

Hebrew/Holiday/Movement

Nuria Bahabad

Subject area: Hebrew/holidays

Multi lesson plan

Target age: grades 1st -5th

Overall objectives:

- Expanding Hebrew vocabulary through a multi- sense experience
- Becoming familiar with the contents of the holidays -- What do we celebrate and why?
- Enhancing creativity, team work and inter- disciplinary associations.

Procedure

Greeting circle: This welcome game helps the children transition into the class format by encouraging them to focus their attention on the teacher and be quiet. The game is done without speaking.

Stage 1: Everybody stands in a circle, the teacher looks at someone and that person has to switch places with him/her.

Stage 2: The same as stage 1, except this time one of the children leads the game. Every few turns the teacher chooses a new 'leader'.

Stage 3: The person chosen to switch places with becomes the next leader (in this stage, the leader changes every turn).

Class 1: T"u Bishvat

Discussion about T'u bishvat: What do we celebrate in T'u Bishvat and why? Hebrew terms for: nature טבע , trees עצים , fruit פירות , vegetables ירקות , growth גדילה , buds ניצנים , flowers פרחים , planting נטיעה , seeds זרעים , watering השקיה , forest יער , roots שורשים , branches ענפים , trunk גזע , etc. During the discussion the teacher writes down the Hebrew terms and their English meanings on the board.

Improvisation with music:

- **Stage 1:** The teacher mentions one of the above Hebrew terms related to growth (e.g. seed זרע / roots שורשים / plant צמח , etc.) and the children improvise using their bodies inspired by that certain stage of growth (e.g. : roots grow downwards, branches expand in all directions, buds open-up, etc)

- **Stage 2:** The same as above, except this time the Hebrew instructions are given by one of the children, every 3-4 terms the teacher chooses another child to give instructions.

Composition in Groups:

- **Stage 1:** Every child picks a note out of a bowl. Every note has one of the above terms related to growth that stands for his/her role. Every group prepares a little 'dance/piece' about the growth of trees, arranging the kids' roles according to the chronological stages of growth. The piece should be composed of movements only.
- **Stage 2:** Every group performs its piece and the other group/s has/have to guess who stands for what stage.

Fruit/vegetable cards:

- **Stage 1:** Every child gets a card with either a picture or the Hebrew word of a certain fruit/vegetable and walks around the room with music. When the music stops he/she approaches the child next to him/her and looks for his match (e.g. - 'תפוח' will look for the child that has the picture of an apple).
- **Stage 2:** Every pair stands together and displays their matching cards for everyone to see and read out loud.

Assessment:

- During the introductory discussion, it is important to write down the relevant Hebrew words on the board and leave them there for the kids to see- they find them very useful when asked to give Hebrew instructions during improvisation.
- For the composition in groups, it is ideal to have about 7-9 children in each group. If the group is smaller than that, every kid can merge two or more growth stages into their role.

Materials needed:

- A room with space for moving and dancing
- A CD player and a CD with music (I recommend Vivaldi's 'The 4 Seasons').
- A board and a marker
- For the composition in groups: notes with the different Hebrew terms presented during the discussion (nature טבע , trees עצים , fruit פירות , vegetables ירקות , growth גדילה , buds ניצנים , flowers

פרחים , נטיעה , seeds , watering , forest , roots , שורשים , branches , ענפים , trunk (גזע) multiplied by the estimated number of groups. (i.e.- if the class will be divided into 2 groups, then the teacher needs 2 notes for each growth stage, for example 2 notes with the word 'עצים', 2 notes with the word 'גזע', etc.)

- Cards with pictures of different fruits and vegetables and matching cards with their Hebrew names. (Note: if there are 20 children in the class, 10 children should get cards with pictures on them and 10 children need to get cards with the matching Hebrew words).

Vocabulary sheets for the children to take home

Class 2: Rosh Hashana

Greeting circle: This welcome game helps the children transition into the class format by encouraging them to focus their attention on the teacher and be quiet. The game is done without speaking.

Stage 1: Everybody stands in a circle. Each child does a movement and everybody else copies him/her. This is done in a round-robin.

Stage 2: Each child does a movement that is related to Rosh Hashana and everybody else copies him/her.

Discussion:

What do Bereshit בראשית and Rosh Hashana ראש השנה have in common? (Reish, Alef, Shin= ראש, head, beginning)

The meaning of “לראש ולא לזנב” (ראש= head, Hebrew synonym for ‘first’; זנב= tail, Hebrew synonym for ‘last’)

What Hebrew letters spell ‘ראש’ and ‘זנב’?

