



CORNERSTONE 2016 RESOURCE

Post-It Party: Thoughtful Teamwork and Conversation, *Elective 1*

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SUMMARY:	<i>Post-It Party Tefillah: Thoughtful Teamwork and Conversation</i> Using an experiential Tefillah program and a ton of Post-It Notes, some text, and a lot of personal opinions, participants will learn about what matters to them in Tefillah and what matters to their camp community. Using this thoughtful activity, participants will come up with a way to engage campers, as well as staff, to figure out what matters most, and how to use that to work and learn together! - Submitted by Sara Beth Berman
TOPICS:	Community Building, Group Dynamics, Holidays and Celebrations, Identity, Jewish Culture, Jewish History, Jewish Text, Jewish Values, Prayer- Tefillah, Prayer- Alternative
LEARNING OBJECTIVE:	<p><u>Broad Subject and Skill(s)</u></p> <ul style="list-style-type: none"> • Tefillah can be a meaningful part of our camp life • I can learn something from every person • I am a part of a community and my views on Tefillah matter and make it better for everyone. • Thoughtful discussion about Tefillah can model how I can have thoughtful discussions about a variety of topics at camp. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Tefillah can help create a warm community at camp. • Tefillah is, for many, an important part of the Jewish experience. • Interesting and engaging Tefillah - and other potentially polarizing topics - conversation is possible <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Why do we do Tefillah at camp? • How do we do Tefillah at camp? • How can we improve our Tefillah experience? • How do my views on Tefillah and other potentially polarizing topics fit into the views of the broader community? <p><u>Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Participants will be able to describe how and why they do Tefillah. • Participants will be able to pull on Tefillah traditions from camps like - and unlike - their own for good • Participants will be able to identify what Tefillah means for them, and for their camps • Participants will be able to help people learn from each other in their own camp communities
AUDIENCE:	Anybody! You can do this with any age - it would need to be modified for kids younger than Middle School, but still doable. Also great to run as an experiential tefillah at a staff week / training.
LENGTH:	75-90 Minutes
APPENDIXES:	Post It Party Handout - Pirkei Avot - Chapter 4:1
MATERIALS:	Copies of text handout for each participant.

	Multi-colored stacks of post-its - one pad for every person in the session 1 pack of notecards - 3x5 or 4x6, lined or unlined doesn't matter!
SETTING:	Need space to spread out. Wall space is good but not required.

Session Description:

Opening Activity // Time: 15 minutes

We're going to do a series of activities that you can use as parts of a prayer experience at your own camp. I'll point them out as we get to them throughout the sessions. This one is the first:

1. Grabber (10 minutes): Anonymous Notecard - 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?

Step-by-Step Session Description // Time: 60 minutes

1. Post-It-Party (10 minutes): In order to figure out who we are and how we're all going to work together. Each participant get a stack of Post-It notes (pass out post-its of different colors, so Venn diagrams are easier to sort out visually). You will have a chance to write your answer to the following prompts on as many, or as few, Post-Its, as it takes you paint a picture of your religious life at home and at camp.
2. Guidelines:
 - a. When you answer for home vs. camp vs. somewhere else, please just make a note on your Post-It (write home for home, camp for camp, school for school, etc.)
 - b. Write concise things on each Post-It, the more you make, the more complete our discussion will be.
 - c. Each Post-It should have one answer.
 - d. Some prompts will have multiple answers, and that's ok.
 - e. Write a note on the Post-It so you know which prompt it's answering. For example, for "Who do you pray with?" you should write "Who" on the Post-It.
 - f. You don't have to write your name on your Post-It.
 - g. Prompts:
 - i. Who do you pray with? (Examples: Family, friends, Conservative Minyan, all

