

HEBREW THROUGH MOVEMENT

גבורות



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 section of the גבורות blessing you worked on, after each HTM class session.

Vocabulary options for HTM are indicated in red:

אתה גבור לעולם אדני, מחיה הכל (מתים) אתה,
רב להושיע.

מוריד הטל. : From Pesah through Sukkot

משיב הרוח ומוריד הגשם. : From the end of Sukkot through Pesah

מכלל חיים בחסד,
מחיה הכל (מתים) ברחמים רבים,
סומך נופלים, ורופא חולים, ומתיר אסורים,
ומקים אמונתו לישגי עפר,
מי כמוך בעל גבורות
ומי דומה לך, מלך ממת
ומחיה ומצמיח ישועה
ונאמן אתה להחיות הכל (מתים).
ברוך אתה יי, מחיה הכל (המתים).

• **אתה** (you)

This is not a normative Hebrew Through Movement word, but it would be helpful for students to know **אתה** in regard to this blessing. Explain in English that Hebrew uses different forms of some words because it pays attention to people who are male and female, and assigns nouns as masculine and feminine. For instance, HTM students already know about **בנות** and **בנים**.

When we say the Hebrew word “you” in Hebrew, we match the form of the word “with the gender we see” of the person we are talking to.

Point to a boy and say: **אתה**. Point to a girl and say: **את**. Point to a boy and say: **כן או לא?** Repeat, by pointing to a girl and saying the same phrase (which is **לא**). Repeat similarly for **את**.

Feel free to add in **אני**. If students worked on **מודה אני** last year with the JECC’s Alef-Bet Review curriculum, they’ll have already been introduced to it.

• **גבור** (hero, or mighty)

REVIEW FROM אבות ואמהות: Use the photos on pages 11-15 (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**.

• **לְעוֹלָם** (forever)

REVIEW FROM בְּרַכּוֹ (though the phrase in that blessing was: לְעוֹלָם וָעֶד). To illustrate the idea of “forever,” give students a set of commands like, “stand up, sit down” and then tell them to do them לְעוֹלָם (feel free to sit down with your feet up on the desk while students go up and down and up and down).

• **אֲדוֹנָי** (God, “Adonai”)

REVIEW FROM A NUMBER OF BLESSINGS SURROUNDING שְׂמַע. It might be helpful to make a connection between the spelling of this word and יהוה. Use the word cards in the collection on page 9 (below) and use Foundational commands to have students match אֲדוֹנָי and יהוה.

_____ לְהַצְבִּיעַ עַל
 _____ לְנַעַת בּ
 _____ לְהָרִים
 _____ לְהוֹרִיד
 _____ לְשִׁים _____ עַל

• **הַכֹּל** (everything)

REVIEW FROM יוֹצֵר אוֹר: The word כָּל means “all”. But when we say הַכֹּל we mean “everything.” Collect groups of objects reflecting words that students know (e.g., books, candles, s’vivonim). Point to one and say its name in Hebrew. Point to all of them and say כָּל הַסְּפָרִים. Then exaggerate pointing to all of them and say הַכֹּל. Note that in this blessing, when we use the word הַכֹּל, we’re referring to EVERYTHING that God created. Use the photo in the collection (below) to help illustrate this.

• **חַיִּים** (life, or living thing)

This word comes later in the blessing, but might be helpful to teach before working with מְחַיֶּה הַכֹּל. Have in the room a variety of items that have life and that do not (examples of things with life could include: plants, a students, an insect, a pet). One-at-a-time, point to the ones that are living and say the word חַיִּים. Do the same for things that don’t have life and say לֹא חַיִּים. Use the Foundational words to have students interact with items that have life and don’t have life.

_____ לְהַצְבִּיעַ עַל
 _____ לְנַעַת בּ
 _____ לְהָרִים
 _____ לְהוֹרִיד

• **מַחֵיה הַכֹּל** (gives life to all)

In the photo collection on pages 17-27 (below) there are a variety of pictures that illustrate **מַחֵיה הַכֹּל** and **לֹא מַחֵיה הַכֹּל**. Teach the phrase using the photos and then ask students to do thumbs up or down if a picture is **מַחֵיה הַכֹּל** or **לֹא מַחֵיה הַכֹּל**.

• **לְהָרִים** (to lift up)

• **לְהוֹרִיד** (to put down)

These two are basic Foundational words. However, you'll need to make a connection between these and the verb form that is in this blessing: **מוֹרִיד** (brings down ... the dew and rain).

