

Spring Lake Park High School Strive Program
January 8, 2004

Influences & Behaviors

What is the definition of Influences?

The power to produce effects, especially indirectly or through an intermediary; one exercising indirect power to sway or affect.

Of Behaviors?

To function in a certain manner; to conduct oneself in a proper manner.

List some influences that have affected **Your** life.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What are some of the way you are influenced? And how

Media by portraying behaviors, models- body images,

Drugs

Society- life styles, living up to the "Jones"

Technologies- computer, cell phones,

Economics- lost of job, new job, stock market.

Women in the work force – only 5% of senior management

- 1) Can you influence someone to hire you? How? Eye contact, dress, past behaviors, etc
- 2) How do your behaviors influence others?
- 3) Does the color of someone skin/from a "different country"?
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- 6) How about a baby playing with gender toys have a influence on behaviors
- 7) If parents attend event player plays better.

Do some role-playing.

Not studying –going to mall

Going to a party-drinking/smoking

Dave Kuntz story:

Several kids from Blaine decide to have a party one weekend. One of the kid's parents were going to be gone for the weekend. One kid found some beer and started drinking. soon everyone was drinking. They decided that they were hungry and order some pizza. When the pizza was about to arrive they realized that they didn't have enough money to pay for the pizza so someone said that when the pizza came they would just grab the pizza and shut the door. Well the delivery guy rang the doorbell demanding his money. Someone said, "Let's rob him", which they did and someone started to beat him up. Someone said there must be more pizzas in the car. They stole those too. The delivery guy drove back to the store and called the police. Since they had the address as to where the pizza was delivered they knew just where to go.

Arrests where made.

Now not every one was involved with the robbery of the pizza guy, and not everyone beat the delivery guy, but because they ate some of the pizza and did not try to stop any of the action that took place they were treated the same as those that did. They where sentenced for robbery and assault. Served time/have a record now.

Some times its hard not to do something wrong because of the how you would look to your friends. Here is one way/excuse you can always use. "My Mom/parents would be very upset." Use that, they not going to know if your parents would or not.

What are some other ways not to get drawn into a bad situation?

Finish with what you do could affect you the rest of your life

MIND GAMES

TOPIC AREA: Anger Management, Media Influence, Peer Pressure

CONCEPT: Manipulation - the process of a person trying to influence or control someone else. Manipulation happens all around us. Adults manipulate kids, kids manipulate other kids and the media manipulates everyone. Whether this manipulation is done consciously or subconsciously doesn't matter; it still happens and in many cases is very effective. Our students need to realize that this type of activity is taking place so they can guard against falling victim to it. Peer pressure usually takes the form of one person or a group of people trying to manipulate the behavior of someone else. When a person becomes angry it is usually the result of someone else pushing their "hot button". If we are able to recognize when someone else is trying to manipulate us, then we can take appropriate action to avoid placing ourselves under their influence or control. You will need to define the word manipulation before you begin the discussion portion of the activity.

METHOD: Classroom demonstration

TIME ESTIMATE: 5 minutes plus discussion time

MATERIALS NEEDED:

- 2 decks of cards
- 2 envelopes

ACTIVITY: Before the activity, divide one of the decks into two groups. In one group have all of the diamonds and spades and in the other group have all of the hearts and clubs. Then from a second deck, take the King of Diamonds and the Queen of Clubs and place each one in a separate envelope and seal the two envelopes. Be sure that you know which card is in which envelope. Now you are ready to begin.

Choose one person, at random, from your group to come up and volunteer. Hold up one of the envelopes (the one with the King of Diamonds in it) and declare to the group that you are going to help your volunteer read your mind and they will know what card is in this envelope. Tell them that you know which card is in the envelope, but the volunteer doesn't. However by sending mental messages from your brain to theirs, they will be able to select exactly the card that you are thinking of and that you have already placed in the envelope. Play up the fact that the volunteer has no previous knowledge of which card is in the envelope. Then place the envelope down where everyone can keep their eye on it. Now hand the volunteer the group of cards that is made up of only the diamonds and spades. Have the volunteer show the cards to the group. Tell the audience that they must remain perfectly silent during this process or they will ruin the "mind melding" that needs to take place between you and the volunteer. Ask the volunteer, "Are you ready?" "Then let's begin!"

Ask the volunteer to mentally select the color red or black. If they select black, then ask them to remove all of the black cards from their hand and place them on the floor or a table. If they select red, then ask them to keep all of the red cards in their hand and remove the black ones and place them on the floor or a table.

