

### Further Suggestions for Jewish Education

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- Create social media campaigns and competitions through which people can share and create their own material based on inspirational videos. For example, a “#WhyIAmAJew” or a more universal #WhyIAmA \_\_\_\_\_” campaign through which people create and post their own videos and work, as inspired by Rabbi Jonathan Sacks’ video, “Why I am a Jew”:  
[www.youtube.com/watch?v=CAbiFbpQP8o](http://www.youtube.com/watch?v=CAbiFbpQP8o)
- Explore the potential of sharing Jewishly themed music videos as is done with apps like Musical.ly for communities ranging from Jewish schools to bunkmates from Jewish camp during the off-season.

### Game-Based Learning

Game-based learning integrates curriculum content into a game format. It is important to note the distinction between games intentionally created for the purpose of education and often with specific curricula in mind, and games originally intended for entertainment but often used to educate (and very often in educational settings), such as Minecraft. Games can be very powerful tools for learning. They encourage skills such as problem solving through self-directed exploration; they can be scaffolded to deliver “just-in-time learning;” and they can use data to help players understand their progress. This can all be accomplished through entertaining and engaging play, which additionally “gives players permission to take risks considered outlandish or impossible in ‘real life.’ There is something in play that activates the tenacity and persistence required for effective learning.”<sup>12</sup>

### Examples

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- **Kahoot!:** Customizable trivia game for group learning. [www.getkahoot.com](http://www.getkahoot.com)
- **Minecraft:** An open world game in which players build functioning “worlds,” known to promote creativity, collaboration, and problem solving in an immersive environment.  
<http://education.minecraft.net>
- **Tiny Taps:** An app that enables teachers and students to create and share curricular-based games.  
[www.tinytap.it/site/home](http://www.tinytap.it/site/home)
- **Games for Change:** A nonprofit organization that facilitates the creation and distribution of social impact games that serve as critical tools in humanitarian and educational efforts.  
[www.gamesforchange.org](http://www.gamesforchange.org)
- **Osmo:** Learning games that combine apps with physical and drawn items.  
<https://www.playosmo.com/en/>

### Related Jewish Tools

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Many of the general education school-based programs can be used for Judaic studies. For example, Kahoot! and Quizlet have Hebrew language capabilities.

- **Facing History and Ourselves Online Game for Social Change:** This game occurred in November 2016, with a goal “to engage educators, students, and the broader public to think about the choices we will be making ten years from today.” The game was primarily on an online platform called Foresight Engine™, developed by Institute for the Future, a 48-year-old non-profit research organization, to engage large numbers of people in fast-paced sharing of ideas about the future.  
<http://info.facinghistory.org/facethefuture>
- **Minecraft for Judaics:** A guide for how Jewish educators can use Minecraft as teaching tool.  
[www.jteach.org/project/minecraft-in-the-jewish-classroom/](http://www.jteach.org/project/minecraft-in-the-jewish-classroom/)

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<sup>12</sup> <http://www.instituteofplay.org/about/context/why-games-learning/>



- **Jewish Interactive:** A variety of games surrounding Jewish topics and holidays including JITap, a program modeled after Tiny Taps, which enables the creation of interactive games and lessons. [www.jewishinteractive.org/products/](http://www.jewishinteractive.org/products/)
- **Keren Hayesod Spanish Games:** Online games related to Jewish content. [www.kh-juego.com/](http://www.kh-juego.com/)
- **Sparks of Eternity:** Created in partnership with the Michigan State University Games for Entertainment and Learning (GEL) lab. This goal of this game is to help Rabban Yochanan ben Zakkai escape Jerusalem and arrange a secret meeting with Abba Sikra, the head of the *biryonim*, in order to escape the zealots. [www.sparksofeternity.com](http://www.sparksofeternity.com)
- **Kerem B'Yavneh:** A sequel to “Sparks of Eternity.” In this game players must build a homestead living a fully Jewish life and sell the crops and produce in order to buy items to celebrate the festivals and contribute to the Yavneh community. Teachers can create their own quests for students, give quizzes, and provide rewards. <http://jewishgaming.com/keby.html>

#### Further Suggestions for Jewish Education

- Explore the “gamification of doing good deeds.” Create a game environment that integrates tikkun olam and opportunities for real-life social action. These can be used year round or during the camp off-season, as a competition between bunks or other groups, or even as part of a bar/bat mitzvah chesed project.

“The gamification of...doing good deeds, where you’re learning about the Jewish context while also doing... [Make it a] competition—bunk vs. bunk or camp vs. camp—with prizes and accolades during the summer... Introduce it in the camp season... Imagine a grand bar mitzvah activity.”

AVI ORLOW, FOUNDATION FOR JEWISH CAMP



- Consider partnering with organizations like Games for Change to create similar programs including their hackathons and student challenges or to create games. [www.gamesforchange.org/programs/](http://www.gamesforchange.org/programs/)
- Encourage and support the use of games that are already popular and played to integrate Jewish content. For example, building a sukkah or other examples provided in this Minecraft guide: [www.jteach.org/project/minecraft-in-the-jewish-classroom/](http://www.jteach.org/project/minecraft-in-the-jewish-classroom/)
- Further explore partnerships similar to the one between Jewish Interactive and Tiny Taps, through which general tech companies are hired to create Jewish content that is equal in quality to the secular content they produce.
- Further explore partnerships with university-based game labs to create and pilot games.
- Given the abundance of Jewish artifacts, combining physical objects with game-based apps like Osmo could be particularly beneficial especially for younger children.

#### Augmented Reality/Virtual Reality

It is commonly said that virtual and augmented reality enables people to “do the impossible,” as they immerse themselves in experiences they couldn’t otherwise have. Learners can “visit” places and time periods and interact with those environments. A recent development in virtual reality (VR) is a push toward using it to help people develop empathy and gain an understanding of others’ perspectives. (See the example of