

“TIMELINE OF RELATIONSHIPS”

Activity developed by: Élan Interculturel



OVERVIEW

The timeline of relationship invites for an analysis of what we think about friendship, what we consider “good friendship” and “complicated”, what are the challenges inherent in friendships and how we can overcome them.



TIME



120 minutes

PARTICIPANTS



Adaptable for 8 – 20 participants

MATERIALS



- Paperboard
- Markers in different colours

OBJECTIVES



- Give an opportunity to participants for them to visualise their relationships by drawing
- Explore their own and others’ paths of the relationships lead the participants to have a self-reflection
- Identify the challenges/difficulties that could threaten social relationships
- Identify the resources that help begin/maintain/enforce/develop or close their relationships

STEP BY STEP INSTRUCTIONS



1. Before starting, ask participants to tell their needs for having a safe space, write all the points that everyone agreed, the trainer will then confirm these main keywords confidentiality/respect/no judging and put the safety guide where everyone can see it during the workshop.
2. If the participants are less or equal to 10 persons, do the activity in one group; if more than 10 persons then separate them into 2 groups.
3. Participants sit around a table with a flipchart sheet and 3 coloured markers per person (same colours for each participant). The facilitator draws a line that crosses the paper (the colour of the line is different than the one of participants’ markers): this will be their timeline. To determine the starting point, ask participants when their first relationship started. Encourage them to think of chosen relationships, not relationships “they have been born into” such as with parents and siblings. They may say kindergarten, primary school. The earliest moment they see fit will be the starting point of their timeline. The end of the timeline is the end of life.

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4. Give them the instruction: you have markers of three colours to draw three relationships (specific ones) that you have/had on the timeline: one colour for a relationship that already ended, another colour for an existing, current relationship, a third colour is for relationships about which they are uncertain: it is not quite clear if it ended or if it still exists.
5. Ask them to use the form of the line to express what is happening to their relationships: the up and down periods, curvy line or radical angle represent the dynamic of the relationship. In particular, we'll be interested in the so-called “turning points”. Participants can write real or invented names of the people they tagged on the lines.
6. After drawing, ask participants to share the 3 relationships they have represented, introducing the persons in the context of the relationship, focusing on the turning points.
7. In the next round, ask the participants to collect all the different types of challenges and write them on a flipchart paper. Invite everyone to share. For each challenge, ask participants what resources they found to overcome that specific challenge.

DISCUSSIONS



- Discussion can be focused on the participants' own questions and observations. You can start this by asking how they felt in the activity, what they observed, whether they learnt something.
- More structured discussion can relate to the challenges and different resources for the maintenance of relationships.
- You can also ask whether participants feel that social media has an impact on the way they relate to each other and the way they invest in their relationships. During a pilot session, one of our participants told us that she felt as if relationships, just like objects, had become more disposable: *if they don't work well, we throw them away and replace them instead of repairing them.* You can ask whether others share this impression.

HINTS




Depending on the level of trust and confidence in the group, “step 6” can happen over an open plenary session or can happen within the small group. In this case, only the discussion on challenges and resources needs to be shared over the open plenary session.

THEORY



- “Real and virtual friends - relational identity in the age of social networks” TICl project, accessible on: <http://www.tici.eu/uk/wp-content/uploads/sites/3/2018/01/IO2-UK-identity-mosaic.pdf>. Page 31-38;
- Til Death Do We Part | Esther Perel on Relationships and Intimacy at End of Life <https://www.youtube.com/watch?v=Bxk1JKmCOcA>
- Esther Perel | Modern Love and Relationships | SXSW 2018; https://www.youtube.com/watch?v=5iu9_8Vsmtk



INTIMACY,
RELATIONSHIPS &
IRIS INTERCULTURALITY
IN YOUTH WORK

<https://intimacycrosscultures.eu/>

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