

How to Motivate Controlled Chaos in the Pursuit of Purpose 2: Relatedness *Specialty Track 2*

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SUMMARY:	A 90-minute workshop focused on exposing sources of relatedness, optimizing them, and infusing them into work with teens in every day and ritual experience. Attachments and connections to sessions on Autonomy and Competence. - <i>Submitted by Josh Friedman</i>
TOPIC(S):	Relatedness, Community, Interpersonal Support
LEARNING OBJECTIVE:	Participants will be able to identify sources of feelings of relatedness in teens, generate activities, actions, and routines that make those feelings accessible to a broad and inclusive population, and understand how it fits into needs for autonomy and competence as well.
AUDIENCE:	Camp Counselors, Fellows, People who work with teens.
TIMING:	90 minutes
APPENDICES:	<ol style="list-style-type: none"> 1. ARC – Relatedness WS 2. Relatedness Source Sheet 1p2p (enough for pairs)
MATERIALS NEEDED:	<p>Big Sticky Note Flipchart and Markers A stick from the ground to be used as a “talking stick” – handheld size, not too brittle Copies of Relatedness Source Sheet 1p2p (enough for pairs) Copies of ARC – Related WS, 1 pp Incense sticks and somewhere to burn it in (like an incense holder or bowl) UBUNTU or Spot-It Cards (though there are alternative options here) 100 Post-It Notes 1 empty tissue box 1 roll of blue painters’ tape Gold Glitter (from closet)</p>
SET-UP DETAILS:	<p>A comfortable room with enough space and an ability to light incense.</p> <p>The box, post-it people, etc. should be arranged as they were from the first session.</p>

SESSION TIMELINE & OUTLINE:

- 10 minutes: Welcome back, Handshake Game
- 5 minutes: Group Activity Brainstorm
- 10 minutes: Relatedness Activities
- 10 minutes: Intro to Relatedness
- 10 minutes: Text Study on Relatedness
- 10 minutes: Turning off the 'Little Voice' to hear Voices
- 10 minutes: Symbols & Rituals of Relatedness
- 20 minutes: An Offering
- 5 minutes: Closing

15 minutes: Welcome back, Handshake Game

Facilitator (FL) will write the following prompt on the flipchart paper and put it on the wall:

“What activities at your camp involve people interacting with each other?”

FL will then welcome back all Pps with a smile and a post-it note for them to answer the prompt as they get settled.

Once everyone is ready, FL will start a discussion to begin the day, using the talking stick (must be held by the speaker, etc. and not otherwise noted below but assumed to be used whenever a discussion is occurring):

- 1) What have you thought about since yesterday?
- 2) Are you excited about your activity from yesterday? Why or why not?
- 3) What are your expectations for today?

10 minutes into the session, FL will stop the discussion, invite Pps to stick their post-it notes onto the outside of the box, anywhere they will fit, and then begin the handshake game:

- 1) Have all Pps begin walking freely around the room. Call this 'Mingle'
- 2) Call out some reason to find a partner (closest, farthest, something in common, etc.)
- 3) With that partner make a 'secret handshake' with your right hand. This is your #1 partner
- 4) [Optional: Add an icebreaker / mixer question / prompt here for each partner]
- 5) FL will then call out 'Mingle' to cue Pps to move around the room freely.
- 6) Repeat steps 2-5, assigning #2, #3, etc. partners with the following handshakes (or others, there are 100s): left-hand 'secret', foot shake, elbow shake, wave, fist bump, down-under, high five, etc... (for online environments, hand signals with various conditions: either hand, so many or which fingers, etc.)

Framing Note: how our signs, signals, secrets, and stories keep us connected.

10 minutes: Relatedness Activities

FL will then lead a round of UBUNTU (like the game Spot-It), but not reveal that every card can match with every other card. FL will instruct Pps to take a card (based on an image for connection or relatedness if using UBUNTU, a group of images if Spot-It) and then give them 2 minutes to get as many matches as they can with other cards within that time. Every time they match with someone else, they switch cards with that person.

Framing Note: 'UBUNTU' is actually a word whose English translation is: "I am because we are". Each one of your cards actually does have a match with every other card in the deck. How does this interwoven web relate to today's topic?

Alternative Options: All my neighbors (the wind blows for), snowball fight, silent interview, group jump

FL will inconspicuously light incense at some point during the activity (make sure to do so only if checks have been made for accessibility and safety).

10 minutes: Intro to Relatedness

Framing: Every time we go to camp, youth group, a conference, we do mixers and icebreakers, what's the point of this? What happens during these activities? Why do we do these things or want these things? Do the work? How do we build on them?