• **טֶל** (dew)

• **רוּחַ** (wind)

• **גֶּשֶׁם** (rain)

There are photos of all three of these words in the picture collection on pages 29-43 (below). If you're ahead of yourself in planning, keep an eye out for any of these weather conditions in the weeks leading up to this unit. Take the children outside and teach the words. Feel free to also bring in a fan and make wind.

• **סוּמְךָ נוֹפְלִים** (supports the fallen)

• **רוֹפֵא חוֹלִים** (heals the sick)

• **מַתִּיר אֲסוּרִים** (frees the captive)

For all of these, use the photos provided on pages 45-49 in the collection, below. Also consider giving some *madrichim* (or students) props that illustrate them doing the "oh my" action (having fallen, being sick, not able to get out from behind 2 chairs); remember that the noun is in the plural form – you'll need to have more than one child who's in an "oh my" situation. Then command another student go up and help them – support the fallen, heal the sick and free the captive. Consider whether the Hebrew phrases could be acted out literally or figuratively (e.g., for a metaphorical "fallen down" – a *madrich* looks at grades of A, A, A, and D... the D showing that the student has fallen), being sick, a captive.

• **מִי כְמוֹךָ** (who is like you?)

REVIEW FROM **מִי כְמוֹכָה** (note that the second word is spelled differently in these two blessings; the one here is the modern form). Start by introducing **מִי**, who? Have a variety of photos of people that are known to the students (perhaps those in the class, around your congregation or celebrities). Before

class, cover each photo with a sheet of paper that has a question mark on it. Point to the question mark and ask מי ? Lift up the top sheet and say, “Oh” and name the person. Do this a few more times. Then have a child come to the board (jump, spin, walk, whatever) and point to a question mark; ask מי. Indicate that the child should lift the question mark (להרים) and say who it is. You could also point to a child and ask מי , with the other students responding by telling the name of the child.

Then, show the Hebrew of מי כמוך (see page 9 in the Hebrew section, below) and read what it says. Then, show the English of “Who is like you?” (also page 9). Have the students interact with the cards (lift them, put one on top of the other, point to them, put them on the table or under a chair, etc). Mime that these two are the same – you could point to “who” and say “מי”. You could read one and then the other, putting them together.

• מלך (king)

אבות ואמהות AND REVIEW FROM PURIM HOLIDAY UNIT

אֶדְנִי

יְהוָה

כְּמִי כְמוֹךָ

Who is like You?



<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)

מַחִיָּה הַכֹּל – gives life to all.
לא מַחִיָּה הַכֹּל and מַחִיָּה הַכֹּל



Life in bloom <http://www.gardenthoughts.ca/gardenthoughts.ca/wp-content/uploads/2010/07/P6230038.jpg>

מחנה הכל



New born baby

[http://www.estelaphotography.com/wp-content/uploads/2015/05/22-2775-post/15-05-Adrienne-New-263-Edit-estelaphotography\(pp_w1097_h1550\).jpg](http://www.estelaphotography.com/wp-content/uploads/2015/05/22-2775-post/15-05-Adrienne-New-263-Edit-estelaphotography(pp_w1097_h1550).jpg)

