

CORNERSTONE 2022 RESOURCE

Run With It: Middot in Motion

Evening Experience

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SUMMARY:	In this session we will: jump with joy, connect with courage, race with integrity, and embrace the mind/body connection inherent in middot (Jewish values).
ABC GOALS:	<p>Affective: Participants will feel...</p> <ul style="list-style-type: none"> • Physically engaged in an active, physical activity • Inspired by the different middot to learn about their own characteristics • Empowered to explore where and how middot show up at camp and in themselves <p>Behavior: Participants will be able to...</p> <ul style="list-style-type: none"> • Embody middot in a camp setting • Connect body and mind in relation to Jewish values <p>Cognitive: Participants will know...</p> <ul style="list-style-type: none"> • What middot are as a concept • What some of the middot are • How middot can connect to a camp setting
AUDIENCE:	Older campers and staff; group size of 15 or more
TIMING:	75 Minutes
APPENDICES:	Making Mensches periodic table - either printed copies, poster, or ability to project
MATERIALS NEEDED:	<p>Slips of blank paper, writing utensils, a big bowl, ability to see periodic table (printed copies, or ability to project with projector, screen, laptop)</p> <p>3 buckets filled with sand, 3 beads, Printed out mazes and pencils (enough for mazes for every participant and enough pencils for # of participants divided by 3), 25 index cards https://krazydad.com/mazes/sfiles/KD_Mazes_EZ_v17.pdf (Maze 3 in this link)</p> <p>1 Sharpie marker per participant. 1 balloon per participant plus extras for backup. A method of playing background music.</p>

SET-UP DETAILS:

A large outdoor or indoor space

SESSION TIMELINE

- 0:00-0:10 - Introductions, setting group norms, introduction of what middot are!
- 0:10-0:25 - Opening Game (Celebrity)
- 0:25-0:55 - Middot in camp
- 0:55-0:75 - Balloon Exercise and debrief

SESSION OUTLINE:

00:00-00:10 Introductions

Session leaders will introduce the session and provide the framing that this is going to be a high energy, physical, and loud program.

Session leader will ask everyone on the count of 3, to yell out their favorite value. Afterwards, session leader will ask participants to think about the answers to these questions-

Was it easy to think of your favorite value?

Do you see or think about this value at camp?

Session leader will introduce the concept of middot, the Making Mensches Periodic Table, and transition into Celebrity.

00:10-00:25 Part One: Celebrity

Organize participants in groups. Have participants think about middot and where they see them at camp and have them write down one middah they feel that they see at camp on a slip of paper. Throw all the slips of paper in a bowl, and choose a team to go first. The first team has a minute to verbally explain as many slips of paper to their team as they can—they can say anything except for what's actually written on the paper. This goes on with the other teams until all slips of paper have been guessed.

Teams move onto the second round which is the same format except the clue giver can only use one word to describe the clue. When all clues are given, teams move onto the third round which is charades—no words are allowed when giving clues.

00:25-00:55 Part Two: Middot in Motion

For this part session leaders will split up the participants into three groups, with one facilitator joining each group and doing the activities with them/being there for support. The groups will complete all the activities, learning about different middah along the way. At each station, there will be a quote that embodies that middah (quotes from the mensch periodic table). The middot/activities are as follows:



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Confidence (1 minute) - Each participant must take a turn to yell something they like about themselves.

Creativity (2 minutes) - As a group, the participants must come up with a 25 second dance

Willpower (1 minute) - the participants will have to do the dance they created in “creativity” without any expression.

Grit (2 minutes) - Each group must work together to find a pearl in a bucket of sand.

Appreciation of opposition (3 minutes) - Each participant will get a card with a noun on it. They must find the person that has a “matching” card, without directly saying what they have. However, the pairs will be nouns that don’t typically go together, or are opposites.

Examples:

Peanut butter and jelly

Pineapple and pizza

Milk and cookies

Pete Davidson and Kim Kardashian

Macaroni and cheese

Mac and PC

Gold and silver

Milk and meat

iPhone and Android

Dogs and cats

Toucans and Froot Loops

Pen and ink

Laptop and charger

Bicycle and helmet

Challah and wine

Laundry and tie-dye

Curiosity (2 minutes) - Each group member must complete a maze (the whole group has to finish in order to move on to the next activity).

