

HEBREW THROUGH MOVEMENT

עושה שלום



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
לָלֶכֶת אֶל	walk to
לְקַפוֹץ אֶל	jump to
לְהַצְבִּיעַ עַל	point to
לְקַחַת	take
לְגַעַת ב	touch
לְהָרִים 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*)

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>

- *Lakum...La'amod* (a focus on the *Amidah*, plus *V'ahavta*)

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 blessing/song עוֹשֶׂה שְׁלוֹם after each HTM class session.

Vocabulary options for HTM are indicated in red:

עֹשֶׂה שְׁלוֹם בְּמִרוֹמָיו,
הוּא יַעֲשֶׂה שְׁלוֹם עֲלֵינוּ, וְעַל כָּל יִשְׂרָאֵל,
וְאָמְרוּ: אָמֵן.

Both שְׁלוֹם and עֹשֶׂה שְׁלוֹם are from the same section of the *Amidah* and some words are the same in both, as well. Depending which you introduce first, be aware that students will hopefully remember meanings when you get to the second blessing.

Note for those using the JECC t'fillah curriculum: עֹשֶׂה שְׁלוֹם is introduced in the *Alef-Bet Review* that precedes *Lasim Lev*, AND שְׁלוֹם is introduced in the review at the beginning of *Lakum...La'amod*.

For your general review at the beginning of the lesson, include the command לְשֵׁם and the word עַל.

• שְׁלוֹם (peace)

Students should know this as a general Jewish literacy word.

• עוֹשֶׂה שְׁלוֹם (maker of peace)

Pantomime so that you get two children standing together holding hands (or doing something else "peace-like"). Say שְׁלוֹם.

Then, pantomime so that two children end up in a stance of fighting. Point to the two children and say לֹא שְׁלוֹם. [You could point to a couple of children and give them the command of שְׁלוֹם or לֹא שְׁלוֹם and have them get into a frozen action together.]

Then, point to a third child and say עוֹשֶׂה שְׁלוֹם, indicating that s/he should try and fix the problem of the children who are not in a peaceful stance.

Check the photo collection on pages 9-13, below, for assistance with this phrase.

(con't)

● **עֲלֵינוּ** (on - or upon - us)

Students have heard the word על in HTM. The suffix נו means “us.” So this means “on us.”

Using Foundational commands, have students put items on unusual items, לְשִׁים שׁוֹפֵר עַל כֶּסֶא. Emphasize your use of the word על.

Introduce נו as “us,” especially using hand motions, making sure that YOU are part of the group you indicate as “us.” Again, using the Foundational commands, have another student put something on top of a group that is designated as נו. The photos on pages 15-17 (below) may also be used.

לְשִׁים סֶפֶר עֲלֵינוּ
 לְשִׁים שׁוֹפֵר עֲלֵינוּ
 לְשִׁים סְבִיבוֹנִים עֲלֵינוּ
 לְשִׁים שְׁלוֹם עֲלֵינוּ

● **יִשְׂרָאֵל** (Israel, but in this case it refers to Jews, as in the “children of Israel”)

REVIEW FROM SH’MA. Use the photos (below), as well as hand gestures (indicating ALL the students in the room) to teach this word as meaning “Jews.” Feel free to also connect to the map of Israel in working with this word.

Tie back with the teaching of על to help students understand וְעַל כָּל יִשְׂרָאֵל ... which means the same thing as עֲלֵינוּ. There are also photos on pages 19-23, below, to help you. Use the Foundational commands, too.

לְהַצְבִּיעַ עַל _____
 לְגַעַת בַּ _____
 לְהָרִים אֶת הַ _____
 לְהוֹרִיד אֶת הַ _____
 לְשִׁים שְׁלוֹם עֲלֵינוּ וְעַל כָּל יִשְׂרָאֵל.

עֲשֵׂה שְׁלוֹם בְּמִרוֹמָיו, הוּא יַעֲשֵׂה
שְׁלוֹם עָלֵינוּ, וְעַל כָּל יִשְׂרָאֵל,
וְעַל כָּל יוֹשְׁבֵי תֵבֵל, וְאָמְרוּ: אָמֵן.

שְׁלוֹם

עושה שלום



עושה שלום



עושה שלום



עלינו



עלינו



ועל כל ישראל



ועל כל ישראל



ועל כל ישראל



