



# We're All Connected

December 4, 2017

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## *Students Will Be Able To*

- 1. Recognize the connectedness they share with their advisor and peers*
  - 2. Understand the importance of contributing as a member of a group.*
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## Materials

Activity #2: Chairs, ball, or wadded up piece of paper for Activity #2.

Activity #3: A large ball of yarn, scissors, and a soccer-sized ball.

Activity #4: Plain piece of white 8 ½ X 5 1/2 paper or similar size index card, markers, crayons, color pencils, scissors, glue, construction paper for every 4-5 students. Copies of "Guidelines: Ingredients for Relationship Recipe", as well as ingredients for a basic recipe, i.e. peanut butter & jelly sandwich, chocolate chip cookies, etc.

## Introduction

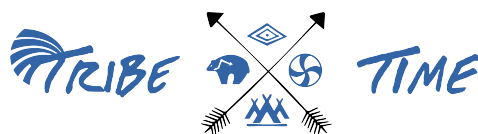
These activities will help you get to know your Tribe, and to focus on how having a network of positive people helping us can be make hard times easier. When we try to deal with problems on our own, we usually struggle more and for longer than necessary. When we get others involved, we multiply our strength and resources. Just like moving a heavy object, if you do it on your own, it's hard, time-consuming, and possibly dangerous. Even Batman needed the Justice League and Iron Man needed the Avengers. The way to build your own super-team of support is through making an effort to network, and in recognizing that we are all connected.

## Activity 1 – Quick Ball Toss

Students will have the group stand in a circle about an arm-length apart. They will then toss the ball around the circle, stating their name and the name of the person they are tossing it to. The group then has to replicate the order in which the ball was tossed to each person. Ideally, students will start problem-solving to make the process less complicated and they will see how the group together can make a hard task easier.

## Activity 2 – Shoe Kick

Students are asked to kick their shoes into the middle of the circle. The teacher then uses this to talk about being vulnerable and leads a discussion about the importance of putting yourself





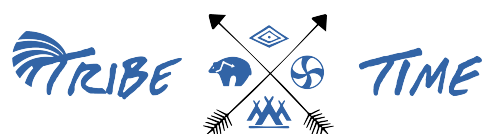
out there and getting help. It also leads into a second half where trust is built through more shoe-throwing.

### Activity 3 – The Strongest Web

Students gather in a circle and toss a ball of yarn to each other in order to create a giant web. A ball is then bounced on the web and students are gradually asked to let go of their anchor point in the web while the rest try to compensate and keep the ball up.

### Activity 4 – A Recipe for Relationships

Students use the model of a simple recipe to talk about what makes a relationship succeed. They then create their own recipe for a relationship that they can pocket and refer back to as needed.





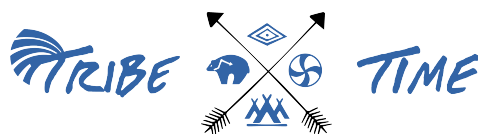
## Activity 1 – Quick Ball Toss

Sometimes it's hard to see the solution to a problem. We need someone to come along side us and help us see solutions we might not have thought of. Often people who are depressed, overwhelmed, or hopeless get tunnel vision, and it is our job to be their eyes at times – to help them see the whole picture and not just what they see.

Using a ball or wadded up piece of paper have the group stand in a circle about one arm length apart. The group is instructed to toss the ball around the circle stating their name and the name of the person they are tossing it to. Everyone should catch the ball only once, with the last person tossing it back to you since you started with the ball. Ask everyone to remember the pattern - who threw the ball to you and who you threw it to. If the group is large, have them hold their hands up and then put them down after they have caught and thrown the ball to someone else.

Ask the group to see if they can remember the pattern. After this is done, state “Your goal is to see how fast the group can move the ball through the group while having everyone touch the ball in the same order.” Have someone time how fast they can toss the ball through the pattern. Whatever the time is, the facilitator should state they know this group can do it in ½ that time. Give the group a few seconds to talk about a strategy - generally moving closer together. Whatever time they accomplish, comment, “I think, this group can do it in half that time.” Give the group a few seconds to strategize, repeat the goal statement if necessary. Most groups will problem-solve this activity by moving closer together or trying to throw the ball faster (which usually results in more drops). After the second or third go around, someone will usually suggest physically moving the positions of the circle so they can just hand it to the person next to them. From that point the group will pass the ball around easily having it touch everyone in the right order very quickly.

Personally debrief this activity by focusing in on the group process and how working with others can help us solve problems in ways we wouldn't have been able to solve otherwise. What kind of leadership did you see from the group? Who are more vocal and who are quieter? Get the group used to the concept of using games as metaphors by asking how the game might relate to depression. Touch on the teaching point. Don't get to analytical or go into therapist mode; laugh and keep the comments, discussion and activities moving along.





## Activity 2 – Shoe Kick

Sometimes it is hard to ask for help, you might be afraid of what others might think, or maybe it just seems like too much effort, or maybe you're afraid they will mess up the good stuff you have going on. Having a friend come along side & introduce you to some supports is very helpful.

