

עברית עברית עברית

עמיתי עברית Amitei Ivrit

Program Booklet

חוברת פעולות

2024



עברית במרכז
HEBREW AT THE CENTER

PROGRAM BOOKLET

2024

Amitei Ivrit

This collection of Hebrew-learning activities is part of a broader educational initiative Amitei Ivrit, which works with Jewish summer camps, synagogues, JCCs, and other Jewish organizations in North America and Europe in the development of holistic and purposeful Hebrew engagement programming. The goal of Amitei Ivrit is to amplify and expand the use of Hebrew in daily life in order to enable Jewish participants of all ages as well as staff members to have a personal and meaningful connection with Hebrew as a part of their Jewish identification. Over the course of implementation, organizations will infuse written and spoken Hebrew into aspects of their daily programming in enjoyable ways so that it becomes part and parcel of their culture.

Launched in 2021, this program was initially developed in conjunction with The Jewish Agency for Israel, thanks to the generous support of the Patrick & Lina Drahi Foundation, and powered by Hebrew at the Center. The project is now led by HATC with the support of our leadership and local and North American funders.

To learn more or to apply to bring this project to your organization, email amitei.ivrit@hebrewatthecenter.org or visit hebrewatthecenter.org/hebrew-fellows/.

What are the main components of the Amitei Ivrit initiative?

- Partnering with organizational leadership to vision and reimagine the role of Hebrew in a way that aligns with and strengthens the organization's Jewish educational mission
- Providing training for year round staff to implement program
- Amplifying and expanding the Hebrew usage and programming through customizable and enjoyable curricula that includes suggested activities and materials designed for varying ages and Hebrew proficiency levels
- Building long-term capacity through ongoing engagement with project partners, who oversee the initiative and work with professionals on its implementation

- Providing evaluation metrics to assist leadership in recognizing challenges and building on success

How can Amitei Ivrit be successful in Informal Jewish Educational programs if we don't have the time to create fluency?

In contrast to Hebrew programming which is focused on providing an immersive (all-Hebrew all the time) context, Amitei Ivrit is rooted in the concept of Hebrew infusion; enhancing and adding varying degrees of Hebrew words and phrases to English-spoken activities in a way that creates a language-rich Jewish experience that is natural and fitting to each particular organization. For this reason, the goal of this program is to create engagement, comfort and ownership of common Hebrew phrases in experiential ways.

How can I use the Amitei Ivrit Program Booklet?

The Amitei Ivrit Program Booklet contains a plethora of Hebrew activities that are coded according to age. All the accompanying resources needed to successfully use these activities are provided through the initiative, and the Fellow is trained in their implementation.

This booklet is not meant to be used in isolation from the broader initiative nor read or implemented from beginning to end in linear fashion. Just as each organization is unique in its own ways and will infuse Hebrew in ways that fit its context, this guide is meant to be used in socially dynamic ways. What do we mean by that? We mean that it is intended to be used by the project partner and the Amitei Ivrit for the unique needs and purposes you identify in your organization. It is not a checklist, but rather a menu of options. The first step in using this guide is to familiarize yourself with the activities and decide, in collaboration with your designated Fellow and other staff, what your Hebrew objectives are and which activities best fit your organization's capacity and help you to move your organization towards meeting your goals. The second step is to select the implementation process. How will you use a designated time every day/week/month/year to incorporate these experiential moments? Who will participate in them? If desired, most of these activities require little to no additional prep and can be easily done during down-time, or filler time between other activities.

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QUICK OVERVIEW

Bucket	Hebrew Language	Hebrew & Israeli Culture	Linguistic Landscape	Metalinguistic
Program Area 1	Kalei Kalut	Kal V'Chomer	Stuck On Hebrew	Who Reads Hebrew
Program Area 2	Deck-tionary	Shir V'Shira	M'Teva HaDevarim	Bracelets
Program Area 3	LaZuz B'Ivrit	Beyond the Camel Crossing	Soundtrack	Letter to Myself
Program Area 4	Hebrew Playbook	Graffiti	Table Tops	Why Hebrew
Program Area 5	Cooking in Hebrew	Unpacking Hebrew	Hebrew Scavenger Hunt	How Hebrew

HEBREW LANGUAGE

These activities provide opportunities to increase the use of Hebrew words, expressions, and interactions, with the goal of raising participants' awareness that Hebrew knowledge (at any level of proficiency) is a resource for expressing their individual and collective Jewish identity. This expanded use of different forms of Hebrew (i.e., Modern Hebrew, Jewish life words, and liturgical Hebrew) offers a positive and fun means for participants to experience Hebrew, which can connect them to the broader Jewish world, as well as create powerful links in the local community.

קלי קלות KALEI KALUT (EASY PEASY)

GOAL: To reinforce the Hebrew being used in the community, introduce new words, and have fun with language.

[המלך אומר / המלכה אמרה HaMelech Amar/Hamalka Amra \(Simon Says\):](#)

Age range: 5+

Based on "Simon Says", the Fellow gives instructions to do an activity including the use of specific Hebrew words (touch your **אף** *af* (nose)). Participants should only fulfill the instructions if the term **המלך אומר** *HaMelech Amar* (Lit: The King says) or **המלכה אמרה** *HaMalka Amra* (Lit: The Queen says) preceded the instruction - otherwise, they are "out". Another option, help participants focus on the spoken rather than the visual cue: Point to one thing, but say the word for another.

Example: "המלך אמר *HaMelech Amar* (The King says) touch your אף *af* (nose)" - while pointing at your ears. Participants must respond to the vocal command in order to stay in the game.

טלפון שבור *Telephone Shavur* (Broken Telephone):

Age range: 5+

The Fellow whispers a word or phrase in Hebrew to the first participant, and each person whispers it to the next in line. The goal is to have the last person correctly say it out loud. Alternate: Split into two teams, and whisper a different word to each team. First team to correctly say their word, gets a point!

ברווז ברווז אַוּז *Barvaz Barvaz Avaz* (Duck Duck Goose):

Age range: 5+

Play duck duck goose using the Hebrew terms for each. ברווז *Barvaz* (Duck), אַוּז *Avaz* (Goose). Since the words sound so similar in Hebrew, it is important to pay close attention to win this game!

ראש כתפיים ברכיים אצבעות *Rosh Ktafayim Birkayim Etzbaot* (Head Shoulder Knees and Toes):

Age range: 5+

Sing head, shoulders, knees, and toes. Replace head with ראש *rosh* (head), shoulders with כתפיים *k'tafayim* (shoulders), knees with ברכיים *birkayim* (knees), and toes with אצבעות *etzbaot* (toes). For the second verse replace the English body parts with the following words: עיניים *eynayim* (Eyes) and אוזניים *oznayim* (ears) and פה *peh* (mouth) and אף *af* (nose).

בינגו אנושי *Bingo Enoshi* (Human Bingo):

Age range: 8+

Give each player a bingo card (example below) and have them go around and find another participant to sign their name based on the listed criteria. {They cannot sign their own cards, but can sign more than one card for others.} The first to fill their card with signatures and yell BINGO, wins!

