

“GALAXY OF RELATIONSHIPS”

Activity developed by: In Touch



OVERVIEW

This activity gives an opportunity for participants to visualise their relationships through drawing and reflect on their relationship from different points of view.



TIME



90 minutes

PARTICIPANTS



5 to a maximum of 15 participants (as you can create a more intimate atmosphere with a smaller group)

MATERIALS



- A4 or A3 white paper
- markers, pens, pencils, and paint

OBJECTIVES



- Explore our own and others' galaxies of relationship and facilitate self-reflection.
- Become aware of the complexities and nuances of our relationships: the multitude of layers and the overlaps of our social relations.
- Become aware of the impact and role of time/space/regularity and dynamics in our relationships.
- Become aware of how we use time/space/communication channels/language. What are the similarities/differences and how we use them in our various social relations?
- Identify the challenges/difficulties that could threaten social relationships.
- Identify the resources that help to begin/maintain/enforce/develop and end relationships.

STEP BY STEP INSTRUCTIONS



1. Distribute sheets and markers (pens, pencils...) to participants.
2. Explain that they will represent the galaxy of their relationships. Invite participants to draw 'planets' which represent their relationship with a person or a group (e.g., "colleagues", "high school friends", "family", etc.). *Example: 'This is my planet with my mother. This is a small planet, grey, full of solid stone. There are no spoken words, it's a silent planet. There is moonlight; silver, a bit cold. This planet is like a cold star. There are no plants or animals. You find there a lot of cold lakes. Maybe the water of those lakes is made of tears. It is an old planet but not dead. There is not too much sign of life but there is a big mountain with a huge cave. At the entrance of this cave there is a small hot spring. This is the only place where plants grow. Small, fragile but beautifully green plants that like warmth and water. ...'* - First your planet is empty, then you can fill it up with further details.

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3. Invite participants to use their playfulness and imagination to draw as many details in their planets as possible. As if they were drawings for a children's book:
 - What language do they speak on your planets? How do they communicate?
 - How do they travel on that planet?
 - Do they have cities or plants or animals? How do they look like?
 - What is the colour of that planet?
 - Is this planet connected with other planets?
 - Are there any rules? Is there a boss? What is the social, political system or economy there?
 - Is this planet small or large? Are there mountains or waters?
 - Is it a young planet or a very old one?
 - Living or maybe a dead planet...?
 - Is this a safe or a dangerous place? What makes it so? Is it possible to make it safer or more dangerous?
 - What is the weather like on the planet? Are there seasons?

You can encourage participants to think of as many planets (social relations) as possible: it can be recent or old ones, family, work, school, friends or others. Feel free to you use colours, draw anything that is typical of that relationship.

You can invite participants to explore their planets at first alone for themselves according to the following:

- where they feel most secure/safe
- where they feel most energetic
- where they feel most creative
- where they feel most 'home'
- where they most like themselves

If there is certain level of safety and intimacy within the group, then participants can share their exploration.

DISCUSSIONS



Finish with a round table discussion. Participants summarise their experiences and share what they have learned (or not learned) about themselves during this activity. They may want to share and show their galaxy and their planets.

HINTS



- Go see and talk to each participant to make sure everyone understands the instructions.
- Take time to debrief and get feedback from participants.
- For participants who have problems with creative tasks or drawing you can propose to make their planets in collage (then provide magazines, scissors, and glue). If it is still difficult you can provide an example at the beginning (it helps if facilitators do this exercise themselves earlier on). You can also begin with a small warming up exercise which helps to ease into this creative exercise: imagine one of your relationships (with your colleague or friend or partner or child...) and try to feel it. Objects may be provided (facilitators can bring them earlier, such as stones, pieces of wood, paper, a plant, it really can be anything) and you can ask participants to choose one object which best matches their main feeling of the chosen relationships.

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THEORY



Background theory

If the facilitator finds relevant to make a “deep” debriefing and learn more about the importance and relevance of relationships for happiness:

- Esther Perel: The Quality of Your Relationships Determines the Quality of Your Life; Why healthy relationships are hard in 2020 | Esther Perel | Google Zeitgeist; <https://www.youtube.com/watch?v=6RbWFfsnI2s>
- Krause, N., & Hayward, R. D. (2015). Social perspectives: Support, social relations, and well-being. In P. A. Lichtenberg, B. T. Mast, B. D. Carpenter, & J. Loebach Wetherell (Eds.), *APA handbooks in psychology*®.



INTIMACY,
RELATIONSHIPS &
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IN YOUTH WORK

<https://intimacycrosscultures.eu/>

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