2025 VCE Hebrew

Teaching and Learning

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# VCE Hebrew: Teaching and Learning Activities

### Unit 1

#### Unit 1- Area of Study 1

## Outcome 1

On completion of this unit the student should be able to exchange meaning in an informal, personal spoken interaction in Hebrew.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  | Perspective | Topic | Subtopic |
| Identity | Personal | Inclusivity, Diversity and Belonging | Watch your language! Impact of language use on personal image |

## Examples of learning activities

|  |
| --- |
| * Introduce yourself to a group or whole class, using informal spoken language. Share information about your interests and hobbies.
 |
| * Watch a video clip of people sharing a personal story or experience, and identify as many story telling techniques as possible (e.g. sequencing words, descriptive language, tone). Discuss your findings with a partner, then share with the class, working collaboratively to create a mind map that identifies examples of the different techniques.
 |
| * Share a personal story or experience using the descriptive language and engaging storytelling techniques you have brainstormed as a class.
 |
| * Create a [language portrait](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/Understanding-students-language-practices.aspx#:~:text=further%20plurilingual%20activities.-,Language%20portraits,-Teacher%3A%C2%A0Hien%20Webb) and view everyone’s portraits. Write positive messages about each person’s portrait in Hebrew on a sticky note and stick these around the portraits.
 |
| * Discuss the role of language in shaping your personal values and beliefs. Collate information in dot points on the board.
 |
| * Write a reflective text on your personal identity and its relationship to language.
 |
| * Complete a weekly reflection journal, documenting thoughts and experiences related to language use, and the impact of language on personal identity, image and inclusivity. Reflect on the use of informal language in this text type and identify texts or contexts where formal language would be required.
 |
| * Working in groups, create a digital or paper-based word cloud on an aspect of the subtopic related to inclusivity, diversity or belonging. Read a word cloud from another group and discuss the similarities and differences, and any new words that appear. Brainstorm phrases you could use to share your findings, then share your observations with the class in Hebrew.
 |
| * Participate in a [gallery walk](https://learningandteaching.anu.edu.au/resources/gallery-walk-activity/), collecting words and phrases for expressing opinions, then collect a new word cloud from another group and write a small opinion text on that aspect of the subtopic.
 |
| * View a range of images portraying stereotypes. Brainstorm the vocabulary required to describe the image, then complete a [’What makes you say that? thinking routine](https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf). Engage in a class discussion on the impact of language associated with stereotypes and ways to promote inclusive and respectful communication.
 |
| * In small groups, create posters that unpack and promote more inclusive and respectful communication.
 |
| * Read an article or watch a video that explores the connection between language, power and social hierarchies, and analyse the power dynamics inherent in language use. Write a reflection about how you use language.
 |
| * Discuss the use of Hebrew between 2 different groups in Hebrew-speaking communities and reflect on their language norms and standards.
 |
| * Analyse the language used in social media posts, comments or online forums and group comments according to different elements (e.g. positive vs negative language, formal vs informal).
 |
| * Discuss the potential impact of language on shaping online communities, and the responsibility of individuals in promoting positive communication. Write an informative text for an online magazine.
 |
| * Discuss the strategies employed by advertisers promoting different products. View a selection of advertisements and, in pairs, analyse the language used to promote products or services, then present your analysis to the class.
 |
| * Listen to a guest speaker sharing personal experiences related to language and personal image, then ask questions and share your personal experiences.
 |
| * Example icon for advice for teachers Participate in a debate about the impact of language use on belonging.
 |
|  |
| **Example icon for advice for teachersDetailed example** **A debate about the impact of language use on belonging.*** Watch a video of a debate and record useful expressions to use in your group’s debate.
* Complete a ‘running dictation’ activity, revising the use of [debating phrases](https://www.debatingsa.com.au/wp-content/uploads/2017/07/Speech-Structure-Template.pdf).
* Collect a debate discussion card for your group and research the topic, taking notes and creating a glossary of key terms.
* Complete a 'pros and cons’ table, identifying information supporting the 2 sides of the argument.
* Brainstorm useful persuasive devices and phrases for use during the debate and create a class-generated online revision activity using these expressions.
* Prepare arguments supporting your position and challenging the other team’s possible arguments.
* Draft a script of the debate, using your ‘pros and cons’ table to anticipate the other team’s arguments and refute their statements, then edit your work based on feedback from your teacher.
* Engage in a structured [debate](https://www.debatingsa.com.au/resources/).
 |

