



What's in a Developmental Relationship?

Mapping People who Shape Our Lives

Description

Participants are introduced to Search Institute's Developmental Relationships Framework and are invited to begin mapping developmental relationships in their own lives.

Objective

- Build and strengthen relationships among participants
- Build and strengthen relationships between participants and leaders
- Introduce Search Institute's Developmental Relationships Framework

Planning and Preparation

 **Participants:** Any

 **Time:** 30 minutes

 **Materials:**

 **Set up:**

- Copies of "The Developmental Relationships Framework" handout
 - Copies of "My Developmental Relationships" Map
 - Pen or pencil for each participant
 - Half sheet of paper for each participant
- This activity can be done in any setting; however, participants will need a hard surface to write on whether a table, desk or clipboard.

Facilitator Notes:

Be aware that participants will have varying levels of access to developmental relationships in their lives. Consider the participants' unique situations and be prepared for the following scenarios:

- Young people may not be able to think of many people they have relationships with, either because they do not have many or because they have trouble coming up with them on the spot. Be prepared with prompts to help them think of relationships they have - think outside the box! Examples include friends, family, mentors, coaches, teachers, neighbors, youth program leaders, etc.
- Some young people may be able to list many relationships; others may be able to list very few. Be prepared to affirm students who may have fewer and remind students that the number of relationships they have does not indicate success or failure on their part.
- Participants may have initial confusion about the elements of the Developmental Relationships Framework and/or the map. Make sure you are familiar with both and ready to answer questions.

Facilitator Instructions

1. Hand out the Developmental Relationships Framework. Let participants know this framework has been developed over time by Search Institute, a research organization that studies important relationships that help people grow. Ask everyone to be thinking about important relationships in their own lives while they look at the framework together. Read through the framework out loud together, beginning with the introduction then moving on to each element and its actions/definitions, giving anyone willing a chance to read. (Or ask if someone will start with the first element after you read the intro, and go in a circle while giving them a choice to pass or proceed.) After you finish reading through the framework, ask if anyone has any questions or initial thoughts about the framework.

2. Pass out half sheets of paper. Ask participants to think to themselves about people that make their lives better in some way. Have them think about people in all parts of their lives, such as their home, school, youth organizations, neighborhood, community centers, faith or spiritual communities, and other places. Have them write each of these people's names down on the half sheet of paper. (They could also choose to write who the person is in relationship to them, e.g. - mom, piano teacher, soccer coach, etc.)
3. After participants have finished writing, hand out the "My Developmental Relationships" mapping sheet. Note that the graphic has concentric circles, representing places in our lives, and wedges that represent the five elements of developmental relationships. Have participants write their name in the middle circle. Then, for each person on their list, have participants think about the place where this person impacts them most, and what it is that person does that is most helpful. Have participants write the person's name in the appropriate space. Let youth know that they will be sharing their map with one or two other students.

For example, a teacher who always asks you for updates on your hobbies or interests may be really good at Expressing Care. Write their name in the "Express Care" wedge in the "school" circle.
4. After everyone has had a chance to add all their names to their maps, divide participants into pairs or trios. Have each participant share their diagram with their partner or group, naming a few of the people and what they do that is helpful.
5. Ask participants (still in their pairs or groups) to look over their maps and talk about what they notice about their maps. Let participants know there are no right or wrong maps or required number of relationships. You may use the following questions for discussion:
 - a. Where do you have the most developmental relationships? (e.g. school, community, etc.)
 - b. Where do you have fewer developmental relationships?
 - c. Which elements do you experience the most? (e.g. express care, challenge growth, etc.)
 - d. Which elements do you experience the least?

Reflect

Discuss these questions as a large group:

- What are some things you learned about relationships in your life today?
- Are there places in your life you'd like to have more relationships? Are there elements you'd like to experience more of?
- Where do you think others would put you on their map? What elements do you think you practice the most with others in your life?
- What surprised you as you reflected on your relationships?

Taking Action (optional)

1. Have each person decide something they will do to thank a person on their diagram in the next week.
2. Have each person decide one developmental relationship action they will take with another person this week. (e.g. "I will really listen to my sister.")

Putting It Into Practice

If you see participants throughout the week, take time to ask them more about the ways they practice developmental relationships with others. Find out more about the people and places they impact the most.

