

The Anonymous Notecard, *FJC Knowledge Center Resource*

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SUMMARY:	Using an anonymous cover, participants can feel free to express themselves, answering questions without any fear of sharing their own opinions out loud. - Submitted by Sara Beth Berman
TOPICS:	Communication Skills, Community Building, Prayer- Alternative, Writing
LEARNING OBJECTIVE:	Participants feel safe in an open sharing space with their group.
AUDIENCE:	Best in a smaller group - bunk is great, unit is good. Staff meeting is good, but be careful - too much honesty combined with the wrong mood can be problematic. (It can also be amazing with the right mood, so know your crew.)
LENGTH:	20-30 Minutes
MATERIALS:	Print out write up. Index cards - size, lined/unline doesn't matter!
SETTING:	Chairs set in a circle is best.

Session Description:

Activity // Time: 15 minutes

1. Anonymous Notecard (10 minutes) - Writing Activity
 - a. This is a safe space for learning, so I'm going to ask that nobody yuck anybody else's yum - just because their tefillah practice is different from your own doesn't mean that it's wrong. We're all here to learn from each other, and I ask that we all do that respectfully. Please give a thumbs up to show that you agree. (Everyone agrees, because I said so.)
 - b. These next activities are meant to help you not just teach, but also have people teach each other. These experiences can help your community become wise through listening and conversing with others whose views may be different, or totally similar.
 - c. Give every participant an index card, and ask them to fill out both prompts, without writing their names on them:
 - i. PROMPT 1: When I'm in Tefillah at camp, I...
 - ii. PROMPT 2: When I think about my campers and Tefillah, I...
2. Collect the notecards, saying that nobody knows which answer belongs to which person, but if you don't want to share, just hang onto your card.
3. Call on volunteers to read their peers' cards out loud. (PROMPT 1, then PROMPT 2)
4. Discussion questions (5 minutes):
 - a. How did it feel to read someone else's card?
 - b. What did it feel like to read something you agreed with?
 - c. What did it feel like to read something that made you uncomfortable?
 - d. How can these questions help us to be better Tefillah programmers at camp?
 - e. How would you use this activity in a staff or cabin meeting at camp?



CORNERSTONE 2016 RESOURCE

Additional Notes for Bringing it Back to Camp:
Can be modified to address a multitude of questions.