

How to Motivate Controlled Chaos in the Pursuit of Purpose 3: Competence *Specialty Track 3*

AUTHOR(S):	Josh Friedman
SUMMARY:	The conclusion to a 3-part workshop on programming for intrinsic motivation optimization in teens at Jewish Summer camp. This part focuses on competence, its connection to autonomy and relatedness, and how three work together to enable purpose - <i>Submitted by Josh Friedman</i>
TOPIC(S):	Competence, Mastery, Purpose
LEARNING OBJECTIVE:	Participants will be able to design activities that increase feelings of competence and self-efficacy in their teens. They will also be able to identify their own purpose, help others to identify their own, and help them connect it to the work and play at Jewish Summer Camp.
AUDIENCE:	Anyone who works with teens, is interested in motivation, and has participated in the first two Teen Track 2020 sessions.
TIMING:	90 minutes
APPENDICES:	<ol style="list-style-type: none"> 1. ARC – Competence WS 2. Competence Source Sheet 3. ARC Take Home
MATERIALS NEEDED:	<p>Big Sticky Flipchart paper with markers 1 copy of ARC – Competence WS pp 1 copy of ARC Take Home pp 1 Competence Source Sheet p2p 200 Post-it notes 60 Paper Clips 1 rope long and heavy enough to play double dutch with (at least 30 ft), 11m and up climbing rope works best, any long jump rope will do Writing Utensils 1 blank piece of 8x11 computer paper pp 2-4 decks of playing cards The top of the Apples-to-Apples - Jewish Edition game box, like the cardboard piece 4 mason jars</p>

SET-UP DETAILS:

The same room that the first and second sessions happened in, one large and open with flexible space and room for activities

The box and all of its accompaniments (the menorah, the altar, the people, etc.) should be present in the room and setup as before.

SESSION TIMELINE & OUTLINE:

- 5 minutes: Welcome back, Creation brainstorm,
- 10 minutes: Competence Activities
- 5 minutes: Introduce Topic for the Day: Competence; Self-Efficacy Tie-In
- 15 minutes: Sharing the Spotlight
- 10 minutes: Tables for Teens
- 15 minutes: Making Showbread
- 15 minutes: Tying ARC Together: Ikigai
- 15 minutes: Taking the Mishkan (and Shabbat) Home

5 minutes: Welcome back, Creation brainstorm

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

“What gets created at camp?”

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:

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

FL will then invite Pps to roll up their post-it notes in a thick barrel roll, secure it with the long sticky side, and a paper clip. Then Pps will place their creations around the box (which is “two and a half cubits long, a cubit and a half wide, and a cubit and a half high”), make a rectangle of 100 cubits by 50 cubits around it, with 20 poles on the long sides and 10 on the short sides.

10 minutes: Competence Activities

FL will lead two activities: 1 that challenges one’s competence and self-efficacy, and one that enables it.

Framing: Pay Attention, as we practiced yesterday, to noticing your own feelings, thoughts, and reactions to these activities.

FL will then split the groups into two.

- 1) One group will receive the decks of cards and be instructed to build the tallest house of cards they can in 5 minutes. Together or separately doesn’t matter.
- 2) The other group will be led by FL in “Party Tricks”, where Pps are invited to share an appropriate ‘party trick’ of theirs, something that they can do that is usually surprising or impressive to others. FL will give an example, and then invite Pps to share their tricks, teach them to each other, and practice.
- 3) After 5 minutes, the groups will switch activities, play for 5 minutes, and then move on.

5 minutes: Introduce Topic for the Day: Competence; Self-Efficacy Tie-In

Framing: self-efficacy, or the feeling of confidence (or lack thereof) that we have towards our ability to accomplish a task, is in many cases a better predictor that our task ability itself. In other words, if I know how confident you are about your ability to make a three pointer, I will better predict your chances of making one than if I simply know how good you are at three pointers.

Discussion: Consider this dichotomy between ability and present perception of ability, how does it relate to the experiences you just had in the previous activities? How does it relate to the experience of competence at camp? Who decides we're competent at camp? How? When?

15 minutes: Sharing the Spotlight

FL will first remind and re-instate the Five Finger Contract and Challenge by Choice, and then guide participants through a game of Revolving Doors (alternate options: hoop the group, lines of communication, monkey's island):

- 1) FL will lay the one long rope on the ground in a straight line.
- 2) The goal is to get the entire group through the revolving door.
- 3) FL will deliver the following rules:
 - a. In order to go through the door, it must be revolving (the rope must be rotating as in double dutch), at least one full cycle before any one attempts to pass through it
 - b. Once the door begins revolving, if it stops revolving for any reason, the challenge starts over (and this can be interpreted broadly adjusting for the overall group competency, the goal is to provide a feeling of competence here, not to take it away).

