

## Using Multiple Intelligences for Creative Tefillah Experiences *Created by Amy (Greenfeld) Dorsch for USY*

<b>Intelligence</b>	<b>Application to Tefilah</b>	<b>Example of Tefilot to Use and How</b>
Linguistic	Word study- look for common root words, repeating phrases, names of God, etc -study the linguistic nature of the poem or grammatical style -create your own poetic versions of the prayers -write letters to God through themes of praise, petition or gratitude	-Study Yedid Nefesh and have the USYers write a poetic response to God as their “soul mate” -Study Ashrei using slips of paper as “word magnets” and create magnetic poetry using the key words (or apply to any prayer)
Logical	-make a case for why a specific Tefilah is written in that way. What could be the reasoning or logical explanation for why we say this prayer? -look through prayers and pick out examples to help you make your case for logical expression of faith and reasoning through Tefilot.	-look through the Amidah. It is comprised of 19 (originally 18) blessings in a very specific and intentional order. Cut the different blessings up into strips and have the USYers put them in a logical sequence and explain their order. Compare to the fixed format of the Amidah.
<b>Spatial</b>	Draw a Tefillah map of the Matbe’ah. Use post it notes or index cards to map out the prayer service -use a picture metaphor of some sort (eg. a board game, a sandwich, a mountain) to draw out each step of the matbe’ah. Do for each of the three services.	-use visual representations of the actions of the Shema -draw body outlines for each of the blessings of Birkot Hashachar -look for imagery in Psukei D’zimra and describe what you picture in your head (or draw it out)
<b>Bodily/Kinesthetic</b>	Use this intelligence to make sure the USYers understand what it means for the body to be in tune with the soul when we pray. They can try imagery movement where they physically move with the words that are called out or something like Tefilah Yoga where you stretch your body according to the words of the prayer.	-Teach the choreography of the Amidah or Kaddish Shalem as a dance move -begin the Shema with creative movement or by teaching the Shema in sign language or with actions - Modeh Ani, Birkot Hashachar and Psukay are great opportunities to get moving in the morning. Apply some of these techniques to morning blessings.
<b>Musical</b>	This is a great opportunity to try new Nusach (or invent new tunes!) and encourage musically inclined USYers to incorporate their guitars and hand drums to Tefilah. -include <i>Niggunim</i> when using music to teach as not all prayers are in word format. Music can really be a tool for spiritual accessibility.	The Adon Olam Sing off! In teams, think of 20 (at least!) different tunes for Adon Olam -create a Tefilah band of musical USYers in your group who will perform at different services. -assign a Tefilah to each team and have them apply a familiar tune to a their Tefilah (eg. Mah Tovu to a pop song) -Hallelu is a great Tefilah to make musical, go for it!
<b>Interpersonal</b>	-chevruta study, any kind of group discussion or activity, -try using the parsha to encourage interaction- trivia games in teams, a skit, song or debate	- Mah Tovu- use the story of Mah Tovu to highlight the benefits of being in a group. Try a team building game to demonstrate the concepts in Mah Tovu. - Have a discussion about how we rely on others and what it means to be part of a community (Oseh Shalom/Kol Yisrael arevim) -Team Games- Tefilah challenges such as “name that tune,” “finish the sentence” and “guess the order” where they must guess what comes before and after a specific prayer, use the Tanach to “word search” different Tefilot so they can learn the sources of some of the prayers.
<b>Intrapersonal</b>	-Each prayer includes either words of praise (eg. Baruch She’amar), requests (petition) or expressions of gratitude. Give the USYers an opportunity to reflect on these themes through their own quiet prayer time. Examples of what to do: Each evening ask them to reflect on the day through words of praise (amazement), petition (what they want or need) or gratitude (one thing they’re thankful for today) -create a Tefilah journal, “Dear God” letters, “wishes” for self for the week or day, “wishes” for the world, for the Jewish people -encourage quiet meditation time at Maariv as a bedtime ritual. Have them find a “sacred space” for reflection at night. -remind them to internally express these 3 concepts at random moments of emotion or inspiration (eg. when you’re frustrated, ask God for what you need, when you’re amazed, acknowledge it, etc.)	Bakashot- prayers include petitions, requests for something one needs or wants. Many people uses petition as their only form of prayer! Choose a few different Tefilot (examples: Kadish, Alaynu, Amidah) and find specific examples of what it is we ask for when we prayer. Ask USYers to create a “wish list” for each prayer. What personal pieces would they add to the list of Bakashot in each prayer? Have them write a “Dear God” letter. Try doing this at night where they can find a quiet corner and write. Give them a tea light for “ambiance,” to help set the mood for some heartfelt reflection.
<b>Natural</b>	When you’re in a natural setting, take advantage of it (eg. teach some of the Birkot Hanehnin at sites/sights of nature -Sim Shalom p.708-710) Many Tefilot deal with themes of Creation and nature. Connect these images with your surroundings through observation, visualization and the sense of touch. For example, ask USYers to find a “piece” of nature to collect in their hands and look for an applicable Tefillah that can connect with the sense of touch, smell and sight.	Examples of Tefilot with themes of nature: <ul style="list-style-type: none"> <li>• Barchu</li> <li>• Birkot Hashachar</li> <li>• Hashkivenu (Maariv)</li> <li>• Psukay D’zimra has tons! Check it out</li> </ul>