because 'D hadn't made it rain.

Why had He not made it rain?

Because there was no one yet to **daven** for rain. That shows us that 'D waited until human beings could daven – because rain is a special gift, not an automatic machine. It comes when we ask for it. (רש"י, בראשית ב:ה)

Brainstorm: (Teacher should go around the class and brainstorm)

- How many foods can you think of that come from plants?

Summarise: Every single fruit, nut, vegetable, and flower needs water to grow. That means every plate of food on your table comes from 'T's rain. Imagine what we would have to eat if there was no rain?

Station 2: Seas

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- Poster of the water cycle (included in this lesson plan pack)
- Pre-made salt water
- Disposable spoons

Teacher explanation: Most of the earth is covered in water – but almost all of it is saltwater in the seas and oceans. You can't drink it or use it to water plants. But 'T created an amazing system, called the water cycle, so the oceans still help us get fresh water.

How does this work?

Teacher should hold up the 'water cycle' poster and explain:

'T created a cycle that keeps water moving around the world. First, the sun shines on the oceans. The sun warms the water and tiny droplets rise up – that's called evaporation. It's invisible, like steam. (It's only the water droplets that rise up and evaporate – here's where the salt gets left behind, so that we get fresh water.)

Then those droplets cool down in the sky and turn into clouds – that's called condensation.

When the clouds get heavy, 'T brings rain – that's precipitation.

The rain falls on the ground and fills rivers, lakes, and any place that needs water. That's where people, plants and animals get their fresh water. So even though ocean water is salty and undrinkable, it's still the beginning of all our rain.

Brainstorm: (Brainstorm for answers with the class.)

- How do we benefit from the sea every day?

Rain – (through evaporation)

Weather – the sea keeps the planet from getting too hot or too cold

Food – many people eat fish or seaweed

Oxygen – tiny sea plants make over half of the world's oxygen!

Bonus: Allow the students to taste a tiny bit of salt water on a spoon and explain: Even though we can't drink the salty water from the oceans, that's where we get our water from.

Station 3: Fish

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- Interesting fish pictures
- Kosher / Non Kosher fish sorting card pack (print as many as needed)

Teacher explanation: We're standing here on dry land, but if you could dive into the sea or even a lake or pond, you'd find something incredible. Water doesn't just hold fish - it gives them life.

Water carries the oxygen they need. It's the medium they breathe, move & eat in. Just like we breathe air and walk on ground, fish 'breathe' water and live inside it.

Rain water and melting snow and streams feed the lakes, rivers and oceans. If $\text{'}\text{}$ stopped sending rain, slowly the water levels would fall and thousands of creatures would die. When we say $\text{משיב הרוח ומוריד הגשם}$, we're thanking $\text{'}\text{}$ not only for us – but for the entire underwater world He's keeping alive!

Did you know? There are over 34,000 known species of fish – each with unique colors, shapes, patterns, and survival tools. Some glow in the dark. Some can camouflage. Some live in the deepest parts of the sea with no sunlight at all!

How many species of fish do you know of? (Brainstorm with the class)

Here are some that you may not have heard of! Teacher should show students the fish pictures.)

- Coral reef fish in warm waters with neon patterns
- Arctic fish that survive in freezing temperatures
- Freshwater fish like carp and sea bass
- Deep sea fish with lights on their heads. There's a type of fish called the Angler Fish. They live only in extremely deep waters, where there is no sunlight at all. $\text{'}\text{}$ created them in a way that they produce a certain bacteria, which makes a light glow from their heads. This way, they can see their way around the waters.
- Fish with wings (flying fish!)
- And even fish that clean other fish!

$\text{'}\text{}$ designed each one perfectly to live in water. And without water — none of them could exist.

Activity: Kosher fish sorting

Students should be split into groups and be each given a pack of fish cards. They will need to identify the Kosher fish and sort them into piles

(Kosher vs. Non-kosher). They will obviously identify the differences, based on if they have fins and scales.

