

HEBREW THROUGH MOVEMENT

קדושה



Originally developed as a complement to the JECC's curriculum,
Lakum ... La'amod, plus V'ahavta

Jewish Education Center of Cleveland

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INTRODUCTION TO USING HEBREW THROUGH MOVEMENT WITH PRAYERS AND BLESSINGS

This unit is one of a series developed by the Jewish Education Center of Cleveland as a starting point for planning prayer and blessing lessons using Hebrew Through Movement. Indeed, the power of Hebrew Through Movement is in its ability to introduce and reinforce key vocabulary of Jewish prayers and rituals by using the foundational commands that have students walking, running, turning, and pointing. With HTM, students learn Hebrew by listening and reacting, and as a result, words and phrases stick in their heads much easier than when they attempt to memorize a list of words.

A few things to note:

- At the stage of language that Hebrew Through Movement operates, students will never fully be able to understand all the Hebrew words and phrases of a blessing or prayer. But they can be introduced to enough vocabulary so that the blessing begins to take on meaning.
- To work with the prayers and blessings, students need to have completed Foundational Level Five in the curriculum guide (available for free download from the home page of: HebrewThroughMovement.org).¹ This level of learning provides the basic vocabulary to introduce and reinforce the complicated language of Hebrew prayers. Core commands that will be helpful include:

לָקוּם	get up
לְלַכּוֹת אֶל	walk to
לְקַפוֹץ אֶל	jump to
לְהַצְבִּיעַ עַל	point to
לְקַחַת	take
לְגַעַת ב	touch
לְהַרְיֵם אֶת	raise up
לְהוֹרִיד אֶת	lower
לְשִׂים _____ עַל	put (the)(a) _____ on

- Most of the time, HTM focuses on individual words, but at times an entire phrase is offered as the object of a command.
- Note that the JECC develops curriculum in response to the needs of local Cleveland congregations. After evaluation and revision during a pilot year, our materials are then shared nationally. The Hebrew Through Movement lessons are embedded into two JECC prayer curricula:
 - *Lasim Lev* (a focus on the *Sh'ma* and its Blessings, plus *Kiddush*)
 - *Lakum...La'amod* (a focus on the *Amidah*, plus *V'ahavta*)

¹ Teachers gain the basic skills for working with Hebrew Through Movement through the 10 hour online-seminar offered by the Jewish Education Center of Cleveland: <http://www.hebrewthroughmovement.org/online-seminar-registration.html>

Both are available for free download from JECCMarketplace.com. If your program needs a specific prayer, blessing, or vocabulary that is not included, use the general template provided in these lessons to create your own.

This guide contains:

- Suggestions for the vocabulary a teacher might choose in working with a prayer or blessing
- Ideas for teaching each of the chosen vocabulary words
- Resource Sheets with pictures that will help with the teaching of concepts (print these in color, preferably on cardstock; lamination is optional)
- Explanations of when students may have learned specific vocabulary if your program uses *Lasim Lev* or *Lakum...La'amod* OR if your program has been teaching the prayers/blessings in the same order by which these guides are organized.

Three teaching tips:

- Teachers are welcome to introduce vocabulary from this guide in any order they wish BUT it is helpful to complement student learning with words that match the current focus of their *t'fillah* class. Thus, if you are a Hebrew Through Movement teaching specialist, be sure to stay in contact with the classroom teacher so you choose the most helpful vocabulary, weekly
- Remember to start each lesson with a review of past vocabulary. This review should contain words students have already learned that will assist in the rest of the lesson. For instance, if you know students will be touching objects (לְגַעַת בּ) and picking them up (לְהָרִים אֶת), include those verb forms in the review.
- Anytime you complete a Hebrew Through Movement lesson based on a prayer, blessing or ritual, end your session by helping your students recite the actual blessing. This creates immediate and strong reinforcement between the vocabulary just learned and the actual prayer.

After each HTM class session, recite the section of the blessing קדושה that you introduced.

Vocabulary options for HTM are indicated in red:

נְקַדֵּשׁ אֶת שְׁמֶךָ בְּעוֹלָם,
 כְּשֵׁם שְׁמִקְדִּישִׁים אוֹתוֹ בְּשֵׁמי מְרוֹם,
 כְּכַתּוּב עַל יַד נְבִיאֶךָ
 וְקָרָא זֶה אֵל זֶה וְאָמַר:
 קְדוֹשׁ קְדוֹשׁ קְדוֹשׁ יי צְבָאוֹת
 מְלֵא כֹל הָאָרֶץ כְּבוֹדוֹ.

