

# Speak Easy: Activities for Playful Interactions with Language



ConAct – Coordination Center German-Israeli Youth Exchange



Israel Youth Exchange Authority

Have you ever used language animation methods  
in one of your exchange programs?

**YES**

**NO**

How often do you integrate language animation programmes during a program?

**Almost  
never**

**Sometimes**

**Often**

**All  
the time**

# Favorite Word

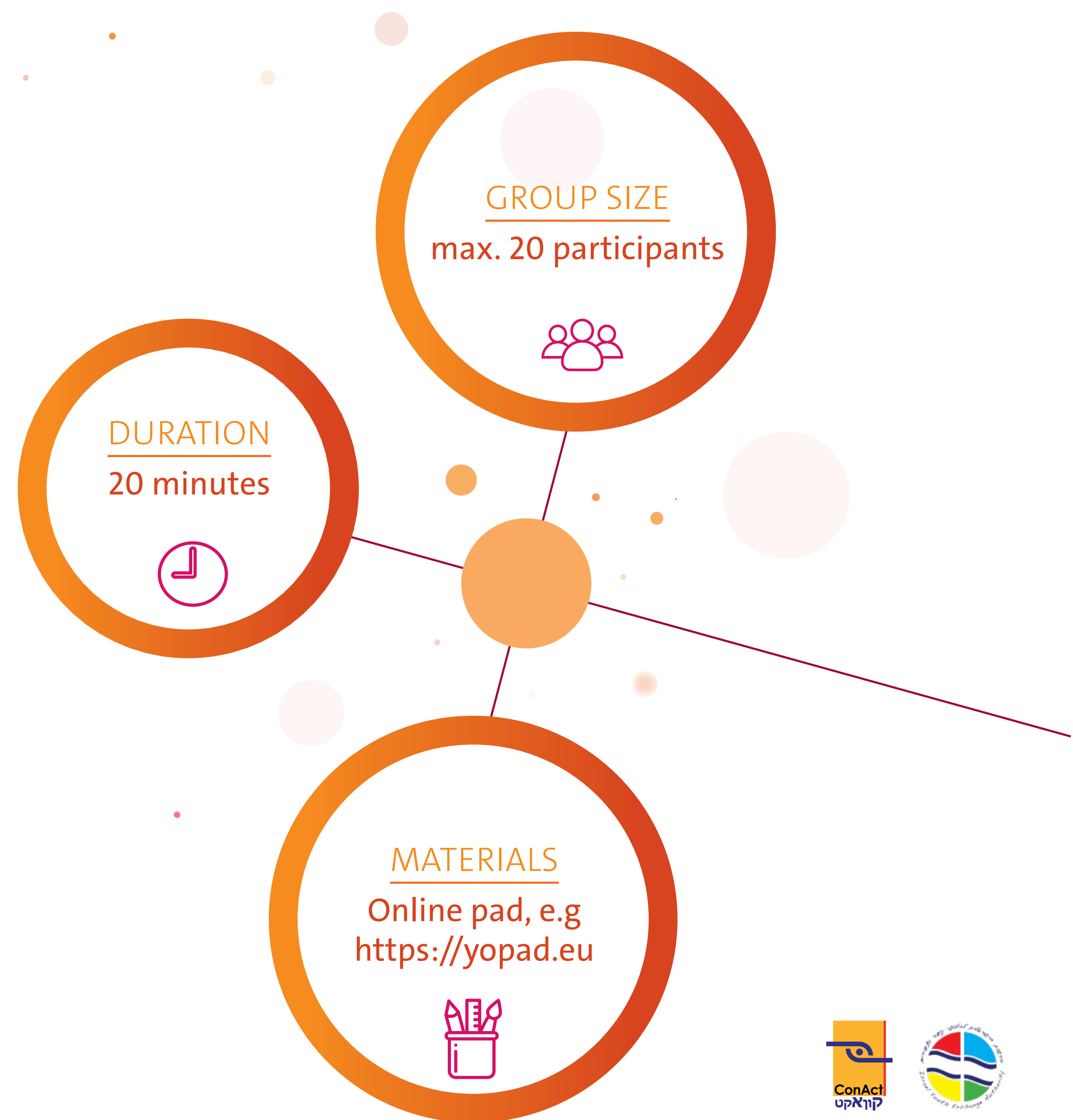
## OBJECTIVES:

- Overcome language barriers
- Generate interest in another language and convey a feeling for it
- Increase the attention participants pay to each other
- Promote active listening

## PROCESS:

The facilitator asks the participants to think about a favorite word in their native language or a language they feel particularly connected to. Each participant presents their chosen word to the group and explains why they chose the word and what they particularly like about it; then they can write down the word in the group chat in its original alphabet as well as its transliteration for everyone to read. The group repeats the word in the chosen language. The facilitator makes sure that every participant gets a chance to present a word.

