

### Aligning Our Experiences with Our Goals *Specialty Track 2*

<b>AUTHOR(S):</b>	Akiko Yonekawa
<b>SUMMARY:</b>	We know that understanding comes from experience, but how to we engineer a program in order to facilitate our campers' understanding of their own experiences in a way that communicates the concepts that we want to teach? - <i>Submitted by Akiko Yonekawa</i>
<b>TOPIC(S):</b>	Goal setting, alignment, choosing the right activities
<b>LEARNING OBJECTIVE:</b>	Participants will have the skills and knowledge to choose activities that are camper-centered and communicate the concepts that counselors want to teach.
<b>AUDIENCE:</b>	This activity is best suited to teens and older.
<b>TIMING:</b>	90 minutes
<b>APPENDICES:</b>	Tower of Babel.pdf
<b>MATERIALS NEEDED:</b>	Flip chart Markers Foam balls Cups
<b>SET-UP DETAILS:</b>	Room to move around in with a circle of chairs

#### SESSION TIMELINE & OUTLINE:

00:00-00:10 Debrief of Last Session  
 00:10-00:30 Choosing an Experience  
 00:30-00:40 Goal Setting  
 00:40-1:00 Communication Game  
 1:00-1:10 Understanding the Game  
 1:10-1:25 Setting Your Goals  
 1:25-1:30 Closure

00:00-00:10 Debrief of Last Session  
 Participants will be asked to recall what they learned in the last session. Facilitator will write what they say on a flip chart.

- What worked for them?
- What do they think the goals of the last session were?
- How did they learn what they learned?
- What methods were in place?
- Where did they see the action-reflection cycle in place?
- What could have made it clearer to them?

00:10-00:30 Choosing an Experience

Game 1

Participants will gather to play a game of tag. In this game of tag, the “it” will wear a sign that says “justice.” Everyone else will try to tag that person. During the game, the person who is it can move anyway they want, but the people trying to tag that person will only be able to walk with their arms and legs straight. After a few rounds of tag, the group will come back together and share their experiences of being it and being tagged. Facilitator will introduce the concept of “tzedek, tzedek tirdof” and relate their experiences to pursuing justice.

Game 2

Participants will stand in a circle. One participant will have a plastic bag. The object of this game is for the entire group to try to pass the bag successfully as many times as it can without passing the bag to anyone standing next to them.

Facilitator will ask people to share their experiences of trying to pass the bag and again introduce the concept of “tzedek, tzedek tirdof.”

Group will break up into groups of four and in those groups reflect on which of the activities they thought best facilitated the meaning of the text. What were the goals that were achieved in each game? Which game helped them understand the text best? What was the effect of having the game first and introducing the text in the reflection? What could come after this experience?

00:30-00:40 Goal Setting

We have established that there are different kinds of experiences, but how do you choose which ones you want to use as activities?

Start with your goals and work backward.

What are goals? What might be goals for a program?

00:40-1:00 Communication Game

Give each person a slip of paper with instructions on it. Put cups and balls of different colors into the middle of the circle. Give the group three minutes to try to complete the tasks on their sheets of paper saying only what the paper says they can say. Stop game play.

Give the group three more minutes to complete their tasks, but this time they can speak as they wish.

Have the group come back together and ask them what the difference was between the first and second rounds of the game. How does communication help you to complete a task?

Share the source sheet with the tower of Babel story on it. Ask participants to share how they understand the story in light of their experience of communication.



## CORNERSTONE 2017 RESOURCE

### 1:00-1:10 Understanding the Game

Ask participants what kind of experience they thought they just had. What did it achieve? What were their experiences of the text in light of their experience in the game? What goals do they think were accomplished?

### 1:10-1:25 Setting Your Goals

As a group, set goals for a session topic. The session topic, written at the top of a flip chart, will be gratitude. Lead the group through a brainstorm session to create three goals for gratitude.

### 1:25-1:30 Closure

Let participants know that they will be using the goals they set to create a program in the next session.

**ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**