#### Unit 1- Area of Study 2

## Outcome 2

On completion of this unit the student should be able to analyse information from texts in Hebrew related to different aspects of the subtopic studied and respond in writing to short-answer questions about the texts in English.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  | Perspective | Topic | Subtopic |
| Sustainability | Community | Sustaining language and culture | Celebrating culture– specific community events |

## Examples of learning activities

|  |
| --- |
| * Brainstorm a range of words, formulaic phrases and sentences related to cultural celebrations as a class, and create a vocabulary list.
 |
| * Analyse a text related to a cultural event by annotating key features of the text. Re-read the text, and in a group of 3–4, retell the main points. Write a summary paragraph of the main points in Hebrew.
 |
| * Watch a video about a cultural event and record useful vocabulary and expressions. Create a poster and write captions for a selection of stills and photos from the video. Present your poster to a small group and share your opinions and ideas.
 |
| * In pairs, look at an image related to a cultural celebration in a Hebrew-speaking community and describe what you see. Identify the audience and purpose of the image, then explain what is happening in Hebrew from the perspective of one of the people in the image.
 |
| * Listen to a podcast in Hebrew and brainstorm relevant comprehension questions for this text. Develop a set of questions about the podcast in Hebrew using the selected interrogatives, then answer the comprehension questions in Hebrew.
 |
| * Analyse 2 texts related to a festival (e.g. a written report and a spoken interview), identify the key information and create a Venn diagram to capture the content that is common to both texts and the content that is unique.
 |
| * Read an article or a review about a cultural event, highlighting sentences that relate to opinions, then compare these with opinions expressed in a listening text. Summarise the different opinions and ideas in a table.
 |
| * Example icon for advice for teachers Present a 1 to 2–minute speech to the class about a cultural celebration in a Hebrew-speaking community.
 |
| * Brainstorm useful [discourse markers](https://dictionary.cambridge.org/grammar/british-grammar/discourse-markers-so-right-okay) and backchannelling strategies for use in a conversation or interview to maintain the flow of dialogue and express interest and attention. Practise using these in an informal conversation with a partner.
 |
| * Write a script for an interview with a local Hebrew-speaking community member asking them about an important cultural celebration.
 |
| * Complete a [PMI chart](https://lo.unisa.edu.au/mod/book/view.php?id=611321&chapterid=100451) about preserving a cultural celebration in a local Hebrew-speaking community. Write an informative article in Hebrew for the local community paper outlining the advantages and disadvantages of continuing to hold this event.
 |
| * Choose a cultural celebration and, in small groups, develop a plan to host this celebration at your school. Write a persuasive letter to your school principal providing the details of the event and outlining why it would be a valuable experience for students.
 |
|  |
| **Example icon for advice for teachersDetailed example** **A 1 to 2–minute speech about a cultural celebration in a Hebrew-speaking community.** * Choose a cultural celebration from a Hebrew-speaking community and complete a ‘know-wonder-learn’ table.
* Brainstorm target vocabulary required to present a speech to the class about the celebration. Create and run an online revision activity.
* Design and create a [mind map](https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-mindmapping.pdf) in Hebrew, identifying the different types of information you will require for your presentation.
* Watch a documentary, video or film about the cultural celebration or event in Hebrew and identify the target vocabulary and main points conveyed in the text. Add this to your mind map.
* Revise question words in Hebrew and, in small groups, brainstorm a range of comprehension questions that could be used when interviewing someone about a cultural celebration in a Hebrew-speaking community.
* Identify other students who have chosen the same cultural celebration. In pairs or groups, complete a [question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0a821) activity to analyse and select the most appropriate questions for an interview about a cultural celebration. Think about questioning techniques, interview format, style and the information you want to elicit.
* Work with a partner from another group to participate in and record a mock interview. Ask questions about their chosen cultural celebration and answer questions about yours. Show interest and engagement by incorporating discourse markers and backchannelling strategies.
* Reflect on your own part in the mock interview using a [video performance reflection](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/578?clearCache=ceaeab70-6ab7-bbd1-370c-19a643c2e73d) and write goals for future improvement.
* Record your interview about the cultural celebration with a local Hebrew-speaking community member, using the questions you have generated and actively listening and participating in the conversation.
* Watch the recording of the interview, making notes about key pieces of information, then write several quotes or anecdotes that can be incorporated into your presentation.
* Write a draft script for your 1 to 2–minute speech and respond to feedback from your teacher to further improve your work.
* Present a 1 to 2–minute speech to the class about your chosen cultural celebration in a Hebrew-speaking community.
 |