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

ELEMENTS	ACTIONS	DEFINITIONS
<p>Express Care</p> <p><i>Show me that I matter to you.</i></p>	<p>Be dependable.....</p> <p>Listen.....</p> <p>Believe in me.....</p> <p>Be warm.....</p> <p>Encourage.....</p>	<p>Be someone I can trust.</p> <p>Really pay attention when we are together.</p> <p>Make me feel known and valued.</p> <p>Show me you enjoy being with me.</p> <p>Praise me for my efforts and achievements.</p>
<p>Challenge Growth</p> <p><i>Push me to keep getting better.</i></p>	<p>Expect my best.....</p> <p>Stretch.....</p> <p>Hold me accountable.....</p> <p>Reflect on failures.....</p>	<p>Expect me to live up to my potential.</p> <p>Push me to go further.</p> <p>Insist I take responsibility for my actions.</p> <p>Help me learn from mistakes and setbacks.</p>
<p>Provide Support</p> <p><i>Help me complete tasks and achieve goals.</i></p>	<p>Navigate.....</p> <p>Empower.....</p> <p>Advocate.....</p> <p>Set boundaries.....</p>	<p>Guide me through hard situations and systems.</p> <p>Build my confidence to take charge of my life.</p> <p>Stand up for me when I need it.</p> <p>Put in place limits that keep me on track.</p>
<p>Share Power</p> <p><i>Treat me with respect and give me a say.</i></p>	<p>Respect me.....</p> <p>Include me.....</p> <p>Collaborate.....</p> <p>Let me lead.....</p>	<p>Take me seriously and treat me fairly.</p> <p>Involve me in decisions that affect me.</p> <p>Work with me to solve problems and reach goals.</p> <p>Create opportunities for me to take action and lead.</p>
<p>Expand Possibilities</p> <p><i>Connect me with people and places that broaden my world.</i></p>	<p>Inspire.....</p> <p>Broaden horizons.....</p> <p>Connect.....</p>	<p>Inspire me to see possibilities for my future.</p> <p>Expose me to new ideas, experiences, and places.</p> <p>Introduce me to more people who can help me develop and thrive.</p>

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My Developmental Relationships Map

Who are people in each setting with whom you have relationships that reflect the five elements of a developmental relationship? Jot their names or initials in the appropriate space in the diagram.



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All About Me Wheel

Sharing Many Parts of Our Selves



Description

Participants reflect on and share aspects of their unique rolls.

Objective

- Build and strengthen relationships among participants
- Build and strengthen relationships between participants and leaders

Connecting the Framework

Learning about another person’s cultural background, heritage, talents, and skills can help people understand one another better, setting them up to build stronger developmental relationships. This activity encourages participants to share experiences relating to their identity and to learn about others’ identities and experiences.

Planning and Preparation

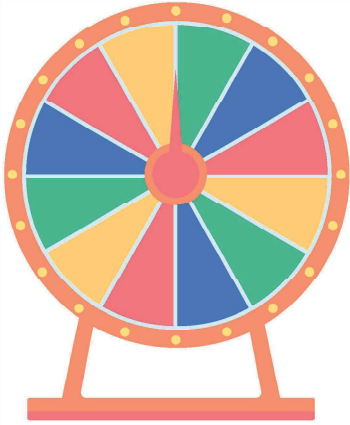
 **Participants:** Any

 **Time:** 30 minutes

 **Materials:**

 **Set up:**

- Copies of “All About Me Wheel” participant
- Pen or pencil for each
- This activity works best in a space that allows pairs enough space to have conversations without getting distracted by nearby pairs.
- Before starting the activity, the facilitator should fill out their own Identity Wheel and prepare a few examples to share about themselves.



Facilitator Notes:

- Be prepared to share examples from your All About Me wheel with the group. This activity can be used with teams of adults as well. Consider using it with your staff team or co-facilitators.
- This activity asks for a high level of vulnerability from participants. Some people may be called to be more vulnerable than others. Think about your group, and depending on how vulnerable they may need to be, you may want to do additional trust-building activities before this activity. As a facilitator, use your role to establish and maintain an atmosphere that supports and encourages vulnerability and respect among participants.
- Be aware that potentially triggering or troubling experiences could come up as participants share their own stories or hear from others. Follow up with participants who share particularly challenging experiences to thank them for sharing and see if there is any support they want or need. Keep an eye on participants' reactions to others' examples, being mindful about how people may be affected by the stories. Be ready to intervene if participants are showing disrespect (which could be intentional or unintentional).

