Words Create Worlds: Using Your Voice (Part 2)
Specialty Track

AUTHOR(S):	Caroline Rothstein
SUMMARY:	In this session, participants will explore the importance of intentionality with regards to writing, storytelling, editing, and language. - *Submitted by Caroline Rothstein*
TOPIC(S):	Writing, Storytelling
LEARNING OBJECTIVE:	The goal of this session is to provide participants with editing tools and skills that can be applied not only to writing and storytelling, but also to how to communicate with colleagues, fellow staff, and campers in meaningful and productive ways.
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:	• Unwritten by Natasha Bedingfield • Bet - FULL RESOURCE NOTES (for facilitator, not to hand out)
MATERIALS NEEDED:	• Text and resource sheets • Poems/texts to use to spark discussion & writing prompts • Writing utensils for all participants • Paper/notebooks/something on which to write for all participants • Clipboards (if needed)
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 also 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, the dining hall, bunk area, etc.).

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 two goal and agenda (5 minutes)
  - Session goal: to provide participants with editing tools and skills that can be applied to writing and storytelling, as well as effectively communicating with colleagues, fellow staff, and campers in meaningful and productive ways.

- o Session agenda:
  - Introduction
  - Free write
  - Reading/text study
  - Writing workshop
  - Sharing
  - Editing Workshop
  - Closing
  - o Note that Group Agreements remain.
  - o Ask participants to share one thing for which they're grateful today.

- Free write (15 minutes):
  - o Think about what it means to hear your call in life. Think about Moses (check with who knows this story and this aspect of Moses' journey), and how he was called to have a purpose leading the Jews out of Egypt, through the desert, and towards their homeland. Usually, Moses was hearing this call directly from G-d.
  - o What are the voices you hear? Who are your liberators? Who liberated you?
  - o Consider these questions as you think about what the playlist is in your head of phrases, words, anthems, ideas, questions, thoughts, calls to action. Take time now to free write about this. (5 to 10 minutes)
  - o Ask participants to underline a part that surprised them.
  - o Ask participants to star their favorite part.
  - o Invite volunteers to share what they stared and/or underlined.

- Text study/reading (15 minutes):
  - o Read
    - Natasha Bedingfield's "Unwritten"
    - Have participants read out loud stanza-by-stanza around the circle.
  - o Ask participants what they notice about the song lyrics:
    - What resonates?
    - What's going on?

- Writing activity (30 minutes):
  - o The facilitator should review the "Bet" resource sheet in advance. Talk to the group about the Bet in Genesis and Bereshit. G-d created day and night by naming things, and there was liminal space in between the naming of things, as well as leaving space (like twilight) that is both fluid, and not necessarily named.
  - o Think about what is unwritten for you. What is a story you haven't told? Why haven't you told that story? Tell that story now, here. Say the thing that you want to say. (Connect back to "Unwritten"). What is the blank space between your words – tell that story now/here either as a poem, or as prose.

- Editing (25 minutes):
  - o Find a hevruta partner. With your hevruta partner, share the story/poem you wrote. Each person listening, will offer feedback in the following way: I like, I notice, I wonder. Every piece of feedback must be framed with either of those opening phrases.
  - o Something to consider/offer: it is as important to be mindful of what's being removed as it is to be mindful of what remains.
  - o Ask participants to revisit their pieces and incorporate the feedback they received. (5 minutes)
  - o Come back together as a group. What did you notice about receiving feedback and editing in that way?
  - o Volunteers share their revised pieces with the group.

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- Offer the following consideration: The male-assigned-at-birth ritual to designate someone as part of the brit (covenant) through circumcision is called a brit milah. "Milah" in this case, means "word." Therefore, the ritual is called the "covenant of the word." Thus, it is the word to which a newly born baby is being consecrated. It is a branding ritual to language. Another consideration is that when Noah was in the ark to save him from the world that was destroyed, it was called a "tevah," which also means "letter." Thus it is a reminder that we strive for salvation through our words.
    o Before the next (and final) session, think about the language and words to which you are bound, and the letters/words that bring you salvation.

- Closing (5 minutes):
    o Ask each person to share one thing that is clear, and one thing that is lingering as they leave today.
    o Ask participants to please bring what they've written back with them for session three.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

- Use other songs and/or poems and/or pieces of art to be the material that inspires both the discussion and writing!
- Use other themes to address and still utilize the editing portion of the workshop on its own.