

Spoken Word Prophet: Liberating Your Voice
Specialty Track 2

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SUMMARY:	In this session, participants will learn how to use spoken word poetry and other storytelling and writing techniques to find their voices and consider their roles in liberating others from their own perceived barriers in feeling empowered at both at camp and beyond. - <i>Submitted by Caroline Rothstein</i>
TOPIC(S):	Writing, Storytelling
LEARNING OBJECTIVE:	The goal of this session is for participants to explore, consider, and learn how to intentionally use their voices to feel heard and have a revolutionary and revelatory impact in their communities and the world at large.
AUDIENCE:	Any age range; recommended 20 people maximum.
TIMING:	90 minutes
APPENDICES:	"Redemption Song of the Sea"
MATERIALS NEEDED:	<ul style="list-style-type: none"> • Pens/pencils/writing utensils • Blank paper • Clipboards (if needed)
SET-UP DETAILS:	<p>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.).</p> <p>Another option is to simulate a setting that mimics being in the desert, and/or in the space of "revelation" at the bottom of Mount Sinai.</p>

SESSION TIMELINE & OUTLINE:

Welcome participants back and share session two goal and agenda (5 minutes)
 Text study/discussion (15 minutes)
 Writing Workshop (50 minutes):
 Prompt #1: (25 minutes)
 Sharing (10 minutes)
 Prompt #2: (25 minutes)
 Sharing (5 minutes)
 Closing (5 minutes)

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- 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:
 - o Session agenda:
 - Introduction
 - Text study/discussion
 - Writing workshop
 - Closing
 - o Note that Group Agreements remain.
 - o Ask participants to share one thing for which they're grateful today.
- Text study/discussion (15 minutes):
 - o Ask people if they know about what happened during the Exodus story with regards to the "parting of the Red Sea," and familiarize everyone with the story.
 - o Read and discuss "Redemption Song of the Sea" source sheet and text.
 - Walk participants through "Az Yashir," "Song of the Sea," Exodus 15:1 – 18
 - Highlight important verses so everyone understands the gist of the story.
 - Walk participants through – and even sing – Bob Marley's "Redemption Song," as well as the "Mi Chamoca" version, and explain that Mi Chamoca is honoring this moment of "Az Yashir" (Exodus 15:11), which is the redemption from Egypt and crossing the Sea of Reeds / Red Sea
 - o Facilitate a discussion about how all of this ties together and connects to liberation.
 - o Things to consider and note:
 - The word "shira" means song and poem – it's the same word in Hebrew
 - Leaving Egypt – "Mitzrayim" – the narrow space – how does this relate to writing as a way to get out of a narrow space? As a tool for liberation?
 - The Israelites escape through a place of song/poetry
 - In the capacity to say a poem, we become free
 - Passover, Pesach = "the mouth speaks" – pe (mouth) + sach (speaks)
 - Empower yourself to use language and words as a tool for liberation
- Writing Workshop (50 minutes):
 - o Prompt #1: (25 minutes)
 - o Liberation – consider the definition of the word:
 - "The act of setting someone free from imprisonment, slavery, or oppression; release."
 - Invite participants to spread out on the floor and either lay down in a way and space that feels comfortable for them, or to sit in a chair or way that feels comfortable.
 - Walk them through a visualization:
 - Give participants a heads up that they are going to be doing a "body scan," which will involve being guided to silently—on their own—think about, consider, and communicate in a slow and intentional way with various parts of their bodies.
 - Invite participants to close their eyes and take three deep breaths.
 - Now say: Imagine you're at this moment after Egypt and you're at the sea, and you're free – what are you experiencing?
 - o What do you smell?
 - o What do you feel?
 - o What do you hear?
 - o What do you see?
 - o What do you taste?
 - Walk everyone—slowly—through various body parts, beginning with

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toes and feet, legs, parts of the torso—stomach, backside, arms, hands, shoulders, neck, head, parts of the face, scalp, etc. As the facilitator addresses each body part, ask participants to take a deep breath into that part of their body and consider what they notice and feel. What feelings come up? What thoughts come up?

- Invite participants to slowly start to move their extremities and then slowly open their eyes and sit up, grab their pens and paper, and:
 - Write your song of the sea.
- Sharing (10 minutes):
 - Volunteers share what they wrote.
- Prompt #2: (25 minutes)
 - Revisit the “Redemption Song of the Sea”
 - Read Exodus 15:20 – 22
 - Read or sing Debbie Friedman’s “Miriam’s Song”
 - Briefly discuss – what comes up, especially in context to the conversations and writing thus far?
 - What is liberation for you?
 - Make a list of the first 3 to 5 things that come to mind.
 - What does your liberation look like?
 - Make a list of the first 3 to 5 things that come to mind.
 - What do you need liberation from?
 - Make a list of the first 3 to 5 things that come to mind.
 - Make a list of 3 to 5 feelings.
 - Make a list of 3 to 5 objects.
 - Make a list of 1 to 3 questions.
 - Write a poem addressing these questions, using or not using the things you have already brainstormed.
- Sharing (5 minutes)
 - Volunteers share what they wrote.
- 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 please bring what they’ve written back with them for session three.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

Some recommendations, adjustments, and adaptations for bringing this back to camp!

- 1) Use your own poetry/writing to be the material that inspires both the discussion and writing!
- 2) If counselors / staff want to use a different theme for the writing prompt, it’s 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.
- 3) It’s possible to do each writing prompt on its own.