

HEBREW THROUGH MOVEMENT

אבות ואמהות



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.

Make sure to recite the segment of the blessing **אבות ואמהות** that you worked on, after each class.

Vocabulary options for HTM are indicated in **red**:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ וְאֱלֹהֵי אֲבוֹתֵינוּ וְאִמּוֹתֵינוּ,
 אֱלֹהֵי אַבְרָהָם, אֱלֹהֵי יִצְחָק וְאֱלֹהֵי יַעֲקֹב,
 אֱלֹהֵי שָׂרָה, אֱלֹהֵי רַבֵּקָה, אֱלֹהֵי רָחֵל, וְאֱלֹהֵי לֵאָה.
 הָאֵל הַגָּדוֹל הַגִּבּוֹר וְהַנּוֹרָא,
 אֵל עֲלִיוֹן, גּוֹמֵל חֲסָדִים טוֹבִים,
 וְקוֹנֵה הַכֹּל, וְזוֹכֵר חֲסָדֵי אֲבוֹת וְאִמּוֹת,
 וּמְבִיא גְּאֻלָּה לְבָנֵי בְּנֵיהֶם
 לְמַעַן שְׂמוֹ בְּאַהֲבָה.
 מְלַךְ עוֹזֵר וּמוֹשִׁיעַ וּמְגַן.
 בְּרוּךְ אַתָּה, יי, מְגַן אַבְרָהָם וְעִזְרַת שָׂרָה

• **אבות ואמהות** (Fathers and Mothers - all by name)

• **אבותינו ואמותינו** (Our Fathers and Our Mothers)

Place the pictures of the Patriarchs and Matriarchs from the illustrations (pages 11-23, below) around the room. Use the Foundational commands to enable students to interact with them (run to Sarah, spin to Abraham, point to Leah and Rachel, etc). Ask a student to take the Patriarchs **אבותינו** and then do something with the pictures either all together or one at a time (**לשים יצחק על ראש של** _____). Feel free to explain in English that when **נ** is at the end of a word, it means “our whatever the word means.” So here the two words mean, “our fathers and our mothers.”

• **גדול** (big)

REVIEW FROM A FOUNDATIONAL UNIT, ALSO REVIEW FROM HANUKKAH HOLIDAY UNIT (the **ג** on the side of the *s’vivon/dreidel*). Bring in items that students already know the name of, ideally in a “large” and “small” version. Show the items and use the word with the ones that are big. Remember that as an adjective, the word comes after the noun.

• **גבור** (hero, or mighty)

Use the photos on pages 25-29 (below) of people who would be considered heroes, along with photos of other people who aren't being heroic or mighty. Ask students to identify the pictures as being someone who is **גבור** or **לא גבור**.

• **נורא** (awesome)

Note that the word means "awesome" when connected to God. Colloquially, it means "terrible, awful." Use the photos on pages 31-33 (below) to help with the meaning of awesome, along with the foundational words that help students "travel in your room."

לְהַצִּיב עַל _____
לְגַעַת בְּ _____
לְהַרִים _____
לְהוֹרִיד _____

You may need to give the meaning of this in English once. By the way, this Hebrew word is NOT what Israelis say when high-fiving someone, in our way of indicating "awesome."

• **אֵל עֲלִיּוֹן** (God on high - or above others)

God on high (or above all else ... if you know some Hebrew, you'll see clue to the meaning of the name of Israel's airline – El Al ... which translates as "skyward" or "to the sky").

In the *Sh'ma* lesson, students had a segment on "many gods" as compared to One God, **יהוה**. Use the god-illustrations from that lesson (or others you find).

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

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.

From the photo collection on pages 35-39 (below) use the cards that show height (representing **עֲלִיּוֹן**) with the students. You could even have students stand on some steps, indicating that each person who's on a higher step is **עֲלִיּוֹן** to the person below him/her. Put the pictures of gods on a lower step and put the word **יהוה** on the highest step. Indicate that **יהוה** is **עֲלִיּוֹן** to the other gods.

• **בְּנֵי בְנֵיהֶם** (Children of their children)

This might take a little hint of the English meaning, before you do it. Use the picture collection on pages 41-45 (below). Ask students to point to **אבות ואמהות** (the first generation – grandparents) and then to **בְּנֵי בְנֵיהֶם** (grandchildren and great-grandchildren).

- שְׁמוֹ (his name, refers to God’s name)

This word-form isn’t fully in HTM territory; it’s your choice whether or not to introduce it. An option is to introduce the colloquial “what is your name” ? שְׁמוֹ מַה earlier in the year, and also have asked, “what is his/her name?” מַה שְׁמֹהּ? מַה שְׁמוֹ? Point to someone and ask, “שְׁמוֹ יוֹאֵל?” – with students answering כן or לא . Do this also with the word-phrase שְׁמֹהּ (“her name”).