Awe (1 minute) - Together each group will yell, “Ma norah ha makom hazeh!” (and the facilitator will explain the meaning: “how awesome is this place!”, a line from Genesis).

Community-mindedness (3 minutes): The human knot game - each person must reach across a circle and grab a different person’s hand with each of their hands (the person whose hand they grab cannot be next to them). They then must try to untangle themselves without letting go. The facilitator will allow people who do not feel comfortable with touching others/being touched to opt out.

Organization (2 minutes)- Participants will line up by the day they will be arriving to camp this summer, in order, without talking.

Wholeness (3 minutes) - the group will create a “human machine,” each member making up a different part, all working together to complete some task that they determine (could be as simple as a machine working together to shake someone’s hand).

Humility (3 minutes) - Everyone gets into a circle and claps/snaps to the beat. If/when they feel comfortable, one person enters the center of the circle. The rest of the participants (to the same beat of the clapping/snapping), will chant “It’s Teri (or whoever went into the center).” The person in the center can stay there and take up that space for as long as they would like. No one is obligated to enter the center of the circle. While in the center they can do whatever they would like - stand there, dance, or even ask the chanters to change something like come in closer or adjust their energy level.

Discussion Questions:

- Were there any activities you felt more comfortable with? Does that correspond to values you embody more?
- Are there any values you want to focus on embodying more?
- For humility, how did you decide when to take up that space in the center and for how long? What do you think this says about balancing different middot and having them take up the right amount of space? Is there a right amount of space?

00:55-00:75 Part three: Balloon Exercise: Values in Community

0:55-0:65

Each participant is given a balloon to blow up and tie off (and there are extras available in case some break, leaders offer to blow up balloons if any participant is unable to, etc), and asked to think about one Jewish value that is personally extremely important to them - maybe one that they've been introduced to in this activity so far that *didn't* come to mind at the very beginning. Copies of the [Making Menschens periodic table](#) should be available for inspiration, or projected so everyone can see. Participants are given Sharpie markers and invited to write their chosen value on their balloon.

Participants will spread out in the room and be told they need to keep their balloons aloft while the music plays. Leaders will play a song for one minute (adjust to crowd - are they struggling? A minute might be too long or short, so leaders should monitor), allowing participants to stay in their own areas while they do the exercise. Choose a song to play that is on the theme of values or community: the Cornerstone song "Zeh bazeh" is a good choice - <https://jewishcamp.org/campopedia/cornerstone-song-2017-zeh-bazeh/>.

Pause for breath. This will likely have been tiring, but possible.

Now, leaders will close off a smaller space (with furniture? Tape? Human shield? Move to a different area of the room that is smaller?) where the participants are crowded together, and the exercise is repeated: everyone tries to keep *their own balloon* aloft for one minute while the song plays.

Pause for breath. Generally, this will have been extremely difficult, and many balloons will have touched the ground, gotten lost or away from their owners, etc.

Third time: tell the participants they have to repeat the exercise in the small space, but this time, everyone should just try to keep *all* the balloons up, regardless of who they 'belong' to. Play the music for the same period of time.

This should be much easier, and without worrying about whose balloon was whose, the participants should have been able to keep all the balloons up the whole time.

0:65-0:75 - Session leaders facilitate a group dialogue/debrief.

Questions for this section:

- How did it feel to try to keep their value upheld when they were relatively isolated?
- How did it feel when they were in a space crowded with other values and everyone was focusing on their own? Which was easier?
- What changed when they worked as a community and supported each other's goals and not just their own?



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- Was anything surprising about this activity? How was it a relevant metaphor for carrying out our values in real life? In what ways is it not a relevant metaphor/where does it not hold up (pun intended) in thinking about the real world?

Additional questions to debrief the whole experience:

- When are some moments when you see *middot* enacted at camp?
- How might the concept of *middot* be helpful in the bunk environment? At an all-camp activity?

What can you learn about yourself using the concept of *middot*?

BRINGING IT TO YOUR CAMP:

Any combination of these three activities could be used together or separately; they do not have to all be done together or in the same order as presented here. The game of celebrity, for example, can stand alone as a fun way to introduce *middot* and get comfortable and familiar with them, even if done without parts two and three. Or, the balloon exercise could be done in conjunction with other activities or discussions focusing on what it means to live in community with others, or a session focused on the theme of “Kol yisrael arazim zeh b’zeh” (“all Israel is responsible for one another”), etc