After the round is completed, the facilitator can collect all words, translations and transliterations in an online pad and send them back to the participants.





What is your favorite word  
in the other language?



# Hello, how are you?

## OBJECTIVES:

- First introduction
- Promote fun and a relaxed atmosphere
- Raise interest in the other language
- Overcome language barriers

## PROCESS:

The moderator reads out loud the phrases “Hello, how are you?” as well as the responses “Very good”, “So so...”, and “Bad” in all the languages that are spoken in the group. The participants repeat after the moderator. Then one participant has the task to greet another participant “Hello! How are you?” in the partner's language. The other participant answers in a language unfamiliar to them „very good“, „so so“ or „bad“. According to the response, all the other participants need to make one gesture with their body. For example:

- Very good – all the other participants lift their hands up
- So so... – all the other participants shake their hands left and right
- Bad – all the other participants show a sad face

The responding participant then passes the question on to a different participant and the round goes on until everyone has asked and answered at least once.



Hallo, wie geht's?

שלום, מה נשמע?

Shalom, ma nishma?

كيف الحال?

Keef al-hal?

Sehr gut

מעולה

Me'ule

جيد

Jaied



So lala...

ככה ככה

Kacha kacha...

مشي الحال

Maschi al-hal



Schlecht

רע

Ra

سيء

Sayee



# Interview

## OBJECTIVES:

- First introduction and get to know each other
- Raise interest in the other language
- Strengthen teamwork

## PROCESS:

The facilitator shares the table of terms and translations with the group and reads the words out loud. The participants repeat after the facilitator. Afterwards, the participants are split into mixed small groups of 2-3 people from both countries and are sent to a breakout session for approx. 5-7 minutes. In small groups, the participants introduce themselves to one another, using the table of terms. They write down the information about the other participant on their computer or on a piece of paper. After the time is up, all participants return to the main group room. Each small group is asked to introduce themselves in pairs. Each participant introduces their group-mate(s) using the phrases in the first person, in a language different to their native one.

- Ich bin... / ... אני - Ani... / ... أنا - Ana...
- Ich komme aus... / ... אני מ - Ani me ... / ... أنا من - Ana min ...
- Ich esse gern... / ... לאכול / אני אוהב - Ani ohev(et) le'echol... / ... بحب اكل - B'heb ekul ...



## TIPPS:

1. The table of terms and translations is best to be shared in both the opening and closing sessions of the method and in multiple ways (e.g. over the group chat using an external link or over shared screen).
2. If the participants are fast, they can add more information about their partner, using the other language.





Ich bin ...

... אני - Ani...

... אנה - Ana...



Ich komme aus ...

... אני מ - Ani me ...

... אנה מן - Ana min ...



Ich esse gern ...

... אני אוהב / ת לאכול - Ani ohev(et) le'echol...

... أحب اكل - B'heb ekul ...

