

Dances for the Jewish Year

INTENT

The objectives of the programme:

- Children will learn about the Jewish festivals (origins, symbols, practices, values) through the medium of dance;
- The programme will make a positive contribution to Jewish education in Jewish settings, to the teaching of Judaism in non-Jewish settings and to interfaith and intergenerational learning.
- Children will develop an understanding of how dance can enhance religious celebration and spiritual expression.
- The programme will support children's learning of Ivrit (modern Hebrew).
- The programme will make a positive contribution to children's health and wellbeing.
- Children will perform dances using a range of movement patterns (English National Curriculum criteria for Dance)

IMPLEMENTATION

The programme outlined below provides a journey in dance through the Jewish year. The programme includes simple circle, partner, 'scatter' and line dances, selected to be accessible to children through the primary age range. This is a programme that can be used flexibly, depending on how the Jewish calendar fits into the school calendar, the practice and ethos of the school and the demands of the curriculum. The dances may be planned into the PE curriculum or the Jewish Studies programme or may be included in a 'one off' festival event, when the material will support the inclusion of parents, or children from other faith settings.

Shabbat dances can be taught at times of the year when there are fewer festivals (November and July).

IMPACT

The programme has been developed over many years and has been piloted in settings in the UK and beyond.

The impact of the programme is evident in feedback we have received. Here are some examples:

Education Director, Russia: 'The dances for Jewish festivals you provided helped us build a Jewish Studies programme for children and their families'.

School Teacher, UK: 'The children loved the dances shared for Lag B'Omer last week and look forward to learning more'.

Religion School Teacher, USA: 'Thank you! Thank you! We're doing online classes for the Sunday School. I love the dances you provide'.

Primary School Pupil, UK: 'The dancing has helped me with my Ivrit. I get to know lots of Israeli songs and they just get stuck in my mind'.

There are many other Israeli dances for children, not linked to festivals that could support learning about Judaism and Israel. IDI would be happy to help to incorporate these dances into learning across the curriculum. **Please do contact us if interested.**

IDI is happy to support teachers and dance leaders with advice and training. Please contact us if you need us.

Guidance for teachers

Planning and Preparation

Make sure that you are familiar with the dance(s) you plan to teach! The video links are for you – we do not recommend teaching the children from the video. We have indicated the formation ([scattered](#), [line](#), [circle](#), [partners](#)) but not the level of difficulty, or key stage as this will depend on your group, their prior knowledge and level of dance skills. The teaching notes will help you to plan your lesson to meet your learning intentions. As well as meeting dance objectives, these may embrace learning some Hebrew vocabulary related to the festival from the songs and learning about the symbols, stories, or mood of the festival. The suggested resources will help the children to understand the context of the dance. Prepare in advance any 'props' or visuals that will support the learning. Over time you can build a resource collection to support your teaching. The lesson should ideally be at least 20 minutes long for the youngest children and no more than an hour for older children. As you introduce new dances for a particular festival, you may also want to review the ones you have already taught. The final lesson for a particular festival could be a celebration, perhaps including parents, or children from other parts of the school or other faith settings.

Grouping

It is helpful to organise the children into pairs for partner dances and into groups for circle dances in advance of the session, taking into consideration how this will support learners. In a class of 30, for example you may have two circles of 15, or 3 circles of 10 children each. This kind of preparation will help to maximise learning time.

Staffing and the role of the adults

It is helpful to have at least one additional adult with you in the session. Adults should engage in the activity and actively support children in their learning. This might be by modelling the movements or by positioning themselves appropriately to support a child or group. If an additional member of staff is not available, there may be parent volunteers with relevant skills or who enjoy dance, who can be enlisted to help.

Learning Environment

It is important to create a good learning environment in the space in which you are dancing. Ideally this should be a hall or large clear room or space.

Dancing is part of PE, so the children should be in sports kit, or at least in sports shoes and without sweaters.

Have Israeli music with a strong beat playing as the children enter, get them to sit down either in a circle or in a space, while you model movements which they copy. These will provide a short 'warm up' and will get them focussed and listening. This could include, in turn tapping your hands on your shoulders, clapping above your head, clapping hands on thighs – develop a repertoire of movements. Move around the group, supporting all children to participate, giving praise and encouragement. The pace of the lesson should be brisk and the mood positive and motivating.