- בְּאַהֲבָה (with love)

REVIEW FROM קְדוּשָׁה: This means “with love”. Use the photos on pages 47-51 (below) that illustrate “love.” [Ask students if the photos are בְּאַהֲבָה, yes or no.]

- מְלֶכֶךְ עוֹזֵר (a helping king)

REVIEW FROM PURIM HOLIDAY UNIT (מְלֶכֶךְ). Put a crown on two children and whisper an action that would have a king helping someone. Ask other children to run, jump, point to the מְלֶכֶךְ עוֹזֵר .

- מִגֵּן (shield)

Use the photos of different shields to teach this word, pages 53-57 (below). Place them around the room, along with other nouns students know. Using the Foundational words, have students run, turn, jump, point. etc. to find the words you tell them.

- מִגֵּן אַבְרָהָם (shield of Abraham)

One of the pictures of shields has Abraham’s name on it in Hebrew (page 59, below). Use the shield mixed in with the other shields that you have students go to, run to, etc. After your formal lesson, you might spend a little time explaining that the “shield of Abraham” isn’t really a physical shield – it’s a metaphor for God. [Check to see if the t’fillah teacher already covered this.]

- עֹזֵרֶת שָׂרָה (helper of Sarah)

Just as מִגֵּן אַבְרָהָם is a metaphor for God, so is עֹזֵרֶת שָׂרָה . There are four photos of someone helping another person (pages 61-67, below). The helper is noted as _____ עֹזֵרֶת . The last photo shows our biblical Sarah and a Hebrew note (instead of a photo) that says God is Sarah’s helper. Use Foundational commands to teach this concept to the students.

_____ לְהַצְבִּיעַ עַל

_____ לְגַעַת בְּ

_____ לְקַחַת

_____ לְעִמּוּד עַל-יָד

ברוך אתה יי אלהינו ואלהי אבותינו ואמותינו,
אלהי אברהם, אלהי יצחק ואלהי יעקב,
אלהי שרה, אלהי רבקה, אלהי רחל, ואלהי לאה.
האל הגדול הגבור והנורא,
אל עליון, גומל חסדים טובים,
וקונה הכל, וזוכר חסדי אבות ואמהות,
ומביא גאולה לבני בניהם
למען שמו באהבה.
מלך עוזר ומושיע ומגן.
ברוך אתה, יי, מגן אברהם ועזרת שרה

אבות ואמהות (fathers and mothers)



אֲבוֹתָם

אבות ואמהות



יצחק

אבות ואמהות



יעקב

אבות ואמהות



שָׂרָה

אבות ואמהות



רבקה

אָבוט וְאַמָּהוֹת



רַחֵל

אבות ואמהות



לאה



<http://www.freestockphotos.biz/stockphoto/17470>



(Batman and Superman) <http://cdn.arn.com.au/media/19083/batman-v-superman.jpg>



Yitzhak Rabin wanted to conquer peace

[https://upload.wikimedia.org/wikipedia/commons/e/e7/Flickr - Israel Defense Forces - Life of Lt. Gen. Yitzhak Rabin, 7th IDF Chief of Staff in photos \(8\).jpg](https://upload.wikimedia.org/wikipedia/commons/e/e7/Flickr_-_Israel_Defense_Forces_-_Life_of_Lt._Gen._Yitzhak_Rabin,_7th_IDF_Chief_of_Staff_in_photos_(8).jpg)

נורא - note that the word means “awesome” when connected to God. Colloquially, it means “terrible, awful.”