Facilitator Instructions

1. Let participants know that this activity will provide an opportunity to get to know each other better, enabling them to build stronger relationships.
2. Assign participants partners. (Consider who might benefit from getting to know each other better in your group.)
3. Have participants introduce themselves to their partner and describe something unique about their name, using these prompts:
 - a. Tell your partner about your name. If you know the meaning, you can share it.
 - b. Do others in your family share your name?
 - c. How were you named? Who named you?
 - d. Were you named after anyone? Who?
 - e. How is your name unique?

Model this yourself, explaining a few facts about your own name. Then, give each participant one minute to share with their partner. Bring the group back together and ask that each person introduce their partner and provide one thing they heard about the other person's name.

4. Before delving into the activity, it is important to set the tone for an engaging interactive experience and healthy discussion. If your group has set group norms, this is a good time to revisit them. If not, here are some suggestions for group norms:
 - Acknowledge the hopes and fears that everyone brings to the table
 - Assume good intentions
 - Participate by actively listening and actively sharing
 - Avoid minimizing or dismissing others' experiences
 - Use a non-judgmental approach
 - Use "I" statements
 - Acceptance – be comfortable with being uncomfortable
 - Have a good time—it is okay to have a good time! Creating a respectful space is about coming together as a community, being mutually supportive, and enjoying each others' qualities.
5. Distribute the "All About Me Wheel" handout. Ask participants to write their name in the center circle. They should then fill in each piece of the wheel with a dimension of their self and relationship they consider to be important in defining themselves. Model this practice by filling in and sharing your own answers for a few of the pieces. Let participants know if there is something they are uncomfortable filling out they may leave it blank.
6. After giving participants a few minutes to individually fill out their wheels, ask participants to discuss their wheels with their partner.
7. When participants have discussed their wheels, ask them to talk about the things they are most proud of about their identity.
8. Next, ask participants if they've ever felt pain or embarrassment because of an aspect of their identity. If participants are willing, ask them to share an example or story with their partner. Share an experience of your own with the group aloud to give an example.
9. When partners are done discussing, invite a few participants to share out their examples with the larger group.
10. Circle up to debrief with the reflection questions below.

Reflect

- How did you feel while doing this activity?
- What are some examples of stories your peers told that really made you think? (Get permission from the person who originally told the story before sharing it with the whole group.)
- How do you think the different aspects of your identity affect how you approach building relationships?
- Did you learn new things about your peers? How did it feel to find out these new things?
- Why is it important to share things about your identity with others? Why is it important to listen to others as they talk about their identity and experiences?

All About Me Wheel Handout

For definitions of each area,
see key on next page.



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All About Me Wheel Key

Community

- Where do you live?
- What activities do you participate in?
- What groups do you belong to? What school do you go to?

Religion/Spirituality

- Do you belong to a faith community?
- What helps you think about big questions in life?
- What holidays or traditions do you observe?

Family

- Who is in your family? Who lives in your home?
- What family roles are part of your identity that are important to you? (I am a sibling, cousin, etc.)

Race/Ethnicity

- What race or ethnicity do you identify as? Where are your ancestors from? What cultural traditions do you have in your family?

Hobbies/Interests

- What do you do for fun? What activities are you involved in? What topics are you interested in?

Beliefs/Values

- What guides your decisions? What is important to you?

Groups/Clubs

- Which, if any, groups or clubs do you identify with?

Other

- What other identities are important parts of you?



EXPRESS CARE

Colorful Conversations

Express Care With the Questions You Ask

Description

In small groups, participants take turns sharing about themselves using a set of prompts tied to each color of candy they have.


Objective

- Build and strengthen relationships among participants
- Build and strengthen relationships between participants and leaders
- Deepen understanding of Express Care within the Developmental Relationships Framework

Connecting with the Framework

We know from our research that listening, or as young people have said, “really paying attention when we are together” is foundational for showing care in a relationship. One aspect of really listening to others is asking good questions.

Planning and Preparation

 **Participants:** Any size group, works best with groups of 5 or more participants

 **Time:** 30 minutes

 **Materials:**

 **Set up:**

- Colorful stickers, paper, or you can use marbles, Legos, or other small items that come in a variety of colors.

- You may want to begin with participants sitting in a circle. Later they will break into small groups, so this activity will work best where there’s enough space for participants to spread out.