# World Map

## OBJECTIVES:

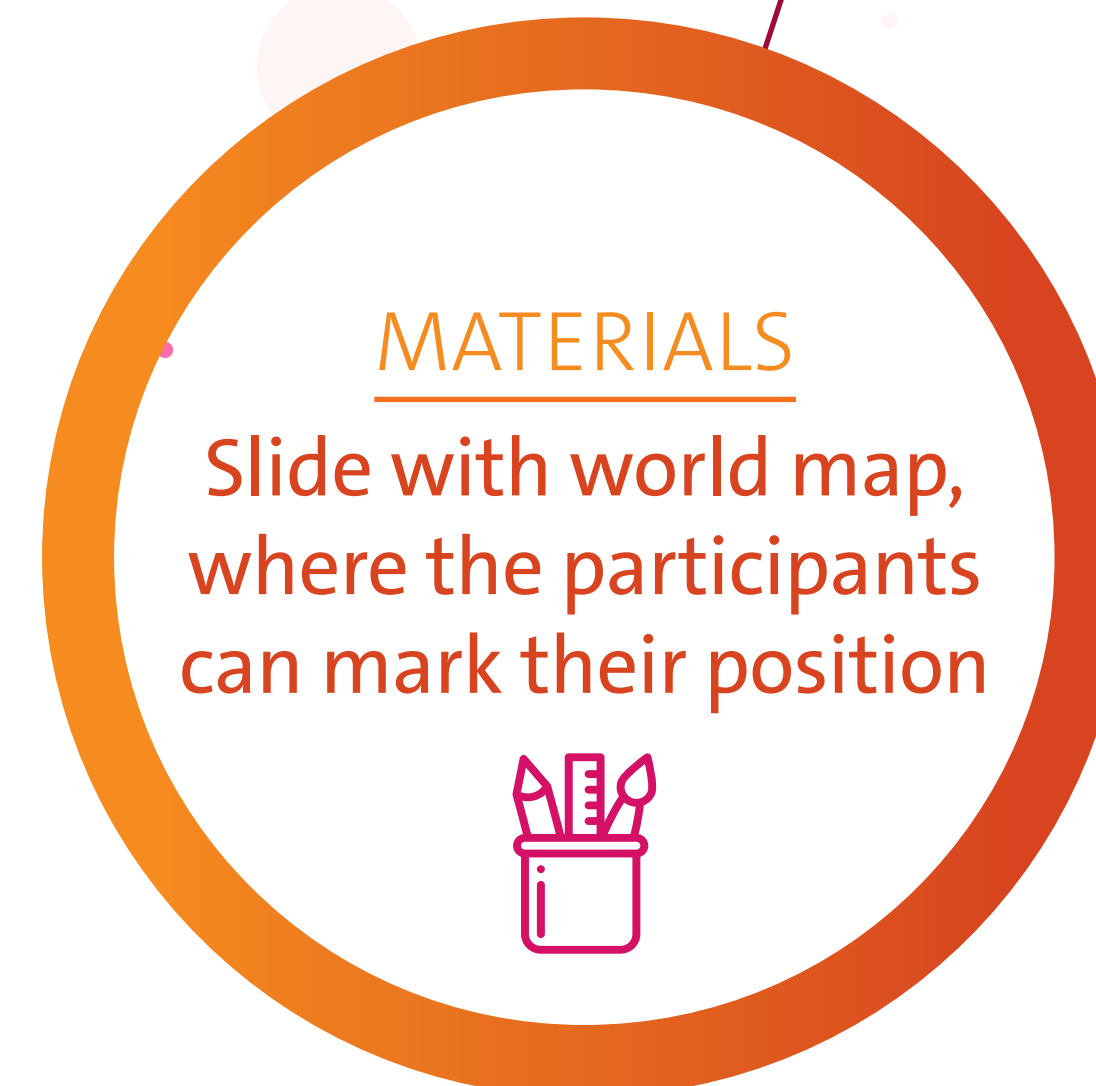
- Get to know each other
- Get to know the participants' place of origin
- Foster diversity within the group
- Raise interest in the other language

## PROCESS:

The facilitator shares a photo of a section of a world map on a digital board with the participants, and poses different questions in rounds. The participants mark themselves on the map according to the question posed in each round.

**1.** Where do you live today? **2.** Where were you born? **3.** Where were your parents born?

During each round, the participants mark themselves on a world map and the facilitator invites several of them to answer the question and then tell a bit more about it. In the first round, the participants show where they were born, in the second round they show where they live and in the third round they introduce the places their parents were born in and share one favorite word in the language or dialect that is spoken there. The facilitator can point out similarities or differences, what is particularly special about the place, what is the best sight to visit in the place etc. This will deepen the mutual learning and understanding in the group.



## TIPPS:

1. Following every round, the marks from the previous round should be removed by the facilitator.
2. If most participants' origins are around a certain area in the world (e.g. Europe, Middle East, North Africa) – it's better to share a segment of the map and not the entire world map, to improve visibility.
3. The facilitators should pay particular attention to those participants who are positioned in more remote corners of the map. A possible additional question could then be: What is it like for you to stand in this place? The method requires sensitivity and experience in group moderation.



Ich lebe in ...

אני גר/ה ב ...

Ani gar(a) be ...

انا ساكن/ساكنة في ...

Ana sakin/sakne fi...



Ich bin in ...  
geboren

... נולדתי ב ...  
Noladeti be ...

ولدت في ...  
Wulidtu fi...





Meine Eltern  
sind in ... geboren

הוריי נולדו ב ...  
Horai noldu be ...