#### Unit 1- Area of Study 3

## Outcome 3

On completion of this unit the student should be able to produce original writing in Hebrew on the subtopic studied that includes information to support ideas and opinions.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  | Perspective | Topic | Subtopic |
| Identity | Community | Living in Australia | Australian leaders in art, literature, music, research or technology |

## Examples of learning activities

|  |
| --- |
| * Explore your own identity through a visual text by creating a [language portrait](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/lmerc.aspx) representing the languages you understand, are familiar with and/or speak.
 |
| * Brainstorm key vocabulary or phrases required for the subtopic, then collaboratively create a vocabulary list for a classroom display or using an online revision tool.
 |
| * Explore people’s identities and experiences of living in Australia, through various writing styles and text types such as poems, short stories or personal narratives. Read or view a text, then analyse and discuss what you understood with your peers.
 |
| * Research Australian pioneers in technology, literature, art, music or research and create a presentation showcasing how these leaders have contributed to shaping Australia’s cultural and technological landscape.
 |
| * Listen to a presentation that provides an overview of various text types and discuss the characteristics, writing styles and purposes of each. Complete an online scavenger hunt, locating different text types and displaying annotated copies of these in the classroom for future reference.
 |
| * In pairs or small groups, read a biography, highlight the text type features and discuss useful phrases. Use your findings to write a biography of one prominent Hebrew-speaking leader in art, literature, music, research or technology. Describe their contribution to their respective field and discuss how their work reflects aspects of Australian culture and identity.
 |
| * Create an interactive timeline showcasing important milestones in Australian art, literature, music, research and/or technology. Reflect on and explain how these milestones have influenced the cultural and technological evolution of the nation.
 |
| * Reflect on your understanding of multiculturalism and people from diverse backgrounds living in Australia and complete a ‘know-wonder-learn’ chart. Working in pairs, brainstorm questions in Hebrew that could be asked in an interview.
 |
| * Conduct interviews with individuals from diverse backgrounds living in Australia. Use Hebrew to write notes about how people’s lives in Australia have shaped their perspectives, experiences and identities.
 |
| * Create a collage representing the diversity of Australian artistic expression, combining visual elements with quotes from influential artists, writers, musicians, researchers and technologists.
 |
| * Complete a [gallery walk](https://www.theedadvocate.org/how-to-implement-the-gallery-walk-teaching-strategy-in-your-classroom/), viewing different texts or images, or listening to a piece of music created by Australian leaders. Record your learnings, observations and feelings about each item on the walk. Analyse and compare the different pieces, examining common themes that emerge and how they relate to Australian identity and culture.
 |
| * Example icon for advice for teachersExplore your own identity and experiences of living in Australia, through art, music, literature or technology.
 |
| * Engage in a [debate](https://www.debatingsa.com.au/wp-content/uploads/2014/03/Debating-A-Brief-Introduction-for-Beginners.pdf) about the significance of cultural representation in Australian creative industries and the importance of diverse voices and perspectives in different forms of artistic expression.
 |
| * Watch short video clips of different groups speaking about their fields of endeavour and identify the connection between language and identity.
 |
| * Explore how language influences the way you perceive yourself and others in the context of Australia’s multicultural society, then write a paragraph reflecting on your learning.