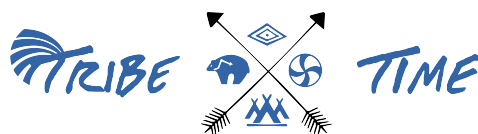
Sit down in the circle and kick your right shoe into the middle, while stating "Kick your right shoe in the middle of the room." Most students will laugh and kick their shoe into the middle of the circle quite willingly, but some will hesitate and some will even refuse. Laugh with the group and watch for individuals that are refusing or carefully carrying their good shoes, heels, and boots out into the middle of the circle.

Ask (with some humor) if anyone had a hard time doing that activity. Give some examples of why you might not want to kick your shoe off - Got my good stuff on, too much work to unlace my boots, worried about holes in my socks, feet too stinky. Keep it upbeat and fun – make fun of yourself.

"Have you ever noticed that it's hard for some people to ask for help when they are having a hard time. Almost like the shoes – are they going to think my stuff is too stinky, messy – are they going to mess up my good stuff I have. It's just too much work..."

"What we've found is that when friends are struggling or hurting – it can make a big difference if their friends (peers) come alongside them and help introduce them to some supports and strengths. Having a friend go with them can eliminate a lot of the barriers to getting help. Today we're going to be talking a lot about strengths that teens say help them in all kinds of situations.

"When I tell you, go pick up a shoe you don't recognize, find the person who has your shoe and in order to get your shoe back you have to tell one truth and one lie about yourself. The other person guesses, which is the truth and the lie. Make sure to give them their shoe back whether they get it right or not." Everybody rushes to the middle picking shoes up and trying to find the owner. Lots of energy, talking, and laughing.





### Activity 3 – The Strongest Web

Have all the students gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web. The teacher relates the following instructions: “We are going to start with “Pick a student”. He or she will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. He or she in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right or left.”

Once the web is formed, the teacher clips the ball of yarn away from the web. The teacher asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group’s job is to keep the ball from falling through the web. The students work together to keep the ball balanced in the web.

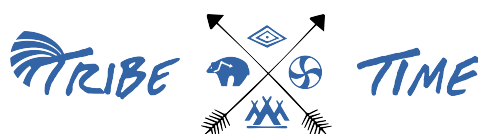
The teacher asks one student to drop his/her hold on the web. At this point one student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.

The teacher asks two more students to drop their hold on the yarn. The two students in question loosen their hold on the yarn. The other students will continue to take up the slack.

The teacher then chooses a group of initials that will constitute a greater portion of the students. For example, “If your first name begins with the letters A-D, drop your hold on the yarn.” Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.

Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group:

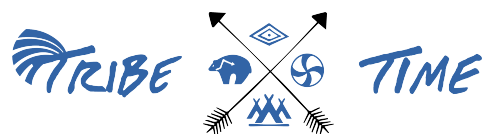
- “When the first student dropped the yarn, how hard was it to take up the slack?”
- To the first student to drop the yarn: “How did you feel when you first dropped the yarn?” and “How did you feel as everyone else was still participating, and you weren’t part of the group?”
- To the group: “How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder?” “This yarn web is an analogy for what we have to do in life to be part of a group. Can you explain how this web activity relates to being part of a group?”
- To the group: “Other than a sports team, where else are you part of a group in which you expected hold up your ‘end of the yarn’?” (Examples might include family, friendships, classroom, and peer groups.) As the students offer their suggestions, discuss how they are expected to “hold their end of the yarn.” What are their responsibilities to themselves and to those within each of those groups?
- To the group: “Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about





our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships?”

Future teacher use: When working in groups, the teacher can use this web analogy to encourage students to work cooperatively and to put their best effort into the process.





## Activity 4 – A Recipe for Relationships

Tell the students you are going to make a peanut butter and jelly sandwich (or other recipe of your choice). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

Discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships. Help the students see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships.

Ask the students to write down the ingredients/interpersonal skills they believe are needed to maintain quality relationships. Students will write down on a piece of paper the ingredients/interpersonal skills they believe are needed to maintain quality relationships.

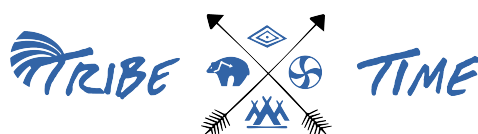
Divide the students into small groups of 4 or 5. Ask students to share one at a time within their group a few of the skills they listed and discuss. Possible items: Good listeners, positive interactions, understand how feelings affect relationship, willing to compromise, treat others and their ideas with respect, respect the privacy of others, etc.

After completing the group discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or that they wrote down on their paper. Each group of students will use their papers and the discussion items to produce a recipe card. Hand out a copy of the guidelines for the recipe card to each group. Review the guidelines with the students and what needs to be present on the card. Give the students a chance to ask any questions they may have.

Hand out the plain paper or large index cards to each group. Have art supplies available and let students begin work. Each group of students will complete a recipe card for their group.

Instruct individual students to write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their group's recipe card. Students will reflect on a relationship that they would like to improve and write the personal goal as described.

**\*\*Teacher follow-up:** If the teacher identifies student(s) who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card, the teacher may consider referring identified student(s) to the school counselor for additional help.





## Guidelines for the Ingredients of a Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with students' names on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.