أهلي ولدو في ...  
ahli ulidu fi ...



# Shake it, shake it!

## OBJECTIVES:

- Get familiar with the numbers in the other language
- Integrate movement and physical activity
- Energize and warm-up

## PROCESS:

The moderator shares the table of numbers on the screen and reads the numbers out loud in German, Hebrew, Arabic. The participants repeat the numbers together. The moderator repeats this process until the participants feel familiar with the numbers in the other language(s). For participants with no prior experience, they can count up to 5. For more experienced participants you can add the numbers up to 10.

Then all participants are asked to stand up (if possible). One participant starts to count from 1 to 5 in a partner language, while simultaneously shaking arm/leg the same amount of times. All the other participants follow the lead and also say the numbers out loud.

- Shake your right arm 1, 2, 3, 4, 5 • Now your left arm, 1, 2, 3, 4, 5
- Shake your right leg... • Now your left leg...

Then the moderator passes the counting to another participant who is asked to count and shake their arms and legs up to 4. The participants keep passing the counting until there are no more numbers left.

### GROUP SIZE

Suitable for  
all group sizes



### DURATION

10 minutes



### MATERIALS

Slide with numbers  
1-5 written in the  
different languages



## VARIATION:

According to the group size  
and language experience, the  
participants can count up to  
10 in form of 2-4-6-8-10.



1	Eins	אחת achat	وَاحِد wahad
2	Zwei	שתיים shtaim	اِثْنَان ithnan
3	Drei	שלוש shalosh	ثَلَاثَة thalathah
4	Vier	ארבע arba	أَرْبَعَة arba'a
5	Fünf	חמש chamesh	خَمْسَة khamsa