Technology

You will need reliable sound equipment which can produce enough, though not too much volume for everyone to hear comfortably. Ideally you should be able to link a computer to the equipment to use the IDI sound links. In large groups a radio microphone headset may be useful, especially if you are teaching outside.

It is helpful to be able to project pictures illustrating the context of the dances, to support the children's learning. For example, you might project visual images of symbols of the festivals, or some of the Hebrew vocabulary with relevant pictures. (If you cannot project pictures, prepare large laminated illustrations that you can reuse.)

Support

Plan how you are going to adapt teaching for children with particular needs, such as those with Autistic Spectrum Disorder, difficulties with spatial awareness, physical, visual or hearing disabilities and those who find it hard to self-regulate. The dances are very simple and with thoughtful adaptation, this will be an inclusive activity.

Please do contact us if you would like advice on how to cater for particular needs.

Assessment

Teachers will follow the assessment policy of their school. For those in less formal settings there are simple systems against which to assess the impact of your teaching. Consider after the session what went well and what you have learnt from the session to inform future planning.

TERM 1**Rosh Hashanah – New Year 1****Heveinu Shalom Aleichem – Welcome; Sitting dance****Shana Tova – Happy New Year Scattered***(the first is a simple waving activity, so teach both in one session)***REFERENCE RH1****Teaching notes****Heveinu Shalom Aleichem**

Explain to children that we are going to welcome each other at the start of a new year. We can dance even without using our feet. Encourage children to wave with hands high, wave to those in their own and other circles, encourage to sing along to learn the words. Stress the meaning of Shalom – a wish for peace for all.

Shana Tova

Ask the children to listen out for a familiar Rosh Hashanah sound (trumpet representing a shofar) in the introduction.

The theme is one year going and another coming, therefore we start by walking backwards 'Shana halcha' and forwards 'Shana ba'a'. We are excited so we raise our hands high and wave from side to side. Ask the children to whom we might say 'Shana tova' in our families and elicit family names in Hebrew. Point out the masculine and feminine forms in 'lecha aba' and 'lach ima'. Ask the children what other family member they can hear named in verse 2.

The dance can be taught in a circle, then in partners, reinforcing the theme of friendship.

Resources to support the learning

Pictures of symbols for Rosh Hashanah to display manually or electronically. Symbols of peace and the word Shalom with 'Hello' in other languages.

Rosh Hashanah cards, a shofar (ram's horn).

Rosh Hashanah 2**Bashana Haba'a – Next Year Scattered****REFERENCE RH2****Teaching notes**

This dance looks forward to the New Year. Ask the children to discuss in talk partners, briefly, things they are looking forward to so that the excitement about the new year can inform the atmosphere of the dance.

During the refrain 'Od tireh, od tireh.....bashana haba'a' encourage them to jump as high as they can 'jumping for joy'.

Encourage them to join in with the refrain, so that they learn the vocabulary.

Resources to support the learning

For this dance you could display pictures relating to the lyrics so the children can listen out for Hebrew vocabulary.

Giveret Im Salim – Lady with Baskets Line**REFERENCE RH2****Teaching Notes**

The song is about a busy bus which a lady enters with her baskets. Before Rosh Hashanah families are busy shopping for food to prepare for the holiday and the dance evokes this anticipation. Encourage the children to talk about how their families prepare for the new year and the foods that are cooked.

Resources to support the learning

Pictures of an Egged bus (the Israeli bus company), people preparing for the holiday, food for the holiday.

Yom Kippur – Day of Atonement**Yevarechecha - May you be blessed Circle****REFERENCE YK1****Teaching notes**

Ask children to consider themes of Yom Kippur – a day for prayer and introspection. Encourage the children to explore the place of dance in spiritual expression by pointing out the nature of the movements, hands and eyes upwards. Clapping down and up is symbolic of the divine presence being everywhere.

Joining hands in the circle can be linked to the custom on Yom Kippur of rebuilding friendships.

Sukkot - Tabernacles 1***Patish Mazmer – Hammer and Nail Scattered******REFERENCE SUK1*****Teaching notes**

This dance is about building the sukkah.

Ask the children to prepare their patish – hammer and mazmer – nail showing them with hand gestures, real objects or pictures, what these words mean.

The sukkah is then 'built' at 3 levels – the floor, the walls, and the roof. Ask the children to describe each of, to reinforce their learning about the sukkah.

The dance can then be done in small pairs or in groups, emphasising the value of interdependent working

Resources to support the learning

Pictures of different types of sukkah and people building a sukkah.

