

Y UTHMINDS

YOUTHMINDS

*Promotion of Youth Mental Health through Awareness,
Prevention & Resilience Building*

ACTIVITY PACK

Topic: RELATIONSHIP SKILLS

Author: 
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PROJECT INFORMATION

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TOPICS

| TOPIC / SOCIAL-EMOTIONAL SKILL | PARTNER IN CHARGE |
|--|-------------------|
| Self-awareness & Self-management | Walk Together |
| Social awareness | Emphasys |
| Relationship skills | FSR |
| Responsible decision making | Tavo Europa |
| Recognizing and controlling of emotions and behaviours | Hellas For Us |
| Solving challenging situations | IRIS |



Activity title: “The Onion”

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|------------------------------|--|
| Topic / Skill covered | <i>Relationship skills</i> |
| Abstract | <p><i>The purpose of “The Onion” is to build trust, communication and contact among participants. It is also very useful to learn how to initiate social interactions.</i></p> <p><i>To carry out this activity, we will need a volunteer who will play the role of the farmer, the rest of the group will either sit or stand together with their arms firmly intertwined, forming an onion, as if they were the different layers of it. Once the onion is ready, the farmer will have to separate the layers. As the farmer gets to separate the participants (layers of the onion), those will become farmers as well, helping the initial volunteer to peel the onion. The game ends when there is only one person left in the onion. Afterwards, the youth worker will guide a reflection time.</i></p> |
| Aims / Objectives | <i>By building trust and contact among participants, this activity aims to raise awareness among young people about the importance of social relationships, skills needed (communication, empathy, contact, team spirit, ability to adapt, etc.) and important factors that influence our social relations (different roles, trust, respect, etc).</i> |
| Target group | <i>Suggested 5-10 participants. If the group is bigger, two onions can be formed.</i> |
| Duration | <i>20-25 minutes</i> |
| Venue | <i>Large room or space, without obstacles. It is suggested to have a padded floor (gym mats if indoor and grass if outdoor, for example).</i> |
| Requirements | <i>Gym pads, flipchart or white board (suggested)</i> |
| Suggested resources | https://www.youtube.com/watch?v=epQEAgMv5K0 |
| Handouts | <i>It can be carried out several times, although it supposes a significant physical effort, so it might be exhausting for some participants. It is important to point out the need to be gentle and careful when pulling the participants “attached” to the onion. For more safety, participants can take out their shoes if needed.</i> |

CONTENT / DESCRIPTION OF THE ACTIVITY

| Description of each phase / part of the activity | Duration | The role of the youth worker | The role of the participants | Requirements |
|---|----------|---|--|--|
| <p>INTRODUCTION: <i>The youth worker presents the activity as a resource to encourage the contact, trust and communication among the participants. It is important to point out that participants need to be careful and not exceed the physical effort, in order to guarantee that everybody enjoys and no physical harm is produced. The youth worker will call in a volunteer to play the farmer role and start the activity.</i></p> | 5 min | <p><i>Encourages participants to overcome the shyness, generates complicity within the group, breaks the ice.</i></p> | <p><i>Listen carefully to the introductions, ask for clarification, take out their shoes if needed.</i></p> | <p><i>Suitable venue. Make sure that all obstacles are removed.</i></p> |
| <p>ENERGIZER: <i>Youth workers encourage the “layers” to form a “nice, well-attached” onion, creating firm ties so the farmer is not able to separate the layers. Participants will need to decide what is the best way to form the onion to be “unbreakable”. The farmer will start separating “the layers”. As participants are separated and become farmers, they can agree on different strategies to separate the layers</i></p> | 10 min | <p><i>Gives instructions to farmers and layers, keeps the interest and motivation of participants, gives tips on how to maintain/separate the layers, encourages participants to have fun. Pays great attention to keeping participants safe,</i></p> | <p><i>Be motivated to physical contact. Communicate and discuss with the rest of the group about best strategies to maintain/separate the layers, execute the agreed plan.</i></p> | <p><i>Gym pads or padded floor is suggested, but not completely necessary.</i></p> |