 |
| * Watch songs being performed, reflecting on how they were inspired by Australian landscapes, history or cultural diversity, then compose a song of your own. Use language creatively to convey emotions and tell compelling stories through your lyrics.
 |
| * Brainstorm how technology has influenced Australian society, exploring both positive and negative impacts. Analyse the role of technology in shaping modern Australian life by collecting resources about a chosen piece of technology and discuss these during a ‘think-pair-share’ activity. Participate in a [fishbowl activity](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/fishbowl), facilitating discussions and sharing your knowledge.
 |
| * Write a reflective video blog post or journal entry about a piece of technology you have learned about, exchange drafts with peers to provide constructive feedback, then publish your texts in a class journal or on a class blog.
 |
| * Research and compare initiatives that promote Hebrew and/or Aboriginal and Torres Strait Islander languages, and the role these initiatives play in strengthening cultural identity.
 |
| * Write a report exploring how language preserves and revitalises cultures, identifying links between communities in Australia and Hebrew-speaking cultures here and around the world.
 |
|  |
| **Example icon for advice for teachersDetailed example** **An exploration of identity and experiences of living in Australia, through art, music, literature or technology.** * Brainstorm ideas about the concept of identity. Share what you think identity means and how it relates to your life and your experiences of living in Australia.
* Discuss ‘Australian culture’ and the diverse backgrounds of people living in Australia, and explore the significance of embracing and respecting various cultural identities.
* Watch a video clip or documentary about a Hebrew-speaking person living in Australia and how their identity is impacted by their languages and cultures.
* Choose a piece of art, music, literature or technology that interests or inspires you and identify the emotions, themes and links conveyed within the work.
* Create your own piece of art, music, literature or technology (using Hebrew where appropriate), considering the key information you want to convey about your identity.
* Write a paragraph explaining why you chose this medium to express your identity and what you want the audience to learn about you.
* Display work in the classroom ‘gallery’ and view, listen to, read or experience a piece of work randomly assigned to you. Write notes about what you learned and how the piece made you feel, then write questions about the piece and the creator on cue cards.
* Brainstorm repair strategies that could be used in a conversation or interview and create a ‘repair strategies’ revision list.
* Watch an online interview and make notes about the key features, unique characteristics and language used. Discuss these features as a class, identifying the purpose and audience of each text.
* Collect the cue cards containing questions about you and your work. Read the questions on the cue cards and write key words on sticky notes that you could use to respond to the questions. Consider appropriate language use based on your target audience (e.g. formal vs informal language).
* Participate in a pair or small group ‘hot seat’ activity, where someone reads the questions about your piece of work from the cue cards and you respond, using repair strategies and/or your sticky notes if required.
* Record a video blog post exploring your own identity and your experiences of living in Australia, incorporating references to your piece of art, music, literature or technology.
 |

### Unit 2

#### Unit 2- Area of Study 1

## Outcome 1

On completion of this unit the student will engage with the ideas, opinions and/or information raised in a listening text in Hebrew and develop the exchange through an extended response in writing in Hebrew.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  | Perspective | Topic | Subtopic |
| Legacy | Personal | Innovation | Innovations I can’t live without |