https://pixabay.com/p-736885/?no_redirect

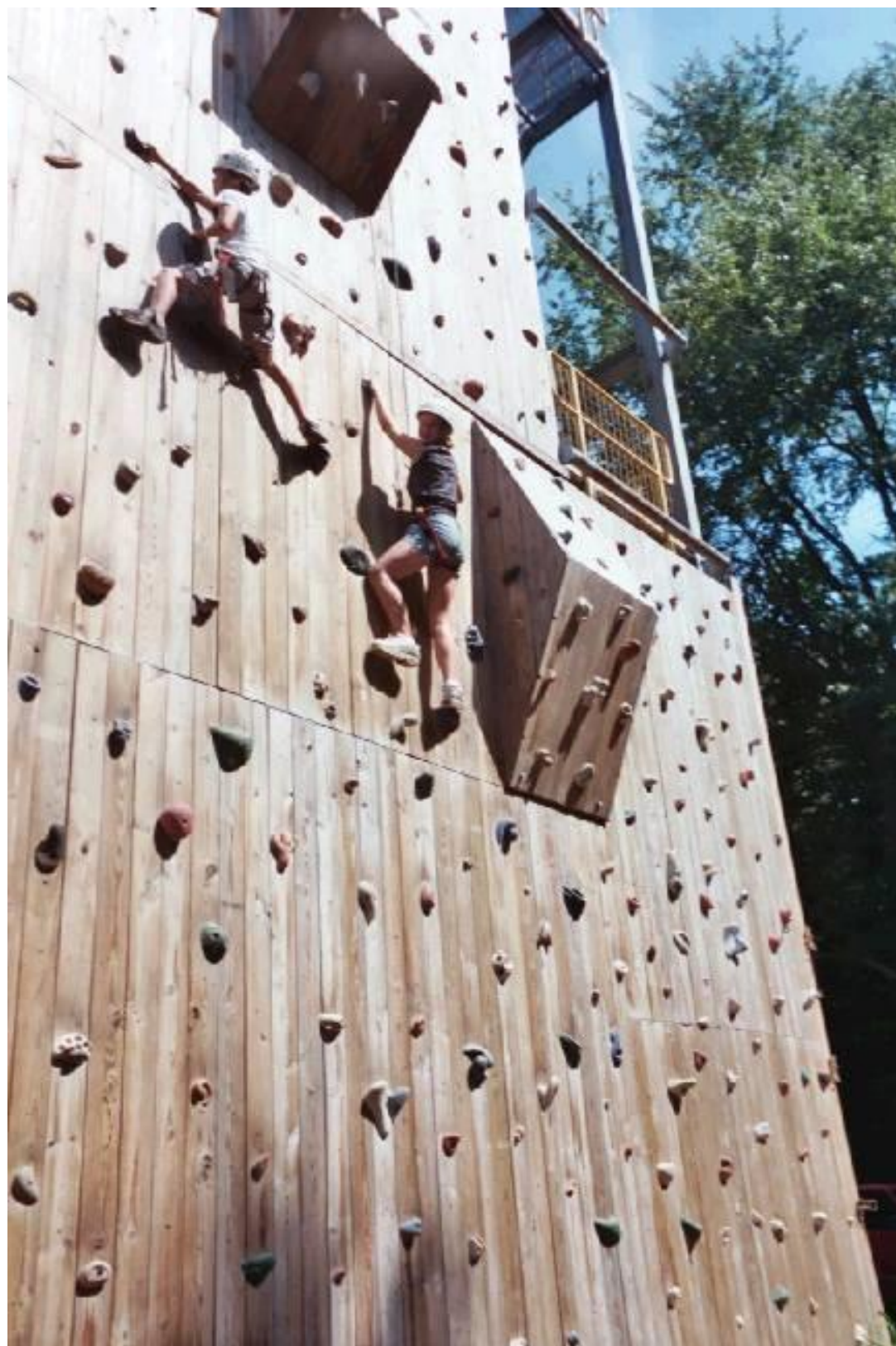


amazing chalk art <https://s-media-cache-ak0.pinimg.com/736x/de/19/4e/de194ef8a194ae779395101692afac4e.jpg>

עליון - on high



https://upload.wikimedia.org/wikipedia/commons/c/ca/Rock_Climbers_on_High_Neb,_Stanage_Edge_-_geograph.org.uk_-_752673.jpg



[https://upload.wikimedia.org/wikipedia/commons/0/08/40ft_Climbing_Tower - far.jpg](https://upload.wikimedia.org/wikipedia/commons/0/08/40ft_Climbing_Tower_-_far.jpg)

עליון



Cable car up to Massada, Israel
https://upload.wikimedia.org/wikipedia/commons/8/8c/Massada_Tram_Car_by_David_Shankbone.jpg



<http://ideluca.com/wp-content/uploads/2015/10/4generationsOfLadies2.jpg>



<http://www.kitchenstewardship.com/wp-content/uploads/2012/01/with-grandparents.jpg>

בְּנֵי בְּנֵיהֶם – Children's children



http://upload.wikimedia.org/wikipedia/commons/4/44/Brown%2C_kids%2C_grandkids_and_great_grand_kids.JPG