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| <p><i>(tickling, distracting, working on the weakest link, etc).</i></p> <p><i>The game will finish when only one layer is left in the onion.</i></p> | | <p><i>ensuring no one gets injured.</i></p> <p><i>Mediates in case of conflicts.</i></p> | | |
| <p>REFLECTION TIME: <i>Participants relax and all together reflect on the different strategies developed at each moment, how the were initially layers and then they adopted the role of farmers, how their goals changed after being separated from the onion, etc.</i></p> <p><i>The youth worker encourages participants to compare this experience with the different roles they play in their daily lives, and how the ability to adapt, communicate, having contact and care for other people favor social relationships.</i></p> | <p>5-10 min</p> | <p><i>Creates an adequate environment and guides the reflection, presenting open questions and encouraging participants to extrapolate the experience to their lives and emotional perspectives.</i></p> | <p><i>Reflective attitude, they will share their conclusions with the rest of the group and talk about examples of different roles in their lives that force them to change their attitudes from one moment to another.</i></p> | <p><i>White board or flipchart to gather main ideas, concepts and conclusions (not compulsory, but advisable).</i></p> |
| <p>EVALUATION: <i>through observation on how they communicate, behave in the group, share their experiences with the rest, etc, the youth worker can draw significant conclusions on participants and their needs.</i></p> | <p>Not applicable</p> | <p><i>Observes and draws conclusions, starts thinking on different ways and approaches to support young people.</i></p> | <p>Not applicable</p> | |

Activity title: “The Octopus”

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| Topic / Skill covered | <i>Relationship skills</i> |
| Abstract | <i>This activity is suitable for those groups in which contact might be an inhibition factor for participants. The group should be split into smaller groups of approximately 5 participants (this will depend on the size of the group). One member will be the head of the octopus (he/she will be in the centre) and the rest of participants will be the tentacles (surrounding the “head” and placing one finger on his/her shoulder). The “tentacles” will have their eyes covered and will follow all the moves marked by the “head”, the goal is not to lose the physical contact of the tip of their fingers with the “head”.</i> |
| Aims / Objectives | <i>Generate trust and facilitate social relations among the group. Promote relaxation among the group.</i> |
| Target group | <i>10-20 participants.</i> |
| Duration | <i>20-25 minutes, depending on the size of the group and difficulty level added to the activity.</i> |
| Venue | <i>Large room or space, without obstacles. A wide, open corridor is also suitable.</i> |
| Requirements | <i>Fabrics /scarfs or similar to cover the eyes.</i> |
| Suggested resources | https://www.youtube.com/watch?v=WoEkthFKnfE |
| Handouts | <i>Roles can be changed once the game is restarted and specific goals and difficulties (such as following specific paths, collect objects from the floor, races if we have two or more groups, etc). can be added to the game, to make it more fun and work on the group coordination.</i> |

CONTENT / DESCRIPTION OF THE ACTIVITY

| Description of each phase / part of the activity | Duration | The role of the youth worker | The role of the participants | Requirements |
|--|----------------------|---|---|--|
| <p>INTRODUCTION: <i>The youth worker presents the activity as a resource to encourage the contact and trust among the participants.</i></p> <p><i>The activity can be introduced by talking about personal space as a topic of interest, making participants think about how they usually react when other people invade this own personal space.</i></p> | <p>5 min</p> | <p><i>The youth worker should be familiar with the concept of personal space, he/she should encourage reflection and present examples which encourage the participants to feel identified with.</i></p> <p><i>Depending on the group and how encouraged they are, it is advisable to add some difficulties or competition to call for motivation.</i></p> | <p><i>Listen carefully to the introductions, ask for clarification if needed.</i></p> | <p><i>Suitable venue.</i></p> <p><i>Make sure that all obstacles are removed.</i></p> |
| <p>IMPLEMENTATION: <i>The youth worker will ask participants to make the teams and choose the “heads” of each octopus, the “tentacles” will cover their eyes with fabrics or scarfs.</i></p> <p><i>The activity starts, the “octopus head” will have his/her eyes open and will guide the “tentacles”, making sure that all</i></p> | <p>10 min</p> | <p><i>Gives clarifications if needed, keep the interest and motivation of participants, give tips, encourage participants to have fun.</i></p> <p><i>Pays attention to keeping participants</i></p> | <p><i>Make teams and choose the “heads” of each octopus.</i></p> <p><i>Follow the lead of the head and trust him/her.</i></p> | <p><i>Fabrics /scarfs</i></p> <p><i>Any other object, if it is decided to add difficulty elements to the game.</i></p> |