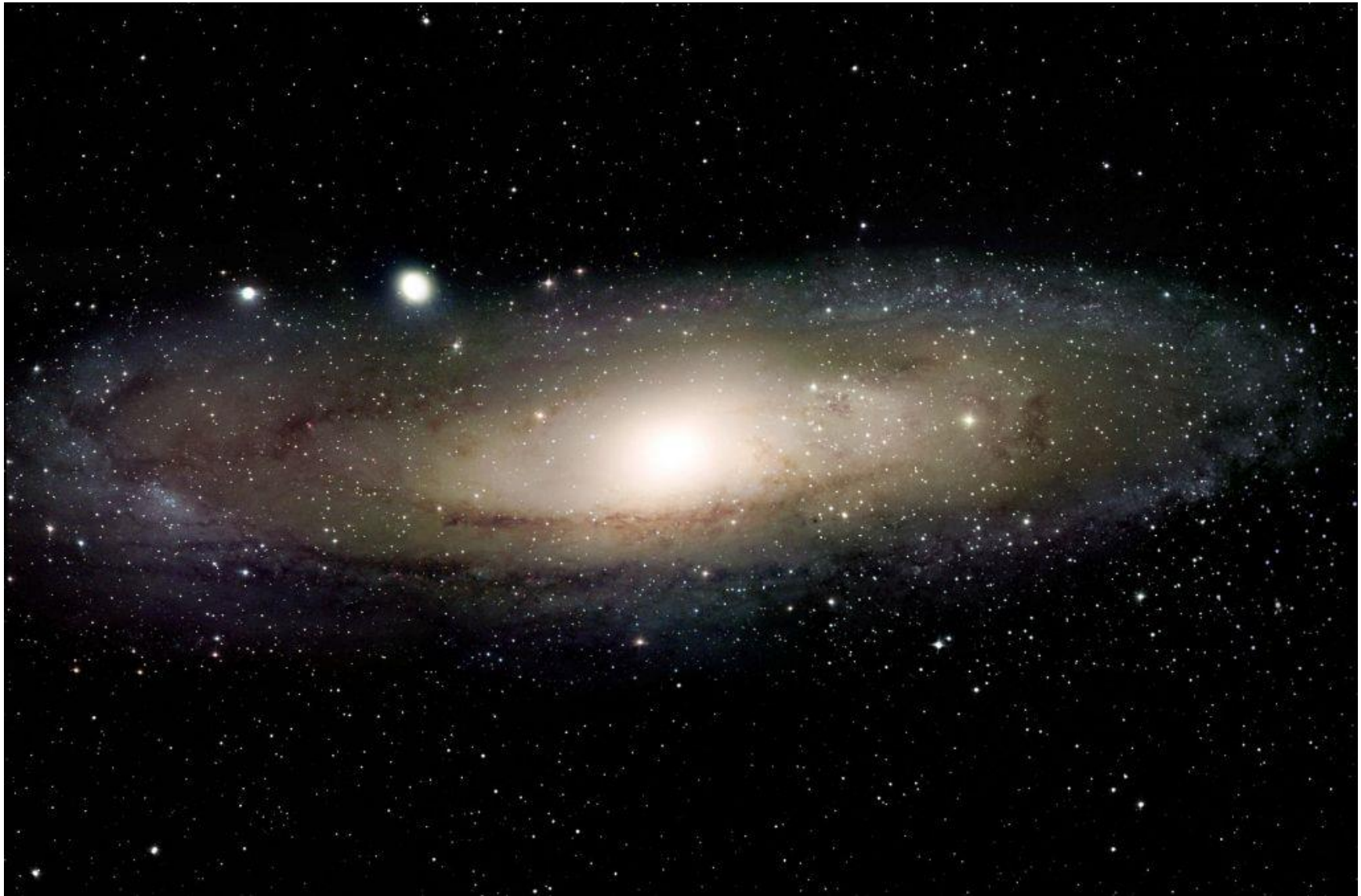
מחיה הכל
מחיה הכל



New born puppies <https://s-media-cache-ak0.pinimg.com/736x/6d/6d/c2/6d6dc20a79bbb39b64dc3a4068968b8.jpg>



Seedling https://pixabay.com/static/uploads/photo/2014/08/29/02/32/seed-430418_640.jpg



http://4.bp.blogspot.com/_BTF5oz-Zeow/TQc4QvfM2II/AAAAAAAAABc/HSUcMxEnf9s/s1600/Universe.jpg



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

טל (dew)



https://upload.wikimedia.org/wikipedia/commons/3/32/Dew_drops_on_a_leaf.JPG

טל (dew)



https://upload.wikimedia.org/wikipedia/commons/8/8b/Dew_drops_LC0107.jpg dew on a spider web