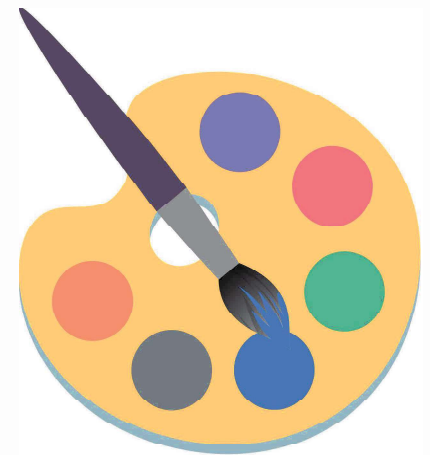
Facilitator Notes:

Ahead of time, decide which version of the Colorful Conversations Code Handout to use. There are two versions ready to print/copy. Alternatively, you can choose questions from the page of Supplemental Questions and put them into the blank handout 3.

- When selecting questions, make sure you choose questions that are appropriate for your group. Feel free to make up your own questions that relate to your program's context. Or, Share Power with participants by having them choose and write in the questions.
- If you are using objects that are different colors than the provided handout, remember to make adjustments to the handout, so it matches.
- Feel free to use the questions provided in this activity in other ways as well. There are a wide range of potential adaptations for this activity. For example, you can have all participants answer each question.

Facilitator Instructions

1. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of Express Care. Let participants know that each person is going to share something about themselves, and that everyone else in the group is going to show that they care about that person by listening and asking questions. Remind participants that they should listen carefully when their peer is speaking so they can come up with a question to ask them about what they said.
2. Pass a bag of colored candy to each participant. Ask them each to take a small handful of candies in as many different colors as possible, but not to eat the candy until they hear the instructions. The facilitator should take a handful of candy as well.
3. Divide into groups of 3-5 participants. (Depending on the size of the group, this activity could also be done in pairs.) Give each group a copy of the Colorful Conversation Codes Handout.



Putting It Into Practice

While this activity is typically used for introductions when a group is just starting to get to know one another, consider bringing it back over the course of your time together. You can modify the questions over time in a variety of ways:

- If your program follows a curriculum with different topics, connect questions to each topic.
- Increase the level of risk in questions over time as your group builds trust.
- Use this activity as a daily or weekly check-in with questions about things that may be happening in participants' lives.

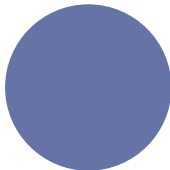
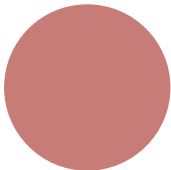
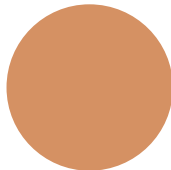
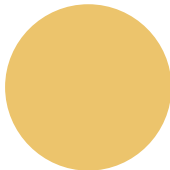
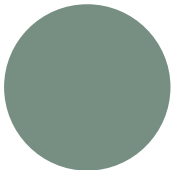
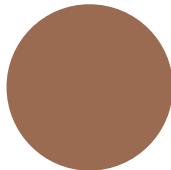
4. Ask each participant to select one paper/lego/marbel/etc. and compare its color to the conversation topics on the Colorful Conversation Codes Handout. Based on that color, participants respond to the relevant question. The facilitator can model the process by sharing facts about themselves corresponding to the candy they have. After each participant responds to their question, one other participant should ask a follow-up question about what they heard.
5. In their small groups, have participants take turns responding to the topics. They can eat their candy after each turn. Give participants the opportunity to share at least three times with the group.
6. Bring the participants back to the large group to reflect.

Reflect

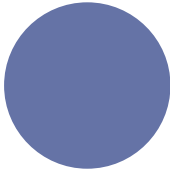
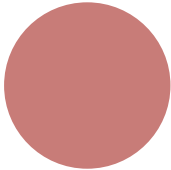
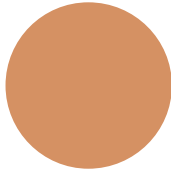
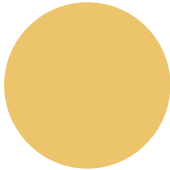
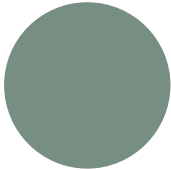
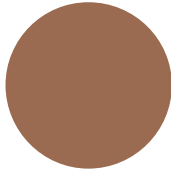
Discuss these questions as a large group:

- What surprising or interesting things did you learn about each other? Why did you find it surprising or interesting?
- What was it like to talk about yourself? What was it like to hear others talk about themselves?
- What strategies did you use to make sure you were listening actively to the other members of your group?
- Did you hear any really good follow-up questions that helped you feel that others were really listening and interested?
- If you could ask other questions (not just the six listed), what would you ask, and why?
- What did you experience in this activity that might be helpful in other relationships in your life?