Framing: We each had a chance, a moment where we got to strut our stuff, but also many moments where we were the audience, witnessing that competence, and that *feeling of competence*. This cyclical nature of spotlighting and leadership is necessary to our community.

Discussion: How do your teens trade the spotlight around? Do they? What ways do you encourage this sort of 'open mic' over a 'set list' methodology? How can we all feel competence, feel engaged and able at camp, unless we adopt an 'open mic'?

10 minutes: Tables for Teens

Framing: In the tabernacle, they had this table, and the Torah is very specific about this table, far more so that our pole planting earlier. On the table is placed Showbread, a bread that only a particular family knew how to make exactly to specifications. Each week a member of this family would deliver to the priests in for them to replace, and for a whole week, the bread never went stale. But every week, it would eventually go stale, and need to be replaced. We have tables of showbread of all kinds at camp, stages where the most genuine and hard-earned competencies are on display for their moment in the spotlight, can you think of them now? What are some stages where competence is boosted every time? What are some stages where boos are equally as likely as cheers? What are some stages where competence and feelings of it are crushed every time? Think broadly in terms of "stages".

FL will hand out the ARC – Competence hand out, and then will give the following amounts of time for:

- 1) Pps to draw as many creative things as they can: 2 minutes
- 2) Pps to fill out the table under 'Tables for Teens': 5 minutes
- 3) Pps to answer the two questions that follow underneath.

15 minutes: Making Showbread

FL will hand out the blank piece of paper to Pps and invite them to continue to work on their Shabbat / havdallah experience, and to consider what stages for competence are being created for their idea. How can we design to be building, instead of crushing, more often?

Once their plans are done, they will fold them into whatever shape their "showbread" will be, and place it on the table that FL has constructed in the mean time **out of materials from the closet.**

FL will take final questions related to competence, how to pull its lever, etc.

15 minutes: Tying ARC Together: Ikigai

Framing: Bringing it back to Purpose; ARC sets us up, fulfills our needs, so that we are free to discover and express our purpose, which in turn guides us to fulfill ARC in the next moment, embodying a building that builds itself, a positive mutually reinforcing loop. How do we give our teens

access to our purpose? To theirs? In our showbread, what purpose are we communicating, and do they have access to it? Through competent understanding, through identifiable relatability, and through autonomous desire to continuously engage?

FL will instruct Pps to turn to page 3 of their ARC – Competence handout, and consider how Autonomy, Relatedness and Competence are present in the idea of 'Ikigai'. *Hint: 'good at' is competence, 'world needs' is relatedness, 'love' is autonomy, and 'paid for' is society giving you a table for your showbread, a mishkan.*

FL will invite Pps to take some time now and consider their 'ikigai' for themselves, for cornerstone, for the summer, for the year, whatever feels right. Keep in mind that this purpose, this mishkan that builds itself, requires care and attention, and it also needs a spark. Let this day, this moment, this summer be a spark for *this* purpose, whatever it may be.

15 minutes: Taking the Mishkan (and Shabbat) Home

Framing: In the Torah, the holy of holies holds the arc of the covenant, which holds the tablets, and sits under a very specific and detailed decoration of two cherubim, little human-like angel creatures, and from “between the two cherubim that are on top of the Ark of the Pact—all that I will command you concerning the Israelite people.” How do you take any of this home? How do you carry a temporary space with access to the divine as a guiding light to yourself and your teens? You identify and hold on to your purpose. It is through our purpose that we meet the divine, in the Ark of the Pact, but first we must get through the ARC of our minds, overcome our self-concept and access our Self. And in doing so, help our teens to do so as well. Consider: How does the purpose you placed in the Ark, your tablets for these sessions, on Day 1, relate to your purpose now?

A Final Piece of Text:

FL will ask someone to read the entry from Berachot 7a on the ARC – Competence handout pg. 4 (Mention they are talking about the tabernacle, the most holy place in the temple)

Discussion: FL will ask group for initial reactions, and then ask them to consider (if they are not already) this idea of this one extraordinary day where a priest enters the innermost sanctum and hashem says, no, you bless me. This in many ways can be the experience with our teens. Toiling over special moments and specific big days until finally one turns to us with a desire to be blessed by us. What do we do in these moments? How can we best leverage what we have learned this week in these rare and powerful moments?

During this discussion, FL will reveal the final Enduring questions by writing them on flipchart paper (or having written them and now hanging them), and handing out the ARC-P handout.

FL will provide time for Enduring Questions answers, concept map diagram of what was learned throughout the track, individual questions, and general feedback. Selfies and pictures of the mishkan created over the three days are welcome.