בְּאַהֲבָה – with love



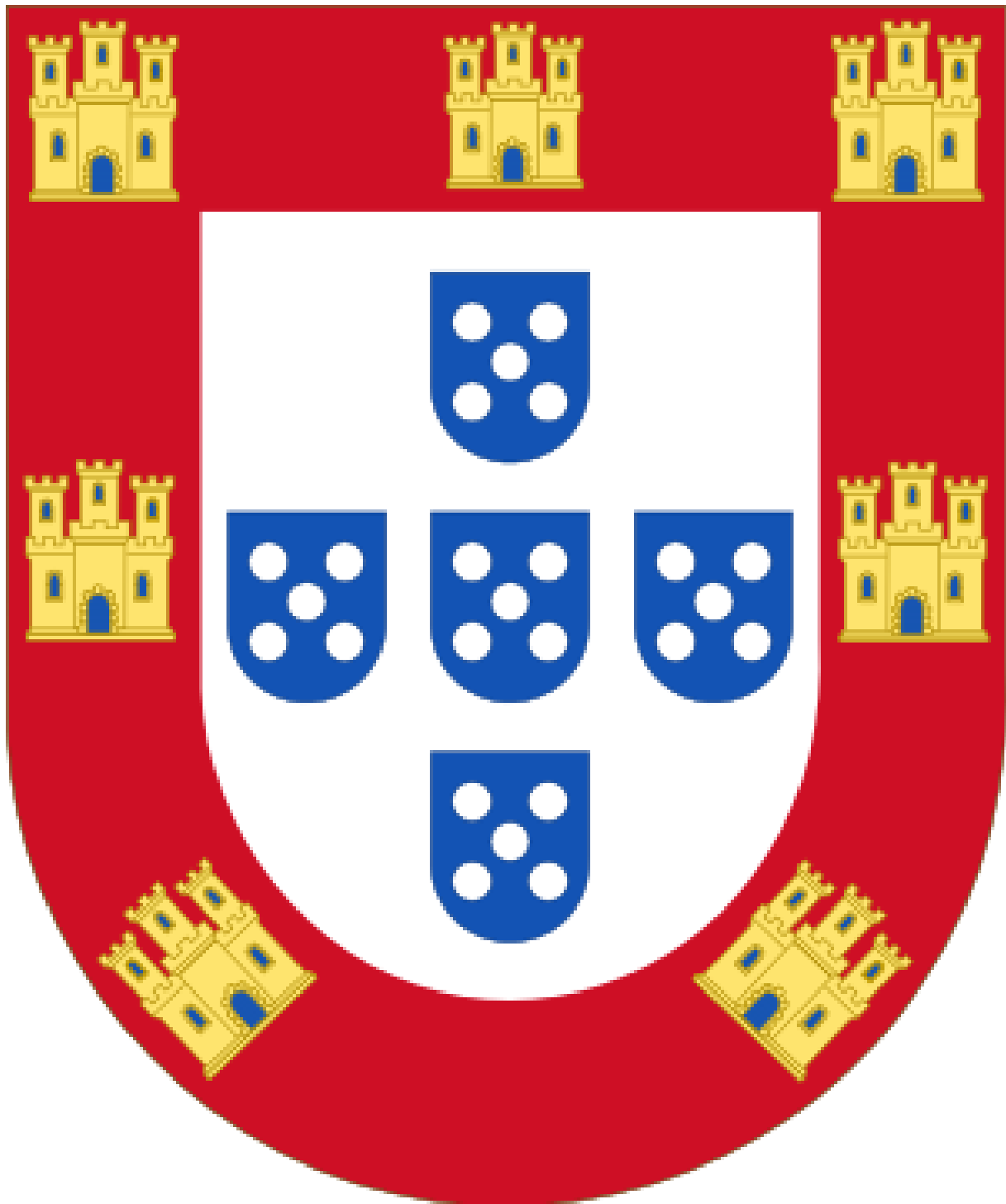


באהבה



https://latimesphoto.files.wordpress.com/2011/02/love_600.jpg

מָגֵן (shield)



(shield of Portugal)

[https://upload.wikimedia.org/wikipedia/commons/9/90/Shield_of_the_Kingdom_of_Portugal_\(1481-1910\).png](https://upload.wikimedia.org/wikipedia/commons/9/90/Shield_of_the_Kingdom_of_Portugal_(1481-1910).png)

מגן



(Yale univ. shield)

https://upload.wikimedia.org/wikipedia/commons/thumb/0/07/Yale_University_Shield_1.svg/2000px-Yale_University_Shield_1.svg.png

מגן



(shield of Israel)

https://upload.wikimedia.org/wikipedia/commons/thumb/8/8f/Emblem_of_Israel.svg/2000px-Emblem_of_Israel.svg.png