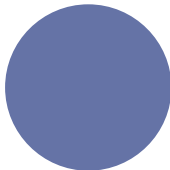
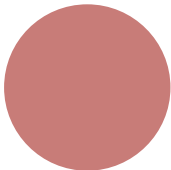
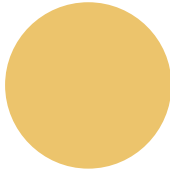
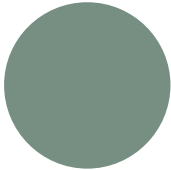
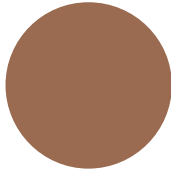
Colorful Conversations Code Handout 1

<p>Blue:</p> <p>Share a talent you have, and how long you have had that skill. What did you do to learn the skill? How do you practice?</p> 	<p>Red:</p> <p>What is a subject or topic you'd like to learn more about? Why?</p> 	<p>Orange:</p> <p>What is a value or rule you live by? How did you figure this out?</p> 
<p>Yellow:</p> <p>Who is someone you really respect? Why?</p> 	<p>Green:</p> <p>Describe your dream job. How did you learn about this job? What excites you about it?</p> 	<p>Brown:</p> <p>Where is a place you can really be yourself? Why?</p> 

Colorful Conversations Code Handout 2

<p>Blue: Share something you would like to become better at.</p> 	<p>Red: Share a skill or activity that has come naturally to you. How do you use this skill now? How could you use it in the future?</p> 	<p>Orange: What is your favorite celebrity or TV show? Why?</p> 
<p>Yellow: Who is someone you aspire to be like? Why?</p> 	<p>Green: Describe your dream life ten years from now. How did you come up with this dream?</p> 	<p>Brown: Where would you live if you could live anywhere on the planet?</p> 

Colorful Conversations Code Handout 3

<p>Blue:</p> 	<p>Red:</p> 	<p>Orange:</p> 
<p>Yellow:</p> 	<p>Green:</p> 	<p>Brown:</p> 

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Supplemental Questions

Introductions/About Me

- Where do you live?
- What is one of your favorite places on earth?
- Do you have any pets? If not, what kind of pet would you want?
- Tell us something about your name. (What do you like about it? Do you know what it means? Do you know how you got your name? Do you have a nickname?)
- What was your favorite thing to do when you were in kindergarten?
- Name something you are grateful for.*
- Share an embarrassing moment you've had.*

Academic

- What is your favorite subject in school? Why?*
- What subject in school is most challenging for you?*
- Name someone at school who you really admire. What do they do that inspires you?
- What are you interested in learning more about in the future?

Sparks/Hobbies/Activities/Interests

- If you had a whole day to do anything you wanted, what would you do?
- What is something you're really good at? How did you build this skill?
- What do you usually do after school?
- What do you usually do on the weekend?
- What is your favorite thing to do outside?
- What is your favorite sport to play or watch?
- What is your favorite type of art? (Singing, drawing, painting, playing an instrument, sculpture, creative writing, etc.)
- If you could only eat one meal for the rest of your life what would it be?
- What's your favorite show or movie?
- Who is your favorite musical artist or band?
- What are you curious about?
- Would you like to be famous? What would you be famous for?
- What do you love to do with friends?
- Describe your perfect day.
- What's something you're involved in that's important to you outside school?

**Questions with an asterisk may be higher-risk for some groups or participants. Be mindful that while these questions can help foster even stronger relationships, they could be challenging for participants to answer if they have not yet built trust with the group.*

People

- Tell us about your family.*
- Tell us about a very good friend. What do they do that you appreciate?
- Who is your favorite musician? Why?
- Who is your favorite actor? Why?
- Who is someone from history that you admire? Why?
- If you could eat lunch with anyone in the world, alive or dead, who would you choose? Why?

Future

- Describe your dream life in ten/ twenty/thirty years.*
- If you could travel anywhere in the world (or universe!) in the future, where would you go and why?
- What do you think you might want to do for your job in the future? Why?
- What are your plans after [middle school, high school, etc.]?
- If you could know something about your life in the future, what would you want to know?*
- Tell us about the last time you tried something new.
- What is one new kind of technology you hope to see invented in your lifetime?

