HEBREW THROUGH MOVEMENT

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Originally developed as a complement to the JECC’s curriculum, Lasim Lev: Sh’ma and Its Blessings, plus Kiddush

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
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2
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:

  קָוֵם get up
  לְלָכֵה אל walk to
  לַקְפּּוֹר אֵל jump to
  הַצְּבוּ רֵי אל point to
  לְקַח take
  לְנַעַט בּ touch
  הָרִים את raise up
  הָרִיד את lower
  לְשִׁים ___ 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:
  o Lasim Lev (a focus on the Sh’mah and its Blessings, plus Kiddush)
  o 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 (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.
At the end of each individual lesson, recite the segment ofmtree or that matches vocabulary taught. Vocabulary options for HTM are indicated in red:

בָּרוּךְ אֲתָה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, נָתַנְתָּה אוֹר הַמָּרְאָה בַּעֲצֵמֵנוּ בְּעַמָּנוּ אֵוֶר לַאֲלָמָנוּ וּבִשְׁמַע הַעֲבָדָה הַתְּרוּעָה אֱלֹהֵינוּ מֶלֶךְ הָאָרֶץ כַּעֲשֵׂה בְּרֵאשִׁית חָבֵר הַלְּבָנִים וּבְרוּשַׁה מֵאִיר לַאֵרֶץ וְלָדָרִים עַל לָהֶם בְּרָחָם וְבְּנָרָתְוָה בָּרוּךְ אֲתָה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם נֶאֱמָר לִאֵלָה יְשֵׁ轧 לָהֶם מַעֲשִׂיתָה בְּרֵאשִׁית מָה רַבּוּ מַעֲשִׂיךָ יְיָ כֻּלָּם בְּחָכְמָה עָשִּיתָם מַלְאַתָה קִנְיָנוֹת תִּתְבָּרוּךְ יְיָ אֱלֹהֵינוּ עֲלָשָׁה יָדֶיךָ וְעֲלָמְאָוָה רֵי אוֹר שֶעָשִּיתָ יָפָאְרוּךָ סֶלָּה אוֹר חָדָשׁ לֵב צִיּוֹן תָּאִיר וְנִזְכַּה כֻּלֵּנוּ מְהֵרָה לְאוֹרוֹ

לְשִׁים לֵב (pay attention)

In the JECC’s curriculum for Sh’m’a and Its Blessings, a core focus is that these prayers ask us to “pay attention” in a variety of ways. Teaching this command will help the students as they work with this overall t’fillah curriculum.

REVIEW from וּבָרְכֵּת and שְמַעְתֵּה: Give a series of commands (stand up, sit down, walk, etc) and then say לְשִׁים לֵב which will cue the students to stop, lean in, look at you and pay attention.
• Note that within the lessons in Lasim Lev, the t’fillah teacher will be reinforcing light and dark, as well as many of the other words in this HTM unit. The photos in your HTM guide are the same as the ones for the Lasim Lev t’fillah learning. Also, in the main t’fillah lesson, students are introduced to the words of this phrase in English and a bit of Hebrew. With HTM, you’re helping make the connection to the Hebrew.

Use photos from the collection (pages 11-13, below) with general commands like:

לְטוּבַּת יָעָל
לְטוּב יָעָל
לְטוּב אָרִים
לְטוּב אָרִים

You might also do a command of יוֹצֵר אוֹר and בוֹרֵא חוֹשֶׁך by turning the lights on and off in the room, or use flashlights (students could be given their own little/cheap flashlights for this activity).

• REVIEW FROM עוֹשֶה שָלוֹם IN JECC’S ALEF-BET REVIEW. Pantomime so that you get two children standing together holding hands (or doing something else “peace-like”). Say שלום.

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

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

Check the photo collection (page 15, below) for assistance with this phrase.