You can create your own cards based on the level of your group - add more squares for larger groups . This link has a bingo card generator:

<https://myfreebingocards.com/bingo-card-generator> and the steps to create the cards are below:

1. Create a list of prompts
2. Add the list into the custom space
3. Under "Options" Choose - Theme>Ink Saver
4. Under "Extra Options" Choose - "Human Bingo" and the cards will leave space for participants to sign names.
5. Choose any other options you want
6. Print the cards as needed (enough for 1 for each person)

Example Bingo Card:

Someone wearing something אָדום <i>adom</i> (red)	Someone who has a אח <i>ach</i> (brother)	Someone who has an אחות <i>achot</i> (sister)	Someone who loves לרקוד <i>leerkod</i> (to dance)
Someone who loves לשיר <i>lasheer</i> (to sing)	Someone who has been to יִשְׂרָאֵל <i>Yisrael</i> (Israel)	Someone who knows the whole אֵלֶף-בֵּית <i>aleph-bet</i> (Hebrew Alphabet)	Someone who likes פֶּלֶאפֶּל <i>Falafel</i> (Falafel)

שִׁנְאָרִי DECK-TIONARY

A series of card games utilizing camp related Hebrew.

GOALS: To reinforce your chosen Hebrew words and introduce additional Hebrew words for daily use, all while having fun with the cards.

עַל הָרֹשׁ *Al HaRosh* (Heads Up):

Age Ranges: 7+

Without looking at it, a participant holds a card face out on his or her forehead. The group gives clues to the word. When a participant guesses the correct word, they keep the card. Each participant gets 30 seconds to get as many cards as possible.

{For beginners, allow them to spend a few minutes looking through the cards to see their meanings before starting the game.}

משפטים מצחיקים *Mishpatim Matzchikim* (Silly Sentences):

Age Ranges: 7+

Deal out 5-7 cards per participant. Have each person try to come up with the longest sentence possible, even if it doesn't make perfect grammatical sense!

Option: Divide into teams and do this in groups.

מדליבס *Madlibs*

Age Ranges: 7+

Head to the [iCenter's](#) webpage and download an Israel Madlibs page, or make up your own story. Have your participants use the words from the Deck-tionary to fill in responses!

תפוחים לתפוחים *Tapuchim L'Tapuchim* (Apples to Apples):

Age Ranges: 7+

Instructions:

- Divide the Deck-tionary into the piles of suits. For this game, use the descriptor and noun cards.
- Designate two participants to serve as judges and give them the pile of descriptor cards.
- Divide the rest of the participants into 2 or 3 teams, and give each team an equal number of noun cards (6 cards or 4 cards).
- The judges read the descriptor from one of their cards. Each team has to choose one of their noun cards that they think best fits the descriptor. They have to come up with 1-3 reasons (depending on the age of the group) why their noun should be chosen. The nouns and descriptors should all be read in Hebrew and in translation.
- The judges hear each pair, then choose a winner. The winning team can then become the next judges.
- Continue play until each team has had a turn to be a judge or the allotted time runs out!

זיכרון *Zikaron* (Memory)

Age Ranges: 5+

You need 2 sets of cards for this game. Place both sets face down on the floor.

Participants take turns in turning over 2 cards (saying the cards aloud). If the cards match then the participant keeps the cards. If the cards are different, turn the cards back over again in their original places. The participant with the most pairs at the end of the game is the winner.

פנטומימה *Pantomima* (Charades):

Age Ranges: 8+

Have a participant come to the front and Fellow shows a card or whispers a word to that participant. The participant then acts out that word to the rest of the class and the first person to guess what it is can be the next player. This works very well with action words. The words need to be guessed in Hebrew. If the group doesn't know enough Hebrew, the player can give hints that "rhyme with" or "sounds like".

Variation: divide the group up into teams – the first participant to guess wins a point for their team.

לצייר מילה *Letzayer Mila* (Pictionary):

Age Ranges: 8+

Pick a participant and show him/her a card picture or whisper the word into his/her ear. The participant draws the picture on the board and the first person in the group to guess the picture gets to draw the next picture. The answer needs to be said in Hebrew! This can also be played in teams with a point system.

אל האחור *Al HaGav* (Back Off):

Age Ranges: 8+

Tape or use clothespins to attach cards from the Deck-tionary to each participant's back. Define clear boundaries for the game, and give out some rules:

1. participants cannot stand still
2. participants cannot put their backs against a tree a wall or other object
3. No touching each other!

Once the Fellow says "Go!", all participants must try to discover the other participants' hidden cards without letting anyone see theirs. When a participant sees

someone's card, and shouts out the word in English and Hebrew, the participant whose card was discovered is out. The last participant who manages to keep their word hidden, is the winner.

סל דברים *Sal Devarim* (A Bucketful of Stuff):

Ages 5+

This is a great game to play to teach new words.

Prepare two boxes, or buckets, or even inside two bags or pillowcase containing the same types of items. You should have typical items from the deck-tionary list that can be found in your space: shofar, lulav, etrog, Kiddush cup, mezuzah, candle, Siddur, milk, honey, etc. The items don't need to look exactly the same, as long as you have similar objects for each group. (Tip: You can also put in objects that really don't have anything to do with anything that you have around, to muddle their options and make the game more exciting.)

Split the group into two teams. Give each one a bag of items. The Fellow pretends to be very sad, and the only way to make her/him stop crying is to bring you specific items requested from the bags (or buckets or pillowcase). You describe the item and its uses all in Hebrew. You act it out and gesture about the item. With beginners, you're going to be more upfront with your clues. Give them clear hints as to what you need. If you need a comb, gesture appropriately. (For advanced language learners, you can be less obvious. You can say, "I need something to make me look beautiful.") The team who first brings you the correct item gets the point.

You're really helping the participants hone their linguistic deduction skills, negotiating meaning from the clues given. (We all know learning a new language involves a little bit of guessing!) And as long as you don't make a big deal out of their mistakes and you encourage the group to keep looking inside the box, the participants will see that making mistakes is part of the game and part of learning.

בינגו BINGO

Ages 8+

Use the bingo cards at this link and print out as many as you need for your group (perhaps even 2 per participant!)

<https://myfreebingocards.com/bingo-card-generator/free/zuqfsau>

(print bingo cards with Hebrew + transliteration only)

The Deck-tionary cards will serve as your call list - pull a card out from the deck, and read it out.

לָזוּז בְּעִבְרִית LAZUZ B'IVRIT (MOVE IN HEBREW)

Physical games based around the concepts of Total Physical Response (TPR). TPR is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. Fellows should use the Decktionary cards and/or Hebrew Playbook words to reinforce vocabulary.

GOAL: Reinforce Hebrew by adding a movement to the sound of Hebrew to use more of the senses to internalize the words.

פִּנְטוֹמִימָה *Pantomima* (Charades) 2:

Age Ranges: 8+

This game should have only two teams, no matter the size of the group. The game should only take 10 to 15 minutes. Hold up a word or phrase for one team to read without showing the other. When the first team correctly reads the word or phrase, the other team will have to act it out. You can award a point for the team correctly reading and another for the team correctly acting it out. You can also reverse the activity by playing charades and having the opposing team guess the action.

פְּלוֹנְטֵר *Plonter* (Twister):

Age Ranges: 5+

Use anything from colors and shapes to words and phrases placed on the floor (or use laminated versions and tape them to the floor so they don't slide around). Make multiples so every participant has an opportunity when playing. You or a chosen participant calls out the word/color/shape/etc. in Hebrew and the group rushes to step on or place a hand on that card stuck to the floor. You can also show a color or shape and have the participants find the matching word on the floor.

אֵיקְס עִיגוּל בְּרִיצָה *Ex B'Eegul B'Ritza* (Run Tic Tac Toe)

Age Ranges: 8+

Create a massive tic tac toe board on a wall. Have X's and O's ready that will stick to the surface. Divide the group into two teams. At each turn, ask one team to act out a

word that you give them in Hebrew (examples could be: emotions, verbs such as running, sitting, standing, jumping, etc.). If they are right, their team sends someone to place an X or O on the board. If they are wrong, the other team gets to place the X or O. Keep going until you have a winner!

