

HEBREW THROUGH MOVEMENT



Originally developed as a complement to the JECC's curriculum,
Lasim Lev: Sh'ma and Its Blessings, plus Kiddush
and
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.

At the end of each individual lesson, recite the segment of קדוּשׁ that matches vocabulary taught.

Vocabulary options for HTM are indicated in red:

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מִלְּךְ הָעוֹלָם בּוֹרֵא פְּרֵי הַגֶּפֶן.

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מִלְּךְ הָעוֹלָם,
 אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְרָצָה בָּנוּ,
 וְשָׁבַת קִדְּשׁוֹ בְּאַהֲבָה וּבְרָצוֹן הִנְחִילָנוּ,
 זְכָרוֹן לְמַעֲשֵׂה בְּרֵאשִׁית.
 כִּי הוּא יוֹם תְּחִלָּה לְמִקְרָאֵי קִדְּשׁ
 זֵכֶר לְיִצְיַאת מִצְרַיִם.
 כִּי בָנוּ בְּחֵרְתָּ וְאוֹתָנוּ קִדְּשָׁתָּ מִכָּל הָעַמִּים
 וְשָׁבַת קִדְּשְׁךָ בְּאַהֲבָה וּבְרָצוֹן הִנְחַלְתָּנוּ.
 בְּרוּךְ אַתָּה יְיָ מִקְדֵּשׁ הַשָּׁבֶת.

• לְשִׁים לֵב (pay attention!)

REVIEW : Give a series of commands (stand up, sit down, walk, etc) and then stop and say לְשִׁים לֵב which will cue the students to stop, look at you and pay attention.

• פְּרֵי הַגֶּפֶן

This phrase literally means “fruit of the vine,” referring to grapes. Use the photos provided on pages 9-11, below (and others, as well as real grapes) and use the foundational vocabulary to help students interact with them.

- _____ לְהַצְבִּיעַ עַל
- _____ לְגַעַת בַּ
- _____ לְהָרִים
- _____ לְהוֹרִיד

• בְּאַהֲבָה (with love)

This means “with love” and it occurs twice in the blessing. Use the photos on pages 13-17, below that have to do with “love” to help you with this. [Ask students if the photos are בְּאַהֲבָה, yes or no.]

- **מַעֲשֵׂה בְּרֵאשִׁית**

REVIEW FROM **יוֹצֵר אוֹר**. Use a variety of nature pictures to illustrate this word. Some can be reused from previous lessons – i.e., things that are created by God (sun, moon, sea, etc). You can also use the pictures on pages 19-25 below as examples that are **לֹא מַעֲשֵׂה בְּרֵאשִׁית**

- **יְצִיאַת מִצְרַיִם**

There is guidance for the *t'fillah* Hebrew teacher in introducing this phrase in the main lesson. Below on pages 27-29 are signs in Hebrew that say “Exit” (יְצִיאָה). You could place these signs over the door and have students walk to the exit, jump to the exit, run to the exit, etc. There are also pictures on pages 31-33 that illustrate “leaving Egypt” יְצִיאַת מִצְרַיִם. Consider giving students a variety of commands that play with the phrase: “leaving Egypt.”

- **מְקוֹדֵשׁ הַשַּׁבָּת**

This phrase is about making Shabbat holy, or special. Use the photos below on pages 35-47 as **מְקוֹדֵשׁ הַשַּׁבָּת** or **לֹא מְקוֹדֵשׁ הַשַּׁבָּת**.

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם
בוֹרֵא פְּרִי הַגֶּפֶן.

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם,
אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְרָצָה בָּנוּ,
וְשָׁבַת קִדְּשׁוֹ בְּאַהֲבָה וּבְרָצוֹן הַנְּחִילָנוּ,
זְכוֹר לְמַעֲשֵׂה בְּרֵאשִׁית.

כִּי הוּא יוֹם תְּחִלָּה לְמִקְרָאֵי קִדְּשׁ
זְכוֹר לְיִצְיַאת מִצְרַיִם.

כִּי בָנוּ בְּחֵרֶת וְאוֹתָנוּ קִדְּשָׁתָּ מִכָּל הָעַמִּים
וְשָׁבַת קִדְּשָׁךְ בְּאַהֲבָה וּבְרָצוֹן הַנְּחַלְתָּנוּ.
בְּרוּךְ אַתָּה יְיָ מִקְדֵּשׁ הַשַּׁבָּת.

פְּרֵי הַגֶּפֶן

Use to show the vine and the grapes (as פְּרֵי הַגֶּפֶן and as עֲנָבִים)











Items not מְעֵשָׂה בְּרֵאשִׁית
(i.e., not something that God made at the time of creation)

לא מְעֵשָׂה בְּרֵאשִׁית



לא מעשה בראשית



לא מעשה בראשית



לא מעשה בראשית



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יצאה



צִיָּאָה



יציאת מצרים



[http://upload.wikimedia.org/wikipedia/commons/2/27/Book_of_Exodus_Chapter_15-6_\(Bible_Illustrations_by_Sweet_Media\).jpg](http://upload.wikimedia.org/wikipedia/commons/2/27/Book_of_Exodus_Chapter_15-6_(Bible_Illustrations_by_Sweet_Media).jpg)

יציאת מצרים







מקדש השבת



מקדש השבת



לא מקדש השבת





לא מקדוש השבת

