

SAMPLE ACTIVITY

I Like People Who . . . (appetizer)

Overview

In this self-esteem boosting game, students identify things about themselves that they like, and through the game they find others in the group who share their interests, creating the seeds of new friendships. All participants sit on chairs in a circle, with the leader standing in the middle, so there is one more participant than there are chairs. The person in the middle begins by saying "I like people who..." and then states a fact about herself. Anyone else who has that fact in common with the speaker, rises and switches chairs with the other people who have risen.

Objectives

To build a sense of ensemble for groups new to working together or who need some help forming social bonds.

Let's Cook!

1. Make a circle of chairs, with one chair less than the total number of participants.
2. Have the students sit on chairs in a circle with you standing in the middle.
3. Tell students they are about to play a game called "I like people who..". Explain that the person in the middle will say something about herself that is true. It can be something she likes to do ("I like people who play soccer."); something they are wearing ("I like people who are wearing blue jeans."); something about themselves ("I like people who are honest."). All the statements need to start with "I like people who...". Each statement also has to be true for the person who is speaking.



4. Explain that everyone else in the circle, for whom the statement is true, will get up and change chairs with the others who are standing. Similar to musical chairs, there is one more person than there are chairs, so someone will always be left in the middle of the circle.
5. Whoever is left in the middle will say something true about herself, and the group will respond by getting out of their chairs and dashing for a free chair.
6. Introduce these additional rules:
 - You can not sit back down in your own chair.
 - If only one person stands after the statement is made, then she changes places with the person in the middle.
 - If no one stands after the statement is made, the person makes another statement. (Affirm that person's special interest, then ask her to make another statement.)
 - No running or pushing.
7. Begin the game by making the first statement yourself.



Tips for Success

- ☉ This game provides clues to you about who is gregarious and who is shy, who is feeling energetic and who is feeling sluggish. It provides specific insights about what your group is interested in, which can give you the information for useful metaphors in your teaching. By playing the game with them, they begin to see you as a whole person instead of just a teacher, which increases the likelihood that they will open up to you.
- ☉ Establish clear boundaries regarding behavior and topics from the very beginning of each session. Give thought ahead of time to what you, as a facilitator, find acceptable. Encourage the teens to develop guidelines with you to promote their sense of "buy-in" and relevance. For more tips, please see **Working with Youth** on page 7.