פִּירָאטִים Peeratim (Pirate Ship)

Age Ranges: 5+

Start by demonstrating all the commands and their respective actions. The captain will call out commands and the participants will have to follow the command by doing the action. Do the wrong action for that command, and you are out!

- מֵפֵקֵד Mefaked (Captain) - Players Salute
- הַמֵּפֵקֵד הַבָּא HaMefaked Magee'a (Captain is Coming) - Players salute and say "Aye Aye HaMefaked"
- יָמִינָה Yameena (Right) - All players run to the right side of the playing space
- שְׂמֹאלָה Smola (Left) - All players run to the left side of the playing space
- כּוֹלֵם לַשֵּׁכֶב Kulam Leeshkav (Hit the Deck) - All players hit the deck by laying on the ground
- קָדִימָה Kadima (Forward) - All players crawl forward
- אַחֲרָה Achora (Backward) - All players crawl backward
- חֶת Chet (Chet) - All players create a squared-off U Shape facing the commander
- לֶךְ עַל הַקֶּרֶשׁ Lech Al HaKeresh (Walk the Plank) - All players walk one foot in front of the other in a straight line
- Create your own!

הַחֲלָלִית הַחִירָאָה HaChallalit Mamria (The Spaceship is Taking Off):

Age Ranges: 5+

This quick game reinforces numbers or other Hebrew words. Tell the group that the "spaceship is taking off" but they can get a spot if they get in groups in the correct numbers.

- Tell participants to get in groups of שֵׁשׁ shesh (six) or אַרְבַּע arba (four) or whatever numbers you choose. Any campers that are left out of the "spaceship", have to "wait on land" but can try again in the next round.
- Switch it up by giving instructions to get in groups based on other criteria - everyone who is wearing something אָדום adom (red) or another color
- In another round, the players can be saved when they all follow instructions, for example "The spaceship is about to take off!!! Everybody, לֵקְפוֹץ שְׁלוֹשׁ פַּעַמִּים leekfotz shalosh paameem! (jump three times) "

לֶאֱכֹל בְּעִבְרִית L'ECHOL B'IVRIT (EAT IN HEBREW):

מִילֹן מִטְבָּח *Milon Mitbach* (Kitchen Dictionary)

Print this out the words you need and add the labels as needed for each activity. If you don't see what you need, make your own labels! You can even turn this into a placemat to use during meal times with the items that are most relevant for your space.

מִטְבָּח <i>mitbach</i> (kitchen)	כִּיּוּר <i>keeyur</i> (sink)	סוּכָר <i>sookar</i> (sugar)	מֶלַח <i>melach</i> (salt)
פֶּלְפֶּל <i>pilpel</i> (pepper)	חֵלָב <i>chalav</i> (milk)	חֶמְאָה <i>chemah</i> (butter)	סָכִין <i>sakin</i> (knife)
מַזְלֵג <i>mazleg</i> (fork)	כַּף <i>kaf</i> (spoon/tablespoon)	כַּפִּית <i>kapit</i> (teaspoon)	גָּרְגָרֵי חוּמוֹס <i>gargarei hummus</i> (chickpeas)
קַעֲרָה <i>ke'arah</i> (bowl)	צִלְחָת <i>tzalachat</i> (plate)	שׁוּלְחָן <i>shulchan</i> (table)	שׁוּם <i>shoom</i> (garlic)

סַלַּט יִשְׂרָאֵלִי *Salat Yisraeli* (Israeli Salad):

Age Ranges: 8+

Set up stations for participants to make an Israeli salad together. Label each of the ingredients with the name in Hebrew (many can be found in the Davuk Al Ivrit card set). As you prepare the salad, reinforce the names of the various vegetables. End with your feast!

כַּדּוּרֵי שׁוֹקוֹלָד *Kadurei Chocolad* (Israeli Chocolate Balls):

Age Range: 5+

Set up this no-cook dessert activity with labels in Hebrew for each of the ingredients. Have your participants get involved and get creative in making these treats. Use the recipe you love, or use this option:

Ingredients

- 200-250 grams cookies (preferably Petit Beurre, but any cookies will do the trick)
- 2 ounces sugar
- 4.5 tbsp unsweetened cocoa
- 4 oz unsalted butter (melted)
- 1 tsp vanilla extract
- 4-5 tbsp milk
- Sprinkles for dipping and coating the outside (or anything else you so desire)

Instructions

1. Crush the cookies – an easy way to do this is in a bag with a rolling pin. Leave some bigger pieces – these will make the balls nice and crunchy.
2. Add sugar, cacao, vanilla and melted butter and mix (best to do this by hand). Add milk as needed until you get a mix that is a bit sticky – this will enable the dips to cling to the balls.

Hebrew Instructions: Label all the elements in Hebrew, and reinforce the Hebrew as you cook!

חמום ישראלי *Hummus Yisraeli* (Israeli Hummus):

Age Ranges: 5+

This recipe is adapted for participants without access to a food processor.

Ingredients:

- Canned chickpeas (1 15.5 oz can) - Drain and reserve liquid to use in recipe
- ¼ cup tahini
- 1 tablespoon lemon juice (or more to taste)
- Garlic powder
- Salt and Pepper to taste

Instructions

Mash chickpeas, 2 tablespoons reserved chickpea liquid, tahini, lemon juice, garlic powder, a bit of salt and pepper together in a bowl using a potato masher (or forks and spoons), adding more reserved liquid if desired, until hummus is desired consistency, 50 to 100 strokes.

Hebrew Instructions: Label all the elements in Hebrew, and reinforce the Hebrew as you cook!

HEBREW & ISRAELI CULTURE

These activities explore the role Hebrew language plays in representing and building Israeli culture and North American Jewish culture. These activities include song lyrics, media, and other forms of Hebrew in contemporary American and Israeli culture so that participants and staff can engage in different types of contemporary Jewish culture. Activities also include a connection to liturgy and traditional Hebrew.

קל וחומר KAL V'CHOMER (ARTS & CRAFTS):

GOAL: Introduce Hebrew through art based on typical words used in art projects.

Piven

Age Ranges: 5+

[Courtesy of the iCenter](#)

In this workshop, participants are introduced to Piven's work and assess the objects used to create portraits of prominent Israelis. Then participants have an opportunity to create their own self-portraits using Piven's methodology.

Additional Instructions: In order to incorporate Hebrew language into the activity, ask your participants to come up with one word or phrase in Hebrew that describes themselves, or use the *Eich atem margishim hayom* (how do you feel today) poster to help. Download it from the iCenter:

https://theicenter.org/icenter_resources/eich-atem-margishim-hayom-mood-posters/

תִּתַּאֲרֵר וְתִצְוֶר *Tita'er v'Titzayer* (Describe and Draw):

Age Ranges: 5+

The main objective of this activity is to spark active listening in Hebrew and to reinforce the different colors. Give your participants direct instructions in Hebrew that they'll use to create a piece of artwork, though they don't know what the final image is supposed to look like until the end. This activity is easily adaptable to groups of any size or age.



Materials: Paper, colored pencils or markers for every participant.

An image of a work of Israeli art that's big enough to display in front of your group. Don't show the image until the end of the activity! You can use the image above, or any image that you'd like!

