

## MOTIVATIONAL TECHNIQUES - GETTING TO KNOW YOU

### o THINGS I LIKE TO DO:

The purpose of this activity is to give the teen a clearer image of him/herself by having them pick out the things they like to do.

- A. List the 10 things you like to do best on a sheet of paper.
- B. Date each activity as to the last time you did it.
- C. Put an O next to the activities you do with others and an A next to those you do alone.
- D. Place a dollar sign - \$ - next to those that cost more than \$3.00 to do.
- E. Mark with an M the activities your mother enjoys; and F next to those your father enjoys.
- F. Place an R next to those items you consider risky and an S next to those you consider safe.
- G. Number your three favorite activities in order of preference.
- H. The teacher can then ask questions on these; i.e., what does each of your answers tell you about yourself -- you're a loner, prefer simple pleasures to expensive ones, have something in common with one or both of your parents, are willing to take a chance and try something new, etc. (See Hi-Times, Awake Fall, 1972 No. 2 Page 8 - Teacher's Edition.)

### o PEARLS OF GREAT PRICE:

The object of this exercise is to enable the students to explain to others the significant possessions and values in their present lifestyle.

1. In silence, ask students to look over the possessions they have with them (on them or at home) and select three things that they would classify as "very valuable" to them either in themselves or as symbols of their lifestyle. For instance, someone might pick a picture of a friend as a symbol of relationships in their life; a key to a motorcycle as a symbol of ego satisfaction; one of their sandals as a symbol of a lifestyle of freedom.
2. The leader will call time in three minutes.
3. Have each person explain their selection, including why. The why is very important. For instance, a prayer might be selected as a most valuable possession - not because it is valuable in itself, but because it symbolizes the significance of God in someone's lifestyle.
4. If there is time, each person can rank the items in order of priority.

o WHITE SHIRT PARTY

Material needed: Old white dress shirts for everyone.  
Permanent ink felt-tip markers.  
Paper of some kind to protect floor from ink that may seep through the shirts.  
(Note: You may want to plan this for the second night of Getting to Know You and ask each student to bring their own shirt.)

Give these instructions to each person:

1. Write your first name on the front left pocket.
2. Write your last name under the back of the shirt collar.
3. On the back, write your favorite color and your height.
4. Write your birthday.
5. Draw an animal you would like to be.
6. Answer: Why are you here?
7. Draw an eye the color of yours.
8. Identify your favorite musical instrument.
9. Draw a flower you like.
10. Write a nursery rhyme title.
11. List your hobbies.
12. Identify your favorite sport.
13. Write your favorite saying (words you like, a proverb, some philosophy, or a Bible verse).
14. Draw your favorite fruit.
15. What do you need to improve in yourself?
16. Identify a food you dislike.
17. Draw something that you like to do in the winter.
18. Draw your favorite possession.

When everyone is finished, each person should put on their shirt. Now you can either continue with your planned activity or ask everyone to go around and explain what they've drawn on their shirt and answer any questions.

o GETTING TO KNOW YOU QUESTIONNAIRE

Use attached supplementary sheet as a hand-out, have students (teachers too!) fill it out and then go around the explain answers. There are a few blanks left at the bottom in case you would like to have everyone write in a few more.



SUGGESTED KEY QUESTIONS The good question is rarely if ever answerable by 'yes' or 'no'. Questions such as these which dwell on personal characteristics are more likely to receive candid answers when the teacher opens up by answering some of them himself first.

Tell us something about yourself. Anything at all.  
What do you consider your major qualities?  
What do you consider your major faults?  
If you could change anything in your personality what would it be?  
What are some of your particular habits good or bad?  
Which of these can or should be changed?  
Which cannot or should not be changed?  
What qualities or characteristics do you admire in other people?  
Can you achieve any of these yourself?

Summary and Conclusion This can provide a good transition to the next part of the unit which focuses on others. Ask a student to describe another student in terms of how the latter person expresses himself in the games, activities and questions used in class.

The teacher should have some mental or written notes to help point out omissions or simply to get the ball rolling. This should lead smoothly into:

## Unit II -2 TAKING INVENTORY )OTHERS

Specific Aims To extend the student's awareness to particular aspects of other people's lives and personalities be they unique or common to the group. To help them appreciate those qualities in others which make them important as individuals and as parts of the whole.