אֲדִיר אֲדִירָנוּ, יי אֲדִינּוּ,
 מָה אֲדִיר שְׁמֶךָ בְּכֹל הָאָרֶץ.
 בְּרוּךְ כְּבוֹד יי מִמְקוֹמוֹ.

אֶחָד הוּא אֱלֹהֵינוּ, הוּא אָבִינוּ,
 הוּא מְלַכְנוּ, הוּא מוֹשִׁיעֵנו
 וְהוּא יְשַׁמֵּיעֵנו בְּרַחֲמָיו לְעֵינֵי כָל חַי:
 אֲנִי יי אֱלֹהֵיכֶם.

יְמַלֵּךְ יי לְעוֹלָם, אֱלֹהֵיךָ צִיוֹן, לְדֹר וָדֹר הַלְלוּהָ.

לְדֹר וָדֹר נְגִיד גְּדֻלָּה, וּלְנִצַּח נְצָחִים
 קְדֻשָּׁתְךָ נְקַדֵּשׁ, וְשִׁבְחֶךָ אֱלֹהֵינוּ,
 מִפִּינוּ לֹא יָמוּשׁ לְעוֹלָם וָעֶד.
 בְּרוּךְ אַתָּה יי, הָאֵל הַקְּדוֹשׁ.

This is not an easy blessing to do with Hebrew Through Movement. Feel free to use time instead to review past blessing vocabulary introduced.

In *Lakum...La'amod*, students start with קְדוֹשׁ קְדוֹשׁ קְדוֹשׁ and then the next week, work on the first two lines of the blessing. Choose vocabulary to match students' weekly learning.

● **קדוש** (holy, special)

This word is defined and explained in the *Lakum* prayer lesson; check to see whether the teacher will be focusing on it before or after your HTM lesson. The definition being used is “unique, special, one of a kind.” For HTM, have the students differentiate between objects that are **קדוש** and **לא קדוש** (see the photo section, pages 9-19, below).

_____ להצביע על
 _____ לגעת ב
 _____ להרים
 _____ להוריד
 _____ לשים על _____

The objects picked for the photos are ones that are considered “holy” – that we don’t touch directly, that are buried when their use is done, etc. Note that we don’t consider a *kiddush* cup to be holy – it isn’t sacred in the same way we consider a Torah scroll or *m’uzzah* parchment to be.

● **כבוד** (respect, honor)

REVIEW FROM **בְּרַכּוֹ**. This is a word you may want to tell students in English first. Have them point to, touch, hold up the photos on pages 21-35 showing “respect.” Do the same for disrespectful actions, but say **לא כבוד**. The full Hebrew in the blessing is **כְּבוֹדוֹ** (“His” respect or honor).

● **הָאָרֶץ** (the earth)

REVIEW FROM **יוֹצֵר אוֹר** AND SHABBAT TABLE BLESSINGS. Note that the Hebrew word is **אָרֶץ** but when the word becomes The Earth (with the definite participle, “the”), it shifts to **הָאָרֶץ**. The words **הָאָרֶץ** and **עוֹלָם** (wait to introduce this latter word in the next lesson) are generally the same when referring to the earth or world. Use photos on pages 37-41 (below) and general commands to help you illustrate these terms.

_____ להצביע על
 _____ לגעת ב
 _____ להרים
 _____ להוריד

● **עוֹלָם** (world, universe)

This word means earth and also refers to “universe,” but it could get confusing for students because they already know – **לְעוֹלָם** (forever) and **וְעַד לְעוֹלָם** (forever and ever). We have similar issues in English for those learning the language – two words sound similar, but they refer to very different things – like “the price is *fair*” and “I’m going to the *fair*”). Use the same photos (pages 37-41, below) that introduced **הָאָרֶץ**.

• **בְּשָׁמַי מְרוֹם** (skies or heaven on high)

The Hebrew word שָׁמַיִם means sky or heaven and מְרוֹם refers to “on high.” The phrase therefore refers to the “heavens on high” which is where the metaphorical angels are calling one to another: וְקָרָא זֶה אֶל זֶה. Students will be working with the idea of angels this week in their regular Hebrew class (feel free to check out this TinyTap app for information about the blessing, and angels: <http://www.tinytap.it/games/g15de/play/kdushah-its-story>). Use the photos on pages 43-51 (below) to work with this phrase. You could also do a contrasting set of commands with הָאֲרֶץ and בְּשָׁמַי מְרוֹם (some photos offer both concepts).