Prepare in advance: A list of instructions in Hebrew on how to recreate this image, which you'll read to the participants one-by-one.

For example, let's say you've chosen a piece by artist Kandinsky. Here is an article about him in Hebrew:

https://he.wikipedia.org/wiki/%D7%95%D7%A1%D7%99%D7%9C%D7%99_%D7%A7%D7%A0%D7%93%D7%99%D7%A0%D7%A1%D7%A7%D7%99

Same article in English: https://en.wikipedia.org/wiki/Wassily_Kandinsky

Your instructions could follow this trajectory (you can make them as specific or loose as you want):

FIRST: Pick up each color marker and say the color in Hebrew until you are confident that your participants know which is which. With younger participants, choose 3 colors and an easy to follow painting. With older participants use more colors and a more challenging painting. If your group knows the colors in Hebrew already, introduce even more words - "circle", "triangle" "line" "paper" "left" "right".

1. Use paint in the color שחור *shachor* (black) to make a large circle in the middle of the left half of your paper.
2. Use כחול *kachol* (blue) to make a smaller circle inside and fill it in.
3. Draw a triangle going down from the middle of the circle in שחור *shachor* (black) and another one going up. Then three more triangles in the middle of the page going down.
4. Draw another triangle on the top right hand side of the page using אדום *adom* (red) and another one below it using כתום *katom* (orange)
5. Add a line in צהוב *tzahov* (yellow) near the top left corner and another line in לבן *lavan* (white) to the right of the red triangle.
6. Fill in the space around everything in כחול *kachol* (blue) .

At the end, your participants will compare drawings, usually with lots of laughter. You'll then display the original image and discuss the choices your participants made and how they interpreted your instructions. You can take this time to go over any instructions they didn't fully understand. But remember, this isn't a traditional Hebrew language lesson, so don't offer translations. Instead, show and demonstrate in Hebrew or pick up the colors and reinforce the language.

שִׁיר וְשִׁירָה SHIR V'SHIRA (SONG & POETRY):

Age Ranges: 8+

Take a deeper look into the songs and poetry that give us insight into Hebrew, Israel and Jewish identity. With thanks to Makom, choose a song from this link:

<https://makomisrael.org/israeli-playlists/>.

Activity ideas (do one or all!)

- Use Makom's discussion guide for the lyrics as the basis of a program.
- Have participants write an additional verse or line of the poem/lyrics to continue the story or message.
- Cut up the lyrics/poem into smaller sections and ask participants to form the pieces into a coherent song/poem .
- Create a *Beit Midrash*: Put the song lyrics in the middle of a large poster. Using post-it notes, ask participants to comment on specific lyrics and what they believe the message was meant to be. Do a second round where participants respond only to the comments placed in the first round. The poster will take on the look and feel of a page of Talmud!
- Eurovision: Give a short background on the Eurovision contest. Using YouTube videos of Israel's past entry songs and winners, have your participants vote for the best song overall. Discuss: Should it be required to have Hebrew as part of the lyrics of all entries by Israel? Should the Eurovision organizers require each country to sing fully in their native language? Does this give an unfair advantage to English-speaking countries? (A super short intro to the Eurovision is [HERE](#).)
- Create your own activity using Israeli songs and poetry!

מַעְבָּר לַמַּעְבָּר לְגַמְלִים *M'EVER L'MAAVAR GMALIM* (BEYOND THE CAMEL CROSSING):

Age Ranges: 10+

What can Israeli street signs teach us about Israel and Hebrew?

**Sign Images can be found [HERE](#)

Step 1: Hang signs with question text around the program space. (Hidden underneath are the answer pages plus the Did You Know info). Allow participants to vote for their answers on each of the 12 signs using stickers, or any other method to tabulate votes.

Step 2: Pull off the top sheet (or flip over) to expose the answer sheets with the Did You Know information. Allow participants to circulate and check out whether they were right or wrong and to read all of the information..

Step 3: Choose a few of the signs and use the included discussion sign to have a group discussion.

Step 4 (optional): Create a new sign to be used in camp for one of the spaces.

הַכְּתוּבָה עַל הַקִּיר *GRAFFITI HAKTOVET AL HAKIR* (THE WRITING ON THE WALL):

Age Ranges: 10+

EQUIPMENT: Copies of images at end of the program description; sticky notes; pens and paper; butcher paper and markers or paint

Step 1: What is graffiti? What is art? Show pictures and ask participants to decide which is graffiti and which is art. Short discussion to discuss the subjective idea of street art.

Step 2: In advance of the program, laminate each image separately and cut it into puzzles. Split into small groups and give each group a puzzle to put together.

Step 3: How has graffiti become a tool for protest or for messaging? Let's look at a few examples from Tel Aviv.

Option 1: Show each picture one by one and open a discussion on each image.

Questions: What was the artist trying to say? Who was the artist targeting (who was the intended audience)? Is the image effective in getting across the message? What would you change about it?

Option 2: Hang the pictures around the program space and allow your participants to walk through freely, using sticky notes or additional poster space next to each image to write their comments and to comment on other participants' notes.

Resources on graffiti:

[- Samantha Ben-Avraham short article explaining some graffiti](#)

[- The Peace Kids mural short article - Jonathan Kislev](#)

Step 4: Using the example of the "letter faces", ask participants to take the first letter of their Hebrew name, and turn it into a face!

Step 5: Create your own Israeli Graffiti Tag.

First: Choose a Hebrew name or use the one you have or were given.

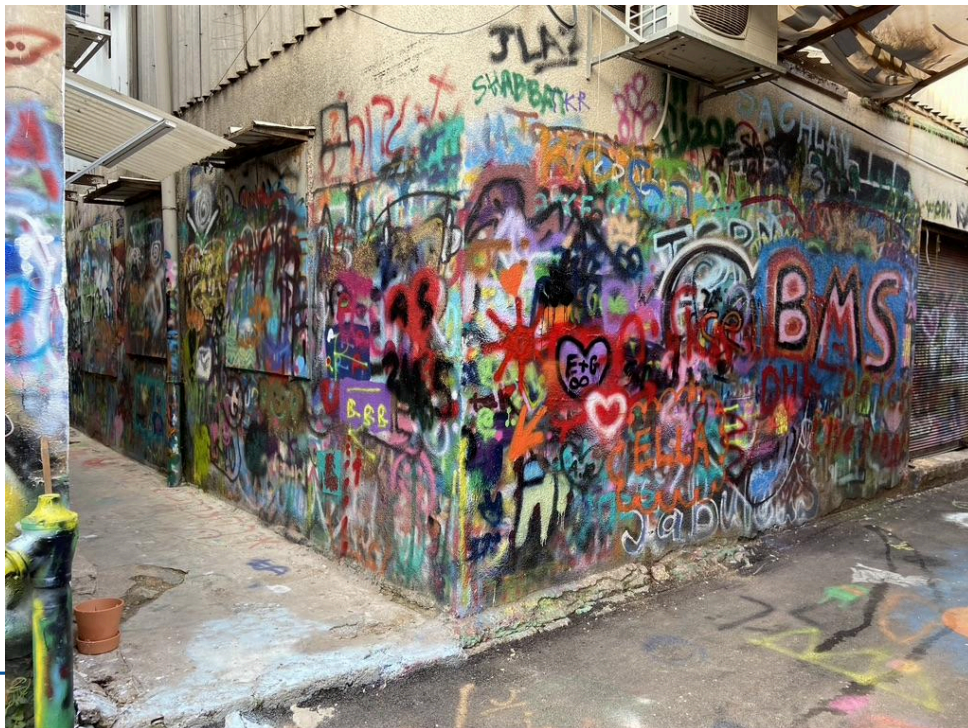
Then: Choose your favorite Israeli food or city.

