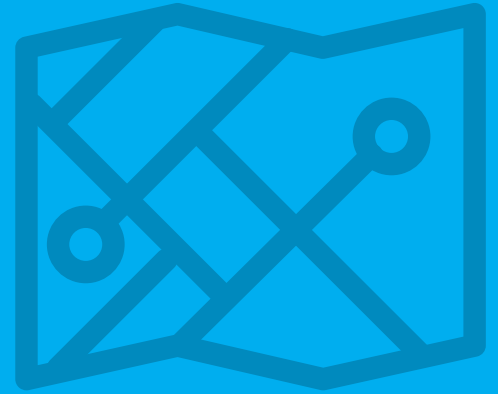




Relationship map

Adolescents draw a map to represent their positive and negative relationships with people.



2/5



1/5



2/5



30 min



Activity Overview

Purpose

Brainstorm people that are helpful and unhelpful in the participants' lives.

Objectives

Adolescents will be able to:

- ▶ Identify and discuss positive and negative relationships.

Competency domains

Problem solving and managing conflict; Identity and self-esteem.

Works well for

Adolescents who feel comfortable working individually on simple projects.

Phase

Knowing Ourselves.

Before

This session can be a follow-up to the **Silhouettes** activity.

After

Adolescents can follow-up with activities that help them to strengthen their positive relationships, and to improve their difficult relationships.

Preparation

None needed.



Relationship map

1

Give each adolescent six index cards and a piece of drawing paper. (Optional: If this is a follow-up to the Silhouettes activity, adolescents should bring their self-portraits.)

2

||| Facilitator says:

"All of us are affected by the people in our lives. Some people are helpful to us, and others are unhelpful. Think of three people in your life who help you, and three people in your life who you have a difficult relationship with. It's ok if you choose the same person for both categories!"

3

||| Facilitator says:

"You do not have to say or write the names of the people you are thinking of, but if it will help you to remember, you can write them on one side of the index cards and then turn them over."

4

||| Facilitator says:

"Think of a symbol that represents how each of these people is helpful or difficult. For example, my sister is someone I find helpful. She always makes me feel safe and comfortable when I am with her. So, I would draw her as a tree with lots of leaves, because the shade of the tree makes me feel cool and relaxed in the same way that she does. When you are ready, draw your symbols on the index cards."

5

Give adolescents at least 20 minutes to work on their drawings. Walk around the room and support them as they draw.

6

||| Facilitator says:

"Now you are going to create a map that demonstrates the helpful and difficult relationships in your life. On your piece of paper, draw yourself. Then, put your index cards in places on the map that tell us more about these positive or difficult relationships."

7

For example, if I use my example about my sister, I would put the symbol I chose to represent her, (a tree), above me, because even when she is far away I feel that she is protecting me." (Alternative: If adolescents are using their self-portraits from a previous activity, they can place the index cards on their self-portrait.)

Distribute tape or glue sticks so that the adolescents can attach the index cards to their drawing.

Sharing and Take Away:

8

Explain:

When the adolescents have finished, ask them to stand or sit comfortably in a circle with their drawings. Each adolescent should describe and explain:

- ▶ One important positive or difficult relationship in their life.
- ▶ The symbol they chose to represent that relationship.
- ▶ Why they placed it on their maps as they did.

9

||| Facilitator says:

"In our next sessions would you like to continue with more activities to explore the positive and difficult relationships in your life?"

10

Agree on the plan for the next session with the adolescents.



Relationship map

Do & Don't

- ✓ Pay attention to how the adolescents describe the relationships in their lives. If you see signs that they may be victims of violence, separated from their families, or facing other risks, take appropriate steps to intervene and connect them with the support they need.
- ✓ Give adolescents follow-up activities that can help them to reinforce their positive relationships and to strengthen their difficult relationships (if they want to).
- ✗ Ask adolescents to name the people they represent in their drawings.
- ✗ Suggest specific relationships that adolescents should represent in their drawings (such as parents or siblings) - Keep in mind that adolescents, especially those who have lived through crises, may not be living in traditional family settings.
- ✗ Push adolescents to talk about their relationships (particularly difficult ones), or drawings if they don't want to do so.

Adaptation

Disability: If one or more of the adolescents in the circle is blind, use poetry or metaphors instead of drawing to explore relationships. (See **Improvise** below).

Psychosocial wellbeing and recovery: If adolescents aren't ready or interested in talking about difficult relationships, focus on a map of positive relationships.

Focus more on competency domains such as Empathy and respect and Leadership and influence. Instead of drawing a map of the people they find helpful and difficult, adolescents can draw a map of the ways they influence people around them positively and negatively. Follow-up with activities to promote adolescents' awareness of the contributions they make, and strategies to help them engage more positively with those around them.

Environment

Indoor or outdoor space.

Supplies

- ▶ One piece of drawing paper.
- ▶ Six index cards per adolescent.
- ▶ Markers or coloured pencils.

Improvise

Instead of drawing, adolescents could use poetry or metaphors to describe the relationships in their lives. They can start with the phrase **I have a...** and complete it six times, each time representing a different relationship. For example:

- ▶ I have a tree. I feel safe and cool when I am near the tree, and it gives me comfort and shelter.
- ▶ I have pair of shoes that are too small. They make me feel clumsy, and hurt my feet, which keeps me from walking and running as fast as I want to.

Continue

Adolescents can continue to work on their relationship maps if they want to practice their drawing skills.

Give adolescents follow-up activities to explore ways to strengthen their positive relationships and improve difficult relationships. For example:

- ▶ They could write letters to the important people in their lives to express appreciation for the positive things they do, or to suggest ways that they could be more helpful. (They don't necessarily need to deliver the letters, but the writing exercise can help them to practice their interpersonal and communication skills).
- ▶ Adolescents can use role plays to explore strategies for improving relationships in their lives. See **What we do** for a follow-up activity.