

Lessons from the Shofar

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Grade Level: Elementary



Description:

Bulletin board, lesson plan and worksheets which illustrate and expound upon the lessons of the Shofar. The beautiful bulletin board depicts the five reasons for which the shofar is blown on Rosh Hashana. It includes templates in both Hebrew and Yiddish to suit your class's needs. The lesson plan defines each reason depicted on the bulletin board and gives the teacher a basic lesson for each. The enclosed worksheets are a springboard for classroom discussion to explore real life applications. The five reasons can be taught in one long lesson or in five separate lessons. Available with the complete lesson plan as a non-editable PDF. For just the editable files, download the zip folder.

Goals/Objectives:

Students will be able to explain the reasons for blowing the shofar and this understanding will help them feel the message of the shofar.

Materials Needed:

- 6 Worksheets
- Sounds CD
- Excerpt from "Let My Nation Serve Me" by R' Yosef Deutsch



Detailed Instructions – Classroom Use:

1. Reason #1: לעורר אותנו לתשובה
 - a. Motivation: Bring a CD of different sounds; for example: thunder, recess bell, lion's roar, chuppa music. Play each sound and ask the students what it makes them feel. Play the shofar sound last. This lesson will teach them that the shofar should make them feel an urgency to do תשובה.
 - b. Mashal: One night, a little boy is sleeping. A fire breaks out in the house. The boy's mother tries to wake him. He is fast asleep and doesn't hear. She starts yelling and then he awakens.
Nimshal: The shofar is telling us "wake up, come close to Hashem during the times of שובו שובו". This is an opportunity- use it!
 - c. Explain the Chazal: דרשו ה' בהמצאוקראוהו בהיותו קרוב
 - d. Question: In what way is Hashem closer to us in chodesh Elul?
 - i. Mashal 1: You can buy watermelon in the winter, but it's expensive and not as juicy. In the summer, watermelon is readily available and cheap.
 - ii. Mashal 2: A person can buy clothing any time, but it is worthwhile for him to purchase during the sale season.
 - iii. Nimshal: Hashem is here always. But in chodesh elul, it is mesugal for Teshuva. We should feel a yearning and urgency, let's do teshuva now.
 - e. Application Worksheet: Picture of the mashal, students have to write the nimshal. Students should include explanation of Chodesh Elul's special aspect.

2. Reason #2: אנחנו ממליכים ה' למלך
 - a. Mashal: A small town receives word that the King is coming to visit. The townsfolk busy themselves preparing a grand parade to welcome him. As the King arrives, they blow trumpets in loud blasts.
Nimshal: During Chodesh Elul, we are proclaiming that Hashem is our king and we are proclaiming that He is king. When we blow shofar, we are announcing our joy that Hashem is King.
 - b. What does it mean practically that Hashem is our King? We do whatever Hashem wants us to do: רצוני לעשות רצונו. We are Hashem's subjects.
 - c. Worksheet: Compare/Contrast a servant of a person and a servant of Hashem.
 - i. Both have masters. The differences are vast: we get שכר, it is good for us because we benefit and grow as people, the mitzvos are pleasant and pleasurable, Hashem is also our father so He cares for us... Our king is interested only in our good, wants us to be happy and close to Him. We serve Hashem 24 hours because we love Him.
 - ii. After students have filled in the worksheet, use their answers as a springboard for discussion.

3. Reason #3: להזכיר עקידת יצחק
 - a. We want to raise the zechus of Yitzchak to help us in time of judgement.
 - b. We too can give up from ourselves for Hakadosh Baruch Hu even if it is not easy.
מוסר נפש