## Examples of learning activities

|  |
| --- |
| * Create a list of innovations you cannot live without. Present your top 3 innovations in Hebrew and explain why they are essential to your life.
 |
| * Brainstorm key vocabulary then, in pairs, play a dictionary game, competing against other pairs to be first to find the target words in Hebrew. Discuss why some words may not feature in your print dictionary. Learn and revise the words using an online revision tool.
 |
| * Watch online videos in Hebrew that focus on innovation and its role in shaping the future. Discuss and share your key takeaways and express your thoughts on the presented ideas.
 |
| * Create a timeline of significant innovations throughout history in Hebrew-speaking communities. Share your timeline and explain the importance of specific innovations in the development of society and technology, and how these have impacted your life.
 |
| * Choose a renowned innovator and research their life and work. Write a biography about them.
 |
| * Research various innovative products, technologies or services that have significantly impacted modern life, then create a multimedia presentation showcasing your findings. Present it to your class and engage in discussions about the importance and benefits of these innovations.
 |
| * Discuss vocabulary and grammatical structures that could be useful when expressing opinions in Hebrew, then participate in a ‘running dictation’ activity, focusing on revising this information.
 |
| * Complete a ‘think-pair-share’ activity, brainstorming whether rapid innovation is more beneficial or harmful to society. Brainstorm arguments that use persuasive devices to support a position, then participate in a class debate.
 |
| * In small groups, present a solution to a real-world problem, explaining the benefits of innovations to achieve this solution. Listen to feedback from your peers, and refine your ideas based on the feedback you receive.
 |
| * Identify different ways of asking questions in Hebrew, discussing both open and closed questions. Participate in a [gallery walk activity](https://comprehensibleclassroom.com/2013/10/07/gallery-walk-language-classes/), walking around the room collecting the questions you would like to ask in an interview, or brainstorm a list of questions you could ask an innovator during an interview.
 |
| * Create a video blog interviewing an expert or innovator, or peers playing the role of an innovator.
 |
| * Explore innovations that address environmental and social challenges. Listen to texts about sustainable innovations by Hebrew-speaking people or in Hebrew-speaking communities and discuss their potential to create a positive impact on the world.
 |
| * Listen to a short podcast or interview with experts or innovators and craft a reflective extended response such as a journal entry, discussing the impact of the innovations.
 |
| * Analyse how innovation is portrayed in popular culture, such as movies, TV shows or books. After viewing or reading, share your insights on the representation of innovation and its influence on society in an online discussion board or shared space.
 |
| * Read a letter to the editor, focusing on the negative impact of technology in schools.
 |
| * Example icon for advice for teachersRecord a video blog post responding to the author’s letter, informing them of the impact an innovation has had on your life and the role it has played in shaping your future.
 |
| * Discuss the ethical implications of certain innovations, such as AI, genetic engineering or surveillance technologies. Listen to diverse perspectives and participate in a [Socratic seminar-style discussion](https://cetl.uconn.edu/resources/teaching-your-course/leading-effective-discussions/socratic-questions/) to explore the ethical challenges involved.
 |
|  |
| **Example icon for advice for teachersDetailed example** **A video blog post responding to a letter about the impact an innovation has had and the role it has played in shaping the future.** * Discuss and share your understanding of the concept of innovation and examples of innovative products, services or ideas.
* Watch online talks about innovations and take notes using guided note-taking sheets.
* Discuss key information, memorable quotes and any new ideas or perspectives you gained from the online talks, then organise your notes using a mind map or ‘plus, minus, interesting’ chart.
* Identify how the concepts and innovations discussed in the talks relate to your own lives, communities or the world at large.
* Complete a class survey, identifying the innovations you couldn’t live without and identify trends in the data.
* Read sample sentences that provide different ways of presenting data (e.g. statistics, fractions, ‘according to experts’) and group them appropriately, then complete a ‘think-pair- share’ task to identify and explain the grammatical structures required for each group of sentences. Use the grammatical structures to write sentences that present the data from your class survey.
* Participate in a jigsaw activity where each group reads about the negative impact of a different innovation and highlights the arguments against the technology, then brainstorm counter arguments. Present your findings to the other groups.
* Watch a debate and write down the different ways in which arguments can be sequenced, ideas can be linked and statements can be refuted. Read a transcript of the debate and highlight the sequencing and linking phrases in one colour and the phrases or grammatical structures used to refute statements in another colour. Compare your highlighting with the notes you made while watching the debate.
* View an image of an innovation, identify key vocabulary required to discuss the image, then complete a ‘lightning’ writing task, describing the innovation from different perspectives (e.g. an environmental activist, a student, a technology innovation designer) within a limited time frame.
* Read a letter to the editor, focusing on the negative impact of technology in schools, and highlight arguments against these innovations.
* Record a video blog post responding to the letter to the editor, informing them of the impact an innovation has had on your life and the role it has played in shaping your future.
 |