Teacher can explain to students that a clue they can keep in mind, is that any fish that has scales, will for sure have fins.

Look how many Kosher fish we can enjoy and make ברוכות on!!

Summarise: We usually think about rain helping plants grow. But now you know that the rain that falls on land eventually flows into rivers, seas, and oceans. It's all connected.

That rain becomes the water that supports this underwater universe of life.

So next time you say משיב הרוח ומוריד הגשם, imagine all these fish thanking 'ד too.

Station 4: Food

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- Food and litre matching cards

Teacher explanation: Every single food you eat had to grow, be raised, or be made – and every step of that process needs water. This is called a water footprint.

Your water footprint is like a hidden number of how many litres of water were needed to get your food to your plate.

Activity: Teacher should give out cards with pictures of food on it and the cards with the litre amounts. Students should challenge themselves and guess how much water it takes for that particular food to end up on their plate. Give them a few minutes to discuss this in teams.

Once completed, teacher should ask around and see what answers the students have given. Then explain:

1. Apple – 70 litres
 - Trees need water daily to stay alive.
 - Every apple grows over months, from a blossom into fruit.
 - Trees are watered by rain or irrigation for weeks just to grow one apple.
2. Bread (1 slice) – 40 litres
 - Bread is made from wheat.
 - Wheat needs water to grow in the fields.
 - It's then harvested, ground into flour, mixed with water again, and baked.
3. Chicken – ~400 litres

- Chickens drink water every day.
- They eat grain (which also needed water to grow).
- Water is used to clean the facilities and in processing.

4. Beef burger – ~2,000–2,500 litres

- Cows drink a lot of water (over 100L a day).
- They also eat crops that need rain.
- Farms, cleaning, and meat processing all use water.
- That's why beef has a very large water footprint.

5. Chocolate – 1,700 litres per 100g bar

- Cacao trees need lots of water.
- Processing chocolate also uses water.
- Many ingredients (milk, sugar) also come from water-intensive sources.

6. Cheese – 300 litres per 30g slice

- Cheese comes from milk.
- Milk comes from cows (who drink water and eat crops).
- Then water is used to produce, store and cool the cheese.

Ask students:

Which food shocked you the most?

What's one thing you eat often that uses a lot of water?

Summarise: Rain doesn't just grow plants – it grows the food chain. Every time you eat, you're using 'd's gift of rain. That's why we daven for rain in שמונה עשרה – it's not just for farmers, it's for everyone who eats!

Station 5 : Drinking water

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- Large well poster, demonstrating how they work

Teacher explanation: You've probably had a drink today – water, juice, tea. But have you ever thought: what if there was no water to drink?

Your body is about 60% water. That means most of YOU is made from the stuff that falls from the sky! Without water, a person will get tired, dizzy, sick – and then simply can't survive.

Humans can live about 3 weeks without food, but only 3 days without water. That's how important it is.

Water helps our blood flow, keeps our brain sharp, cools us down when it's hot, and helps our body digest food. Every cell in the body needs water

to do its job. Without water, a person's whole body starts to shut down.

Let's imagine: Teacher should hold up the poster of the well and explain:
Let's go back in time...

Up until around 100 years ago, families didn't have running water. You wanted a drink? You went to the well. In shtetls, years ago, water had to be carried in buckets from the village pump or well, no matter the weather outside.

The אמהות - רחל, רבקה, שרה are introduced at wells – because that's where everyone went daily, to get their water for survival.

In contrast, today you walk 3 seconds to the sink. Twist a tap. Done. It's as simple as that. We have to be so grateful.

Summarise: It's easy to think water always came out of the tap. But it's a very new convenience. For thousands of years, even our great-grandparents had to shlep buckets. Water keeps our bodies alive. That's why every precious sip should remind us of משיב הרוח ומוריד הגשם - the ברכה that lets us live.

Station 6: Cleanliness

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- Chocolate spread or washable paint
- Tissues or paper towels
- Hand sanitiser
- Bowl with water & soap

Teacher explanation: Water keeps the world clean, and not just in one way. Think: your hands, your dishes, your house, your clothes, your body – none of it would stay clean without water.