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| <p><i>tentacles remain attached and follow his/her lead.</i></p> <p><i>If any of the tentacles lose physical contact with the head, there will be a penalty for the team: the tentacle will change role with the head or the whole group will come back to the starting point, etc this will depend on the level of difficulty youth worker decides to add to the game.</i></p> | | <p><i>safe, ensuring no one gets injured.</i></p> <p><i>Mediates in case of conflicts.</i></p> | | |
| <p>REFLECTION TIME: <i>encourage final reflection, making a simile between the game and the influence that some people have on us, and how this affects our social relationships.</i></p> | <p>5-10 min</p> | <p><i>The youth worker should be able to guide the group dialogue and make it smooth, pose questions, encourage participants to share own experiences and share conclusions even if the group is not so talkative</i></p> | <p><i>Reflective attitude, they will share their conclusions with the rest of the group and talk about examples of role models (family, teachers, influencers, etc) and the type of communication they have.</i></p> | <p><i>White board or flipchart to gather main ideas, concepts and conclusions (not compulsory, but advisable).</i></p> |
| <p>EVALUATION: <i>through observation on how they communicate, behave in the group, share their experiences with the rest, etc, the youth worker can draw significant conclusions on participants and needs for support.</i></p> | <p>Not applicable</p> | <p><i>Observes and draw conclusions, start thinking on different ways and approaches to support young people.</i></p> | <p>Not applicable</p> | |

Activity title: “The unknown friend”

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| Topic / Skill covered | <i>Relationship skills</i> |
| Abstract | <i>The youth worker assigns a “secret friend” to each one of the participants. During a certain time, each secret friend will observe the person assigned to them, paying attention to their qualities, strengths, things they are good at, etc. Once time is up, secret friends will write a letter to the person assigned, explaining what they thought about him/her. Afterwards, all letters are collected and each participant reads their secret friend’s letter. The activity finishes with reflection time, so participants can share the feelings they have experienced, guess who was their secret friend, etc.</i> |
| Aims / Objectives | <i>Be able to understand others. Acknowledge and identify other people’s feelings and emotions. Understand the reasons and behaviours of others. Understand that each and every one of us is different. Improve written communication.</i> |
| Target group | <i>At least 4 participants, no more than 20.</i> |
| Duration | <i>Variable, depending on the size of the group and the activities carried out during the session.</i> |
| Venue | <i>Large room or space, with some tables and chairs.</i> |
| Requirements | <i>Paper sheets, writing materials.</i> |
| Suggested resources | |
| Handouts | <i>It is advisable that secret friends are assigned at the beginning of a session, so they can observe while they are doing other games and activities and collect enough information to write the letters afterwards.</i> |

CONTENT / DESCRIPTION OF THE ACTIVITY

| Description of each phase / part of the activity | Duration | The role of the youth worker | The role of the participants | Requirements |
|---|-----------------|--|--|--|
| INTRODUCTION: <i>The activity will be introduced at the beginning of the session, explaining the instructions and secret friends, it is important that the secret friends are not disclosed during the session, while participants are doing other activities, so no one knows who is their secret friend until they read the letters.</i> | 5 min | Makes sure that participants understand the rules, assign secret friends. | Pay attention to the instructions, While doing the other activities, maintain in secret who they were assigned to, observe discreetly not to be discovered. | Small pieces of paper to assign secret friends. |
| DEVELOPMENT OF OTHER ACTIVITIES: <i>Participants will carry out other activities during the session, they need to observe the person assigned to collect impressions and information for the letter.</i> | Variable | Makes reminders about this transversal activity. | Observe reactions, behaviors, attitudes and qualities of the person assigned to gather information and conclusions for the letter. | |
| RESUME SECRET FRIEND ACTIVITY – WRITE THE LETTERS: <i>at the end of the session, secret friends will have enough information to write the letters, telling what they thought about the person assigned to them, what they liked the most about him/her, and any other kind of positive impressions, etc.</i> | 10 min | Gives ideas on how to write the letters, what kind of things they should write about, etc | Be creative and original, and try to collect as much information as possible, namely about positive things. | Paper sheets and writing materials. |

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| <p><i>SHARING AND REFLECTION TIME: all letters are gathered and everyone reads theirs out loud to the group. While reading letters, they try to guess who was the secret friend and the rest of participants also participates to encourage dialogue and reflection.</i></p> | <p><i>15-30 min (depending on the size of the group).</i></p> | <p><i>Guide and encourage young people to read, stimulate the dialogue, lead participants into conclusions, sharing feelings, etc.</i></p> | <p><i>Kind and positive attitude towards the rest of participants, sharing also what they thing about positive things detected on other participants.</i></p> | |
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