#### Unit 2- Area of Study 2

## Outcome 2

On completion of this unit the student should be able to produce writing in Hebrew for a specified purpose and audience, using relevant information from a reading text in Hebrew.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  | Perspective | Topic | Subtopic |
| Responsibility | Community | Society | Attitudes to an aging population |

## Examples of learning activities

|  |
| --- |
| * Brainstorm a list of target vocabulary related to the subtopic ‘Attitudes to an aging population’ and play a dictionary game, competing individually or in teams to locate each word. Add the new words to a glossary list.
 |
| * Identify strategies for providing information and justifying responses, including grammatical structures and phrases, then read the transcript of a discussion, highlighting these grammatical structures.
 |
| * Create a list of common myths about aging, then research and present evidence-based arguments to counter these misconceptions.
 |
| * View images that reflect attitudes to an aging population from different perspectives.
 |
| * In pairs, choose one image, brainstorm the vocabulary required to describe the image, then complete a ‘word, phrase, sentence’ activity. Write a paragraph describing what you see and how you think the people in the image feel, referencing the image to justify your opinion.
 |
| * Watch a film or selection of films that feature older adult protagonists or themes related to aging. In groups or as a class, discuss the messages conveyed and the impact of these representations on society.
 |
| * Read texts about Hebrew-speaking individuals or communities dealing with advantages and challenges related to an aging population. Discuss the insights gained from these texts with your class. Compare your findings with the issues related to an aging population in Australia.
 |
| * View examples of media texts (e.g. advertisements, articles, TV shows) in Hebrew that feature older adults and analyse the messages, stereotypes and attitudes conveyed in these representations.
 |
| * Complete a ‘gallery walk’ to collate grammatical structures, phases and vocabulary required to share information about data.
 |
| * View, analyse and compare data on the aging populations in different countries to identify trends and potential implications for society. Write short statements providing information about the data.
 |
| * In groups, design and conduct a survey to assess attitudes towards aging within your community or school. After collecting data, write an informative text (e.g. an article, speech, report) presenting your findings and potential factors influencing these attitudes.
 |
| * Example icon for advice for teachers **Organise an intergenerational dialogue event with older adults from the Hebrew-speaking community and discuss how their lives have changed over time.**
 |
| * Explore how attitudes towards aging have evolved over time, by reading or conducting research on historical perspectives of aging and older adults. Create a timeline or visual representation to highlight changes in attitudes.
 |
| * Analyse examples of ageist language in Hebrew and discuss how these linguistic choices perpetuate stereotypes. Suggest alternative, respectful ways to refer to older adults.
 |
| * Research innovative technological solutions designed to enhance the quality of life for older adults, such as assistive devices and communication technologies, and create a blog post evaluating this technology. Read the blog posts written by your classmates, then write a comment with 2 positive statements and one question.
 |
| * Reflect on what you have learned throughout this unit of work by completing a [circle of viewpoints](https://www.sadlier.com/school/ela-blog/how-to-use-the-circle-of-viewpoints-routine-with-students#:~:text=THE%20CIRCLE%20OF%20VIEWPOINTS%20ROUTINE%201%201.%20Brainstorm,now%20have%20and%20what%20new%20questions%20have%20arisen.) thinking routine. Consider the different perspectives when approaching attitudes to an aging population and create sentences to express viewpoints from these different perspectives.
 |
| * Discuss vocabulary and grammatical structures that could be useful when expressing opinions, agreement and disagreement in Hebrew. Participate in an ‘expressions bingo’ activity, focusing on revising this information.
 |
| * Discuss or debate different scenarios that pose ethical challenges concerning aging, such as healthcare decisions, resource allocation and intergenerational equity.
 |
| * Write a short story envisioning how society may change as the population ages.
 |
|  |
| Example icon for advice for teachers**Detailed example** **An intergenerational dialogue event with older adults from a Hebrew-speaking community, discussing how their lives have changed over time.*** Discuss the benefits of intergenerational connections and why it is essential to engage in meaningful dialogues with older adults. Share personal experiences you have had with older adults and the benefits of these interactions.
* Brainstorm a list of thoughtful questions to ask the older adults during an intergenerational dialogue event. Consider topics such as life experiences, historical events, personal achievements, their impact on their community and their perspectives on societal changes.
* Select and write a set of questions in Hebrew then share these questions with a partner, providing each other with feedback on the grammar, spelling, formality and style. Edit your questions in response to the feedback you receive.
* Conduct and record mock discussions to practise asking questions and responding respectfully, then watch the recording, reflecting on your pronunciation, body language and active listening cues when speaking.
* Invite local Hebrew-speaking community members to attend an intergenerational dialogue event. Ask your prepared questions, listening actively to the responses, and ask follow-up questions to deepen the discussion.
* Take notes during the interview to capture key insights, memorable anecdotes and lessons learned.
* Complete a Venn diagram, including information about what their lives were like when they were young and what they are like now, identifying the similarities and differences.
* Create a quotes wall, identifying the ways in which the people you interviewed contributed to the community, and the impact that other people’s attitudes to aging have had on their contributions.
* Discuss your experiences after the dialogue event, consider how the event impacted your understanding of older adults' lives and share your key takeaways.
* Write a reflective journal entry about the intergenerational dialogue event and explore the significance of such dialogues for fostering empathy and building stronger communities.
* Share your reflections with the class, allowing for further discussions and insights.
 |