A hammer and some nails, some laurel or similar evergreen, representing the 'schach' used for the roof.

Sukkot 2***Orchim leChag – Guests for the Festival Circle******REFERENCE SUK2*****Teaching notes**

This dance is a kind of game in which the children can learn about the Jewish value of Hachnasat Orchim – welcoming guests, through the tradition of the Ushpizin.

In terms of dance skills they learn to change places in a circle and teaching can include skills related to this e.g. always turning out on the right shoulder.

The Ushpizin are traditionally male characters from the Torah e.g. Moses, Aaron, David. In modern days women (Ushpizot) may be included. The children can also be encouraged to think of modern heroes and heroines that they would invite to the sukkah and the qualities that would make them worthy guests.

Resources to support the learning

Pictures of characters from the Torah traditionally welcomed to the sukkah.

Sukkot 3***Mayim Mayim – Water, Water Circle******REFERENCE SUK3*****Teaching notes**

This dance includes a grapevine step. In Israel, because of this dance it is called a mayim step. Children who find the step challenging can do 4 walking steps with emphasis on the first beat. Ask the children to imagine a well in the centre of the circle.

This was one of the earliest Israeli folk dances – encourage the children to think about why the early pioneers would create a dance about water.

The liturgy for the final days of the festival of Sukkot includes a prayer for water.

Resources to support the learning

Pictures/visual aids about Sukkot. Pictures of Torah stories featuring a well e.g. Rebekah or Miriam, pictures of water sources.

Simchat Torah – Celebration of the Torah 1***Ein Adir – There is None Greater Circle******REFERENCE ST1*****Teaching notes**

Ein Adir is a popular hymn for this season. The words are very simple and the children can be encouraged to sing along.

Resources to support the learning

The song is about the Torah and Moses, referred to as the son of Amram – pictures of both and replica Torah scrolls will support the children's understanding.

Simchat Torah 2***Sisu Vesimchu – Rejoice and be Joyous Circle******REFERENCE ST2*****Teaching notes**

This is a lively dance which epitomises the joyful celebration of the end of the annual cycle of weekly readings from the Torah. Focus on the phrase 'sisu vesimchu' to encourage the children to express joy as they dance.

Resources to support the learning

This dance can be contextualised by holding a celebration event for a class, key stage, or the whole school. Torah scrolls (stuffed fabric and child size replicas are available) and Simchat Torah flags can be carried. Display pictures of the inside and outside of the Torah, the silverware, and the covers. Sephardi Torah scrolls are different – display these too.

Chanukah – Festival of Lights 1

Ner Li – My Light Circle and Partners

REFERENCE CH1

Teaching Notes

Children to share knowledge of the symbols of Chanukah. Focus on the lights and their symbolism, how we respect the lights (See the prayer Hanerot Halalu – we are not supposed to use the light, just to look at and admire the miracle of Chanukah).

Stress that the movement should be gentle in response to the music e.g. bending knees softly, raising the hand and following it with the eyes. Highlight the vocabulary 'dakik' slender and 'yair' increase – how will the children represent these in their dancing?

At first the children can dance holding a pretend candle with the promise of holding a real (unlit!) candle if they dance beautifully.

Teach in a circle first, then the partner version.

Encourage the children's sense of wonderment and awe about the candles and the miracle as they dance, encourage them to sing along.

Resources to support the learning

Chanukah candles and other symbols of the festival either real objects or pictures.

Chanukah 2

Sevimon Sov Sov Sov – Spinning Top – Circle

REFERENCE CH2

Teaching notes

Sevimon – Spinning top

Use a real sevimon to remind the children about this symbol of Chanukah. Remind them that Jews pretended to be playing games/sports to disguise the study of Torah at a time of persecution.

Start in circles. Teach the change of direction, linking to the words 'Ko vecho' (this way and that). Encourage the children to be accurate in positioning their hands as they clap their hands against their neighbours'. Encourage them to sing along and they may enjoy pointing and calling the word 'sham' (there) at the end. Remind the children that in Israel the 4th letter is 'pay' representing 'po' (here) rather than 'sham' (there) as the miracle happened in Israel. Once the children have mastered the dance in a circle, put them in groups of 4 where they will dance first holding right hands to the centre of the circle, then left.

Resources to support the learning

A sevimon – here are many kinds. A large inflatable version is a good teaching aid. You can prepare cards, each with one of the four letters, which children can hang on a string around their necks, so that the groups of four become a human sevimon.