What would your home look like if there was no water for a week? What would YOU smell like?

We wash our hands before we eat. We shower. We clean spills. Water washes away dirt, germs, smells – even stains.

Water is incredible and it can dissolve more things than any other liquid. That's why it's so good at cleaning.

Germs stick to dirt and skin and water and soap wash them off. Without water, diseases would spread much more quickly.

In אידישקייט, water does even more.

נטילת ידיים – Washing our hands before eating bread

We wash our hands in a special way before eating bread, like כהנים washed

before they served in the בית המקדש. This shows that water can make us clean for קדושה.

מקוה – Purity through water

When someone wants to become pure, they toivel in a מקוה, as this makes them not just physically clean, but also spiritually clean. When a dish has been made by a גוי, it's filled with טומאה and can be made pure through טבילה in a מקוה.

קידוש ידיים ורגלים – In the משכן and בית המקדש, the כהנים had to wash their hands and feet from the כיור before doing any holy work. That water wasn't for hygiene – it was spiritual preparation.

Activity: Dirty their hands – give each student a small amount of chocolate spread or washable paint.

Imagine this is all the dirt you've collected just from being in the world!

Try to clean without water:

First attempt: dry paper towel. Students should inspect hands for the results

Second attempt: hand sanitizer only. Students should inspect hands for the results

Third attempt: proper washing with soap and water. Students should inspect hands for the results

Summarise: Some things can only be washed away with real water. And that's how 'ט made the world – water is the greatest cleanser, physically and spiritually.

Station 7: Cooking

Station setup: (Can be decorated accordingly, as much as the teacher is able)

- Dish cards

Teacher explanation: What do all of these have in common: soup, bread, cholent & rice?

They all need water to cook.

Water is used in almost every part of making food:

- You boil it to cook pasta
- You steam it for vegetables
- You mix it into cake batter
- You knead it into dough
- You brew it into coffee and tea

Without water, all you'd be left with is raw flour, dry rice, uncooked beans.

Water makes food edible and delicious.

Did you know?

When the מן fell in the מדבר, it was surrounded/protected by dew. (Dew is tiny water drops that form on cool things like grass in the morning when the air gets cold.) You can see here that even this special food, was protected by water.

re-dug the wells of his father אברהם to access fresh water. Why? Because without water, people couldn't grow or cook food.

Activity: Creative Chefs

Explain to students: You're a chef, but something's gone wrong – there's no water in your kitchen today! What dishes can you still make?

They're given different dish cards (e.g. "Make couscous", "Cook soup", "Fry schnitzel", "Bake cake", "Make oatmeal", "Steep tea", etc.).

They sort dishes into two piles:

"Can make without water"

"Cannot make without water"

As they go through, they should keep the following steps in mind: washing food, boiling, steaming, baking dough, cleaning pans, etc. They'll quickly realize how even things they didn't think used water – really do!

Optional twist: Give students a "pretend water budget" (e.g. 1 litre, 5 litres, 10 litres), and ask: "What could you cook with that amount? What would you save it for?"

Summarise: We can see from this, how water turns food from basic to beautiful. Every dish you love is only possible because of ברכה of rain.

Plenary: Write the following question on the board and brainstorm answers with the class:

"Water makes me feel..."

Some sample answers:

- Fresh
- Pure
- Calm
- Happy
- Respectful
- Ready to daven
- Like a mensch!
- Healthy

- Grateful

Final message: Water is one of 'd's greatest gifts to the world. It grows our food, gives life to animals and plants, helps us stay clean, lets us cook and drink, and fills our seas with amazing fish. For most of history, people had to carry water from wells – now we just turn on a tap!

Water also helps us become holy – from מקוה to מים אחרונים to the בית המקדש. When we say משיב הרוח ומוריד הגשם, we can now see how davening for the rain is really davening for so much more as well. We thank 'd for something that gives life, health, and קדושה to the entire world.