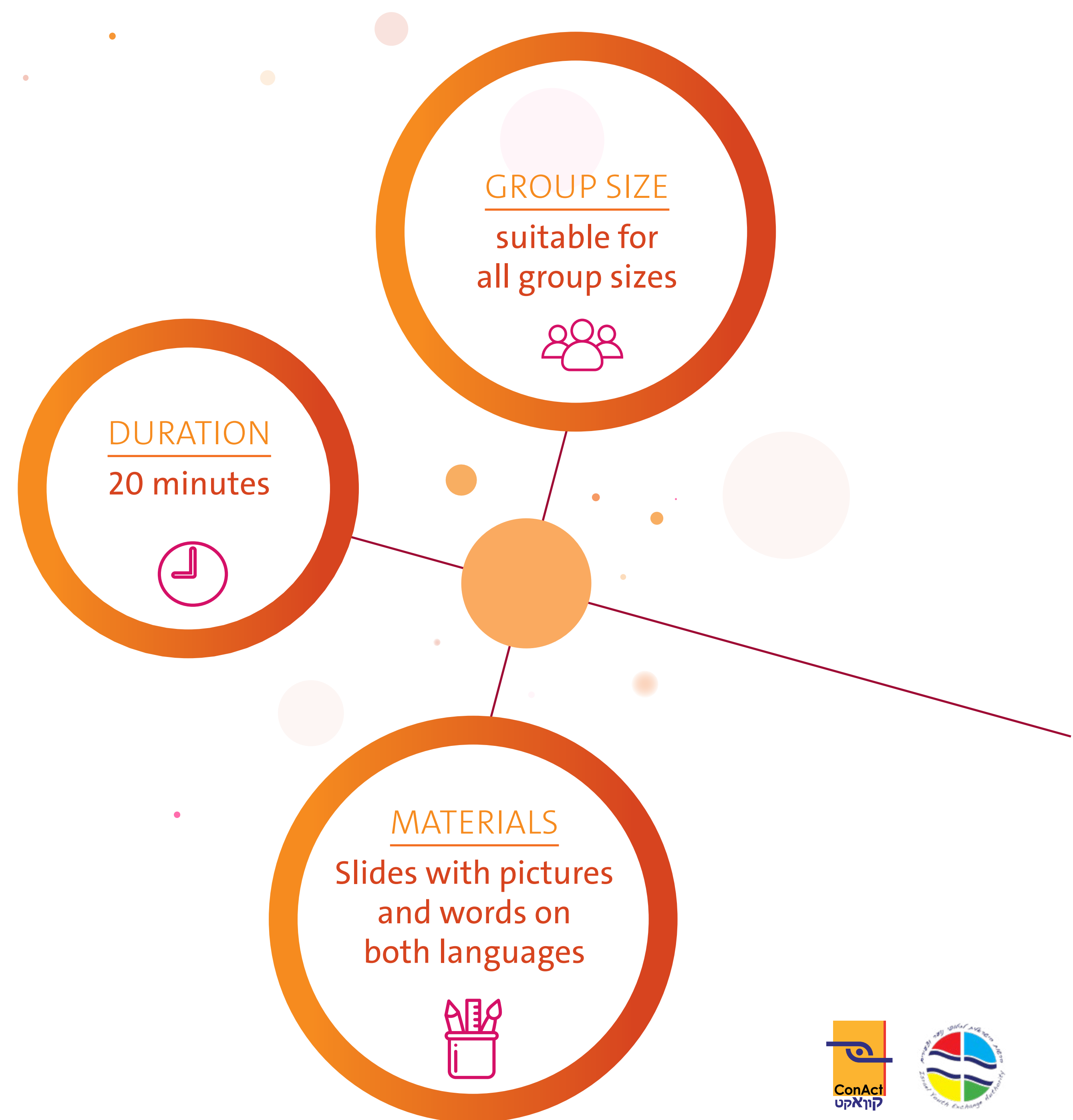
# This or that

## OBJECTIVES:

- Overcome language barriers
- Learn fun words in the other language
- Find common interests

## PROCESS:

The moderator shares the screen with the presentation, which includes always two pictures. For instance, a picture of coffee to the left and a picture of tea to the right. When showing the slide, the moderator reads the words out loud. The participants repeat together. Then the moderator explains the participants how to say “I like” in German, Hebrew and / or Arabic. Each slide contains pictures and the names of the objects in both languages. All participants are asked to position themselves putting a heart or a star according to their preference. After seeing how participants position themselves, the moderator asks several participants to say what they chose in the other language: e.g “Ani ohev/et Shokolad” or “Ich mag Schokolade”.





Ich mag... | אני אוהב/ת ... - ani ohev/et... | أنا بحب ال ... - Ana b'heb el...



die Wüste  
Midbar - מדבר  
Sahra - صَحْرَاء



das Meer  
Yam - ים  
Bahar - بحر



Ich mag... | אני אוהב/ת ... - ani ohev/et... | أنا بحب ال ... - Ana b'heb el...