Chanukah 3

Yemei HaChanukah – Days of Chanukah Circle

REFERENCE CH3

Teaching notes

Encourage the children to listen to the song and identify symbols and characters of Chanukah; the sevimon, doughnuts, the lights, the Maccabees. In part 2 teach the hand movement upwards and link to praying to say thank you for the miracle of Chanukah. Part 3 can be danced with hands on shoulders – explore with the children how this enhances our feeling of togetherness as we celebrate the festival.

Resources to support the learning

Pictures of symbols or actual symbols of the festival

Chanukah 4

Chanukah Chanukah Scattered

REFERENCE CH4

Teaching notes

Chanukah Chanukah is a very simple line dance which can be taught by the teacher demonstrating with the music, so it is a good dance for an intergenerational Chanukah event.

Resources to support the learning

Pictures of symbols, or actual symbols of the festival.

TERM 2**Tu B'Shevat – New Year for the Trees 1*****Chag Hayom Hagan – Today is a Festival for the Garden*** **Scattered or Circle*****REFERENCE TUB1*****Teaching notes**

This is a very simple dance. It can be done in a circle. Or in 'scatter' formation. It could also be done with a partner: the children walk side by side in Part 1. In Part 2 they face each other and for 'chag lakol ilan' touch hands palm to palm above their heads and sway together.

Resources to support the learning

Pictures showing the natural features mentioned: gan – a garden, perach – a flower, ya'ar – a forest, ilan – a young tree.

Tu B'Shevat 2***Kach Holchim Hashotlim – This is the way the Planters walk*** **Scattered*****REFERENCE TUB2*****Teaching notes**

In this dance the children will act out the custom of planting. Encourage them to start out with their shovels on their shoulders, to march proudly and to 'dig' to the beat of the music. In the last part 'B' Tu B'Shevat' they celebrate their planting with dance steps. This dance can be done in 'scatter formation, then they could meet up with a partner to dig, then dance together. This is an opportunity to reinforce learning about working interdependently.

Resources to support the learning

Pictures of 'shotlim', planters and of planting projects in different parts of the world – these will support learning about the ecological elements of this festival.

Tu B'Shevat 3***Hashkediah Porachat – The Almond Tree is Flowering*** **Circle*****REFERENCE TUB3*****Teaching notes**

The almond blossom is the symbol of this festival in Israel. The arm movements in the dance represent the opening of the buds. Encourage them to sing along to the simple chorus.

Resources to support the learning

Pictures of almond blossom and almonds growing, or artificial almond blossom boughs.

Purim – Feast of Lots 1***Mishe Nichnass Adar – When (the month of) Adar Arrives*** **Circle*****REFERENCE PUR1*****Teaching notes**

This song expresses the belief that when Adar arrives, the month within which Purim falls, our joy is increased. Ask the children to listen for and identify what the word 'simcha' means, using this to encourage a joyful mood during the dance. The steps of the dance are those of a popular Israeli folkdance, Nigoono Shel Yossi, named for Yossi Spivak, its creator, whose wife, Raya created many of the dances in the IDI Children's Programme. The dance is done in partners as a mixer dance, where the children move on to the next partner round the circle. In teaching this formation remind the children that they will be moving either clockwise or anti-clockwise around the circle and they must maintain this direction throughout the dance. If the group finds the mixing too challenging, you can adapt the dance so that instead of mixing, the children clap 4 times and do the turn with the same partner each time.

Resources to support the learning

A lively visual version of the Jewish calendar – this will help the children to place Adar in the cycle of the Jewish year.

Purim 2***Chag Purim – The Festival of Purim Circle******REFERENCE PUR2*****Teaching notes**

Encourage the children to identify symbols and themes of the festival in the song; masks, songs, dances and focus on the ra'ashan or gregger – the noisemaker used to drown out the name of Haman, the enemy of the Jews in the Purim story. The ra'ashan is represented in this dance with stamping feet and clapping. The children can be encouraged to do these movements enthusiastically and to sing loudly 'rash, rash, rash' reflecting the custom when the Megillah, the Purim story is read. Encourage good listening to finish the 'rash, rash, rash' and be ready to do the turn. This reflects the behaviour expected when listening to the megillah, when the noise must stop for the reading to continue.

Resources to support the learning

A ra'ashan or gregger, the noise maker that features in this dance.