Last: Choose a title (royal or otherwise).

Together they make up Your Israeli Graffiti "tag" (Avraham the Bamba Baron)

Step 6: Graffiti is usually in a public space with the ability to collaborate or to add to existing work. Wrap up the program with an enormous poster (as big as you can find) and paint, markers or other art supplies. Draw a Tel Aviv beach scene together: How do we see Hebrew? How do we see Israel? Don't forget to tag your artwork!







IVRI DABER ARAVIT
ISRAELI (HEBREW) SPEAK ARABIC



IF I FORGET THEE
OH JERUSALEM

VERED DROR - HEBREW BRAILLE:



I BELIEVE



QUEENS OF ISRAEL SQUARE



MURIELLE STREET ART



SRULIK



HANDALA



JONATHAN KISLEV



Credits:

Srulik: adapted from By צילום: ד"ר אבישי טייכר - CC BY 2.5, <https://commons.wikimedia.org/w/index.php?curid=8315859>

Handala: By Naji al-Ali - <http://arab.sa.utoronto.ca/handala-l.bmp>, Fair use, <https://en.wikipedia.org/w/index.php?curid=11560691>

Peace Kids: By Psychology Forever - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=36065652>

לפרק את העברית LIFAREK ET HAIVRIT (UNPACKING TEFILA HEBREW)

Age Range: 8+

Goal: This program is designed to focus participants on Hebrew that comes from tefillah, Jewish tradition, liturgy and make connections and create meaning with modern Hebrew usage.

Materials: Massive butcher paper- (big enough for all participants to have space around it), Individual papers, markers, tape. At least one of the Unpacking Hebrew pages [LINK](#).

Select your favorite Hebrew prayer to focus on a part of ritual Hebrew used. The first part of this activity will focus on this ritual Hebrew at the center of the page.

Write out the blessing onto the butcher paper in Hebrew and transliteration. (Don't yet add the translation).

1. Cut the butcher paper into a large puzzle before the program begins
2. Have the students assemble the puzzle pieces, and then tape them together
3. Ask participants to add their comments to the butcher paper according to these prompts:
 - a. Add a smile to words you understand.
 - b. Add a question mark to words you don't understand or don't know.
 - c. Add a "plus" sign to words you hear in additional prayers, blessings, or even in modern Hebrew.
 - d. Add your thoughts and comments on how this blessing or phrase makes you feel when you hear it.
4. Now share with the group the related Unpacking Hebrew page. (set up similar to a page of Talmud) and show participants the connections between traditional and modern Hebrew. The print out pages will include the translation.
5. Continue the discussion:
 - a. Is it important for us to understand the Hebrew of our prayers or that we hear in more traditional spaces?
 - b. Which of the modern words did people know?

- c. What do they think about the fact that commonly used modern Hebrew words can be taken from the tfilla or other Jewish spaces and used for non-religious purposes?
- d. Are there prayers or traditional Jewish phrases you would like to understand better?
- e. Why do you think we say this in our prayer service?
- f. How does it feel to say this in Hebrew when you understand or don't understand it?
- g. Do you say this outside of prayer services?
- h. How would YOU translate this prayer into modern day English?
- i. What's an alternative way to translate this Hebrew?

Start with what participants know:

Materials: Massive butcher paper - (big enough for all participants to have space around it), Individual papers, markers, tape.

1. Begin by asking participants to come up with words they recognize and remember from tefilla, from common blessings, or from any other Jewish setting.
2. As participants suggest words, the Fellow chooses the traditional Hebrew words and writes them on the large butcher paper in Hebrew and in transliteration. (Don't translate them at this point)
3. Once you've gathered enough words, have the participants add their comments directly on the butcher paper while giving them these prompts:
 - a. Which of these words do you hear most often?
 - b. In what context do you hear this word? Where else do we hear it?
 - c. What does it mean? What is the translation and what meaning does it convey?
 - d. What feeling does it evoke?
 - e. If someone said this word NOT in tefilla or in another traditionally Jewish setting, would you recognize it?
 - f. Do you know any other forms of this word?
4. After participants have added their comments, open a discussion:

- a. Is it important for us to understand the Hebrew of our prayers or that we hear in more traditional spaces?
 - b. Are there words in commonly used modern Hebrew that are taken from the tefilla or other Jewish spaces?
 - c. Are there prayers or traditional Jewish phrases you would like to understand better?
 - d. Why do you think we say this?
 - e. How does it feel to say this in Hebrew when you understand or don't understand?
 - f. Do you say this outside of this space?
 - g. How would YOU translate this prayer into English?
 - h. What's an alternative way to translate this Hebrew?
5. Finish by going through the words and clarifying their pronunciation in Hebrew and their translation into English. Add the translations to the butcher paper.

**** Optional:** Ask your participants to create a word cloud based on the most commonly heard words from their original list (when participants are suggesting words, take a “vote” and ask who has heard or knows each of the words that the group came up with!)

Additional words you could discuss with your group:

Traditional Word or Phrase		Modern	
Seder, sidur	סֵדֶר	Beseder; lesader	בְּסֵדֶר
Mazal tov	מָזָל טוֹב	mazal	מָזָל
Torah	תּוֹרָה	moreh/morah	מוֹרֶה/מוֹרָה
Sefer	סֵפֶר	sippur/lesaper	סִפּוּר / לְסַפֵּר
Havdalah	הַבְדֵּלָה	lehavdil	לְהַבְדִּיל
Halachah	הִלְכָּה	holech/et	הוֹלֵךְ/הוֹלֶכֶת
Aggadah	אַגְדָּה	lehagid	לְהַגִּיד
Seudah	סְעוּדָה	mis'adah	מִסְעָדָה
Shavuot	שָׁבוּעוֹת	shavua	שָׁבוּעַ
Teshuva	תְּשׁוּבָה	teshuva	תְּשׁוּבָה
Tzedaka	צְדָקָה	tzedek	צְדִיקָה

Chevruta	חֲבֵרוּתָא	chaver	חֵבֵר
Parashah	פָּרָשָׁה	parshan/lefaresh	פֶּרֶשׁ / לְפָרֵשׁ
Shalom	שָׁלוֹם	shalem, mushlam	שָׁלֵם, מוֹשָׁלֵם
Shema (yisrael)	(שְׁמַע) יִשְׂרָאֵל	(ma) nishma	(מָה) נִישְׁמָה
Bakasha	בִּקְשָׁה	bivakasha	בִּבְקָשָׁה
Ve'ahavta	וְאַהֲבַתְּ	ohev/ohevet	אוֹהֵב/ת
Chacham	חָכָם	chochmah	חֹכְמָה
Kavod	כְּבוֹד	kol hakavod	כָּל הַכְּבוֹד
Brit	בְּרִית	Artzot habrit	אֲרָצוֹת הַבְּרִית
Shomer (shabbat)	(שׁוֹמֵר) שַׁבָּת	shomer (guard)	(שׁוֹמֵר) שׁוֹמֵר
Amen	אָמֵן	amin	אָמִין
Kabbalah	קַבָּלָה	kabbalah	קַבָּלָה
Masoret	מְסוֹרֶת	mesiroth	מְסִירֹת
Motzi	מוֹצִיא	L'hotzi	לְהוֹצִיא
Machzor	מַחְזֹר	michzur	מִיחְזֹר
birkat hamazon	בִּרְכַּת הַמָּזוֹן	mazon	מָזוֹן
Bar Mitzvah	בָּר מִצְוָה	mitzvah	מִצְוָה
Bat Mitzvah	בַּת מִצְוָה	mitzvah	מִצְוָה
Oneg	עוֹנֵג	taanug	תַּעֲנוּג
Shabbat	שַׁבָּת	lashevet	לְשַׁבֵּת
Chag Semeach	חַג שְׂמֵחַ	sameach	שְׂמֵחַ
Shana Tova	שָׁנָה טוֹבָה	shana	שָׁנָה
HaTikva	הַתִּקְוָה	tikva	תִּקְוָה
Amida	עֲמִידָה	omed	עוֹמֵד
Bracha (bless)	בְּרָכָה	Bracha (congratulate)	בְּרָכָה

LINGUISTIC LANDSCAPE

Linguistic landscape refers to the ways in which people use language(s) to make a space meaningful. These activities engage participants and staff in seeing Hebrew as a natural and meaningful part of the environment through signage, songs, cheers, and other sensory experiences.

