

CORNERSTONE 2018 RESOURCE

Bringing Our Full Selves: Teen Programming *Specialty Track 1*

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SUMMARY:	Camp can be an incredibly rich environment for exploring our own developing identities, learning from the journeys of those around us, and taking on big topics together. In particular, we can bring great joy to making space for older campers to enjoy and value their own evolving works-in-progress-ness. In these sessions, we will build programming that helps teen campers ask better questions of ourselves and each other, learn together, and celebrate all that we each bring to our community.
TOPIC(S):	Identity, Teen Programming
LEARNING OBJECTIVE:	Participants will have a new range of teen-appropriate activities on identity, relationship-building, communication, and creating community.
AUDIENCE:	Teen campers
TIMING:	Each activity can range from 15-60 minutes and activities can be combined in many different ways.
APPENDICES:	Handouts - What Are Community Agreements, What I Am, These and These, Dreamscapes, Witness, Judgments Into Questions
MATERIALS NEEDED:	Lots of paper for journaling, pens, assorted art supplies, magazines to cut up, scissors, index cards, handouts
SET-UP DETAILS:	Most of these activities can be done in any quiet space with enough room for all participants to sit in a circle

SESSION TIMELINE & OUTLINE:

The three sessions of this track will each relate to key growth ideas for teens:

- Bring in your full self: Share who you are, explore your various identities, and celebrate them.
- Reach out to each other: Get to know one another in honest ways, get past our assumptions, and build better ways to trust each other.
- Don't be afraid to dig in: Talk about the hard stuff. Learn from and with each other.

The camp environment can be an amazingly joyful, generative, creative, exciting place for teens to learn to better embrace their own identities, lean on each other and explore the scary topics together.

Session #1: Bring in your full self!

- 1) When everyone enters the space, we'll have magazines and scissors spread out. As everyone settles in, participants will go through the magazines and cut out any images or words they especially like, making a little pile for themselves.
- 2) We'll then all introduce ourselves, sharing one image or word they cut out and why.
- 3) Give everyone an index card. Ask them to write down one thing other people can do that helps them (the writer) feel more comfortable in a group.
- 4) Explain the idea of Community Agreements. Show some examples (handout). Then collect the index cards and redistribute them so that everyone has a new one (it doesn't matter if someone ends up with their own). Go around and have each person read their index card and either suggest a new Community Agreement or name which CA already on the list would help to meet this person's need/request.
- 5) Give everyone [the handout](#) of a page divided into three categories with the headings: Who I Am, Who I'm Not, Who I Hope to Be. Explain:
 - The first list is for names/terms/titles that you wear proudly (for example: sibling, smart, feminist, Jew, mensch);
 - The second list is for names/terms/titles that you don't like and which have either been applied to you or that you worry have been applied to you (for example: racial slurs, Jewish American Princess, bossy, not really a Jew, bitch);
 - The third list is for names/terms/titles that don't apply to you yet, but which you hope will someday (for example: parent, graduate, ally).Be sure to tell them that they will be sharing this list with other people. If they'd like to write down terms they don't want to share, they should put those on the back. Give everyone time to fill out their lists.
- 6) Form concentric circles. Each person should allow their partner to read through their list, and then each person should choose one of the terms on their partner's page and ask them to share more about it. After a couple of minutes, switch partners (number of switches will depend on amount of time allotted for program).
- 7) Everyone creates posters that highlight the words they wrote down on their first "Who I Am" list (collage, drawing, etc.). You can include the magazine images from the start of the session.
- 8) Following from the "Who I Hope to Be" list, we're going to do some dreaming about what kind of world we're trying to build. Read and discuss the texts on the "Dreamscapes" text study sheet.
- 9) Give everyone options for bringing their own ideal world to life: journaling, another poster/collage/drawing, discussion, or showing it with objects in the room.
- 10) Hand out notecards again. Ask everyone to describe one thing we would see in their ideal world. Collect the notecards. Ask everyone to sit or lie down with their eyes closed. Read the cards to the group.