Purim 3***Leitzan Katan – Little Clown Scattered******REFERENCE PUR3*****Teaching notes**

This dance focuses on one of the much-loved symbols of the festival, the Purim clown. The dance is shown on the training video as a partner dance and a scatter dance. Before teaching either of these versions you could play the music and encourage the children to move freely around the room in part 1, like a puppet clown on a string. When they hear 'Ulai tirkod iti' they find and pair up with a partner and dance part 2, holding hands and turning together for 4 steps and jumping together for 4 steps.

Resources to support the learning

Pictures of Purim symbols including Purim clowns.

Purim 4***Ani Purim – I am Purim Partners******REFERENCE PUR4*****Teaching notes**

This dance, like Mishe Nichnass Adar reflects the joyful nature of Purim. It asks why Purim can't happen twice a week! It is a partner dance. The most challenging steps will be 9-16 in Part 1, where the partners are on the line of the circle and separate sideways, one towards the outside and one towards the inside of the circle. If you have another adult in the room you can model this, or choose a child to model with you. When the children turn together they can hold hands or link elbows. Make a rule not to swing their partner, as this is not safe.

Resources to support the learning

Pictures of Purim symbols or actual symbols; a ra'ashan (noisemaker), masks

Purim 5***Shoshanat Ya'akov – Lily of Jacob Circle******REFERENCE PUR5*****Teaching notes**

'The Lily of Jacob' is a prayer said at the end of the reading of the Purim story, which celebrates the outcome and blesses Mordechai. Encourage the children to recall the Purim story and to consider why Mordechai is worthy of blessing. You should model the clapping part and remind the children to clap gently. Remind them also not to swing their partners as they turn and to be ready after the turn for Part 1, in a circle, rather than with their partners. Encourage them to sing along with 'Baruch Mordechai Hayehudi'.

Resources to support the learning

A picture from the Purim story of Mordechai in his finery being honoured by King Achashverosh.

Pesach – Passover 1

Nitzanim Niru Ba’Aretz – Buds are Appearing in the Land (of Israel) Partners (There is a more complex circle dance also available – which has faster music) **REFERENCE PES1**

Teaching notes

(There are 2 dances called Nitzanim in the programme – one is more complex for older dancers).

This is a partner dance and a good foundation for formation dances like ‘Yesh Lanu Taish’. The hands represent the closed buds, the ‘nitzanim’ which open for Pesach. Encourage the children to match their steps to the beat of the music as they go up and down the line and remind the lead couple to stay at the back of the formation as the music repeats, so that the new leaders can have their turn.

Resources to support the learning

Visuals of spring arriving in Israel – the spring flowering across the country is a sign that Pesach is coming. Artificial flowers could be used to turn this into a performance dance at a model seder or family event.

Pesach 2

Avadim Hayinu – We Were Slaves Scattered

REFERENCE PES2

Teaching notes

This dance is a dramatic enactment of the transition from ‘avadim’, slaves to ‘bnei horin’ free people. Before teaching the dance get the children to act out being slaves, describing how the Jews in Egypt were made to transport heavy loads and to work in the heat under hard conditions. Then get them to act out how they would feel as free people.

This can be done as a line dance but also as a scatter dance, with the children moving freely around the room – when they become ‘bnei horin’ they can meet up with another child to express their joy together.

Resources to support the learning

Pictures of the Passover story, showing the Jewish people as slaves, then leaving Egypt as free people

Pesach 3

Yatzanu Mi’Mitzrayim – We came out of Egypt (also called Narima Na – Raise up) Scattered and Line

REFERENCE PES3

Teaching notes

This dance is an enactment of the miracle of crossing the sea. It can be danced in a circle or the children can move freely around the hall in lines, each led by a ‘Miriam’. This role can be an incentive for children who are making a particular effort, as can tambourines, added during the lesson.

As a special reward the children may enjoy continuing the dance on their way back to their classroom – (what a lovely memory of Pesach at school, to enact the Exodus through the corridors!)

Resources to support the learning

Pictures of the Pesach story when Miriam takes her timbrel and leads the dancing to express joy and thanks for the escape to freedom. Tambourines or other percussion instruments. For performance, blue cloth or ribbons can be waved to create the sea.

Pesach 4

Dayenu – It Would have Been Enough – Circle

REFERENCE PES4

Teaching notes

The children could listen to the song or look at the text first and be asked to identify the divine gifts in the verses; Torah, Shabbat...

The song is about divine intervention on behalf of the Jewish people during the exodus, expressing the idea that any number of these interventions ‘would have been enough’.