Kaffee

Kafe - קפה

Ahve - قهوة



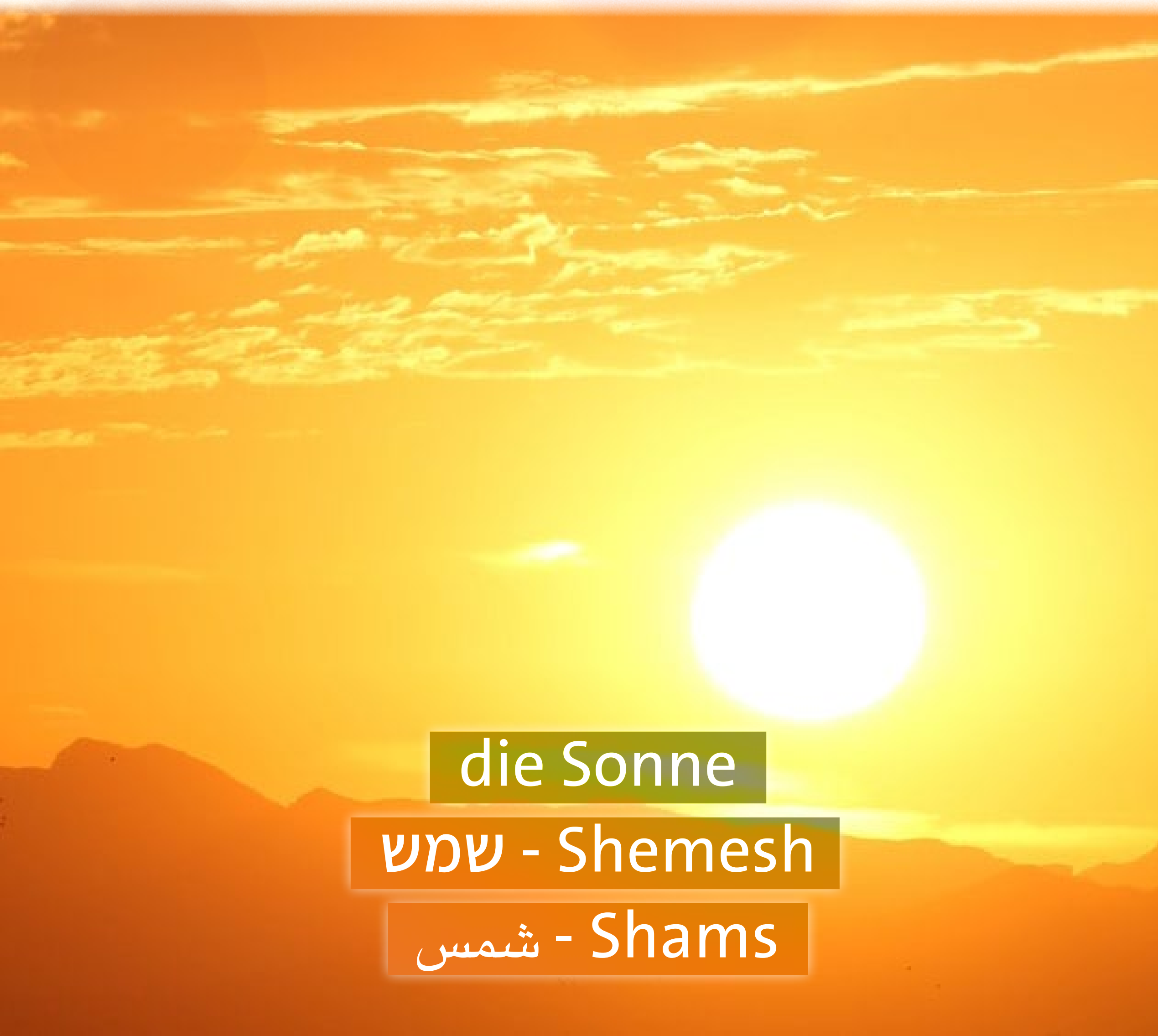
Tee

Te - תה

Shay - شای



Ich mag... | ... אני אוהב/ת - ani ohev/et... | ... انا بحب ال - Ana b'heb el...



die Sonne

שמש - Shemesh

شمس - Shams



Schnee

שלג - Sheleg

ثلج - Thalj



Ich mag... | אני אוהב/ת ... | ani ohev/et... | أنا بحب ال ... | Ana b'heb el...



Gummibärchen

Sukariot gumi - סוכריות גומי

Dubaba Halamiyeh - دبة الهلامية



Schokolade

Shokolad - שוקולד

Shokolata - شوكولاتة



Ich mag... | אני אוהב/ת ... | ani ohev/et... | أنا بحب ال ... | Ana b'heb el...



