

How to Motivate Controlled Chaos in the Pursuit of Purpose 1: Autonomy

Specialty Track 1

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SUMMARY:	An opening experience into the Teen Track for 2020 that introduces the concepts of Self-Determination Theory and a mnemonic to make it memorable. Built around a series of experiential activities curated to bring awareness to how choice affects motivation in teens, and how to include more of it. - <i>Submitted by Josh Friedman</i>
TOPIC(S):	Motivation in Teens, Autonomy in Teens, Learning to Create Choice
LEARNING OBJECTIVE:	Participants will be able to create programming, spaces, and ritual experiences that offer teens autonomy and choice in how they participate without sacrificing the communal glue of the experience.
AUDIENCE:	Camp Counselors, Fellows, People who work with teens.
TIMING:	90 Minutes
APPENDICES:	<ol style="list-style-type: none"> 1. Self-Determination Theory 'Primer' (Connell & Wellborn, 1991) 2. ARC - Autonomy WS 3. Five Finger Contract 4. Ryan & Deci (2000): Self-Determination Theory

<p>MATERIALS NEEDED:</p>	<p>10 mini kazoos 10 shakers 10 containers of play-doh 10 spools (the small paper kind) of friendship bracelet string 1 Fire Bow (if not otherwise being used) Big sticky note Flipchart and Markers 200-300 Post-it notes of the following colors (if possible): ROYGBIV Pens 100 small paper clips Cardboard box large enough to be noticed, but small enough to be carried with one arm. 2 blank pieces of 8x11 computer paper pp 5 pairs of small scissors 1 roll of scotch / painter's tape A box of 30-50 crayons A box of 20-30 markers At least 1 pen pp 7 mini mason jars At least 30 empty toilet paper rolls if possible 1 roll of Duct Tape 1 spool of metal wire (from closet) 1 ARC - Autonomy WS (Appendix 2) pp 1 Self-Determination Theory 'Primer' (Appendix 1, pages 10-14 in the doc or 51-55 by page numbers) pp 1 copy of Ryan & Deci (2000), (Appendix 4)</p>
<p>SET-UP DETAILS:</p>	<p>A comfortable and open space. Large enough for the group to move and walk around, with walls suited for taping up paper</p> <p>Generally, things can be set up as you go (and should be to maintain certain 'reveals'), but it's a good idea to have a plan for where the box for the purpose post-its will go ahead of time; somewhere it can stay for the following two workshops or be kept safely without too much movement.</p>

SESSION TIMELINE & OUTLINE:

- 10 minutes: Introductions
- 5 minutes: Purpose Brainstorm
- 5 minutes: Create Something!
- 5 minutes: Teens Brainstorm
- 5 minutes: Five Finger Contract
- 5 minutes: Diagram Track: SDT / ARC, Building of an Experience
- 5 minutes: Intro to Autonomy Discussion (T/P/S)
- 15 minutes: Building Autonomy by Fire
- 15 minutes: Keep it Burning
- 15 minutes: Spark It
- 5 minutes: Closing

10 minutes: Introductions

Facilitator (FL) will begin by welcoming participants (Pps) to the Teen Track. There will be fiddle objects / toys to play with as we are waiting for everyone to get settled. FL will then write the following things on the butcher paper:

- 1) Name
- 2) Camp
- 3) Role at Camp
- 4) One thing you've already learned at Cornerstone

FL will then invite whoever is ready to introduce themselves to do so. Popcorn style afterwards (unless it doesn't work and is wasting time, then if no one speaks after the last person, then whoever is to their right and hasn't spoken yet introduces themselves). FL will then introduce himself and his reason for being at Cornerstone.

5 minutes: Purpose Brainstorm

FL will then ask Pps to write on their favorite colored sticky note what their reason, their purpose, for being at Cornerstone, and specifically on the teen track, is. This purpose could be a goal, a question, a topic, a motivation, etc. Pps are encouraged to write it down in their Cornerstone notebook as well so as not to forget it.

Framing: It's important always that when we begin a task, especially a task we intend to learn from, to set an intention for that task, just as much to justify our time spent as to attune our perceptual systems towards information helpful in its achievement.