• **לְדוֹר וָדוֹר** (from generation to generation)

This is a phrase that you may wish to introduce first in English. Another option is to continue in Hebrew and show students photos that have people from one generation (labeled: דוֹר, pages 53-63), and then show photos that represent mixed generations with the words: לֹא דוֹר (pages 65-67). Shift to English for a few moments to see if they can figure out what the word means.

Then introduce the photos on pages 69-75 labeled לְדוֹר וָדוֹר - point to the older generation when you say דוֹר, and then the young one when you say וָדוֹר.

• **לְעוֹלָם וָעֶד** (for ever and ever)

REVIEW FROM בְּרָכוּ and גְבוּרוֹת (without וָעֶד). To illustrate the idea of “forever,” command students to “sit-stand” (an down-up sequence) לְשַׁבֵּת לְקוּם, לְשַׁבֵּת לְקוּם, לְשַׁבֵּת לְקוּם and then command: לְשַׁבֵּת לְקוּם לְעוֹלָם וָעֶד “forever and ever” (then YOU do something that shows it’s forever... for example, as the students are going down-up, down-up “forever,” you sit at your desk, open a book and read).

A phrase from this blessing that means pretty much the same things is וּלְנֶצַח נְצָחִים. Feel free to do a similar set of commands with it.

• **הָאֵל הַקָּדוֹשׁ** (the holy God)

REVIEW (אֱלֹהִים) FROM שְׁמַע מִי כְמוֹהָ, שְׁמַע AND אֲבוֹת וְאֵמָהוֹת. In the שְׁמַע lesson, students had a segment on “many gods” as compared to One God, יְהוָה. And in אֲבוֹת וְאֵמָהוֹת, they saw god-illustrations from the שְׁמַע lesson.

- sun-god (for instance: <http://tinyurl.com/ptez5cn>)
- snake-god (for instance: <http://tinyurl.com/p7fknco>)
- wooden idol (for instance: <http://tinyurl.com/nhhk539>)

(con’t)

Point to each one separately and say **אֵל**.

Invite students to come up and point to them, lift them, jump to them, sit on them, etc. Point to each one and ask yes or no - **הֲאֵל הַקְדוֹשׁ** with an emphasis on the word: **קְדוֹשׁ**.



