*Yas Kween* - Teaching The Edge of

Appropriate Pop Culture

*Elective 2*

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| **AUTHOR(S):** | Sara Beth Berman |
| **SUMMARY:** | You love Broad City. You adore Grey’s Anatomy (yes, still). You know all of the words to songs that would get you a stern talking to from your camp director. You KNOW you’re not supposed to talk about this with your campers, what with the rampant sex, drugs, and rock-and-roll featured in some of your favorite pop culture. The problem? You also KNOW that your campers are enjoying the same sorts of media. How do you harness this entertainment for good? Using some excellent examples from today’s TV/music landscape, we’ll see what we can do. By the very nature of this session, it contains racy content. *- Submitted by Sara Beth Berman* |
| **TOPIC(S):** | Jewish Culture, Storytelling |
| **LEARNING OBJECTIVE:** | **Broad Subject and Skills**   * Our campers watch shows that we think are inappropriate for them. * These so-called inappropriate “texts” are important to our campers. * We can find the right materials to teach about from within the sea of inappropriate things.   **Understanding**   * Pop culture texts are enjoyable for campers and staff alike. * Teaching about what’s appropriate and inappropriate is a good lesson for learners of all ages. * Harnessing something that could be perceived as bad for good is a great teaching tool.   **Essential Questions**   * How can I tell if a piece of media is inappropriate? * How can I tease out the usable, good stuff for teaching purposes? * What sort of Jewish texts can I use to help frame these pieces of pop culture? * How can modern clips help me open up different discussions at camp?   **Knowledge and Skills**   * Counselors will know how to approach sensitive texts and issues with their campers/staff. * Counselors will be able to tease out useable, good pieces of media from borderline inappropriate sources. * Counselors will be able to use pop culture to teach (older) campers/staff. |

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| **AUDIENCE:** | * Staff training * Medium or small group - need at least a minyan of participants (10) for maximum effectiveness in conversation |
| **TIMING:** | 90 Minutes |
| **APPENDICES:** | **Essential Texts**   * [Jason DeRulo Trumpets](https://www.youtube.com/watch?v=oOAfz0H4f00) - (122-210 for more-appropriate content <http://www.tubechop.com/watch/8775640>) * Broad City contrast and compare   + [Broad City Yom Kippur](https://www.youtube.com/watch?v=D39kI0ysBtk) - SO inappropriate - 159-318 (Before 159 is REALLY inappropriate)   + [Broad City Season Finale Trailer - Schlep of a Lifetime](https://www.youtube.com/watch?v=xW9PIaOEreI)   + [Broad City piece to use to process your feels](http://religionnews.com/2016/05/02/broad-city-birthright/) * Grey’s Anatomy contrast and compare   + [Grey’s Anatomy Porcine Valve Scene](https://www.youtube.com/watch?v=FD0vA6_2p4Y)   + [Grey’s Anatomy On-Call Room Hook Up Scene](https://www.youtube.com/watch?v=07UJysnzcwk) * The Daily Show Standalone - [The Thin Jew Line - Comedy Central](http://www.cc.com/video-clips/1jsrl7/the-daily-show-with-jon-stewart-the-thin-jew-line) * Non-discussables article from ASCD: <http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Culture-Builder.aspx> |
| **MATERIALS NEEDED:** | **Supplies**   * AV Setup - to project video and also play music * Flip Chart / Markers * Tubechop.com will help you cut your videos down to size * Paper and pen/cils. |
| **SET-UP DETAILS:** | * There should be tables and chairs in order to group up and work. * Need AV to project clips - projector and sound |

**Session Timeline & Outline:**

**Opening Activity // Time: 15 minutes**

1. Trumpets (15 minutes):
   1. Safe space: This session contains racy content. I’m also going to ask you to help make this session safe space - to like music with filthy words and messages, TV shows with sex and drug use, movies with actors who are not good humans in real life. Dealing with those feelings, and being able to harness them for good - that’s why we’re here. Please can I get a thumbs up that this is a safe space? Thanks.
   2. Play [Jason DeRulo Trumpets](https://www.youtube.com/watch?v=oOAfz0H4f00) (Beginning to 2:10 - an even shorter version is 1:22-2:10 for appropriate content - <http://www.tubechop.com/watch/8775640>)
   3. Flip Chart: What’s Good? What’s Bad?
      1. Good: Consent, nice beat, fun, funny, musical talent.
      2. Bad: Objectification of women, crass, inappropriate.
   4. Why did I show it? (Let them figure it out for a bit - I love it because it’s about helping people make safe and appropriate choices about hooking up. This video is the classic camp night shift: OD / Shmira.)
   5. Discussion:
      1. Why did I choose this video to share with you?
      2. How does this video invite in a conversation that we don’t often have at camp?
      3. Why is it so hard to cross those lines?
      4. Can you think of any other songs or clips that are borderline inappropriate that you could potentially harness for good? You’ll need support to make sure you’re allowed to present it.
      5. What is the one thing you hope to get out of this session? Please, let’s keep that in mind as we move forward and target our discussions.
   6. Nondiscussables - This concept is that there are things that are viewed as “off-limits” - I cannot discuss this; it’s nondiscussable! We’re going to do some discussing of those nondiscussables today.