FL will lead this discussion while weaving in the *Framing Notes* from above, in addition to introducing the reason for the incense: there is something deeply Jewish about incense and activating the senses, and it has to do with breaking down the boundaries between individuals, and between individuals and the experience of the divine.

10 minutes: Text Study on Relatedness

FL will hand out the Relatedness Source sheet to pairs and have them engage in a T/P/S activity:

- 1) In each pair, Pp1 reviews pages 1-2, and Pp2 reviews page 3 for 1 minute
- 2) Pps then tell their partner what they learned, 1 minute each
- 3) Pps switch pages, review on their own, and discuss freely, 2 minutes.
- 4) FL invites Pps to share thoughts and guides a group discussion with the framing below.

Framing: Without judgment, intention and a willing heart, closer than sacrifice, for connecting, for oneness. When incense strikes the senses, it can be a powerful taking over of our consciousness for even a brief moment. When does that happen at other times in our lives? –When we are engaging and interacting with others around us.

With extra time, Pps can share their favorite consciousness-filling experience from camp.

10 minutes: Turning off the 'Little Voice' to hear Voices

Framing: We're now going to transition into how to create these connections in our teens. As Inuglia & colleagues' work shows, the higher the relatedness feelings in a person, the lower their anxiety, and the greater their self-acceptance. Not only are these admirable goals for our teens, but they are shown across motivational research to have incredible impacts on motivation and commitment behavior.

We are going to now experiment with some techniques for lowering anxiety and increasing self-acceptance directly. This can be used as an exercise with teens themselves, and can also be included in other spaces requiring a greater amount of relatedness than they currently have.

FL will then light some incense and invite Pps to engage in the following 5-minute breath meditation:

- 1) Find a comfortable position to sit in with your spine aligned and extended
- 2) Breath slowly through your nose in and out
- 3) Pay attention to some spot along the path of your breath from the tip of your nose to your diaphragm, and pay deep attention, all that you can onto this location.
- 4) When thoughts come into your head that are not about that spot, appreciate the thought, acknowledge it, and then let it go and come back to thinking about that spot of your breath.

FL will then invite Pps to find a partner nearby them on the floor, and conduct a Silent Interview with them:

- 1) 2 Minutes for each partner
- 2) Tell your partner 3 things about you
- 3) Without using any sounds at all.

FL will then invite confident pairs to introduce their interviewee, and then lead a short discussion about reactions to the activities, strategies for success, and thoughts on how teens might react to it. What are the activities at camp that turn off the 'Little Voice'?

10 minutes: Symbols & Rituals of Relatedness

For 3 minutes, FL will invite Pps to make a list on their ARC – Relatedness handout of any and all symbols, rituals, or activities (formal or not) at camp with teens that increase relatedness generally

(make sure campfire (incense), nigguns, ritual objects / mascots, and norms / brit get mentioned).

FL will then lead a brainstorming activity (Pps can use the same lines from the handout) to think of new relatedness building activities for teens today, using the wisdom of traditions and rituals that are overwhelming, break the boundaries down between people, and are safe places to burn.

Suggestions: Story-telling (open-mic?), building, creating things, TikTok? SnapChat? MemeArt? Climate Activism?

20 minutes: An Offering

Framing: Finally, in order to sacrifice we have to give something up. In order to burn incense we need incense to burn, and in order to participate with others, we need to give up some part of ourselves. The remarkable thing about *this* sacrifice however, is that in order to participate with others, we often need to give up some “*bad*” part of ourselves. Jealousy, fear, suspicion, greed, these are the things that must be given up in order to relate with others. What a cake you get to eat, if only you can figure out which slice to cut. Take some time now and consider: what do you want to give up of yourself to increase your connection to those around you? To the divine? These will be kept anonymous, so don't write your names on them, but I encourage you to write down whatever you write on the note, also in on your handout for the day or your personal journal.

FL will hand out post-it notes for this purpose.

After 3-5 minutes, whatever feels right, FL will then invite Pps to tear their post-it notes into many tiny little pieces, and place them in the 'altar' bowl FL has constructed throughout the session.

FL will then ask Pps to consider what teens are trying to give up, what they need to give up in order to be more related and connected to their peers and mentors around them.

For tonight's homework and the rest of this session, FL invites the Pps to consider how to adapt their ritual / activity for Shabbat / Havdallah chosen during the first session, and infuse it with relatedness based on what they have learned today.

FL will also write up the enduring question for the day on the flipchart paper and put it up on the wall, informing Pps that their work today should be able to answer the following question:

What connections between participants are made accessible by this program?

5 minutes: Closing

FL will notify Pps when there is 5 minutes left, and invite them to ask final questions about the topic, continue working on their activity, or begin working on their mind map for the day on the back of their ARC handout.