Funny/Silly

- Would you rather have a cat with a human face or a dog with human hands? Why?
- Tell us about the last time you laughed really hard.
- Would you rather fight ten duck-sized horses or one horse-sized duck? Why?
- If you were an animal right now, which would you be? Why?
- Would you rather own a magic carpet that flies or a personal robot?
- Would you rather be able to fly or be invisible?



CHALLENGE GROWTH

Count to Twenty

Working Together to Challenge Growth

Description

In this “harder than it sounds” challenge, participants count to twenty as a group. Each participant must say at least one number, but no two participants may speak at the same time or say the same number.


Objective

- Build and strengthen relationships among participants
- Deepen understanding of the element of Challenge Growth

Connecting with the Framework

This activity allows participants to learn from mistakes and setbacks as they make multiple attempts to complete the challenge of counting to twenty as a group.

Planning and Preparation

 **Participants:** 10-12 (if there are more than 12 participants, split the group into multiple smaller groups)

 **Materials:**

- No materials needed

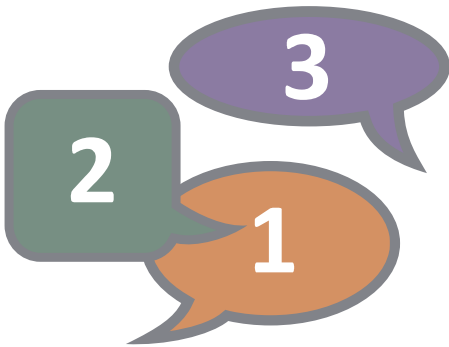
 **Time:** 10 minutes

 **Set up:**

- This activity requires a space where all participants can sit or stand in a circle.

Facilitator Notes:

- In this activity, the facilitator should play a coaching role rather than participating with the group.
- Depending on how strong communication is among your participants, this activity may be easy or hard. If you think it will be hard for your group, have them start by counting to ten instead of twenty.
- If you think it may be easy for your group, consider the following added challenges:
 - Participants stand in a circle facing outwards so they cannot see each other.
 - Have participants count to a higher number or say the alphabet.
 - Count backwards down from twenty.
 - Count by 2s, 5s, etc.
 - Say the names of everyone in the group - all names need to be said, but no one can say their own name.
 - Take away the option for participants to use whichever strategies they have come up with (for example, going around the circle or using hand signals to communicate).



Facilitator Instructions

1. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of Challenge Growth. Remind them that challenging growth is about pushing ourselves to go farther than we thought we could while learning from mistakes and setbacks. This activity will involve pushing ourselves to overcome a challenge and learning from our mistakes to get better each time.
2. Instruct participants to sit or stand in a circle, making sure everyone can see and hear everyone else.
3. Explain that the challenge the group will be facing will be to count to twenty aloud as a group. There are only two rules the group must follow. First, every participant must say at least one number. Second, two participants cannot say the same number. If two people say the same number, the whole group needs to start over at one.
4. After sharing the directions, say “Go” and let the participants begin. During the first one or two attempts, the facilitator should observe and not provide any coaching. After the group has failed a couple times, provide coaching using the following questions:
 - How do you think you are doing?
 - What is challenging about this activity?
 - What’s going wrong?
 - What can you do differently in the next attempt?

Note: There are a few strategies participants can come up with that help with this challenge:

- Participants go around the circle, taking turns saying numbers in order.
- Participants choose silent actions or hand signals to communicate with one another about who will say which numbers.

Do not provide these ideas to participants, but coach them toward setting up a system or specific order to use if they are not getting there on their own after multiple tries.

5. After a short discussion, have the group try counting to twenty again. Depending on how well the group is doing, you can let them continue making attempts or pause for a second coaching discussion. As needed, guide them toward working as a group to develop a strategy to complete the activity. Strategies can include going around the circle or creating a signal to one another that helps them communicate who will say which number(s).
6. Once the group successfully counts to twenty, lead a reflection. (If participants are able to do this easily and quickly, try some of the other challenges above in the key notes for facilitators.)

Reflect

- During the first few tries, did you feel like it would be possible for the group to succeed?
- How did it feel when the group failed?
- How did it feel if/when you were the person who caused the group to fail? What about when someone else caused the group to fail?
- What strategies did you use to improve over time?
- Were there points where you felt frustrated or wanted to give up? What did you do to overcome that?
- When you face a setback or failure in your life, how can you use it as a learning opportunity?
- What can we do as a group to support each other in overcoming and learning from challenges?

Taking Action (optional)

If your group typically does things together (for example, a sports team that wins or loses a game as a group), focus on how your group will approach dealing with and learning from mistakes or failures together.

