

### Choosing the Right Experiences *Specialty Track 3*

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<b>SUMMARY:</b>	You have your topic and you have your goals. Now, how do you choose the right activities to get you from the first minute of your program to your learning outcomes? - Submitted by Akiko Yonekawa
<b>TOPIC(S):</b>	Goal setting, alignment, choosing the right activities
<b>LEARNING OBJECTIVE:</b>	Participants will have the skills and knowledge to create a camp program that includes learning experiences that are aligned with the goals of the program.
<b>AUDIENCE:</b>	This activity is best suited to teens and older.
<b>TIMING:</b>	90 minutes
<b>APPENDICES:</b>	
<b>MATERIALS NEEDED:</b>	Tangrams, one set for each pair Pens and paper Flip Chart
<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 Let's Play a Game  
 00:30-1:00 Create a Program  
 1:00-1:20 Sharing Our Work  
 1:20-1:30 Reflecting on the Specialty Track

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 do they think the goals of the last session were?
- What worked for them?
- 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 Let's Play a Game

Have participants pair off. Give each pair one set of tangrams. Pairs should sit back-to-back. Pairs should choose someone to call and someone to make a shape. For round one, the caller will hold the answer to a tangram and the person making a shape will have the tangrams. Staying back to back and without looking at what the other is doing, the caller will give the maker verbal instructions for how to make the shape. The maker can ask the caller questions.

Each pair should switch and play the game for round two with a different shape.

Have the group come back together. Ask participants what they noticed in the exercise. What was difficult for them? What made it easier? What kinds of clarifications did people ask for? What was different for the pair in the second round?

Differentiation: If a participant needs to see the caller while making their shape (if, for instance, they have a hearing impairment) you can have the pair face each other with a barrier between them so the caller can't see what the maker is doing.

### Reflection on the game

- What are the salient features of this game?
- What goals could it be used to communicate?
- Brainstorm all the ways that this game could be used.
- What are Jewish concepts or texts they might be able to use for each of these goals?

Use the flipchart to line up goals and texts/concepts.

(If an example is necessary, you can start with the idea of instruction giving and the Ten Commandments.)

### 00:30-1:00 Create a Program

Have group break up into groups of four. Give each group one of the goals from the gratitude brainstorm.

Each group will have 30 minutes to come up with a one-hour program for the age group written on their goals sheet. Their program should have clear goals, which they can adjust slightly for the purpose of their program, an experience, and Jewish tie-in that can include a text or a concept and a plan for reflection.

### 1:00-1:20 Sharing Our Work

Each group will have a chance to share their program outline. The rest of the group will have a chance to give feedback using an "I notice..." "I wonder..." format.

### 1:20-1:30 Reflecting on the Specialty Track

Participants will have a chance to go around and share how they plan to take this back to camp and/or what they are still wondering about program design.

## ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP: