

Spoken Word & Storytelling: Empowerment at Camp *Specialty Track 3*

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SUMMARY:	Building upon Specialty Track session 1 and 2, participants will learn performance techniques to share their own poetry, as well as learn how to run and moderate bunk-wide and camp-wide spoken word poetry programs. - <i>Submitted by Caroline Rothstein</i>
TOPIC(S):	Performance, Storytelling
LEARNING OBJECTIVE:	The goal of session three of “Spoken Word & Storytelling” is to provide participants with tools to perform poetry and create programming at camp that allows space for writing, sharing, and performing poetry.
AUDIENCE:	Any size group, age, or camp role works, though especially ideal for bunks or small groups (10 to 20 people) of campers, staff, specialists, and counselors, or age groups.
TIMING:	90 minutes
APPENDICES:	<ul style="list-style-type: none"> Using Spoken Word Poetry At Camp!
MATERIALS NEEDED:	<ul style="list-style-type: none"> Writing utensils for all participants Paper/notebooks/something on which to write for all participants (Optional) Microphone, microphone stand and AV
SET-UP DETAILS:	This session is best done in an open space where there is room to either create a makeshift stage area/space, and/or actually have a stage (i.e. the theatre, or an outdoor amphitheater).

SESSION TIMELINE & OUTLINE:

- 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 three goal and agenda (5 minutes)
 - o Session goal: to provide participants with tools to perform poetry and create programming at camp that allows space for writing, sharing, and performing poetry.

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- Session agenda:
 - Introduction
 - Performance workshop
 - Performance
 - Taking It Back to Camp
 - Closing
- Note that Group Agreements remain.
- Ask participants to share one thing for which they are grateful today.

- Performance workshop (20 minutes):
 - Ask participants:
 - What might a poet have to do in preparation to write?
 - What might a poet have to do in preparation to perform?
 - NOTE: Consider Judith and her preparation for doing what she does.
 - At camp – how do you prepare for something momentous to happen?
 - At camp – how do you create an environment to do something daring
 - Offer that the body is an instrument. When poetry is elevated and lifted from the page to the stage, the body becomes the instrument by which emotional accompaniment is added to the poetry text that already lives with its own integrity on the page.
 - The goal of this performance workshop/training is to loosen and tune the body as one would an instrument so that each participants is able to access their fullest range of emotional (and vocal and movement) abilities as they share and perform their poem.
 - Ask all participants to stand / move to their feet if they are able.
 - Describe the Kristin Linklater techniques – being on one’s “natural voice.”
 - Guide participants through vocal warm-ups and physical voice warm-ups:
 - Back / body roll.
 - Moving hips / being on floor.
 - Massaging face / jaw-opener.
 - Stretching the tongue.
 - Stretching the face.
 - Guide participants through vocal warm-ups:
 - “To sit in solemn silence.”
 - “You know you need unique New York.”
 - Sirens / “moving” the voice like the arc of a football.

- Performing (35 minutes)
 - Ask each participant to choose one of their pieces from session one or two to share/perform at the microphone.
 - Facilitator treats it as an open mic and brings each participant up to the microphone one by one, each participant performs and shares one of their pieces.
 - Close out with thanking everyone.

- Taking It Back To Camp (15 minutes):
 - Ask participants:
 - Hang out “Using Spoken Word Poetry At Camp!” hand out to everyone.
 - How might you see yourself bringing any of this programming back to camp?
 - How does the Judith story and the quotes/people from session two connect with skills, programming, teaching values you might use at camp?

- Closing (15 minutes)
 - Ask each participant to share: what is a final thought and/or something you’re taking away with you from this specialty track – either/both personally and professionally?



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ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

- Performance workshop can be done on its own – I encourage you to collaborate with the drama/theater staff if there is a performance program at your camp!
- See appendix called “Using Spoken Word Poetry at Camp!” with more suggestions!