Now ask them to mentally select either the numbered cards (2-10) or the face cards (Jack - Ace). Be sure to explain that the Ace is a face card. If they select the numbered cards, then ask them to remove all of the numbered cards from their hand and place them on the floor or a table and keep the rest of the cards. If they select the face cards, ask them to keep all of the face cards and discard the other cards by placing them on the floor or table.

Now ask them to mentally select the lower two face cards (Jack and Queen) or the upper two face cards (King and Ace). If they select the lower two face cards, ask them to remove them from their hand and place them on the floor or table and keep the rest of the cards. If they select the upper two cards, ask them to keep those two cards and discard the other two cards by placing them on the floor or table.

Now ask them to select the King or the Ace. If they select the Ace, ask them to remove that card and place it on the floor or table and keep the other one. If they select the King, ask them to keep that card and discard the other one by placing it on the floor or table.

You are now ready to have the envelope opened and reveal the enclosed card. Magically, it will be the same one (the King of Diamonds) that the volunteer is holding in their hand.

Repeat the same sequence with the second group of cards, the second envelope and a new volunteer. However, this time the suits will change as will the final sequence since you have a different card in the envelope. The key to this activity is to have them always keep the

cards that will lead to the card that is in the envelope and discard the cards that won't. Just remember to have them always discard the color or cards that won't match what is in the envelope. When the volunteer makes a choice, you will have to determine whether you want them to keep the cards they chose or discard the cards that they chose. Keep the process moving quickly or what you are doing might become too apparent. Practice the process a few times at home before trying it with your groups.

Explain to the group the secret of what you were doing. Show how even though the volunteer was the one making the choices, you manipulated them into doing what you wanted them to do.

DISCUSSION IDEAS:

"What" Questions

- What were you thinking as the process was going on?
- Did you figure out the secret before I revealed it?
- Does it seem easy now that you know how to do it? Could you do this trick?

"So What" Questions

- Can other people manipulate you into doing things? Why or why not?
- What kinds of tricks do people use to try and get others to do what they want them to?
- Do people have certain "hot buttons" that make them angry?
- How can others use these hot buttons to make someone angry?
- How is peer pressure a form of manipulation?
- How does the media manipulate people?

- What are some tricks that advertisers use to manipulate people?

“Now What” Questions

- What can you do to avoid allowing others to manipulate you?
- What role does peer pressure play in manipulation?
- What can you do to stop people from successfully pushing your “hot buttons?”
- How can you stop the media from manipulating you?

I'LL BET YOU CAN'T

TOPIC AREAS: Goal Setting, Peer Pressure

CONCEPT: Others have a great impact on our behavior. Those who we know best have the greatest impact. This activity gives the participants a chance to ignore those trying to get them to negatively change their behavior. As they play the game, they will find out that those who they know best are the ones who have the easiest time making them do what they don't want to do.

METHOD: Classroom activity

TIME FRAME: 15 minutes plus discussion time

MATERIALS NEEDED: None

ACTIVITY: Have the class line up in two lines facing each other. The first two people in each line will walk side-by-side down between the lines. They must keep their eyes up and walk at a normal pace down the aisle. Their goal is to reach the end of the line without cracking a smile. If one of the two walkers smile before they reach the end of the line, then they join the opposing team's line. If both walkers smile while passing through the gauntlet, then they each join the lines of the opposing team. The job of those standing in the lines is to get the walkers to smile. They may do anything they want except to touch or harm the walkers in any way. You can have the walkers pass next to their own team or the opposing team. The game is over when everyone has had a turn at passing through the walk. The team with

the most players in their line at the end of the game is declared the winner.

DISCUSSION IDEAS:

- Did anyone find it hard not to smile as they walked down the line? Why?
- What kinds of behavior did others use to make you smile?
- What kinds of behaviors were the most effective on you?
- Were these behaviors the same for everyone? Why not?
- Were there certain people that were better at making you smile than others? Why were some able to make you smile and you could ignore others?
- How did you feel when you were one of the people trying to make them smile?
- Was it easy to make people smile even when they didn't want to? Why?
- How can we apply this activity to peer pressure?
- How can this activity apply to goal setting?
- How much concentration did it take to keep from smiling?
- Why is it easier to accomplish something when you concentrate on it?
- What role does your behavior play in accomplishing your goals?
- Which is more important, the way you think about reaching a goal or the way you act when trying to reach a goal? Why?
- What role do other people play in you reaching your goals?
- How can other people help you reach your goals?
- How can other people hinder you in trying to reach your goals?
- What could the people in this activity have done to help you reach the end of the line without smiling?

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