If your group typically does things in small groups or independently, focus on actions individual participants can take to support each other and/or to ask for help when dealing with setbacks or failures.

Putting It Into Practice

Check in with your group from time to time to see how they are learning from mistakes or failures in their lives.

Adapted from: Mandell, J., & Wolf, J. (2003). *Acting, learning and change: Creating original plays with adolescents*. Portsmouth, NH: Heinemann.

Three Wishes Magic Wand

Affirming Wishes to Express Care



EXPRESS CARE

Description

Participants take turns sharing a wish they have for their life. Everyone else in the group listens and writes down positive words of encouragement for the person who shared.


Objective

- Build and strengthen relationships among participants
- Build and strengthen relationships between participants and leaders
- Deepen understanding of the element of Express Care

Connecting with the Framework

We know from our research that listening, or as young people have said, “really paying attention when we are together” as well as saying words of encouragement, are foundational for building care in a relationship.

Planning and Preparation

 **Participants:** 6-8 participants
(For larger groups, we recommend breaking into smaller groups and sitting or standing in a circle)

 **Time:** 30 minutes

 **Set up:**

- This activity works best in a space where the whole group (or each small group) can sit in a circle and hear one another.

 **Materials:**

- Magic Wand (this should be a cool-looking “talking stick” - could be a toy wand, a decorated pencil or stick, or any item that can be passed)
- Blank index cards
- Pen or pencil for each participant
- Colorful sticky notes
- A white board or poster paper
- Timer (optional)

Facilitator Notes:

This activity requires the facilitator to set expectations that the group needs to be supportive for participants to feel comfortable sharing. Some participants may bring up difficult issues they wish were different in their lives. It is important to make sure they feel heard and supported. You may need to follow up with participants individually afterwards, if they seem like they may need additional support. You may also need to connect them with other resources.



Facilitator Instructions

1. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of Express Care. Let participants know that each person is going to share something about themselves, and that everyone else in the group is going to show that they care about that person by listening and writing positive, encouraging words for that person.
2. Pass out blank index cards and pens to participants. Ask them to write down three wishes they have for their life. These should be positive changes they'd like to have happen in their lifetime (and things they feel comfortable sharing with the group). Give participants some examples they might have wishes about including: family, home, school environment, world issues, resources/supports, personality traits, or well-being. You may want to give an example of a wish you have to set the tone. Let participants know that this activity won't focus on physical appearance (for example: body image, hair color, facial features, etc.) or on changing people.
3. Tell participants they will have 3-5 minutes on their own to write down their wishes (or draw pictures of their wishes) that they will be sharing with the group.
4. After participants are finished writing, ask them to form a circle with their chairs or sit on the floor (whatever the group prefers). Once everyone has been seated, give each participant a few sticky notes.
5. Show the participants the item that you've decided to make the Magic Wand. Let the participants know that whoever has the Magic Wand is the only one allowed to speak (One Mic, One Voice rule). When a participant has the Magic Wand, ask them to share one of the three wishes that they wrote down. Remind other participants that their role is to be a supportive listener and that they will be sharing notes of encouragement with the Magic Wand-holder.

6. For each participant, encourage them to discuss why their wish is important to them and what difference it would make in their lives if their wish came true. If you have a large or particularly talkative group, consider using a timer so everyone has a chance to share within the allotted activity time.
7. After the person with the Magic Wand has shared their one wish, ask the rest of the participants to write down on a sticky note a few positive words and/or a short encouraging message to the person with the Magic Wand who just shared their wish. As they complete their messages, ask participants to pass them to the person with the Magic Wand.
8. The participant with the Magic Wand should pass it on to the next person in the circle to repeat the process until each person has had a chance to share their wish and has gotten sticky note affirmations from the rest of the participants.
9. Once all the participants have shared, you can share your own positive thoughts, affirmations, and encouragement with the group. Let them know you appreciated their willingness to participate, uplift them in their self-empowerment, and let them know you're here to support them.

Reflect

Discuss these questions as a large group:

- How did it feel to discuss and share your wishes with others in this group?
- How did it feel to be listened to?
- How did it feel to share?
- Did you notice anything you had in common with others you didn't know about until now? How did that make you feel?
- How did it feel to read the notes of encouragement from others?
- What did you learn about yourself through this activity?

Taking Action (optional)

Ask participants to think of one way they can express care with their peers in the next week.

Putting It Into Practice

It's likely you will have learned a lot about participants through this activity. As noted in the facilitator notes, some things participants share may be difficult. Be sure to follow up with any participants if they need additional support or want to talk more about their wishes.