### Motivational Devices and Activities

1. Construction of an imaginary person (ATTACHED) Have the students fill out paper according to directions, then take and shuffle them. Read aloud a few of the characteristics then ask them (except the student whose paper you're reading to fill in the rest-verbally. Ask them to explain why the items you read out led them to the other conclusion.

In most instances the students will either guess incorrectly or draw conclusions about the person in question which can be contrasted with real individuals.

A good example is the class that heard "male 23 white teacher college education good marks in school black rimmed glasses big nose beard and chorally responded "Jewish" when asked to fill in the person's religion. The teacher in this class when put the glasses on blew his big nose stroked his beard and led into a spirited discussion on stereotypes and the beautiful uniqueness of individuals.

A variation on this lesson would be to have students say whether or not (and why) they would like or dislike these imaginary people. Discussion should focus on the value of certain characteristics and neutrality of others.

2. BLINDFOLD AWARENESS games The teacher brings five or ten objects in a paper bag and enough blindfolds for half the class. Each blindfold student feels, smells, tastes or hears objects in turn.



1 When I play monopoly I usually  
(circle two)

- a get in a fight
- b give up before the game is over
- c forget all about being kind & generous
- d feel sorry for the ones who are losing & help
- e hang in until the bitter end
- f cheat
- g get bored

2 My advice for anyone who plays  
Monopoly is (choose one)

- a Go for broke: Buy everything  
you land on Mortgage and swap  
and sacrifice to get monopoly  
Then gamble everything and hang  
on for the long term payoff
- b Hang loose Buy the best property  
you land on but hedge your bets  
with a little caution Hold back  
until you see which way the game  
is going Then make your move
- c Play it safe buy only the blue chip  
properties that give you an immediate  
return like the utilities and the  
railroads Put the rest into savings  
for a rainy day You don't want to get  
caught without enough money to pay  
your obligations

3 If I could compare my own philosophy  
of life to Monopoly I would say a  
successful player is one who (circle one)

- a wins the game
- b plays to win whether he wins or not
- c has the a good time whether he wins or not
- d learns how to win

- \_\_\_ my health (physical stamina)
- \_\_\_ my savings (all my stocks money in bank etc )
- \_\_\_ my home (my home all my real estate car boat ste rce)
- \_\_\_ my country (my homeland my political freedom)
- \_\_\_ my religious free dom (right to worship God as I please)
- \_\_\_ my career (my job and future job opportunities in my field)
- \_\_\_ my reputation (outside recognition)
- \_\_\_ my self esteem (sense of worth, importance pride)
- \_\_\_ my family (the ones of parents spouse children siblings)
- \_\_\_ my faith in God (my tru st in a personal God of Love who loves me)

1 I would be satisfied a  
close of my life I had  
(rank in order of importance)

- \_\_\_ made a lot of money
- \_\_\_ made a contribution to mankind
- \_\_\_ really enjoyed myself
- \_\_\_ kept everybody happy
- \_\_\_ realized all of my potential
- \_\_\_ made one person supremely happy
- \_\_\_ become recognized in my field

2 I would like to be remembered as

- a person who (circle one)
- A lived life to the fullest
- B gave all he (she) had
- C never looked back
- D followed the quest
- E stayed true
- F fought the good fight
- G cared about others

3 Right now I wish I could (circle one)

- A erase the past
- B break free
- C slow down
- D start all over again
- E find myself
- F catch the new wind
- G drop out
- H just be content
- I live every day to the fullest

#### CREATIVE EXERCISE

Ultimate Values: If a  
situation beyond your control  
comes upon your life causing  
the loss of one of the following  
things which thing could you give  
up and still continue as a person  
(rank them 1-10 starting with the  
easiest)

# MOTIVATIONAL TECHNIQUE - GETTING TO KNOW YOU

## SENTENCE COMPLETIONS:

One of the easiest ways to get a conversation started among strangers is to give them a list of half-finished sentences to complete and explain or to let partners interview each other, turning the sentences into questions.

The best sentences to use are ones that are completely non-threatening and yet give a person a chance to share some interesting facts about himself/herself, such as sentences that begin with "My favorite" or "If".