This is a joyful dance and the children should be encouraged to express their joy in their movements (e.g. stress on the first step ‘llu’, the stamps for ‘dayenu’, swaying from side to side at the centre of the circle) and to sing along, particularly to the chorus ‘Dai, dayenu’.

The 3 stamps could be R,L,R rather than all on the right foot and the children could sway 4 quicker sways at the centre of the circle, rather than two slower.

This dance works very well in family events with parents and children dancing together.

Resources to support the learning

Pictures of the stages of the Exodus represented in the Dayenu song

TERM 3**Yom Ha'atzma'ut – Israel Independence Day 1**

Rak Be Yisrael- Only in Israel – *sitting*; Eretz Yisrael Sheli - My Land of Israel Circle (the first is a simple sitting activity, so teach both in one session)
REFERENCE YH1

Teaching notes

Rak Be Yisrael – This is a sitting dance – ask the children to listen out for things that can only be found in Israel, like kibbutz and moshav.

Eretz Yisrael Sheli – Each verse introduces a physical feature such as house (Bayit), tree (Etz), road (Kvish) and bridge (Gesher) accompanied by an appropriate movement. Before introducing the steps, show each movement with the Hebrew word and then ask the children to 'Show me a Bayit' 'Show me a Kvish' etc. This helps them to listen out for and respond to the words.

This song can support learning about the early settlement of Israel.

Resources to support the learning

A variety of pictures of Israel to show features mentioned in the songs.

Yom Ha'atzma'ut 2

Eretz Yisrael Sheli Le'ad – My Land of Israel Forever – *Scattered*

REFERENCE YH2**Teaching notes**

The chorus of this song is very simple, so encourage the children to sing along.

Point out the words 'libi samech' 'my heart is joyful' to support them to reflect the mood of the song.

Encourage them to raise their hands high to increase the joy as they shout 'Heydad!' 'Hurray!'

Resources to support the learning

Display pictures or film of different aspects of Israel.

Yom Ha'atzma'ut 3

Kachol Velavan – Blue and White Circle

REFERENCE YH3**Teaching notes**

This dance provides opportunities for learning about the Israeli flag. The song identifies many items which have these colours. Reinforce Hebrew learning by asking the children to think of examples and to say in Hebrew, as in the song 'Kachol kmo.....' 'blue like' or 'lavan kmo.....' 'white like.....'.

Resources to support the learning

Stories/information about the origins of the design and colours of the Israeli flag. Simple blue and white wrist bands, small flags to hold as they dance

Yom Ha'atzma'ut 4

Hadegel Sheli – My Flag Scattered

REFERENCE YH4**Teaching Notes**

Like Kachol Velavan, this dance is about the Israeli flag. This could be a particularly effective performance dance, with the children holding flags to wave in Part 2.

In the song the colours are likened to the sea and the desert – see Kachol Velavan for an idea to use this to support Hebrew learning.

Resources to support the learning

Stories/information about the origins of the design and colours of the Israeli flag. Simple blue and white wrist bands, small flags to hold as they dance

Yom Ha'atzma'ut 5

Chai – Alive Scattered

REFERENCE YH5**Teaching notes**

The theme of this dance is life. Encourage the children to make expansive movements, especially when swinging their arms. This will evoke a mood of exhilaration, of being alive. Then encourage them to sing along to the chorus 'Chai, chai, chai.....'. Teach them the words so that they also understand that this song is about the survival of the Jewish people 'Am Yisrael chai'.

Resources to support the learning

While we have included this dance for Yom Ha'atzma'ut, it can be used throughout the year for celebration. It is particularly appropriate for celebration with parents and grandparents since the song talks about survival through the generations. Show the children pictures of people dancing at the time of the founding of the state.

Yom Ha'atzma'ut 6***Noladetti LaShalom – I was born for Peace Scattered*****REFERENCE YH6****Teaching notes**

The first move in this dance is a reaching out. Talk to the children about reaching out to others in peace. There is an interval between verses in which the dancers reach down and up. As they reach up encourage them to make a 'Whoo' sound to add to the exhilaration. This is a great way to teach how to express excitement without losing control.

Resources to support the learning

Show pictures of those who work with others in Israel and elsewhere to make peace e.g. the famous picture of Rabin, Clinton & Arafat; pictures of symbols of peace.