If you decided to do the "taking action" piece with participants, check in with them in the following week and see what they chose to do to express care with their peers.



SHARE POWER

Marshmallow Towers

Working Together Requires Sharing Power

Description

Teams work together to construct a tower made out of marshmallows and spaghetti sticks in this fun activity. Participants then reflect on how they were able to share power through this experience.


Objective

- Build and strengthen relationships among participants
- Deepen understanding of the element of Share Power

Connecting with the Framework

Sharing power requires negotiation and collaboration between people. This activity prompts participants to share power by negotiating how to build their towers and collaborating to complete them.

Planning and Preparation

 **Participants:** Up to 40 (divided into teams of 4-5 participants)

 **Time:** 30-45 minutes

 **Materials:**

 **Set up:**

- Bags of marshmallows (about 20 marshmallows for each team)
 - Box of uncooked spaghetti (about 20 spaghetti sticks for each team)
 - Large paper plates (one for each team)
 - Measuring tape, yardstick or string to measure the towers
 - Handout with questions for small groups (or write them on poster paper or a PowerPoint slide)
- Divide into even teams of 4-5 participants each. Give each team one plate and an equal amount of marshmallows and dry spaghetti sticks. (Usually about 20 marshmallows and 20 spaghetti sticks works well.)

Facilitator Notes:

- After participants build their marshmallow towers, the structures often start falling right away. So it's helpful to have more than one person to measure at the same time.
- Feel free to let participants eat any unused marshmallows!
- While facilitating, consider the ways you can model sharing power with the participants. Ideas include:
 - Deciding as a group how many marshmallows and pieces of spaghetti each group gets.
 - Allowing participants to choose their own groups.
 - Setting shared goals for how tall they want their towers to be.
 - Inviting participants to take on leadership roles, such as passing out materials or taking notes during the discussion.

Facilitator Instructions

1. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of Share Power. Remind them that sharing power is about respecting others, letting different people take the lead at different times, and learning to work together. Let them know they will have to work together as a team by negotiating and collaborating to build a tower out of marshmallows
2. Tell teams they will have about five minutes to make a plan together as a team without touching the supplies.
3. Next, tell the teams they will have 7 minutes to try and create the tallest tower with the supplies they have on their plate. (They should build the towers on the plates so they don't get other surfaces sticky.) Let participants know they may break the spaghetti or marshmallows, but once they are broken, pieces will not be replaced. Every person on the team needs to contribute to building the tower, and the tower has to stand on its own with no one touching it when time is up. Tell them you will measure the towers at the end to determine a winner.
4. Let teams know when there is one minute to go. Walk around and roughly measure the towers to declare a winner.



Putting It Into Practice

This is an activity that can be repeated frequently, particularly with the adaptations. Use this game as a warm up to other activities that require teamwork or collaboration or as an energy builder/burner. The group could set a long-term goal for how long they want to keep the balloon in the air and work toward it over a longer period of time as well.

5. Have participants discuss the following questions with their groups for five minutes. Distribute copies of the handout to each group or just write these questions on poster paper or on a whiteboard. Let them know they will be sharing out a few ideas with the larger group.

- How did you come up with your plan as a group?
- What did you do if different people had different ideas?
- How did each person contribute? What was their role?
- How did your plan change as you began to build the tower?
- What was it like to have to work together?
- What did you do to make sure that everyone on your team contributed?
- Are there ways you could improve on sharing power if you were to do this activity again? If so, what would you do differently?

Reflect

Discuss these questions as a large group:

- Share out a few thoughts that came up in your group’s conversation.
- Which tower-building techniques worked well? (Participants might notice that the ones that had multiple connections were stronger. Tell them to think about a young person as one of those marshmallows - what happens in real life when that young person has more connections?)
- What are some other situations in life where you have had to work together with other people—at school, home, in programs, on teams, etc.?
- What similarities do you see between what happened in this activity and how you negotiate with others?
- If you could change one thing about how you “share power” with other people (in friendships, on teams, in groups), what would you want to work on? What might be a first step?

Taking Action (optional)

Ask participants to think about and share one way they will try sharing power in the next week.

Marshmallow Towers: Questions

How did you come up with your plan as a group?

What did you do if different people had different ideas?

How did each person contribute? What was their role?

How did your plan change as you began to build the tower?

What was it like to have to work together?

What did you do to make sure that everyone on your team contributed?

Is there anything you would have done differently?