מגן אברהם shield of Abraham



עזרת דוד

דוד



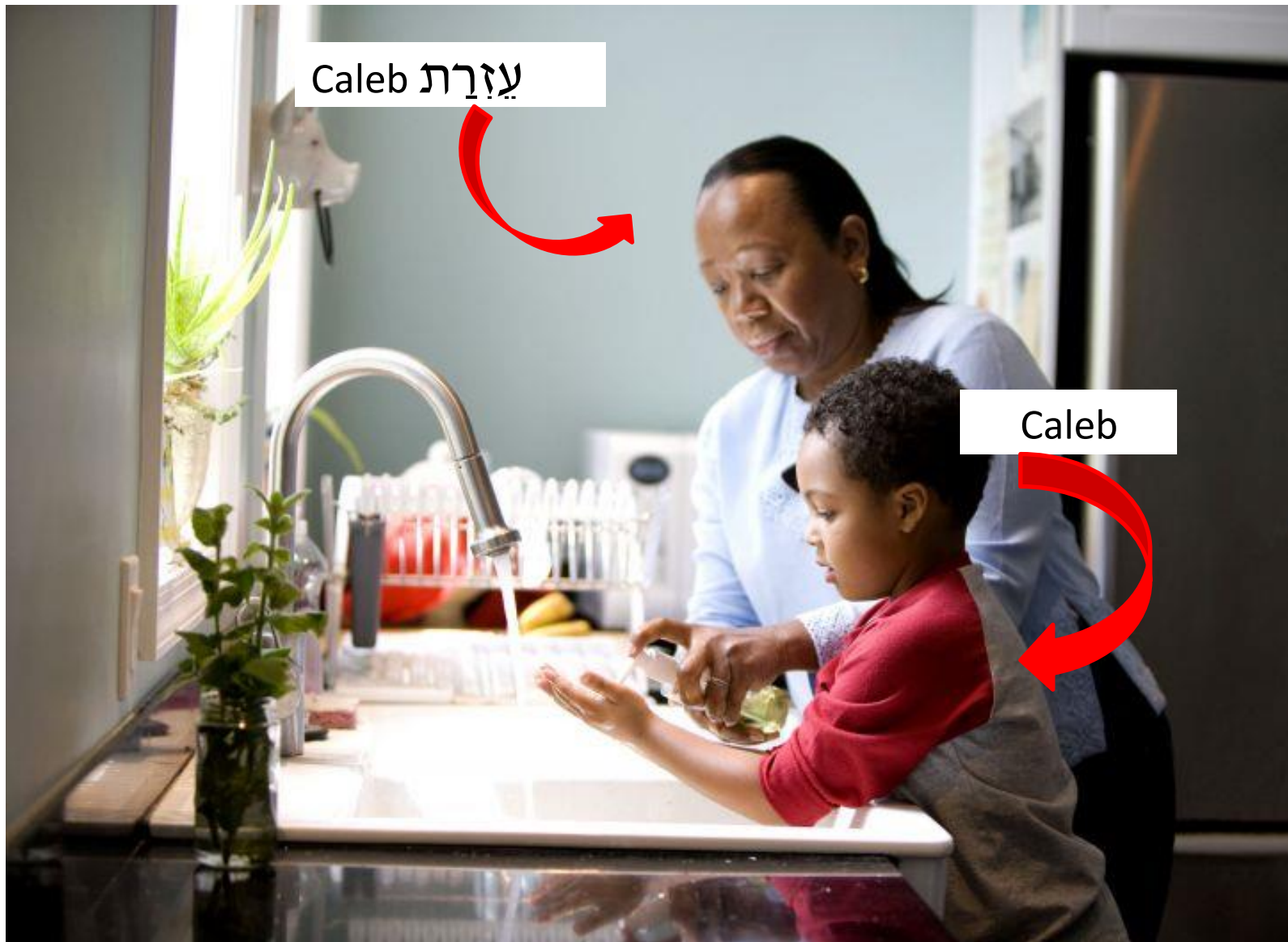
<https://upload.wikimedia.org/wikipedia/commons/c/cd/Flickr - Israel Defense Forces - A Helping Hand.jpg>



מְרִים

עֲזַרְתַּ מְרִים

[https://upload.wikimedia.org/wikipedia/commons/thumb/e/ee/Helping_Hand_on_Old_Rag_\(22310055090\).jpg/754px-Helping_Hand_on_Old_Rag_\(22310055090\).jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/e/ee/Helping_Hand_on_Old_Rag_(22310055090).jpg/754px-Helping_Hand_on_Old_Rag_(22310055090).jpg)



<http://www.public-domain-image.com/free-images/people/mother-put-soap-on-hand-of-her-son-and-helping-him-with-hand-washing-725x527.jpg>



שָׂרָה

יהוה

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עֲזַרְתָּ שָׂרָה