Strand

Chof - חוף

Shat el-bahar - شَطِّ الْبَحْرِ



Berge

Harim - הרים

Jbal - جِبَال



# Letter Salad

## OBJECTIVES:

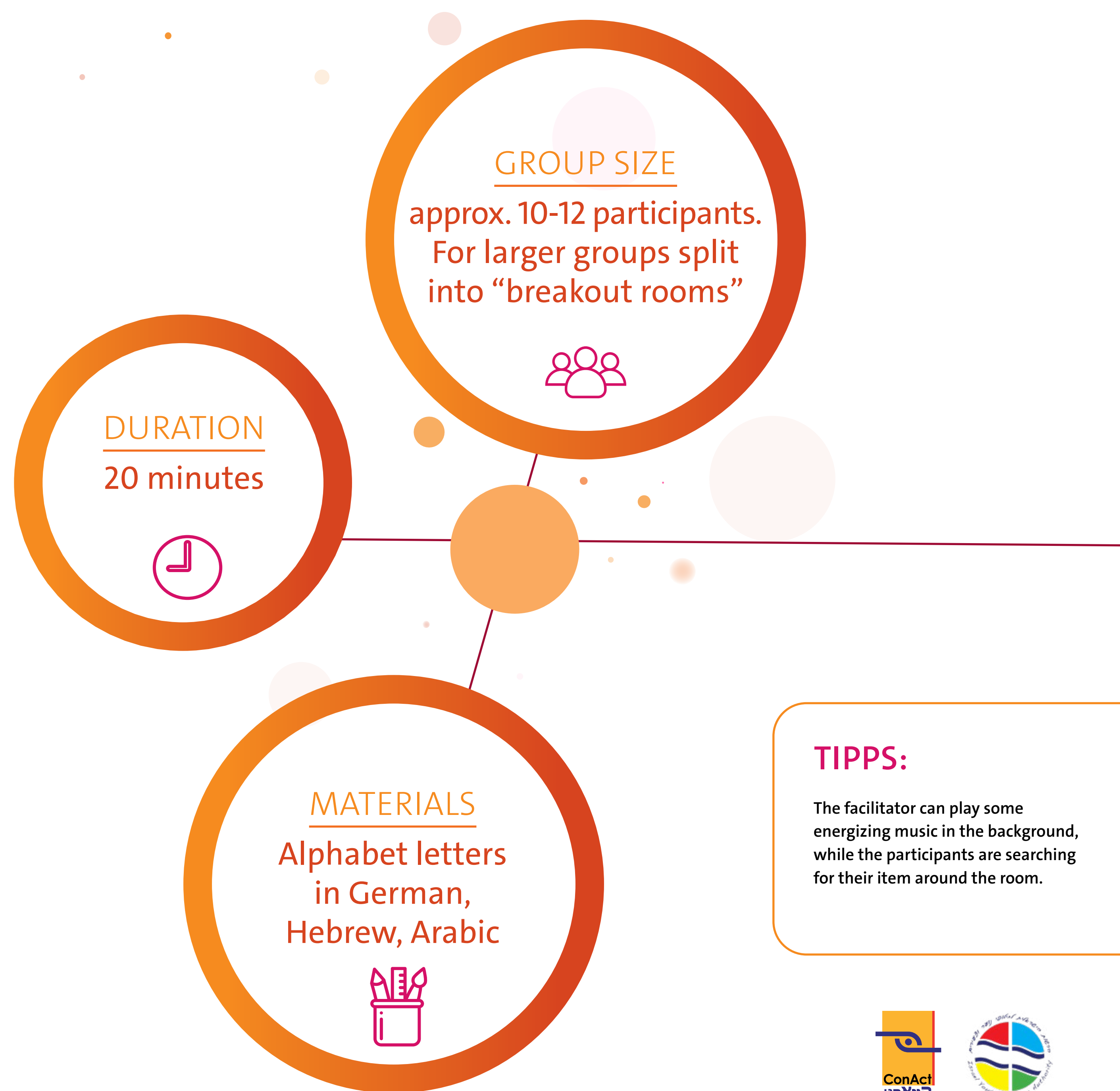
- Overcome language barriers
- Familiarize with the alphabet in the other language
- Learn fun words in the other language
- Energize and bring movement to the group

## PROCESS:

The moderator picks up an alphabet letter and shows it in front of the camera. All participants look around their room and try to find something whose name starts with that letter, either in Hebrew, in German or any other language they prefer. All the participants show their chosen item in front of the camera. The moderator asks several participants to show the item and say the word describing this item. All participants repeat the word together. If the participants wish, they can write the word and its translation in the chat for everyone to see.

## VARIATION:

Instead of letters, the moderator can name an adjective to describe an item. For example: “Find something colorful” or “find something soft” etc. In this version, the participant that comes back last, is asked to announce the next round and name the adjective.



## TIPPS:

The facilitator can play some energizing music in the background, while the participants are searching for their item around the room.



<b>A</b> א ا	<b>B</b> ב ب	<b>D</b> ד د	<b>G</b> ג ج	<b>K</b> ק ق
<b>L</b> ל ل	<b>M</b> מ م	<b>N</b> נ ن	<b>R</b> ר ر	<b>S</b> ס س
<b>T</b> ת ت	<b>P/V</b> פ ف	<b>Z</b> צ ظ	<b>Sch</b> ש ش	