https://upload.wikimedia.org/wikipedia/commons/9/91/Macedonian_Mezuzah.jpg

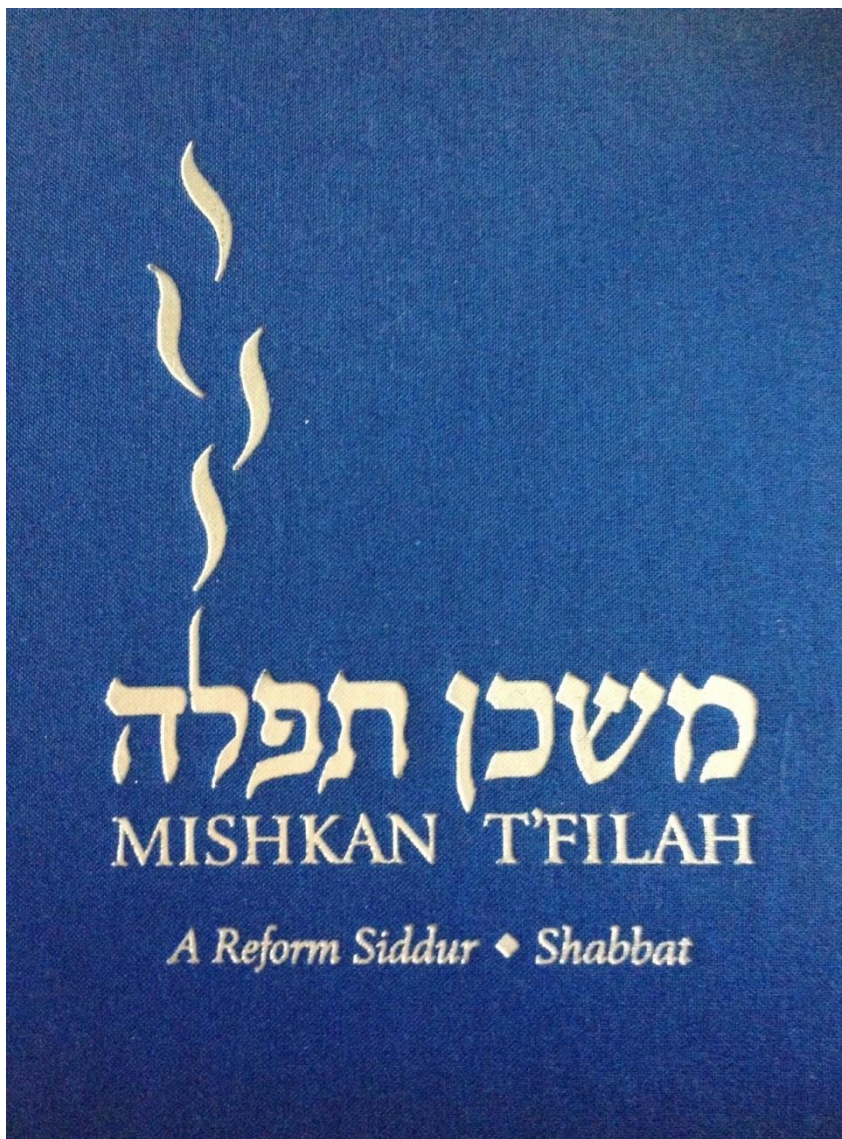
https://upload.wikimedia.org/wikipedia/commons/4/4c/Mezuzah_scroll_sepharad_real_front.JPG