FL will ask all the Pps to tear their sticky note into exactly two halves, and then place them in the cardboard box. (*Facilitation Note: to be revealed later as the two tablets, and purpose as between the fulfillment of your earthly duties and your heavenly ones, between the two cherubs, making eye contact, etc.*)

5 minutes: Create Something!

Next, FL will handout a blank piece of paper to each Pp and lay out the **'Create Something' Supplies**. FL will then give the following instructions to the Pp: "You have 3 minutes to create something, anything you would like, using whatever tools are available to you, and you must continue creating until time is up. Go."

Once time is up, FL will offer the opportunity to share out Pps' creations. Once time is up, move on to the next activity.

5 minutes: Teens Brainstorm

Now, FL will invite Pps to take 4 sticky notes (preferably of 4 different colors) and write as many things as they can in 3 minutes to answer the following 4 prompts:

- 1) "Who are 'teens'?"
- 2) What are their assets?
- 3) What are their needs?
- 4) What do they want?"

Once time is up, FL will show Pps how to make a person-shaped object out of these 4 sticky notes.

- 1) Roll up each note so that the writing is on the outside and the sticky part seals the length of the role.
- 2) Make an "X" with two sticky note rolls, fold them over each other (like a chain link) and then twist the remaining ends together. This should lock them in place.
- 3) Thread the last two rolls into the space between the end rolls and the chain link on the first two rolls, then twist the ends together, one entirely for the head, and the other only at the 'waist' but very tightly, to make legs.

FL will invite Pps to place these 'teens' around the cardboard box so that our purpose stays close to our audience (or something of the sort).

5 minutes: Five Finger Contract

FL will then inform Pps that we are entering into the more collaborative and interactive moments, which at sometimes can create conflict of all sorts. Before we do, we are going to agree to some communal norms.

FL will then introduce the Five Finger Contract with the Little Guy Squeeze activity (see Appendix – Five Finger Contract). FL will take questions for understanding, invite Pps to add any other additions they feel worthwhile, then invite everyone to high five each other to 'sign' the contract.

5 minutes: Diagram Track: SDT / ARC, Building of an Experience

FL will handout the 'Self-Determination Theory Primer' to each pp. FL will then invite each pp to read from the second paragraph on page 51 that begins "In this model..." until the end of the section on page 53. After a few minutes, FL will ask for reactions to the text, thoughts that it inspired, etc.

FL will then Diagram out for the Pps the overall path that the track will take: Each day, one of these psychological needs will be investigated through immersive activities, thought exercises, and productive work time. Your job each day is to soak in all you can understand about each day's particular need, and consider how they can be applied to the issues you face with teens every day. We will be tackling every day issues through smaller activities and thought exercises, while maintaining a focus on how we plan the big activities, the long-term rituals, habits, schedules of our teens, etc. By the end of it we will have learned how and why both psychologists and rabbis would recommend focusing on these three psychological needs in order to motivate individuals towards their, and your, present purpose.

5 minutes: Intro to Autonomy Discussion (T/P/S)

FL will then introduce the day's topic, Autonomy, by first asking if anyone knows already (think Create Something!), and then revealing it by handing out the ARC – Autonomy Appendix to each Pp.

FL will also invite everyone to read the paragraph that starts "*Perceived Autonomy: ...*" on page 55 of the 'Primer', then, on their own, answer the first 3 questions at the top of the ARC – Autonomy handout. After 2 minutes or so, FL will have Pps pair up with one another and discuss the 3 questions and their answers (1 minute each), and then with the last minute, FL will invite Pps to share thoughts with the whole group.

15 minutes: Building Autonomy by Fire

FL will hand out the second blank piece of A4 paper to each participant. Then, FL will instruct all Pps to write on one side of the page, all of the things that they would do **right now** if they could. Anything and everything they can think of, they have 3 minutes.

After 3 minutes, FL will instruct all Pps to flip their paper over, and this time, for another 3 minutes, write Pps will write as many reasons as they can think of for why they **cannot** do those things right now.

Framing: When we consider what we want to do, and why we can't do it, in the moment we want to, we realize that a great deal of our energy and mental activity is spent in the pursuit fairly simple, highly habituated, and highly adaptive needs that often interchange from one moment to the next (popcorn now, water next). This activity is largely due to this psychological need for self-regulation, and to identify with its source. Luckily, some of the needs highlighted by this activity are predictable, and can generally be fulfilled, in identifiable ways. Remember, to identify with the self-regulatory action is to have the perception that you have determined it.