*“Nondiscussables are subjects sufficiently important that they are talked about frequently, but are so laden with anxiety and fearfulness that these conversations take place only in the parking lot, the rest rooms, the playground, the car pool, or the dinner table at home. Fear abounds that open discussion of these incendiary issues...will cause a meltdown.”*

* 1. Can you name a topic at your camp that is non-discussable?
  2. (Further reading: <http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Culture-Builder.aspx>)

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

1. Yas Kwestions (10 minutes):
   1. We’re going to watch some videos, but before we do, let’s come up with some agreed-upon questions we’ll use to analyze the video clips presented. I have a few, but I want you to come up with a few. Let’s think-pair-share some ideas, and then we’ll make a complete list.

*[thing] = show/song/sketch/clip/musician/performer/actor/actors/content/setting/etc.*

* + 1. What about this [thing] is inappropriate?
       1. Why?
       2. How?
    2. How can we use this [thing] to teach?
    3. Why do we feel this [thing] is inappropriate?
    4. What about this [thing] is educationally interesting?
    5. If I don’t use this [thing], what could I use as an alternate?
  1. So now that we’ve got our kwestions in order, a resource: tubechop.com - it cuts YouTube videos into exactly the length you want them to be. You need internet connection for them, but if you have internet - good to know.

1. Yas Kween (30 minutes):
   1. *Broad City (15 minutes)*: contrast and compare - first, a few questions:
      1. What can you tell me about Broad City?
      2. How and why is this a show to use when working with our campers?
      3. How and why is this show totally inappropriate for us to address with our campers?
      4. Videos - so in this series, I’m going to show you two clips. One is inappropriate and one is more appropriate - let’s contrast and compare.
         1. [Broad City Yom Kippur](https://www.youtube.com/watch?v=D39kI0ysBtk) - SO inappropriate – 1:59-3:18 (Before 1:59 is REALLY inappropriate)
            1. <http://www.tubechop.com/watch/8775387>
            2. Questions

Agreed-upon questions first

What does this Yom Kippur video make you feel?

Why do you think this is an interesting text to use?

* + - 1. [Broad City Season Finale Trailer - Schlep of a Lifetime](https://www.youtube.com/watch?v=xW9PIaOEreI) - what’s interesting about this clip and why? (It should be noted that Broad City’s so inappropriate line-by-line that basically only commercials are safe.
         1. Questions

Agreed-upon questions first

What does this video teach us about Birthright?

How can Broad City’s Season 3 closer help us open up a conversation about Judaism beyond Birthright?

1. Grey’s Anatomy (15 minutes): contrast and compare - first, a few questions:
   1. What can you tell me about Grey’s Anatomy?
   2. How and why is this a show to use when working with our campers? (SO MANY TEACHING MOMENTS)
   3. How and why is this show totally inappropriate for us to address with our campers? (So much inappropriate workplace hooking up)
   4. Videos - so in this series, I’m going to show you two clips. One is inappropriate and one is more appropriate - let’s contrast and compare.
      1. [Grey’s Anatomy On-Call Room Hook Up Scene](https://www.youtube.com/watch?v=07UJysnzcwk)
         1. Agreed-upon questions first
         2. What does this video teach us about workplace behavior?
         3. How can you relate this video back to life at camp?
      2. [Grey’s Anatomy Porcine Valve Scene](https://www.youtube.com/watch?v=FD0vA6_2p4Y)
         1. Agreed-upon questions first
         2. What does this video teach us about Jewish belief and practice?
         3. How do you relate to the girl in this scene?
         4. What is problematic about this video?
2. The Daily Show (20 minutes): Standalone - [The Thin Jew Line - Comedy Central](http://www.cc.com/video-clips/1jsrl7/the-daily-show-with-jon-stewart-the-thin-jew-line) - this one stands by itself. We’re going to watch this piece in full.
   1. First, we debrief:
      1. Agreed-upon questions first
      2. Who can explain what an eruv is?
      3. Why is/was this a polarizing issue for some people? Jews and/or non-Jews?
      4. How does this video make you feel about portrayal of Jews in the media?
   2. Second, we troubleshoot: Break into groups of 3 or 4 and discuss how you could use this video to teach about something Jewish at your own camp.
      1. PRESENT ideas as time permits

**Bringing it Back to Camp // Time: 15 minutes**

* How would you use the media we studied today with campers? With staff?
* How will the idea of a “nondiscussable” be helpful to you in your camp life?
* What did you learn from the sourcing of questions in this activity?
* Which of the media most surprised you?
* How could you adapt this for staff training?
* What other media would you like to use at your camp? What are some other shows/movies/clips/videos/poems/books that are inappropriate but great to use for the purposes of crossing the line of what’s appropriate...for educational purposes?
* What’s one thing you learned today that will help you be a better staff member - and how will you use that skill?

**Additional Notes for Bringing it Back to Camp:**

An important avenue to explore for staff training.