HEBREW THROUGH MOVEMENT

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). 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:

  - לָׁקוּם get up
  - לָלֶׂכֶת אֶל walk to
  - לָקְפּוּל אֶל jump to
  - לָתְצִיב עֲלָל point to
  - לָכְחָת take
  - לָנֶעָת ב touch
  - לָנֵוָת אָט raise up
  - לָהֵורְדוּ אָט lower
  - לָשִים עֲלָל 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)

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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)
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 (לָֽגְּעָת ב) and picking them up (לְהָרִים אָת), 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 עֹשֶׂה שָׁלוֹם after each HTM class session.

Vocabulary options for HTM are indicated in red:

עֹשֶׂה שָׁלוֹם בָּמְרוֹמָיו, הוּא י עֲשֶׂה שָׁלוֹם עָלֵינוּ, וְע ל כָּל יִשְרָאֵל, אָמֵן.

Both שָׁלוֹם and עֹשֶׂה שָׁלוֹם 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 שָׁלוֹם is introduced in the Alef-Bet Review that precedes Lasim Lev, AND שָׁלוֹם 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 לֵיֶם and the word ע ל.

• שָׁלוֹם (peace)

Students should know this as a general Jewish literacy word.

• עֹשֶׂה שָׁלוֹם (maker of peace)

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

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

Then, point to a third child and say עֹשֶׂה שָׁלוֹם, 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)
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 ועל 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 ועל. The photos on pages 15-17 (below) may also be used.

(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 ועל כל ישראל … which means the same thing as ועל ועל כל ישראל. There are also photos on pages 19-23, below, to help you. Use the Foundational commands, too.

לheetsim shelom affluent
לheetsim shofer affluent
לheetsim cabimim affluent
לheetsim shalom affluent

ישראל, but in this case it refers to Jews, as in the “children of Israel” (ישראל)}
ועשה שלום במרומים, והא יעשה
שלום עליון, והל כל ישראל,
והל כל יושבי תבל, אמרו: אמן.

שלום
וшу שלום
וอล כל ישראל
וְעַל כָּל יִשְׂרָאֵל