קדוש

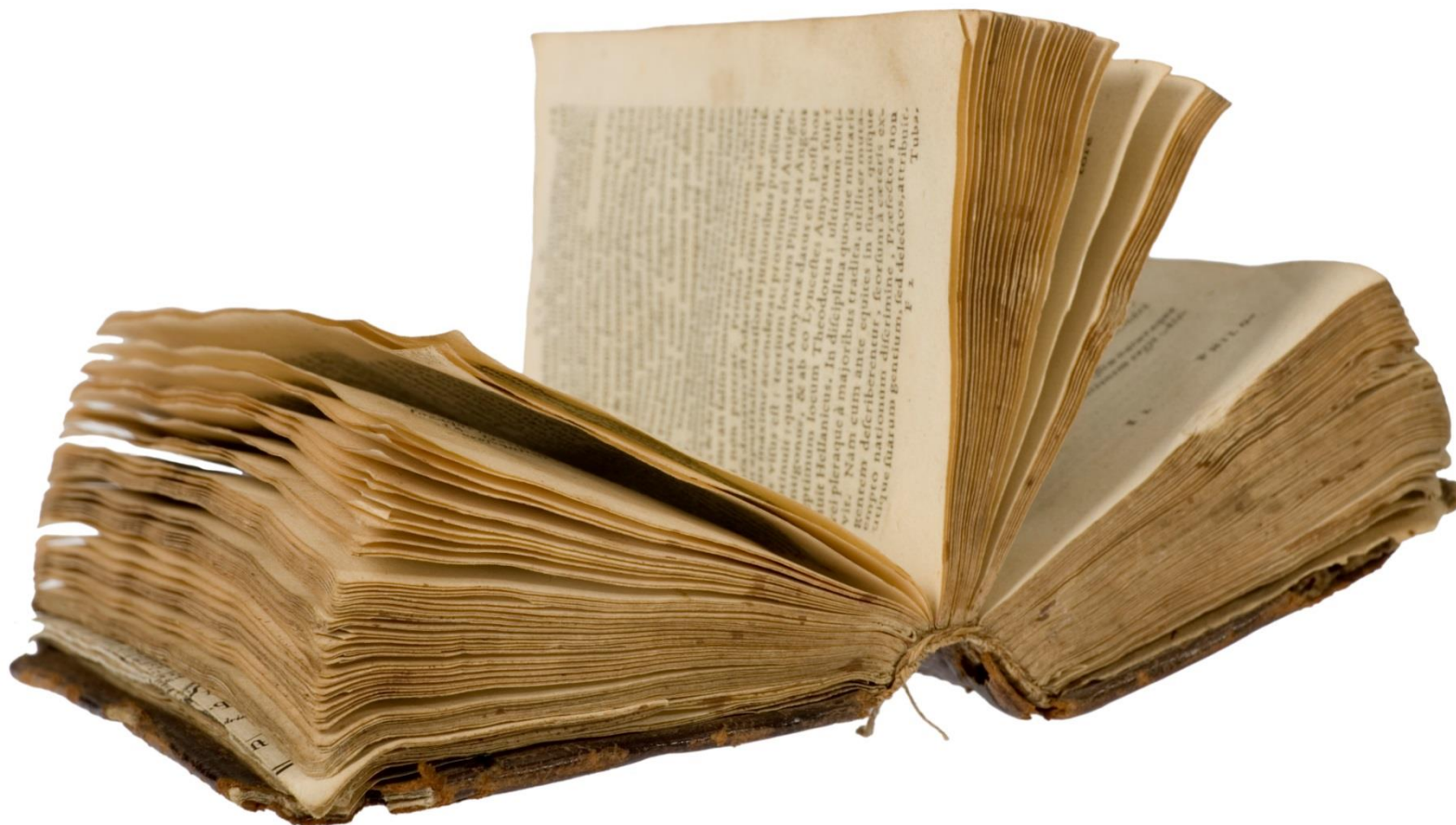


http://scrolls4all.org/scrolls/wp-content/uploads/sites/6/2014/10/01_2_lithuania.clearJPG-1024x575.jpg

קדוש



https://upload.wikimedia.org/wikipedia/commons/thumb/1/15/PikiWiki_Israel_14321_Religion_in_Israel.JPG/220px-PikiWiki_Israel_14321_Religion_in_Israel.JPG



לא קדוש

<http://www.mandikaye.com/wp-content/uploads/2007/07/old-book.jpg>

לא קדוש



לא קדוש



<https://upload.wikimedia.org/wikipedia/commons/1/1c/Candle-flame-no-reflection.jpg>