- c. Story: Boy is sick and needs surgery. Has to be home for a week. He was very sad because all his classmates were collecting gedolim cards and he had almost all of them. His classmates had campaign for him who could give up their cards for him. So all the students gave up from their cards for him, even those who didn't know him. There was one card that was very rare; only one boy in the school had it. The little boy decided to give up the card. It was the boy's little brother.
- i. Lesson: We should give up s/t that we value that is important of us for Hashem.
- d. Option for older clases: Discuss the עשרה הרוגי מלכות, Chanaya meshael azaryu
- e. Application: Write on sheet a nisayon that they had and passed. Because you remember akeidas Yitzchak, how is your action different?
4. Reason #4: אנחנו מזכיר ה' כדי שה' יזכיר אותנו
- a. We want Hashem should always remember us.
 - b. Motivation: The teacher should ring a bell Throughout the day, every time she wants the students to sit up straight and place their hands on their lap, she rings the bell. The sound of the bell reminds the students of what they have to do. The sound of the shofar reminds me "oh, I should think of Hashem". Other example: Old lady sets alarm clock to remind her to take medication.
 - c. Direct Application: How can I remember Hashem when...." Use the sheet to start discussion.
 - d. When we hear shofar, it reminds us " I have to do what Hashem wants". The sound of the shofar should echo throughout our lives. We should constantly think about doing what Hashem wants.
 - e. Example: When I get dressed, I think " I am putting on tznius clothes because Hashem wants me to". Adding the thought and intent to our actions so that mundane actions are elevating us closer to Hashem.
5. Reason #5: להזכור מעמד הר סיני
- a. To remember the awe of har Sinai. We want to accept the torah this way.
 - b. Motivation: Turn off light. Read the enclosed excerpt מעמד הר סיני (author gives permission). Page 193-195. Read with emotion so the students really feel it. After you read, explain to the students how the sound of the shofar by matan torah was an unnatural sound that got louder instead of quieter. The shofar sound should arouse in us the love, acceptance, and deveikus of har Sinai.
 - c. Application: Situation of a mitzvah, the students write the nisayon they face in doing the mitzvah, then when you overcome it what do you feel.
6. While the teacher is giving the lesson, the students are going to take notes on the last worksheet.

Sefarim/books to use for preparation:

- ספר התודעה
- Let My Nation Serve Me
- Visions of Greatness

Additional Tips:



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- Let the students' responses guide the lesson.
- The teacher should ensure that the correct message is given over.

Lesson Source: – *Mrs. Malky Taub, Torah Umesorah*



תאריך: _____
כתה: _____

שמי: _____
מורה: _____

השופר מעורר תשובה



נמשל: _____



תאריך: _____
כתה: _____

שמי: _____
מורה: _____

אנחנו ממליכים את ה' למלך

כתבי את ההבדלים בין עבד לעבד ה':

עבד ה'

עבד

A Venn diagram consisting of two overlapping circles. Each circle is divided into three horizontal sections by two lines, providing a total of six lines for writing. The circles overlap in the center, creating a shared area.



תאריך: _____
כתה: _____

שמי: _____
מורה: _____

זכירת עקדת יצחק

כיצד את זוכרת את עקדת יצחק במקרים הבאים:

ולכן:

אני זוכרת עקדת יצחק

נסיון
אמך מבקשת
לשמור על אחיך
בשבת, אבל את
באמת רוצה לשחק
עם חברה:

ולכן:

אני זוכרת עקדת יצחק

נסיון

ולכן:

אני זוכרת עקדת יצחק

נסיון

ולכן:

אני זוכרת עקדת יצחק

נסיון







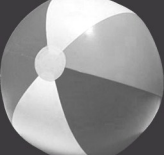


תאריך: _____
כתה: _____

שמי: _____
מורה: _____

אנחנו מזכירים את ה כדי שה יזכור אותנו

כיצד את זוכרת את ה' בפעולות הבאות:

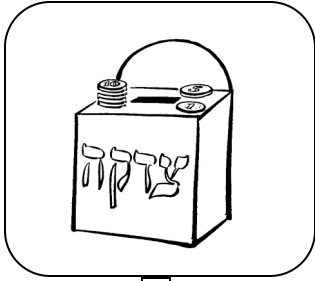


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כתה: _____

שמי: _____
מורה: _____

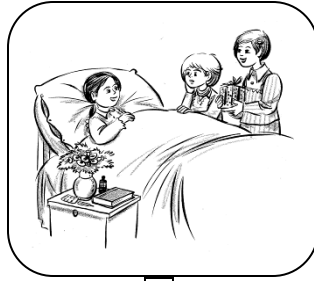
זכירת מעמד הר סיני

כיצד את מקבלת על עצמך עול מלכות שמים במקרים הבאים:



נסיון:

אני מרגישה:



נסיון:

אני מרגישה:



נסיון:

אני מרגישה:



תאריך: _____
כתה: _____

שמי: _____
מורה: _____

טעמים לתקיעת שופר

כתבי את הטעם, מדוע ולכן את _____ :