• כָל

The word כָל means “all”. But when we say כָל we mean “everything.” Collect groups of things with words that students know (e.g., books, candles, ). Point to one and say its name in Hebrew. Point to all of them and say כָל הַסְפָרִים. Then exaggerate pointing to all of them and say כָל. In this blessing, when we use the word כָל, we’re referring to EVERYTHING that God created. Use the photo in the collection (page 17, below) to help illustrate this.

• אֶרֶץ (אָרֶץ)

Note that the correct Hebrew word is אֶרֶץ. But, when the word comes at the end of a verse (either in the Torah or at the end of a blessing), the accent shifts and so does the vowel sign under the Alef. The word אֶרֶץ and עולם are generally the same when referring to the earth or world. When we say אֶרֶץ we can mean “the earth” or “the ground.”

Use photos (pages 19-23, below) and general commands to help you illustrate this word:
(acts of creation, or just “creation”)  

- This phrase will reappear later this year in the Kiddush, a blessing you will work with if the class is using Lasim Lev.

Use a variety of nature pictures to illustrate this word. Some may be reused from previous lessons or found on the Internet – i.e., things that are considered created by God (sun, moon, sea, etc). See pages 25-31 (below) for photos of examples that are מַעֲשֵה בְרֵאשִית

(Shine a new light upon Zion ... or Jerusalem)

The students already know the first word. Introduce חָדָש by showing things that are new and old (לא חָדָש). ציון refers to Jerusalem – show photos of the city and call it both ציון and יְרוּשָלִּים.

Put the whole phrase together – אור חָדָש על ציון תָאִיר – you could show photos of Jerusalem (see the collection on pages 33-37, below) with the light shining (make sure to say the phrase אור חָדָש for morning light) and the light not shining (for photos with either no light OR for light that’s not new – for example, see page 39 for Jerusalem, but no morning light). OR, use the photos on pages 41-47 (below) that have “new light” (sunrise) shining over other cities and geographic locations and ask if these are אור חָדָש על ציון תָאִיר, or not. Have students indicate כן or לא.
ברוך אתה,などが、אלהינו מלך העולם,
ונזר אור, מביא חן.
עשרת שולח וובראם אתי המלך:

המשאיר לאזרת ולזרית עליון בראhim,
ובוטום קסם בכל ויום קסמי מישת בריאים:

מה רבו מעשהיך,などが,כסים בתכמך עשהית,
מלאת הארץ כלכה:

מתבהץなどが,אלהינו על שבעת מעשהיך.
על מאורה אור שעשיה פיוארך שחלק.

אור צדיש על 아이ים תאני
ונורד כלמה תמיית לארוה:
ברוך אתהなどが,נזרת מאורות.
http://tiny.cc/wdp8qx
שלום

http://tiny.cc/lxs8qx
יוֹצֵר אוֹר
Items not מַעֲשֵׂה בְּרֵאשִׁית
(i.e., not something that God made at the time of creation)
יוֹצֵר אוֹר
מ עֲשֵה בְרֵאשִית
לֹא
לא מועש בבראשית
לֹא בְּרֵאשִׁית מַעְשָׁה בַּרְאָשִׁית

 нельзя Oliveira or
אור חדש על ציון תאניור

Aor modsh ul Zion Tanimor
אור חדש על יפו תמאיר

אור חダー על ציון תאיר
אור חדש על ציון טמא
לא - אור חדש על ציון תאיר
לָא - אוֹר חָדָשָׁה על ציּוֹן תָּאִיר

Sunrise, Grand Canyon: [link](https://upload.wikimedia.org/wikipedia/commons/2/24/East_Rim_Sunrise_%2C_Grand_Canyon_9%3D15_%2821706487999%29.jpg)
Sunrise over New York https://c2.staticflickr.com/8/7769/16744560634_d5651b09fc_b.jpg
Sunrise over Cleveland  
[Image: https://upload.wikimedia.org/wikipedia/commons/a/a7/Cleveland_from_Superior_Viaduct.jpg]
לא - אוֹר חָדָש על ציּוֹן תָּאִיר