Consider all of the things you have written on both sides of the paper and mark them in the following ways:

- 1) If they are Fuel related (food, water, and shelter, broadly defined), then circle them.
- 2) If they are Air related (relief, comfort, broadly defined), then square them.
- 3) If they are Heat related (fears, goals), then draw a triangle around them.

FL will then instruct Pps to find a partner nearby and share whichever items did not apply to any category, discuss whether they could or not, and then save them if they don't to share out to the larger group.

Largely, this tool can help us investigate the sources of a-motivation in teens who don't feel like they have control or choice over their activities & actions. The more we expand the choice offered by participation in desirable activities, the less likely there will be a need to fulfill elsewhere or otherwise.

FL will then instruct Pps to take 3 more post-its, of 3 different colors, and to write one 'fuel need', one 'air need', and one 'heat need' that came up in the discussion, and fold them into 3 triangles and put a paperclip around them in the shape of flames. Then, add them to the menorah that FL has constructed over the course of the session from the **Menorah supplies from closet.**

15 minutes: Keep it Burning

Framing: The midrash talks about the need to place the menorah in a Jewish home in window, such that the light from it also shone outside, as a beacon to those around us. In the Torah, this concept is exaggerated by directions for building the windows of the temple, that they "were narrowing in the interior and widening on the exterior" so as to send the most light out as possible. We send the most of our own light out when we live through "identified self-regulation", when we have all that we need to be autonomous, to burn brightly. We are now going to do some intentional thinking on this point.

FL will set up sheets from the flip chart on the walls with "Fuel", "Air", and "Heat" and their relevant subtitles (food, water, rest; relief, comfort; and goals, fears, respectively) written on them. Pps will get two different colors of post-its, to be used in the following way:

- 1) Color 1: examples of teens at camp not getting one of these needs fulfilled
- 2) Color 2: suggestions for fulfilling the need for the teen

15 minutes: Spark It

Framing: We now have an idea how to maintain autonomy in our programmatic spaces. How do we now spark this belief in self-belief and self-direction in teens in our programmatic spaces, *that inspires action and initiative outside of those spaces*. We know now how to nurture it, but how do we get the teens to see themselves in Greta Thurnberg or Emma Gonzalez? How do we help them recognize that people their own age develop and design patented products and send them to refugee camps in the Middle East, AND that they are no different from those individuals? They too can have power in spaces defined **or not** by the adults and society around them. How do we help them realize that potential? *We tell them that they have it, "Hey, you can have agency in the world"*

FL will invite participants to design a Havdalah and / or Shabbat experience (however defined) relevant to them and their work with teens at camp, and to rethink it considering what we have discussed and learned today about autonomy, or *perceived* autonomy, and its effect on motivation. There is space and some more direction at the bottom of the ARC – Autonomy handout.

5 minutes: Closing

[If there is extra time]: Autonomous Body Scan – like a regular body scan (calm, quiet awareness from your toes to your crown, one body part at a time), but at each of the following points, insert the accompanying prompt (which can be applied on many levels):

- 1) Toes: how much wiggle room do you have right now?
- 2) Legs: how able and free and energetic do you feel towards movement right now?

- 3) Abdomen: how appetitive do you feel right now? Are you aware of all of your current desires? What are they?
- 4) Hands: what choices are within reach right now? What actions are at the cusp and what can you do to gain some control over their outcomes?
- 5) Arms: How strong do you feel right now? How much capacity do you have for action at all right now?
- 6) Chest: How in control of your breath are you right now? What is changing its rhythm?
- 7) Head: How in control of your thoughts are you right now? What is changing their rhythm?

FL will now invite participants to draw a mind map with Autonomy at the center, using what they have learned from the day to diagram spatially what Autonomy at camp with teens is all about to them. They can use either the back of their ARC handout or a new piece of paper.

While the Pps complete this, FL will lead a discussion around the enduring question for the day:

What choices are made accessible by this program? By this action? By these words?

Finally, FL will provide instructions and 'homework' for the next day (to build out this activity already started and check the boxes of providing teens with perceived autonomy in a tolerable frame, finish reading the SDT 'Primer').