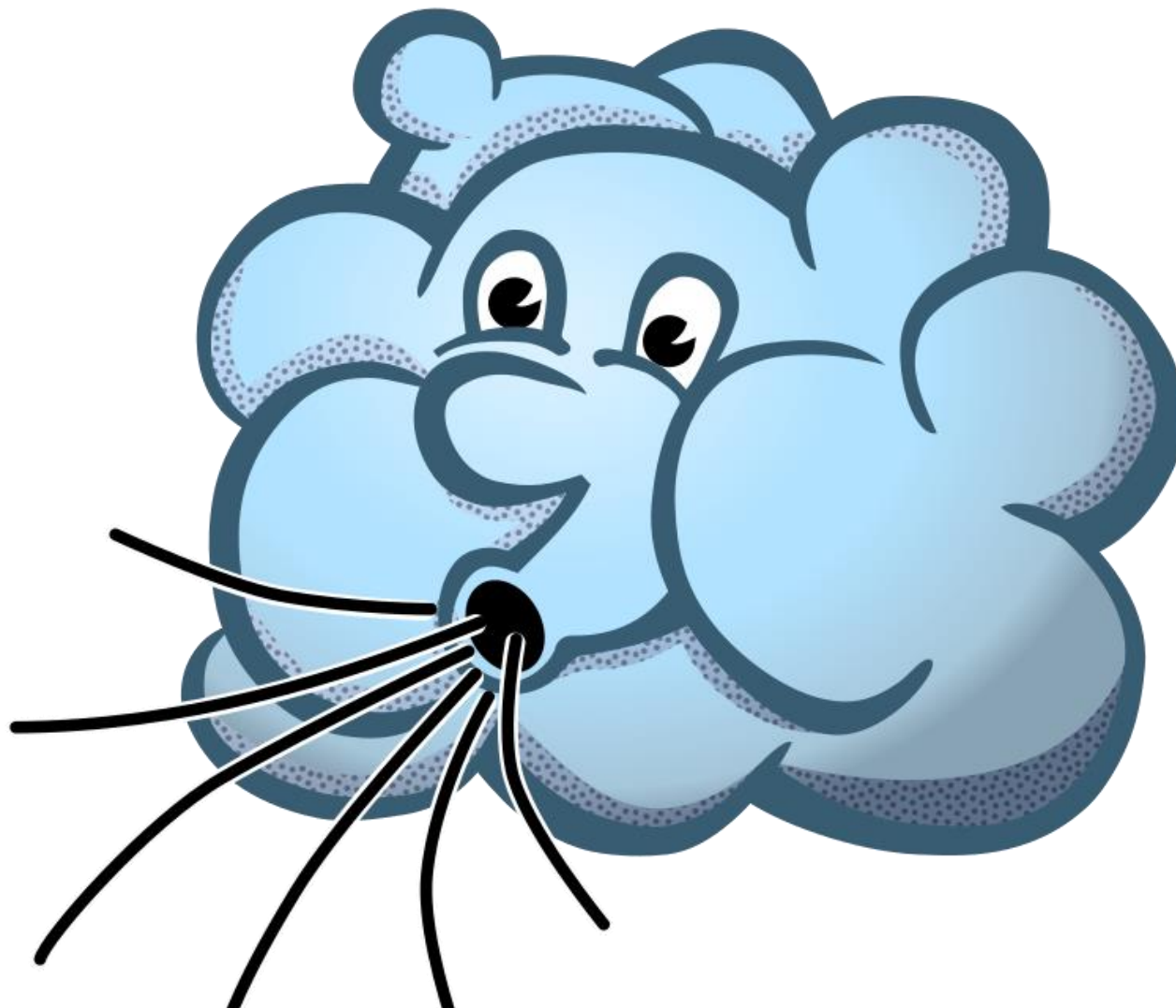
רוח (wind)



https://upload.wikimedia.org/wikipedia/commons/2/21/Blowing_in_the_wind_-_geograph.org.uk_-_711606.jpg



https://pixabay.com/p-929174/?no_redirect



https://openclipart.org/image/800px/svg_to_png/214444/Wind.png

גשם (rain)



https://upload.wikimedia.org/wikipedia/commons/8/89/Tropical_downpour_%286122910850%29.jpg



<http://www.geograph.org.uk/photo/350407>

גשם



<http://www.publicdomainpictures.net/pictures/40000/velka/child-and-rain.jpg>

סומך נופלים - supports the fallen



<http://media-2.web.britannica.com/eb-media/26/91226-004-20837DEB.jpg>



https://qph.is.quoracdn.net/main-qimg-a1e8a355da37f363b20489f4c0835251?convert_to_webp=true

heal the sick וְרוֹפֵא חוֹלִים



<http://www.peninsulahumanesociety.org/images/volunteer/OwenTherapyDog.jpg>



<http://res.freestockphotos.biz/pictures/16/16286-a-female-doctor-examining-an-elderly-male-patient-pv.jpg>

Free the captive ומתיר אסורים



Operation Solomon [https://upload.wikimedia.org/wikipedia/commons/9/96/Flickr - Government Press Office \(GPO\) - IDF OFFICER HELPING ELDERLY ETHIOPIANS OUT OF THE HERCULES AIRPLANE.jpg](https://upload.wikimedia.org/wikipedia/commons/9/96/Flickr_-_Government_Press_Office_(GPO)_-_IDF_OFFICER_HELPING_ELDERLY_ETHIOPIANS_OUT_OF_THE_HERCULES_AIRPLANE.jpg)

ומתיר אסורים



<http://static.guim.co.uk/sys-images/Guardian/Pix/pictures/2012/8/22/1345659439758/Key-in-Jail-Cell-Door-008.jpg>

אָסוּרִים



וּמְתִיר אָסוּרִים



https://upload.wikimedia.org/wikipedia/commons/8/8c/James_Hopkinsons_Plantation_Slaves_Planting_Sweet_Potatoes.jpg

https://upload.wikimedia.org/wikipedia/commons/6/6c/Emancipation_proclamation.jpg

אָסורִים



וּמְתִיר אָסוּרִים

http://static.tvtropes.org/pmwiki/pub/images/get_out_of_jail_free.jpg