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- camp, my cabin, etc...)
- ii. What do I need to pray? (Examples: Guitar, prayer books, prayer cards, Tallit, Tefillin, kippah, community, silence, noise, nature AKA STUFF)
 - iii. Where do you pray? (Examples: Dining hall, auditorium, amphitheater, chapel, synagogue, open field)
 - iv. When do you pray? (Examples: Early morning, afternoon, evening, Shabbat, havdallah, before/after meals)
 - v. How do you pray? (Examples: Quietly, singing, with my community, on my own, in experiential activities, sitting in pews, running around, loudly while making noise, silently and meditatively)
 - vi. Why do you pray? (Examples: I'm required, I want to, it's what we do, I want to help, I want to change the world, God is listening, God isn't listening, it's for my kids, it's for my community)
 - vii. What do you like about Tefillah?
 - viii. What do you dislike about Tefillah?
- h. Once you've written all of your Post-Its, you should self-prune, pulling out any answers you're not comfortable sharing with the group
3. Who is wise? (We are.) (30 minutes):
- a. Text Study (10 minutes): Bring your Post-Its with you. Set them aside, and make a group with 3-4 people. Try to get someone from camps that are DIFFERENT than yours. JCC, URJ, Ramah, Moshava, Habonim Dror, Independent. You shouldn't be grouped with anybody from your movement for this activity. (See Handout)
 - b. Questions about the text:
 - i. What does this text teach you about camp?
 - ii. What does this text teach you about learning at Cornerstone / with people who don't share your history, views, and/or opinions?
 - c. Venn-ing (20 minutes): Once you've examined the Ben Zoma text, take your Post-Its, and stick them up on the wall, or on a piece of flip-chart paper, in the form of a Venn-ish Diagram. If you have three people, you can have three overlapping circles, if you have 4, you can divide your paper into quadrants, and make a box in the middle that is the center of your diagram. Just make sure you have a place where you can overlap.
 - d. Analysis:
 - i. Take a look at your partners' Post-Its, and take note:
 1. What is interesting to you?
 2. What seems "weird" to you?
 3. What reminds you of YOUR experience (at camp or school or home)?
 4. What do you have in common?
 5. What's different between you two?
 6. Put those Post-Its in the middle of your Venn-ish diagram.
 - ii. Venn-ish Questions:
 1. When they're in Tefillah at camp, they...
 2. When they think about their campers and Tefillah, they...
 3. How are you gaining understanding from your peers about how their prayer lives work?
 4. How did it feel to find commonalities with your peers from other camps?
 5. What did it feel like to read something you agreed with?
 6. How did you come to terms with something your partner/s said that made you uncomfortable?
 7. How can these questions help us to be better Tefillah programmers at

camp?

Bringing it Back to Camp (15 Minutes):

- How would the Vennish Diagrams activity help you in staff training? In working with CITs? In working with campers?
- How would you use the text we studied today with campers? With staff?
- What from the stuff written on the flip charts above most surprised you?
- What's one thing you learned today that will help you be a better staff member - and how will you use that skill?

Handout

Pirkei Avot (Teachings of the Fathers) 4:1

בן זומא אומר: איזהו חכם? הלומד מכל אדם, שנאמר: (תהלים קיט צט): "מכל מלמדי השכלתי כי עדותיך שיחה לי".

Ben Zoma said: Who is wise? One who learns from all people, as it is written (Psalm 119:99) "I have gained understanding from all my teachers."

איזהו גבור? הכובש את יצרו, שנאמר (משלי טז לב): "טוב ארך אפים מגבור ומשל ברוחו מלכד עיר".

Who is mighty? One who subdues their passions, as it is written (Proverbs 16:32) "One who is slow to anger is better than the mighty, and one whose temper is controlled than one who captures a city."

איזהו עשיר? השמח בחלקו, שנאמר: (תהלים קכח ב): "יגיע כפיך כי תאכל אשריך וטוב לך". אשריך, בעולם הזה. וטוב לך, לעולם הבא.

Who is rich? One who rejoices in their portion, as it is written (Psalm 128:2) "You shall eat the fruit of the labor of your hands; you shall be happy, and it shall go well with you." "You shall be" refers to this world; and "it shall be well with you" refers to the world to come.

איזהו מְכַבֵּד? המכבד את הבריות, שנאמר: (שמואל א ב ל): "כי מכבדי אכבד ובזי יקלו".

Who is honored? One that honors their fellow people, as it is written (I Samuel 2:30) "For those who honor me I will honor, and those who despise me shall be treated with contempt."

Questions about the text:

- What does this text teach you about tefillah?



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- What does this text teach you about learning at camp?
 - What does this text teach you about learning in this class?
 - How can YOU be “wise” at camp?
 - How can YOU be “wise” in Tefillah?
 - How can YOU be “might” at camp?
 - How can YOU be “mighty” in Tefillah?
 - How can YOU be “rich” at camp?
 - How can YOU be “rich” in Tefillah?
 - How can YOU be “honored” at camp?
 - How can YOU be “honored” in Tefillah?

Additional Notes for Bringing it Back to Camp: This program can be scaled, so you can do it with a cabin, and you can do it with a unit or an entire staff at once.