HEBREW THROUGH MOVEMENT

שים שלום

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

Jewish Education Center of Cleveland

March, 2016

A project of the Curriculum Department of the Jewish Education Center of Cleveland,
funded by the Fund for the Jewish Future of the Jewish Federation of Cleveland
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). 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:

- Get up (לָּקוּם)
- Walk to (לָלֶכֶת אֶל)
- Jump to (לָפֵפָה אֶל)
- Point to (לָצִיב עַל)
- Take (לָכָה)
- Touch (לְצָעָת)
- Raise up (לְרִיזִים אַת)
- Lower (לְהוֹרִיד אַת)
- Put (the)(a) ___ on (לְשִׂים עַל)

- 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’mah and its Blessings, plus Kiddush)
  - Lakum…La’amod (a focus on the Amidah, plus V’ahavta)

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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](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 (לָג ע ת ב) and picking them up (לְהָרִים את), 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 שִׂים שָׁלוֹם after each HTM class session.

Vocabulary options for HTM are indicated in red:

שִׂים שָׁלוֹם טובָה בְּרָךְ
מִה רְחֵם וּרְחָמִים
עֲלֵינוּ וּכְלֵי יִשְׂרָאֵל עַמָּה
בְּרָךְ אֶלֶף יִשְׂרָאֵל
הַמְבָרֵךְ אֶת עָלָם יִשְׂרָאֵל שָׁלוֹם

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

Note for those using the JECC t’fillah curriculum: עֹשֶה שָׁלוֹם is introduced in the Alef-Bet Review that precedes Lasim Lev. שָׁלוֹם is introduced in the embedded review at the beginning of Lakum...La’amod.

For your general review at the beginning of the lesson, include the command: שָׁלוֹם and also review the word על.

שָׁלוֹם (peace)

Students know this generally as a Jewish literacy word. It was formally introduced in יוֹצֵר אוֹר.

שִׂים (give peace, or grant peace)

Use Foundational commands to introduce both a flashcard of the word שָׁלוֹם (page 7) and a picture of being peaceful (see the photo on page 9, below).

לְהָרִים אֶת
לְהוֹרִיד אֶת
לְעָלָם אֶת
לְעָל ה

Using the שָׁלוֹם flashcard or the photo, make sure to give the command שָׁלוֹם, for instance:

לְעָל שָׁלוֹם עַל הָרְאָשׁ
לְעָל שָׁלוֹם עַל יִשְׂרָאֵל
לְעָל שָׁלוֹם עַל יִשְׂרָאֵל
לְעָל שָׁלוֹם עַל יִשְׂרָאֵל

Students know יִשְׂרָאֵל from שָׁלוֹם שִׂים.
Students have heard the word על in HTM. The suffix על means “us.” So this means “on us.”

Using Foundational commands, have students put items on unusual items, על...

Emphasize your use of the word על.

Introduce על as “us,” especially using hand motions, making sure that YOU are part of the group you indicate as “us.” There are also photo cards on pages 13-17, below. Again, using the Foundational commands, have another student put something on top of a group that is designated as על.

לשים שלום על
לשים שבת על
לשים שביל על
לשים שלום על

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

REVIEW FROM ישראלי. Use the photos on pages 19-41 (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 על ... which means the same thing as ישראלי. There are also photos, below, to help you. Use the Foundational commands, too.

לְהַצְבָּעַ עִל
לְהַצְּבָּעַ ב
לְהַרְוִים אַחַת ה
לְהוֹרִיד אַחַת ה
לְשִׁים שלום עלינו על כל ישראלי.
שלום שמחת וברכה המועסקים وأنשי及び מתנדבים
עולים על כל ישראל עמך ברוך אתהáoיה המברך את עם ישראל בשלום
שלום
שלום мир
לא мир שלום
ישראל (meaning: the land or State of Israel)

Israel Map [http://upload.wikimedia.org/wikipedia/commons/b/b5/Israel_Topography.png]
שומ שָׁלוֹם
יהודה אבררה

meaning: the place, Israel
(meaning: Jews, or the people Israel)
(meaning: Jews, or the people Israel)
Jewish Education Center of Cleveland

HTM - שִׂים שָׁלוֹם

יהֵרָאֵל (meaning: Jews, or the people Israel)
יהודה (meaning: the, or the people Israel)
(meaning: Jews, or the people Israel)
שם שלום (meaning: Jews, or the people Israel)
What Can YOU Do in Hebrew?
(meaning: Jews, or the people Israel)
יִשְרָאֵל (people and the land)