

**THOUGHTS ON USING HEBREW THROUGH MOVEMENT
IN TEACHING THE SECOND HANUKKAH BLESSING.**

The Cleveland Hebrew Through Movement Community of Practice (CoP) spent time focusing on the teaching of Hebrew in rituals, first the Four Questions (as our Master Teacher, Marcia, did in this video: <http://www.hebrewthroughmovement.org/pesah.html>) and then as she did in teaching candle blessings for Shabbat and for Yom Tov (as in this video: <http://tiny.cc/q1rbqx>; we watched from 4:32 to the end).

Since there is lots of help in the HTM Curriculum Guide for working with candle lighting (see Shabbat I & 2, as well as the Hanukkah section AND the first part of the Hanukkah Picture Document), the following sets of scripts were developed by the CoP as a way to use Hebrew Through Movement to teach the second Hanukkah candle blessing (“sheh asah nissim”).

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם שֶׁעָשָׂה נִסִּים לְאַבוֹתֵינוּ וְאִמּוֹתֵינוּ
בַּיָּמִים הָהֵם בְּזִמְנָן הַזֶּה.

For the focus on the word נִסִּים, which is the “anchor” word for this blessing, the group felt that the Hebrew on the dreidel could be a good starting point for a Hebrew Through Movement lesson. The elements below may be taught over two sessions, divided as a teacher feels best. The actual warm up segment of the lesson is not included here.

Have a variety of dreidels on a table. Give commands like:

בָּנִים לְקוּם

לְלַכֵּת אֶל הַשְּׁלַחַן וּלְקַחֵת סְבִיבוֹן

לְהַרִים אֶת הַסְּבִיבוֹן

לְהוֹרִיד אֶת הַסְּבִיבוֹן

לְהַצְבִיעַ עַל ״נ״

לְהַצְבִיעַ עַל ״ג״

Repeat part of the commands above with the girls. Include other letters to point to on the dreidel, for instance.

לְהַצְבִיעַ עַל ״ה״

להצביע על "ש"

Either hold onto a LARGE dreidel that has letters everyone can see, or put a graphic with 4 sides of a dreidel on the board/wall (see pages 11-15 of the Hanukkah Picture Document for something to print and use). Point to dreidel letters - sometimes be correct in your pointing and sometime not – and ask students whether the letter you say is correct. Use this language:

"ג" – כן או לא?

"ש" – כן או לא?

"ה" – כן או לא?

"נ" – כן או לא?

Share the four Hebrew words that match the letters on the dreidel (enlarge page 16 of the Hanukkah Picture Document).

נִס גְּדוֹל הָיָה שָׁם

Read the phrase all the way through on the dreidel for the students. Then point to the first word (נס), read it and then point to the first letter in the word and ask:

גמל? כן או לא?

Point to the first letter of the next word (גדול) and ask:

גמל? כן או לא?

Repeat this way with other letters in the phrase. Your goal is to help students connect the letters of the dreidel with the letters of the phrase.

Point to the word נס , repeat it aloud again and hold up a picture of a "miracle" (pages 17-20 of the Hanukkah Picture Document; for instance the splitting of the Reed Sea). You might want to whisper "miracle" at one point to make sure students get the word quickly enough. Use the other picture cards that show miracles (the miracle of the oil, the miracle of the small against the mighty, the miracle of the Browns ever getting to the Super Bowl). Each time, repeat the word נס.

Hold up one miracle card and say נס.

Hold up two miracle cards and say נְסִיִּים.

Use a variety of Hebrew commands using the miracle (miracles) cards

להצביע על

לגעת ב

להרים נס

להרים נסים

להוריד

להסתובב אל

Show the Hebrew words to the second candle lighting blessing (it may be enlarged from page 21 of the Hanukkah Picture Document, or the JECC's Teacher Center can provide Hanukkah blessing posters – see <http://tiny.cc/zmrcqcx>).

Ask a student to come up and point to the Hebrew word נְסִיִּים.

Ask the others if that's correct (כן או לא?).

Hold up two of the Hanukkah miracle cards and repeat: נְסִיִּים

Repeat this with another student – ask him/her to go up and point to נְסִיִּים.

Repeat with other words in the blessing that students can read or may have heard before, like:

בְּרוּךְ

מְלֶכֶךְ

לְאֲבוֹתֵינוּ

Chant the full blessing with the students, pointing to or picking up the נְסִיִּים picture cards when you get to those words.

If you have time, consider chanting the first and second Hanukkah blessings with the students, acting out the final part of the candle blessing when you get there, and again holding up the נְסִימָה cards when you get to that part of the second blessing.

NOTE: The Hanukkah Picture Document also contains illustrations for לְאֲבוֹתֵינוּ (see page 22+) and for the final part of the blessing: בְּיָמֵינוּ הַיּוֹם בְּזִמְנוֹ הַזֶּה (see page 25+). There are pictures of ancient times, as well as of “today.” Feel free to work on creating scripts for these phrases, as well.

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