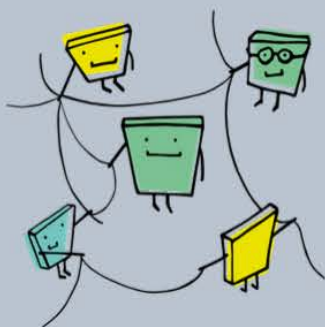


"INTENTIONAL" HEBREW T'FILLAH

Responses from the 2019 summer survey of "On-the-Way" and "All In" #OnwardHebrew programs

BEING INTENTIONAL INCLUDES:

- Advance planning of t'fillot, thus building learning week-to-week and year-to-year.
- Praying in Hebrew (well, duh!).
- Infusing Hebrew language (HTM commands, JLV).
- Discussing the meaning of prayer vocabulary.
- Empowering clergy, teachers and madrichim in supporting the use of Hebrew language in t'fillah.



THE REGULARITY OF HEBREW USE PAYS OFF

Students gain

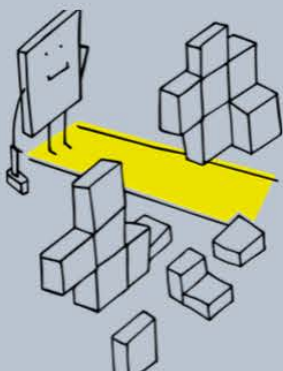
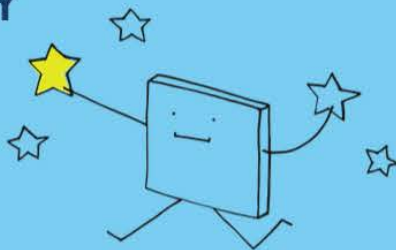
- greater familiarity with the prayers, learning them aurally before tackling print.
- connections to Jewish concepts via conversations about the Hebrew.

A couple of programs noted that that parents join their children for t'fillah ("these are great parent learning opportunities").

STUDENTS ARE REACTING POSITIVELY

Respondents noted:

- "It is highly participatory."
- "Students love t'fillah in Hebrew, particularly the singing."
- "More students are excited and confident to help lead."
- "Students gain real comfort in davening and participating."



YES, THERE ARE CHALLENGES

- Related to learning
 - "Sometimes students think they heard something they did not, so a correction must be made later."
- Related to content
 - "Providing the right balance between repetition and introducing new elements."
 - "Asking clergy to be intentional. I will need to write a curriculum for them."
- Related to reinforcement ("Reminding t'fillah leaders to use HTM/JLV consistently").
- Related to time of day and space constraints

QUESTIONS FOR CONSIDERATION:

- HOW CAN CURRICULUM DEVELOPED FOR AN EDUCATIONAL PROGRAM'S ALL-GROUP T'FILLAH COMPLEMENT OTHER PRAYER LEARNING EXPERIENCES?
- HOW MIGHT DIFFERENT STAKEHOLDERS (CLERGY, EDUCATORS, MADRICHIM, PARENTS) BUILD ON THE HEBREW INTRODUCED IN T'FILLAH?