#### Unit 2- Area of Study 3

## Outcome 3

On completion of this unit the student should be able to deliver a spoken presentation in Hebrew that accurately expresses meaning to Hebrew-speakers on the subtopic related to Australia that has been studied.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  | Perspective | Topic | Subtopic |
| Legacy | Community | History and traditions | Impact of a famous Hebrew - speaking person in their chosen endeavour and Australian society |

## Examples of learning activities

|  |
| --- |
| * Research and prepare a set of portraits of famous Hebrew-speaking individuals from various fields of endeavour, such as science, sports, literature, music or politics. Create a portrait recognition game in the classroom or an online space, matching the name, field of endeavour and portrait, and share your observations with your classmates.
 |
| * Brainstorm and write a glossary of words and expressions required for presenting a speech about the impact of a famous Hebrew speaking person in their chosen field, both in Australia and around the world.
 |
| * Participate in a grammar and spelling relay writing activity with a focus on structures that may appear within a bibliography or interview, where two teams correct deliberate grammar and spelling errors, passing the marker from one student to the next. The relay continues until all errors in each sentence are corrected. The team that finishes first with the most accurate sentence wins the round.
 |
| * Create and display a digital presentation in Hebrew about a famous Hebrew-speaking person, highlighting their achievements and impact on society. Showcase the presentations in a class exhibition about the impact of famous Hebrew-speaking people in their chosen field in Australia and around the world. Then, participate in a [‘gallery walk’](https://resolve.edu.au/pedagogical-tools/learning-community-tools/learning-each-other), viewing, reading or listening to information about each famous person and completing a worksheet, table or series of short-answer questions.
 |
| * Create an infographic illustrating the impact of Hebrew-speaking individuals in their field, using information collated from the exhibition. Use statistics, graphs, images and examples that highlight the significant accomplishments, breakthroughs, contributions, awards, or other relevant facts that reflect the importance of their achievements around the world, and how these are or can be applicable to Australia.
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| * Read biographies or view short documentaries about famous Hebrew-speaking people throughout history. Compare one Hebrew-speaking person’s achievements to a person from a similar field of endeavour in Australia. Analyse their achievements and the impacts they had in their fields of endeavour using a [KWHL chart](https://getting-it-together.moadoph.gov.au/images/graphic-organisers/pdf/KWHL-chart.pdf).
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| * Listen to and view a speech about a famous Hebrew-speaking person, and identify the main characteristics of this text type. Create a list of unique language or mannerisms that are used by the Hebrew-speaking person throughout the speech.
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| * Discuss the effectiveness of the text type features, language use and body language in conveying information within the speech. Compare vocabulary and expressions used in the speech with your glossary and add any new words or phrases.
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| * View a video clip or listen to a podcast interview, then discuss active listening strategies and effective questioning skills that can be used during interviews and discussions. Create a list of different strategies you could implement when engaging in a conversation.
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| * Participate in a [‘hot seat’ activity](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampleroleplay.aspx#link87) where you either assume the role of a famous Hebrew-speaking person or the interviewing, who asks the ‘famous person’ questions about their life and achievements. Answer questions in a way that emulates the speech and mannerisms of the famous person.
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| * Create and perform a short role-play or interview recounting a key moment in a famous Hebrew-speaking person's life or showcasing their impact in their chosen field. Incorporate historical details and dialogue to showcase their contributions in an Australia and/or global context, and use gestures and body language to bring the person to life.