דָּבוּק עַל עִבְרִית DAVUK AL IVRIT (STUCK ON HEBREW):

Age Ranges: 5+

Small signs for small items and spaces.

The signs are available as a pdf and can be printed on stickers, paper, or card stock and laminated.

Some ideas for use:

- Label everything! Cards include sections for items found in various spaces around the building - including the Social Hall, sanctuary, classrooms, sports equipment, arts and crafts and more.
- Use the cards to play games such as Heads Up, Pictionary, memory games or as flash cards.

מִטְבַּע הַדְּבָרִים M'TEVA HADEVARIM (THE NATURE OF THINGS):

Age Ranges: 5+

An activity designed to look at the natural world and use items from nature to create Hebrew.

Materials you will need: Poster of Alef Bet (Hebrew Alphabet) to show participants what letters look like.

Step 1: Send participants in small groups of 3-4 to find things in the natural world that look like Hebrew letters around camp (natural elements that happen to form Hebrew letters - rocks, leaves, grass, twigs, etc). Create words or sentences based on the letters you have found!

Step 2: Glue the nature items onto posters and then hang them around the space (or create an art exhibit) to add to the linguistic landscape so that others now see the Hebrew the participants were finding

פסקול PASKOL (SOUNDTRACK):

Ideas for songs in Hebrew to enhance the atmosphere.

HATC's growing list:

<https://open.spotify.com/playlist/2d3zvqnEtbzO2dilipFVkn>

iCenter Israeli music:

<https://open.spotify.com/playlist/6rr1hPgc86HrTwm2wiWyCE>

Jewish Sleepaway Camp Spotify playlist:

<https://open.spotify.com/playlist/1lhk9BfIG1CM0DBzCMY8I>

Yom HaZikaron

<https://music.apple.com/il/playlist/yom-ha-zikaron/pl.u-mJy816PtNZPqNog>

Yom HaAtzmaut

<https://music.apple.com/il/playlist/yom-haatsmaout/pl.u-38oWZ6WCYyjiYXj>

Shirei Eretz Yisrael

<https://music.apple.com/il/playlist/%D7%A9%D7%99%D7%A8%D7%99-%D7%90%D7%A8%D7%A5-%D7%99%D7%A9%D7%A8%D7%90%D7%9C/pl.u-11zBlybCjaL1xX>

Ochel Yam HaAtzmaut

<https://music.apple.com/fr/playlist/food-yom-haatsmaout/pl.u-76oNID7Tv36Jygl?l=en>

Mesiba

<https://music.apple.com/fr/playlist/party/pl.u-V9D7vKIT3YXg3yg?l=en>

שולחן AL HASHULCHAN (TABLE TOPS):

Easy to play games for before and after mealtime (or in the classroom, or on Shabbat). No extra materials are necessary! All instructions for each game are already on the cards

Age Ranges: 8+

Name of Game	Hebrew Name	Instructions	Hebrew Words	Transliteration and Translation
Going on a picnic	יוצאים לפיקניק	Starting with Alef א (A): Go around the table, the first person needs to come up with an item to bring on a picnic beginning with the sound of the letter alef	ט ז ח ט א ב ג ד ה ו ז ח ט כ ל מ נ ס ע פ צ ק ר ש ת	A B G D H V Z C H T Y K L M N S A P T Z K R S H T

		<p>(or Hebrew words that begin with the letter alef!). The second player comes up with a word that begins with bet. Move on to the next person using the next letter, until you get to the end of the alphabet.</p> <p>Make it more challenging: Each player must remember and repeat all the previous words.</p>		
What's Missing	מה חסר	<p>Teach any of the following words of items that can be easily found in your space and placed on a table: עפרון <i>iparon</i> Pencil, עט <i>et</i> Pen, מחברת <i>machberet</i> Notebook, מרקר <i>marker</i> Marker, עפרון צבעוני <i>iparon tzivoni</i> Crayon, בקבוק מים <i>bakbuk mayim</i> Water Bottle, גיר <i>gir</i> Chalk, מחק <i>machak</i> Eraser, מטבע <i>matbe'a</i> Coin, כובע <i>kova</i> Hat, כף <i>kaf</i> Spoon, מזלג <i>mazleg</i> Fork, סכין <i>sakeen</i> Knife, מפתית <i>mapeet</i> Napkin. One person closes their eyes, everyone else removes one item. The guesser has to figure out what's missing from the tabletop.</p> <p>Alternate option: play in pairs!</p>	<p>עפרון, עט, מחברת, מרקר, עפרון צבעוני, בקבוק מים, גיר, מחק, מטבע, כובע, כף, מזלג, סכין</p>	<p><i>Iparon (pencil), Et (pen), Machberet (notebook), Marker (marker), Iparon Tzivoni (crayon), Bakbuk Mayim (water bottle), Gir (chalk), Machak (eraser), coin (matbe'a), hat (kova), spoon (kaf), fork (mazleg), knife (sakeen), napkin (mapeet)</i></p>
Broken Telephone	טלפון שבור	<p>Madrich whispers any Hebrew word and its translation to the first person; each person, in turn, whispers it to the next until the last says it out loud</p>	<p>Feel free to use cards from the deck-tionary for inspiration.</p>	<p>Feel free to use cards from the deck-tionary for inspiration.</p>
Create a Story	ספור	<p>Here are a few animals in Hebrew. Create a story by taking turns adding sentences. Each person has to add a sentence to the story, including an animal in Hebrew as you go around the group.</p> <p>Bonus points if you make fun sounds for the animal every time you say its name.</p>	<p>כלב, חתול, פרה, שפן, צב, תרנגולת</p>	<p><i>Kelev (dog), Chatul (cat), Para (cow), Shafan (rabbit), Tzav (turtle), Tarnegolet (rooster)</i></p>
I Spy	מה אני רואה	<p>Choose a color in Hebrew. Use the colors to play I Spy! Say "ani roe mashehu</p>	<p>אדום, צהוב, כחול, ירק, שחר, כתם</p>	<p><i>Adom (red), tzahov (yellow), kachol</i></p>