קבֹוד







פְּבוֹד









<http://cdn1.listovative.com/wp-content/uploads/2014/09/f2.jpg>

הָאָרֶץ

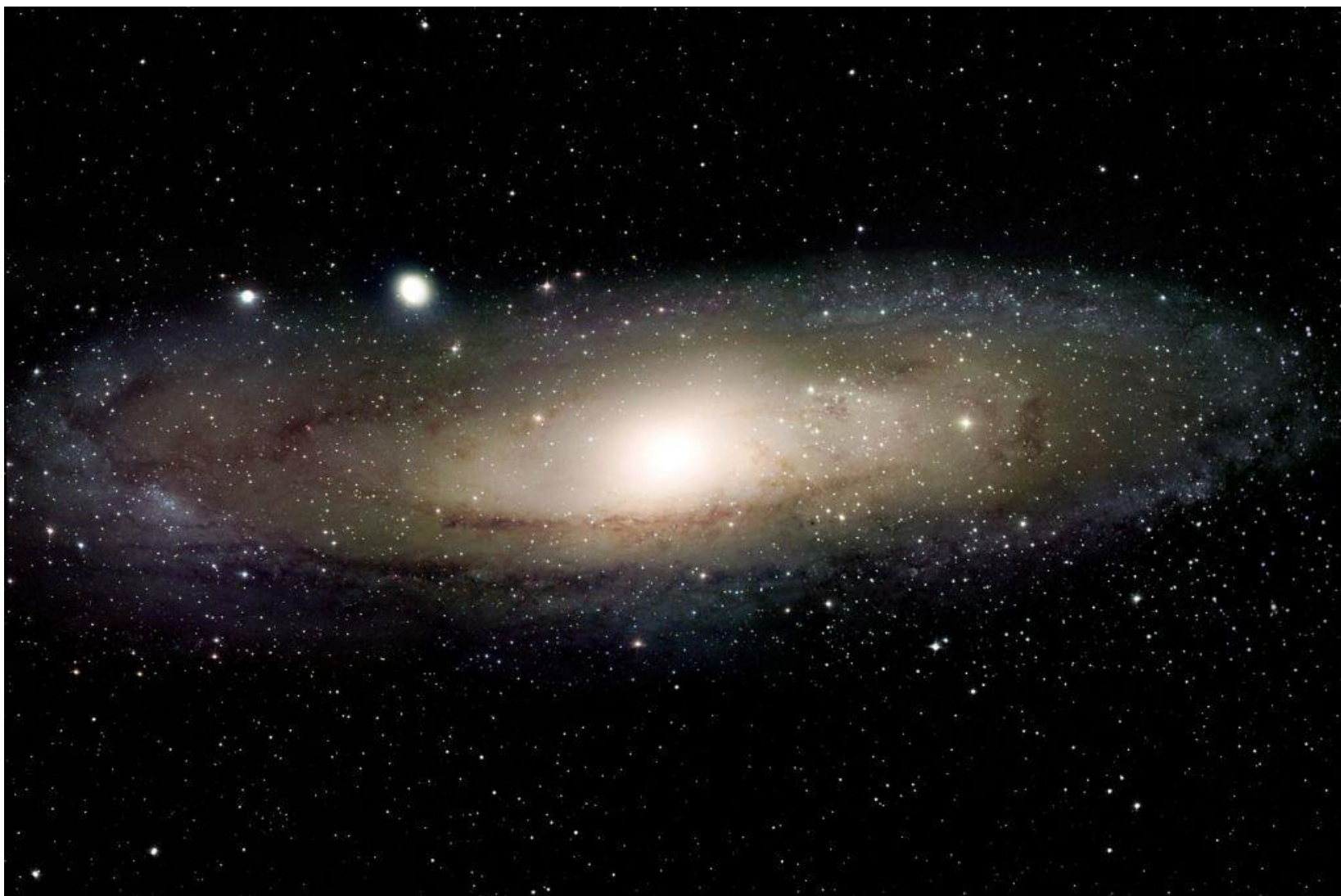
עוֹלָם



https://en.wikipedia.org/wiki/World#/media/File:Earth_Eastern_Hemisphere.jpg



https://pixabay.com/static/uploads/photo/2015/10/23/15/51/earth-1003188_960_720.jpg



http://4.bp.blogspot.com/_BTF5oz-Zeow/TQc4QvfM2II/AAAAAAAAABc/HSUcMxEf9s/s1600/Universe.jpg



https://pixabay.com/static/uploads/photo/2014/12/22/09/12/sky-577060_960_720.jpg



http://img07.deviantart.net/9ae7/i/2012/341/8/e/zodiac_by_hunterwisson-d5nbuvl.jpg



הָאָרֶץ

https://pixabay.com/static/uploads/photo/2013/07/18/20/27/sunrise-165094_960_720.jpg



הָאָרֶץ

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דור



https://farm4.staticflickr.com/3532/5786257787_516746fb3f_o_d.jpg

דור



[https://upload.wikimedia.org/wikipedia/commons/3/34/Douglas Fairbanks and Mary Pickford 02.jpg](https://upload.wikimedia.org/wikipedia/commons/3/34/Douglas_Fairbanks_and_Mary_Pickford_02.jpg)



https://c2.staticflickr.com/6/5034/5903960326_46abc12e7d_b.jpg



https://upload.wikimedia.org/wikipedia/commons/e/ee/Children_reading_1940.jpg



<http://hippiehour.com/wp-content/uploads/2014/02/hippies1.jpg>



http://media.salon.com/2012/06/dancing_rect.jpg



http://4.bp.blogspot.com/-L2g3G70CCBE/T_GknWFmkjI/AAAAAAAAAPQ/KV75-LH3Sfw/s1600/Happy_Family.gif



http://upload.wikimedia.org/wikipedia/commons/1/16/Father_and_children_walking_and_hiking_in_nature.jpg



<http://www.theweddingentias.com/wp-content/uploads/2010/10/marietta-ga-real-jewish-wedding10.jpg>



http://chm.gmu.edu/cyh/archive/fullsize/batmitzvah_26ab135067.jpg

לְדוֹר וָדוֹר



https://upload.wikimedia.org/wikipedia/commons/5/52/PikiWiki_Israel_2163_Kibutz_Gan-Shmuel_sk11-236_%D7%92%D7%9F-%D7%A9%D7%9E%D7%95%D7%90%D7%9C-%D7%A1%D7%91%D7%AA%D7%90_%D7%95%D7%A0%D7%9B%D7%93%D7%AA%D7%94_1938.jpg



https://upload.wikimedia.org/wikipedia/commons/0/00/Covenant_of_Abraham.JPG