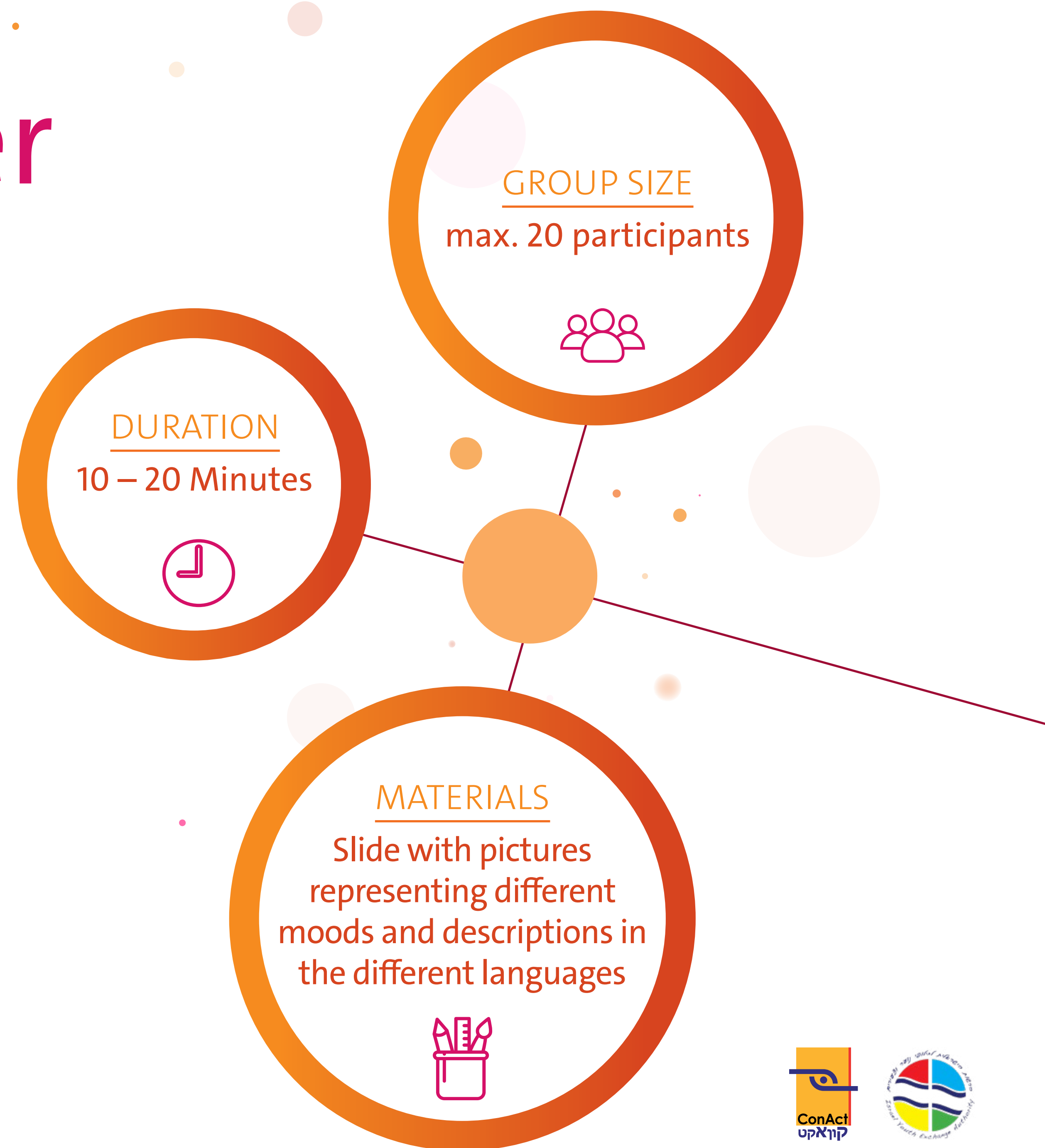
# Energy Barometer & Evaluation

## OBJECTIVES:

- Check the energy level in the group
- Learn fun words in the other language
- Get feedback after the completion of a module

## PROCESS:

This method can be used either in between program parts to check on the mood of the participants or after the completion of a program part in order to evaluate the program. The moderator shares the slide with the participants and asks them to position themselves with their name or a symbol on the digital whiteboard. The moderator asks each participant to say how they feel in the other language. For instance: “Ich bin begeistert!” or “ani nilhav / nilhevet”. As in any evaluation method, the moderator can further elaborate on what was said and give the chance to every participant to take the word. Further evaluation questions follow in the same way.







ÜBERFORDERT

Mutzaf/Mutzefet – מוצף/מוצפת

Gharqan/Gharqaneh – غَرْقَان/غَرْقَانَة



BEGEISTERT

Nilhav/Nilhevet – נלהב/נלהבת

Mutahammis/Mutahammisa – متحمس/متحمسة



HUNGRIG

Raev/Reeva – רעב/רעבה

Djoan/Djoane – جُوعَانَة/جُوعَان



NEUGIERIG

Sakran/Sakranit – סקרן/סקרנית

Fuduli/Fuduliye – فضولي/فضولية



MÜDE

Ayef/Ayefa – עייף/עייפה

Ta'aban/Taabane – تَعْبَان/تَعْبَانَة



# Auf Wiedersehen

# إلى اللقاء להתראות



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