Yom Ha'atzma'ut 7***Eretz Zavot Chalav – Land Flowing with Milk and Honey Circle*****REFERENCE YH7****Teaching notes**

The words of the song and the dance steps are very simple. Encourage the children to sing along as they dance.

Resources to support the learning

Pictures of Israel geography, flora, and fauna to engage the children to consider why Israel is described as 'flowing with milk and honey'.

Lag B'Omer – 33rd Day of the Omer 1***Hora Medura – Bonfire Hora Circle*****REFERENCE LB1****Teaching notes**

In this dance the hands are held palm to palm to give the impression of flames.

Resources to support the learning

Pictures of pioneers in Israel of dancing around the bonfire. If this is part of a Lag B'Omer celebration a real or artificial bonfire may be created.

Lag B'Omer 2***Debka Esh – Fire Debka Circle or Lines*****REFERENCE LB2****Teaching Notes**

A debka is an Arab form of dance. When the children are comfortable with the dance, they could dance it in short lines moving freely in the room. The choice of leader for the line could be a reward for good participation or to motivate a child

Resources to support the learning

Show pictures or video of debka dancing to support the children to understand the style. As with Hora Medura, if this is part of a Lag B'Omer celebration a real or artificial bonfire may be created.

Lag B'Omer 3***Anu Holchim Baregel – We Go By Foot Scattered*****REFERENCE LB3****Teaching Notes**

Hikes and rambles are a feature of the festival. Encourage the children sing along as they walk and jump, 'Anu holchim baregel, hoppa hey, hoppa hey'.

Resources to support the learning

If you plan a Lag B'Omer outing, the dance can be incorporated, or the children can sing the chorus as they walk.

Lag B'Omer 4***El Haderech – To the Road Line or partners*****REFERENCE LB4****Teaching Notes**

You can really play with this simple dance. There is a partner version and a line version. In the line version Part 1, the lines move first in one direction, then in the opposite direction. You can get alternating lines moving in opposite directions. This part can be danced with 16 steps to each direction or, to make it livelier, 8 to each direction.

The dance refers to the road as a 'kesharsheret zahav', like a golden chain. Challenge the children to keep their line straight like a golden chain.

Resources to support the learning

The theme of this song links well with teaching about Jewish journeys, such as Abraham. Appropriate pictures could accompany your teaching.

Lag B'Omer 5***Haderech Aruka – The Road is Long* Circle****REFERENCE LB5****Teaching Notes**

The movement round the circle is a 'grand chain', created by giving the right hand, then the left hand. This dance is for older children and you will need to work on the chain, giving support to any child with co-ordination difficulties.

Resources to support the learning

While we do not recommend teaching from the video, it will help the children to see the grand chain on video.

Shavuot - Pentecost 1***Saleinu Al Ktefeinu – Our Baskets on our Shoulders* Scattered or Line****REFERENCE SHAV1****Teaching Notes**

This dance is based on the annual procession to the Temple in Jerusalem when people offered their first fruits. It can be done in short lines or a long line or as a 'rondo', particularly if it is part of an intergenerational event. Please contact us if you need support with this.

Resources to support the learning

It is customary to wear flower crowns on Shavuot. Small baskets to carry on shoulders will support the learning, as will pictures of the 7 species of Israel which are symbols of the holiday; wheat, barley, grapes, figs, pomegranate, olives, and dates.

Shavuot 2***Pri Gani – Fruit of my garden* Circle****REFERENCE SHAV2****Teaching Notes**

This dance also represents bringing first fruits, this time from one's own garden.

Resources to support the learning

As with the previous dance, the children could carry baskets and wear flower crowns, which could make it into a simple performance dance.

Shavuot 3***Shibbolet Basadeh – Sheaf in the Field* Circle****REFERENCE SHAV3****Teaching Notes**

In this harvest dance, the shape of the arms represents grain growing in the field. Some children will need help to make the turn out of the circle; teach the children to turn out on the right shoulder.

Resources to support the learning

Display harvest pictures and link this dance to the story of Ruth, which is read on Shavuot.

Shavuot 4***Tzadik Katamar – The Righteous Person Will Flourish Like a Palm Tree* Circle****REFERENCE SHAV4****Teaching Notes**

The song is a well-known verse from the liturgy – it can also be used as a Shabbat dance. The words are easy so the children can sing along. When the arms are raised, encourage the children to sway like a tall tree.

Resources to support the learning.

Display the words of Psalm 92, verse 13-14 with pictures of date palms and cedars of Lebanon.