You can have everyone write the rest of the sentence on paper and then go around the room one sentence at a time.

or

Ask the students to become a partner with one of the people in the group. After the first sentence is read, one partner takes a minute or so to give and explain his/her answer to his/her partner. Then the partner gives and explains his/her answer. When the time is called, everyone changes partners. The second sentence is then read and the new partners exchange answers, etc.

Some suggested sentences are: (choose according to length of time)

1. My favorite time of the day is \_\_\_\_\_
2. My favorite room in the house is \_\_\_\_\_
3. My favorite kind of literature is \_\_\_\_\_
4. My favorite holiday in the year is \_\_\_\_\_
5. My favorite kind of music is \_\_\_\_\_
6. My favorite food is \_\_\_\_\_
7. If I could visit any place in the world, I would like to visit \_\_\_\_\_
8. If I had a million dollars to spend for the benefit of mankind I would \_\_\_\_\_
9. If my house caught on fire, the first things I would grab (besides my family) would be \_\_\_\_\_
10. If I knew I had only one year to live, I would \_\_\_\_\_
11. If I could ask God one question, I would ask \_\_\_\_\_
12. The thing that gives me the greatest satisfaction is \_\_\_\_\_
13. The thing that causes me the greatest concern is \_\_\_\_\_
14. The time I feel most alive is \_\_\_\_\_
15. The time I feel most alone is \_\_\_\_\_



MOTIVATIONAL TECHNIQUES- GETTING TO KNOW YOU

o WHICH FACT IS A LIE?

Ask the students to complete the following statements on a sheet of paper. They should be answered truthfully - except one. Yet make that one believable! Then one person at a time reads his/her answers and lets the others guess where there is a lie. Finally he/she confesses which "fact" was a lie and what the honest answer is. Some suggested statements are:

1. My favorite game as a child was . . . .
2. My hero at age 10 was . . . . .
3. My favorite singer or group is . . . . .
4. My favorite pastime right now is . . . . .

o WHO IS THE MYSTERY MAN?

Ask the students to sit in small groups and, on a blank sheet of paper (you should hand out so that they are equal in size) answer the following questions:

1. A color that reveals your personality.
2. An animal that portrays the way you see yourself.
3. A song that illustrates your philosophy about life.
4. A car that symbolizes you in some way.
5. A comic strip or TV character that you identify with.

Have the students fold the slips of paper and place them in a pile in the middle of the group. One person takes out a slip, reads the clues aloud and everyone tries to guess which group member matches the answers. Finally, the mystery man confesses and explains the last answer (or any other the teacher prefers) to the class. He then picks from the pile and reads the second set of clues, and so forth.

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o NAME TAGS: (Good for first night of class)

Material needed: Color construction paper in 6"X 6" squares, crayons, and straight pins or yarn.

Ask students to make a name tag, using the color squares and tearing them into a shape that best describes their mood at the present time. They can then write their name on it or add any other doodles they need to project their mood. Put hole through top and thread yarn through it long enough to tie around the neck or pin to clothing.

Go around the room and have each person explain their tag.

(Note: This will also help the teacher to remember each student's name.)

o YOUR FAMILY TABLE:

Material needed: Paper and crayons.

Ask students to draw a picture of their family dinner table, using the shapes and colors that best describe the atmosphere, the members of their family and their relationship to each of them. (For example, warm colors such as yellow or orange can signify a cheerful person; red can signify anger; dark colors a gloomy atmosphere or person; connecting lines between two people can signify how conversation flows, etc.)

Everyone can then describe their family dinner table, going into as much detail as they wish. Other members of the class may wish to ask questions as each finishes explaining their picture.

o HOW THE SHOE FITS:

Have students draw a continuum line on a piece of paper as follows:

So true.

Well, sort of.

Not me.

Using list below, ask them to consider each description carefully to determine how it applies to them. Then have them write the descriptions on their continuum, positioning them as they think they apply to them at the present time. Descriptive words are: gutless, determined, a class clown, procrastinator, church-goer, a loner, hard-working, rebellious, amiable, easily led, curious, inventive, reliable, spontaneous, good son (or daughter), brimming with energy.

Make sure they include every description.

The teacher can then have each student pick one of the three categories on the continuum and give which descriptions they put on or near that category and why.

NOTE: This activity can also be used under the next Unit - Change to get students to recognize certain traits which they may or may not want to change.



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