		someone. If “it” says "zip" then the player says "ימינה yamina" (right) and the name of the person to their right and if “it” says 'zap" the player says "שמאלה Smola" (left) and the name of the person to their left.		
Who is He?	מי הוא?	Tell a story or engage in your regular conversation but switch all of your pronouns to Hebrew. (I.e. מי gave the spoons to Sophie? אני gave the spoons to Sophie and היא passed it to Ben and הוא passed it to Miriam. מי passed it to Miriam? הוא passed it to Miriam.)	אני, מי, הוא, היא	Ani is me, Me is who, Who is he, He is she
Who is looking in the mirror?	מי מסתכל במראה?	One person leaves the room or goes out of earshot/sight. Collectively, the rest of the group decides on a person who is “looking in the mirror” and who are the reflections. When the person comes back, everyone is following the movements of the person looking in the mirror. The guesser has to figure out who is the leader of the movements. Once the person is guessed, a new person can leave the room and a new leader is chosen. (This game used to be called Indian Chief.)	מי מסתכל במראה?	Mi Mistakel B'Mar'e (who is looking in the mirror?)
How do you feel?	איך אתם מרגישים?	Going around the group, each player says to the person to their right איך אתה מרגיש/ה? Eich at/a margish/a (how do you feel?) The player makes a face and the person that asked has to guess the emotion. When they get it right, the person that made the face turns to the next person to ask them and guess their emotion. . Alternatively: play in teams. One person on the team asks their teammate, איך אתה מרגיש/ה? Eich at/a margish/a (how do you feel?). The person has 10 seconds to	איך אני מרגיש/ה?	Eich Ani margish/a (how do i feel)

		make as many faces/emotions as they can while their teammates call out guesses. Afterwards, the next team goes.. Bonus points for naming the feeling in Hebrew.		
Frozen!	מִוּקָפָא	Start with everyone singing Let It Go from Frozen. Then the leader says <i>L'hakpee</i> לְהַקְפִּיא (freeze) and all participants must freeze exactly as they are until the leader says <i>Yalla</i> יָאֵלֵה (let's go). Players who move while they are meant to be frozen are "out".	לְהַקְפִּיא יָאֵלֵה	<i>Lehakpi</i> (freeze) <i>Yalla</i> (let's go)

CHAPSU ET HAIVRIT HEBREW SCAVENGER HUNT: אֶת הָעִבְרִית חֲפָשׁוּ

Hoadaot Mustarot (Hidden Announcements): הודעות מוסתרות

Age Ranges: 5+

GOAL: Find and recognize a Hebrew word or phrase.

Insert a unique word (younger groups) or phrase (older groups) in Hebrew in the announcements made to a small group or the whole school/program. Make sure it is said clearly and loudly. Participants that correctly say and translate the phrase back to the Amit/a Ivrit should get some sort of recognition (a prize or points or one of the Hebrew Bracelets).

Timtze'u et Halvrit (Find the Hebrew): תִּמְצְאוּ אֶת הָעִבְרִית

Age Ranges: 5+

GOAL: Find and recognize existing Hebrew in the area around you.

Divide the group into two teams. As you give instructions, the first team to bring you the item, or follow your instructions, wins that round. Teams must be prepared to make their case.

Potential instructions:

- Find something that is written with Hebrew vowels (nikud).
- Bring me something that starts with an Alef א.
- Get your whole team to make a silent still scene as if they are going swimming in the pool at camp; have one team member explain the scene using as many Hebrew words as possible.
- Find 3 words written in Hebrew and turn them into a song.
- Bring me something אדום *adom* (red), צהוב *tzahov* (yellow) and ירוק *yarkok* (green).
- Find something עגול *agol* (round) nearby.
- Do a ריקוד *reekood* (dance).
- לקפוץ *leekfotz* (jump) 3 times fast.

Discussion: Where do we NOT find Hebrew in our building? Should we add some??

MILAT HAYOM (HEBREW WORD OF THE DAY):

Age Ranges: 5+

GOAL: Introduce and reinforce Hebrew words

Create a daily ritual - a skit, a song, a cheer or another way to announce the Hebrew word of the day. Choose words that are connected to a theme for the day or week, or names of commonly used items or spaces around camp.

Make it challenging: After introducing the Hebrew word of the day, hide a printed or written version of it around camp. The first group or cabin to find it and bring it to you gets a prize (Hebrew bracelets or another prize)

METALINGUISTIC DISCUSSION

These activities offer participants and staff the opportunity to talk about the role of Hebrew in their lives. These discussions include thinking about what Hebrew means and in Judaism and the different types of Hebrew speakers in Israel and around the world.

מי קורא עברית? *MI KOREH IVRIT? (WHO READS HEBREW?):*

A full color poster that includes Hebrew fonts and descriptions of the communities that use them, including prompts for interaction with the words.

Age Ranges: 8+

צמידים *TZMIDIM (BRACELETS):*

Age Ranges: 5+

Bracelets in various colors. Each bracelet includes the word עברית (Hebrew) in several fonts.

Ideas of when to hand out:

- As a reward for speaking Hebrew
- As an incentive for responding to Hebrew
- As part of another program
- To help divide into groups

Activity to introduce colors (and reinforce numbers):

1. Fellow teaches the word צמיד *tzamid* (bracelet) and holds up and shows the object. Be dramatic. For example: put 10 red ones on your arm and one blue one on the other arm.
2. Hand out a bracelet to each participant; name the color that you give each person "Here is one צמיד אדום *tzamid adom*" (red bracelet) Make it super dramatic and clear as you say each color.
3. Fellow demonstrates by saying יֵשׁ לִי 10 צְמִידִים אֲדֻמִּים עַל הַיָּד וְצִמִּיד כָּחֹל אֶחָד עַל הַיָּד הַשְּׁנִי. *Yesh lee eser tzmidim adumim al hayad v'tzamid kachol echad al hayad hasheini.* I have 10 bracelets on one arm and one blue one on the other. Be big and dramatic.

4. Fellow asks all in Hebrew : לְמִי יֵשׁ צִמִּיד אָדָם? L'mee yesh tzamid adom? (Who has a red bracelet). All the participants with red bracelets should hold up their arms. Have the participants repeat תְּצַמִּיד אָדָם *tzamid adom* (red bracelet). Fellow repeats with all the colors of all the bracelets.
5. Have the participants perform easy tasks:
 - a. Fellow "All the participants with a תְּצַמִּיד אָדָם *tzamid adom* (red bracelet) should jump 3 times".
 - b. Fellow "All the participants with a צִמִּיד כָּחֹל *tzamid kachol* (blue bracelet) should clap their hands 3 times".
 - c. Get into groups with two צִמִּידִים *tzimidim* (bracelets) of each color.

Activity for a program wherein each color represents a different value:

- ע - Ayin - עֲזָרָה לְזוּלָּת - *Ezra L'Zulat* (Helping Others) - אָדָם *Adom* (Red)
- ב - Bet - בְּיַחַד *B'Yachad* (Together) - כָּחֹל *Kachol* (Blue)
- ר - Resh - רוּנָּע *Rogah* (Calm) - צָהוּב *Tzahov* (Yellow)
- י - Yud - יְצִירָתִיּוּת *Yetziratiut* (Creativity) - יָרוֹק *Yarok* (Green)
- ת - Taf - תִּקְשׁוּרֶת *Tikshoret* (Communication) - שָׁחֹר *Shachor* (Black)

מִכְתָּב לְעַצְמִי *MICHTAV L'ATZMI* (LETTER TO MYSELF):

Age Ranges: 8+

Structured individual activity to write out goals for the summer, including Hebrew. Letters will be saved privately and shared back with participants at the end of the summer. Prompt ideas to ask your participants:

Do you know any Hebrew now? Do you want to know any Hebrew? What would you love to be able to say in Hebrew?

Is it important to you to improve your Hebrew knowledge while you are here?