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| * Participate in an online text type scavenger hunt, using the internet to locate specific Hebrew text types on a task sheet. Take screenshots of the text types, share your finding and compare them with other students. Discuss features, conventions and phrases that helped you identify each text type.
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| * Re-write a text about a famous Hebrew-speaking person. For example, rewrite a biography into a speech, news report or interview. Adapt the content, considering the specific features and conventions associated with the text type. Use relevant vocabulary and grammar to effectively convey information and engage the readers through your re-imagined text.
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| * Example icon for advice for teachers**Prepare and deliver a speech for a virtual museum tour about the impact of a famous Hebrew-speaking person in their field of endeavour in Australia.**
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| Example icon for advice for teachers**Detailed example** **A speech for a virtual museum tour about the impact of a famous Hebrew-speaking person in their field of endeavour in Australia.** * Listen to and read a speech about a significant historical figure in Hebrew. Analyse and write notes about the text type structures and language features used, such as engaging openings, emotive language, storytelling techniques, rhetorical devices and clear transitions.
* Research a famous Hebrew-speaking person, their field of endeavour, the impact they have made, and relevant artefacts. Create a timeline of significant milestones in their life and then make specific connections to their contribution in Australia, whether direct or indirect, by creating and annotating a timeline.
* Identify and select quotes and anecdotes related to the famous Hebrew-speaking person, their influence and their significant achievements in their field. Annotate and analyse the language used in these quotes and anecdotes and brainstorm how they may be useful within different text types and contexts, and for different purposes and audiences.
* Identify the intended context, purpose and audience for your tour, and then discuss the importance of using an appropriate register (e.g. formal or informal) and selecting appropriate vocabulary and grammatical structures for the context. Brainstorm sentence starters, grammatical structures and vocabulary that would be useful, and then plan your virtual museum tour.
* Write the script for your museum tour using the timeline of your famous person’s life to help you structure the text, identifying their impact both in their field of endeavour and within Australian society.
* View a range of images related to the famous Hebrew-speaking person and their achievements. Select several images for use in your virtual tour, and identify why you chose these images and how they will add value to the text; then discuss your selections with a partner. Complete a ‘word, phrase, sentence’ activity identifying key information in Hebrew, and add references to the images within your script text.
* Create a digital or virtual presentation to accompany your museum tour, using appropriate text and images to engage the audience.
* Participate in a peer review, exchanging scripts and presentations with a partner and providing feedback about grammar, punctuation, spelling, clarity, sequencing and visual elements. Use the feedback and make relevant improvements to the script and presentation.
* Record a draft of your museum tour and then complete a self-assessment activity, reflecting on your presentation (e.g. pronunciation, intonation, rhythm, body language). Write three suggestions for improvement, and re-record your presentation adopting those changes.
* Brainstorm potential questions the audience may have about the person or their impact at the conclusion of your virtual tour. Prepare thoughtful and well-informed responses to address these questions.
* Present the final recording of your museum tour in small groups, allowing time for questions at the end of your presentation. Once all presentations have finished, complete a TQE chart about your thoughts, questions, and epiphanies (newly learnt information) to be researched in future.
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