Shavuot 5***Vehar Einenu – Light Up Our Eyes* Circle****REFERENCE SHAV5****Teaching Notes**

The festival of Shavuot commemorates the giving of the Torah. The words of this song are from the liturgy, a prayer for guidance from the Torah. Through focusing on the movements and the quality of the movements, children can begin to explore dance as spiritual expression.

Resources to support the learning

Pictures or replicas of the Torah scroll can be displayed with pictures of revelation at Sinai.

Yom Yerushalayim – Jerusalem Day 1

Leshana Haba BiYerushalayim – Next Year in Jerusalem **Circle**

REFERENCE YOMY1

Teaching Notes

This dance can also be used on Pesach, when the Passover meal ends with ‘Next year in Jerusalem’.

Resources to support the learning

Pictures or video of the city of Jerusalem.

Yom Yerushalayim – Jerusalem Day 2

Ir Shalom – City of Peace **Scattered**

REFERENCE YOMY2

Teaching Notes

This dance can also be used on Yom Ha’atzma’ut. Encourage the children to sing along to the chorus ‘Sham betoch halev ir shalom’ (‘somewhere in the heart, city of peace’), focusing on the words ‘lev’ (heart) and ‘shalom’(peace), to feel the atmosphere of the dance. Display pictures of Jerusalem by day, by night, in the snow, from all perspectives and reflect on its importance to diverse people of different faiths around the world.

Resources to support the learning

Pictures or video of the city of Jerusalem.

SHABBAT – SABBATH DANCES

Shabbat 1

Lecha Dodi (Chiribom) – Come My Beloved **Circle**

REFERENCE SHAB1

Teaching Notes

This song is sung to welcome Shabbat. Shabbat is likened to beautiful ‘kala’, a bride. The mood is joyful – encourage the children to express this joy at the arrival of Shabbat in their dancing.

Resources to support the learning

There is a lovely Marc Chagall picture of the Shabbat bride which could be displayed, alongside pictures of the Shabbat table and artefacts such as a kiddush cup and candlesticks. The song is simple and can be sung responsively in two groups, with one group singing the ‘chiribom’ refrain.

Shabbat 2

Shalom Aleichem – Welcome **Circle**

REFERENCE SHAB2

Teaching Notes

This song is also sung on Friday night to welcome Shabbat. It is about the angels who are supposed to visit the household on Shabbat. Encourage the children to listen out for the word ‘Shalom’, peace and encourage them to create a peaceful atmosphere while they dance, characteristic of Shabbat.

Resources to support the learning

Another Chagall Shabbat picture shows the angels looking through the window. This could be displayed, alongside pictures of the Shabbat table and artefacts such as a wine cup and candlesticks.

Shabbat 3

Yedid Nefesh – Beloved of the Soul **Circle**

REFERENCE SHAB3

Teaching Notes

This song is one of the ‘zemiroth’ Shabbat table hymns, kabbalistic in origin. The lyrics are quite complex; the word ‘nefesh’ means ‘soul’ and there is a belief that a Jewish person is granted the gift of an additional soul on Shabbat. By sharing these insights with the children, you can encourage them to reflect the atmosphere of Shabbat in their dancing.

Resources to support the learning

Shabbat objects; kiddush cup, candlesticks, challah cloth.

Shabbat 4***Eliyahu Hanavi – Elijah the Prophet Circle******REFERENCE SHAB4*****Teaching Notes**

This song is about the prophet Elijah, believed in Jewish tradition to be the character who will accompany the messiah. It is sung at the end of Shabbat, at the 'Havdallah' (separation) ceremony, in the hope that this will be the week when the messiah will arrive. This is a peaceful dance, reflecting the mood of saying a regretful farewell to Shabbat.

Resources to support the learning

Pictures or artefacts relating to the Havdallah ceremony; a twisted candle, a spice box and a kiddush cup.

Shabbat 5***Brachot Lehavdalah – Blessings for Havdallah Circle******REFERENCE SHAB5*****Teaching Notes**

The Havdallah blessings are said over items which will leave the lingering memory of Shabbat, wine, spices, and light. They were set to this music by a wonderful contemporary Jewish musician called Debbie Friedman. This is an opportunity to talk to the children about blessings and to help them to consider how dance can be an expression of spirituality.

Resources to support the learning

Pictures or artefacts relating to the Havdallah ceremony can be displayed; a twisted candle, a spice box and a kiddush cup.