

Spoken Word & Storytelling: Empowerment at Camp *Specialty Track 2*

AUTHOR(S):	Caroline Rothstein
SUMMARY:	You will continue learning how to write and perform poetry by engaging with stories about and quotes from contemporary Jewish leaders and innovators to unpack what it means to take risks as we prepare for momentous milestones at camp and beyond. - Submitted by Caroline Rothstein
TOPIC(S):	Writing, Jewish Culture
LEARNING OBJECTIVE:	The goal of session two of “Spoken Word & Storytelling” is to provide you with tools to use other people’s texts, stories, and ideas to help generate poetry and personal stories. You will also receiving training in the revision and editing process – both providing feedback for others’ writing and receiving feedback on your writing.
AUDIENCE:	Any size group, age, or camp role works, though especially ideal for bunks or small groups (10 to 20 people) of campers and/or staff.
TIMING:	90 minutes
APPENDICES:	<ul style="list-style-type: none"> • Women & People Who Dare
MATERIALS NEEDED:	<ul style="list-style-type: none"> • “Women & People Who Dare” print outs • 5 x 7 notecards • Scissors • Tape or a glue stick • Writing utensils for all participants • Paper/notebooks/something on which to write for all participants
SET-UP DETAILS:	This session should take space in a location, space, or room where participants can both sit in a circle (on the floor or in chairs), and have space to spread out if they want some privacy during the writing workshop portion of the session. The writing workshop portion can also be done around tables (i.e. outside at picnic tables, or inside in the dining hall, etc.).

SESSION TIMELINE & OUTLINE:

- *Preparation work before the workshop:*
 - o *Print out the “Women and People Who Dare” document. Cut each bio and quote into strips and paste/tape each bio on one side of a 5 x 7 notecard with the person’s corresponding quote on the other side. These will be used during the writing workshop portion of this session.*

- Invite participants to find a seat in the circle and each have a writing utensil, paper, and clipboard.

- Begin session.

- Welcome participants back and share session two goal and agenda (5 minutes)
 - o Session goal: to provide participants with tools to use quotes by well-known daring Jewish leaders to generate personalized poetry. Participants will also receive training in the revision and editing process – both providing feedback for others’ writing and receiving feedback on their own writing.
 - o Session agenda:
 - Introduction
 - Opening activity
 - Writing workshop
 - Editing workshop
 - Reflection
 - Closing
 - o Note that Group Agreements remain.
 - o Ask participants to share one thing for which they are grateful today.

- Opening Activity (15 minutes):
 - o This activity is going to explore the literal versus the metaphorical and how it relates both to writing poetry and camp.
 - o Ask participants to break into hevruta (pairs).
 - Choose one person to be the scribe and take notes/write.
 - Think about hyperbolized and superlative things that happen and/or are sad at camp that can be both literal and metaphorical at the same time. Examples:
 - A camper saying an experience is the best/worst moment of their life.
 - A camper being homesick and wanting to go home because they “hate” camp and it is the “worst place” on earth.
 - Write a collaborative poem – fictional or real – highlighting this nuance and the thin line between that which is literal and that which is metaphorical, and how sometimes – especially at camp – experiences can be both.
 - o Ask volunteers to share what they wrote.
 - o Reflections:
 - How does this connect back to Judith and session 1?

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- How can this serve as a reminder/tool this summer at camp?
 - Could this an example of how poetry – superlative, hyperbole, metaphor, simile – naturally exist at camp as a form of expression?
- Writing Workshop (40 minutes)
 - Share the Rabbi Abraham Joshua Heschel quote, “What we need more than anything else is not textbooks but *text people*.”
 - Context: Heschel talking about how teachers can be a text people never forget. In this writing activity, participants will look towards people as texts – particularly, Jewish Women and People who “dare” in their leadership and work – to inspire them to write poetry about their own personal experiences, opinions, and thoughts. Note back to how in session one, the text was the text. Here, the people will be the texts through their actions and words.
 - The Heschel quote comes from a speech that was later included in an article called “The Spirit of Jewish Education” in the *Journal of Jewish Education* Fall, 1953, pp. 9-20. For more on the context of the quote: <https://jewishfutures.wordpress.com/2013/05/06/text-books-and-text-people-posted-by-josh-on-January-31-at-nate-2011>.
 - Lay out quotes/bios (cut out and pasted front/back onto the 5 by 7 notecards) from the “Women and People Who Dare” (with the quotes right side up) around the space. Consider: what is the text that is represented by each of these people?
 - Ask participants to move around the space and see which quotes resonate with, inspire, or speak something for them. Pick three and write them down.
 - Look at each of these quotes.
 - Write one question you have for yourself responding to each of these quotes.
 - Write three feelings you have when reading each of these quotes.
 - Write three moments in your life or things about yourself that come to mind when you read each of these quotes.
 - Look at the three quotes – pick one to write a poem about, using the brainstorming and pre-writing you have already done.
 - Editing Workshop (20 minutes):
 - Ask participants to break back into their groups of three and share what they wrote with one another and offer feedback in the form of: I like, I notice, I wonder. (12 minutes)
 - Ask participants to revisit their pieces and incorporate the feedback they received. (8 minutes)
 - Reflection (5 minutes):
 - Reflecting on today’s writing activity, can we become mirrors for one another as seen through this exercise? What does that have to do with camp and being a counselor?
 - How does this connect back to Judith and session one?
 - Closing (5 minutes):
 - Ask each person to share one thing that is clear, and one thing that is lingering as they leave today.
 - Ask participants to bring what they have written back with them for session three.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

- Use your own poetry/writing to be the material that inspires both the discussion and writing!
- Add more quotes/bios and Jewish leaders to the writing workshop in addition to the other “Women & People Who Dared.”
- Change the theme from “Women & People Who Dared” to something else to generate quotes.
- Use the opening activity on its own either as a writing activity or for a charades game.
- The writing activity can be done on its own without the opening free write and/or editing.
- The sharing/editing process can always take place at another time on its own.
- If you use a different theme for the writing prompt, it is recommended they keep the structure of the workshop the same, and change the following sections: the poem or art used at in the sharing opener, the nature of questions in the discussion, and the writing prompt.