Improvisation:

-Dancing to music, whenever the music stops everyone does one of these letters (reish, alef, shin, zain, nun or vav) with their own body.

- Whenever the music stops, everybody ‘freezes’ into a pose that is related to Rosh Hashana.

Practicing the physical meaning of “rosh” ראש versus “zanav” זנב in 2 groups with music:

Stage 1: Walking in 2 lines, each time the music stops a kid from each group becomes “rosh” ראש and another kid becomes “zanav” זנב (according to the teacher’s spontaneous instructions). Whoever becomes the ‘zanav’ זנב has to run to the end of the line, and whoever becomes ‘rosh’ ראש has to crawl under their group (the children have to stand with their legs split) to become the first.

Stage 2 (optional): same as above, except this time the instructions are given by a child (a representative in each group).

Competition in 2 groups:

-Writing ‘rosh’ ראש and ‘zanav’ זנב with everybody’s bodies

-Writing “Shana Tova” שנה טובה with everybody’s bodies

- walking around the room with music. Whenever the music stops, every kid approaches the person next to him and gives them a blessing for the coming New Year.

Reflections for Rosh Hashana: Everybody takes a few minutes to think what they wish for themselves for the coming new year and prepares a little pantomime piece that represents their idea. Finally, every kid performs his/her ‘piece’ and everybody needs to guess what is being performed.

Assessment: During the welcome circle game everybody should stay in the circle- no movements across the room are allowed. During the initial conversation it is recommended that the teacher will write down the Hebrew terms that are being discussed on the board, as the children will find them useful in the stages that follow.

Composition should be based on movements only.

Materials needed:

A room with space for moving and dancing

A CD player and a CD with music

A board and a marker

Vocabulary sheets for the children to take home

Class 3: Yom Kippur

-Greeting circle: This welcome game helps the children transition into the class format by encouraging them to focus their attention on the class and be quiet. The game is done without speaking.

Stage 1: Everybody stands in a circle. In a round- Robyn, each child does a movement and everybody else copies him/her.

Stage 2: Each child does a movement that is related to Yom Kippur and everybody else copies him/her.

-Discussion on the pairs of Hebrew words: שער, שופר /תקיעת, מחילה /סליחה what are their meanings and why are they related to Yom Kippur. /שמיים, יום, /הדין /יום, שמיים

Improvisation:

Stage 1: Walking around the room with music, whenever the music stops everybody 'freezes'.

Stage 2: The teacher calls out the name of a child he chooses to be the 'leader'.

Stage 3: The 'leader' chooses one of the above terms (מחילה/סליחה, etc.) and does a movement inspired by the term he/she chose, everybody else copies him/her.

Stage 4: Everybody tries to guess what term was chosen by the 'leader'.

Composition:

Stage 1: Each child picks a note out of a bowl. Every note has one of the above Hebrew words discussed in the beginning of the class. Walking around the room with music, when the music stops he/ she walks to the child next to him/her and they check whether their words are matching (e.g. - 'יום' will look for 'הדין').

Stage 2: Once everybody finds their match, they prepare a pantomime/dance presentation inspired by their pair of words.

Stage 3: Every pair presents their 'piece' and the 'audience' needs to guess what pair of words the presentation is based on.

Stage 4: Discussion- why do you think we are encouraged to ask for forgiveness in Yom Kippur? How can that affect a relationship? What would happen if people didn't ask for forgiveness?

Stage 5: Every pair prepares a little 'piece' that represents a relationship either before or after forgiveness. The piece should be composed of movements only without words.

Stage 6: Every pair performs their 'piece' and the audience needs to guess whether it's about a relationship that is before/after forgiveness.

Guessing game: A volunteer steps out of the room while the rest of the class decides on a typical Yom Kippur scene (e.g. - asking friends and relatives for forgiveness, praying, fasting, etc.). When the volunteer returns, the class performs the scene using their bodies and without speaking and the volunteer needs to guess what is the scene.

Assessment:

During the initial conversation it is recommended that the teacher will write down the Hebrew terms that are being discussed on the board, as the children will find them useful in the stages that follow.

The composition should be based on movement only.

Materials needed:

A room with space for moving and dancing

A CD player and a CD with music

A board and a marker

Vocabulary sheets for the children to take home

Notes* with the relevant terms, each note should contain one word, 8 in total:

הדין / יום, שמיים / שערי, שופר / תקיעת, מחילה / סליחה

If the class outnumbered 8, some pairs of words can be duplicated.

* For a class with an advanced level of Hebrew, it is enough to have just Hebrew words in the notes, for a class that is at a beginner's level in Hebrew, the notes may also have the English translation. At any point the children may use the board to look for the meanings of words that they don't know yet.