Imagine you go to Israel. Tell your future self what kinds of things you learned to say, sing, read or understand in Hebrew in this program.

Give some advice to your future self about why or how (or whether!) you hope to keep learning new Hebrew words or phrases

למה עברית LAMA IVRIT (WHY HEBREW):

Age Ranges: 15+ (Intended for staff, but can be adapted to use with participants)

A staff-week program to discuss how and why Hebrew is used in the program. This is the first part of the WHY and HOW HEBREW program.

GOALS: To begin a conversation on how we teach Hebrew.

EQUIPMENT: The “Lama Ivrit” Icons included at the end of this program description

This activity is designed to spark a discussion about the variety of reasons different people prioritize or focus on Hebrew and what will make Hebrew important for this community.

1. The Amit/a Ivrit begins by sitting the group in a circle and asks two questions to the group, “What are some of the reasons that a language is important to a community?”. and “what are some of the reasons Hebrew is important to our Jewish community?”
2. The Amit/a Ivrit then places the eight Hebrew reason posters on the ground and asks the group to think about why Hebrew is important for this community.
3. The Amit/a Ivrit shares seven potential reasons, points out the question mark representing potential additional reasons, and asks people to think if any of these reasons represent themselves.
4. The Amit/a Ivrit facilitates a conversation with these guiding questions a:
 - a. Why is Hebrew important to you?
 - b. Are there reasons represented here that do not speak to you, and if so, would you share which one and why? Are there reasons you feel Hebrew is important that are not represented here?
 - c. Which of these reasons for caring about Hebrew overlap or are interconnected, and if so, in what ways?
 - d. Which of these reasons for prioritizing Hebrew might be in opposition to one another, and if so, in what ways?
 - e. Are there reasons that focusing on Hebrew is more important to some parts of the Jewish community and less important to others, please explain?
 - f. Based on what you’ve heard so far, is it possible to arrive at a consensus as to the most important reason to care about Hebrew, and if not, is that all right?
5. The Amit/a Ivrit now shifts the conversation to the role of Hebrew within this community and how Hebrew strengthens this experience, using these guiding questions:

- a. What are the different ways Hebrew is currently being used?
 - b. When you think about those ways Hebrew is being used, can we identify some of the reasons for why this happens here?
 - c. What are the ways that Hebrew makes this place special and different from the regular lives of our staff and participants?
 - d. What are the ways that Hebrew strengthens our sense of Jewishness?
 - e. What are the ways that Hebrew connects us to the land, people, and the State of Israel?
 - f. In what ways might Hebrew also feel foreign or uncomfortable to some of our participants or staff?
4. The Amit/a Ivrit or a member of the staff concludes the conversation by noting the different ways that Hebrew is important to both individuals and this community and the role that Hebrew plays in our lives, and in connection to the broader Jewish community and Israel. Share that the goal is to find fun ways to explore Hebrew together to strengthen your connection with Israel..

Note: For larger groups, the Amit/a Ivrit can do relevant steps, in front of a larger group and have the other steps done in smaller breakout groups with multiple facilitators and multiple sets of posters. This can also be done with minor modifications as a group discussion with participants or staff/ madrichim.



Vessel for Jewish Values



Your Ideas



Connection to Israel & Israeli Culture



Language of the Jewish People



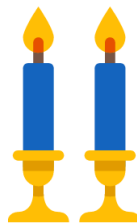
Access Hebrew Texts



Communicate with Hebrew speakers



Hebrew is part of Jewish Identity



Jewish Tradition

אֵיךְ עִבְרִית EICH IVRIT (HOW HEBREW):

Age Ranges: 15+ (Intended for staff, but can be adapted to use with participants)

A staff-week program to CONTINUE the discussion with all staff about how and why Hebrew is used. This is the second part of the WHY and HOW HEBREW program.

GOAL: To begin a conversation on the use of Hebrew.

EQUIPMENT: Attached are pages with statements - each page cut into slips and put in a jar/bowl. You will need one copy of each page and one jar/bowl for every 4-6 participants.

כַּוָּנָה Kavanah Intentionality

This is a conversation about how we manage with different levels of Hebrew in this community. Do we need to use it, want to use it, to what extent? The activity is conducted in small groups then we will meet and conclude together.

STEP 1: Split the Group

5 minutes

The facilitator says a number out loud in Hebrew, while holding up that number of fingers for those who don't speak Hebrew. The group splits into smaller groups with that number of participants. For those who can't get into a group, no worries because the facilitator calls out new numbers until there are small, even-sized groups, which will become the first discussion group.

STEP 2: Presentations by Role-Playing, 5-10 minutes total

Three people introduce themselves. Each presenter will role-play and introduce themselves using the archetypes noted here:

Noam: I am pretty good at Hebrew. I know how to read REALLY well and I understand some Hebrew. I go to Day School and we learn Hebrew as a second language. I was in Israel and I feel pretty comfortable when I hear Hebrew - whether in תְּפִלָּה *tefilla* or in modern spoken Hebrew.

Jamie: I am new at this. I just started this year. I recognize the letters, (well.... sort of) but I can't read them, and I definitely don't understand any Hebrew when it's spoken.

Tal: I am just starting to get comfortable with Hebrew. I finally learned to read all the letters as long as they have vowels. I can understand a few words, especially the ones that we use all the time for Jewish rituals like Shabbat and Shalom. I even know a couple of words from modern Hebrew like כן *ken* (yes) and לא *lo* (no).

STEP 3: Quick Discussion in small groups

5-10 min

Which of these types of participants exists in your community

If you were to come up with archetypes of staff, what would they be?

If you had to assign percentages to your participants, how many would be in each?

What about staff? What is the varied Hebrew background of people on our staff?

STEP 4: Discussion

15-20 min

This is a chance to allow each small group to progress at their own pace. Each group should get a jar/bowl with the discussion questions already cut and placed inside. Once the group feels they have covered a topic, they are free to pull the next statement out of the jar.

SITUATIONS (Print on separate paper and place in the jar):

DURING A PROGRAM ON HEBREW LANGUAGE.

A group of participants starts the activity. Once it begins, Noam groans, makes faces, is clearly bored, and gives ALL the correct answers. On the other hand, Jamie is super frustrated, doesn't understand what's going on and is afraid to say a word to avoid making mistakes.

How can staff help Noam, Jamie AND Tal all stay engaged in the programming?

HEBREW SIGNAGE.

Senior staff decided to rename (or newly name) a space by its Hebrew name.

How will Jamie, Tal and Noam each respond to this? (If each is a new participant or each is a returning participant)?

How can we encourage longtime staff members to use new names?

Should we discourage the "nickname" trend such as "Hadar" instead of "Hadar Ochel" or will that just backfire and discourage the use of Hebrew altogether? Should Hebrew signage be limited to only certain locations - such as only in the tefilla space?

STEP 5: Wrap Up

5-10 min

Bring the group back together as one large group. Lead discussion using these prompts:

- What are some new things that you have thought about in terms of Hebrew learning?
- Did this discussion raise your curiosity about Hebrew?
- Is there a non-Hebrew speaker that would share their responses?
- Is there a Hebrew speaker that would share their response?
- In a previous discussion, we asked למה עברית *lama ivrit* (why Hebrew). In what ways does the fact that different people are motivated in different ways affect how they answered today's questions?

This is a pilot project. Your comments and feedback are important. Feel free to share or write your reactions and give them to the camp director and program staff.

Write down your feedback! You can sign your name or you are welcome to keep it anonymous. The choice is yours.

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