

The



# Strategies Guidebook

*Approaches and Activities to Strengthen Academic Motivation*

Kent Pekel, EdD



July 2016

## Acknowledgments

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This guide has relied on support and input from many partners and collaborators. Particular thanks go to the following funders: the Bigelow Foundation, the Otto Bremer Foundation, the Saint Paul Foundation, and the Schulze Family Foundation. Tremendous thanks also go to the talented and dedicated educators at four Minnesota schools where the REACH Process was co-created and where it is currently being tested and improved: Battle Creek Middle School; Nativity of Our Lord Catholic School in Saint Paul, Minnesota; I. J. Holton Intermediate School; and Ellis Middle School in Austin, Minnesota.

### **The REACH Strategies Guidebook**

*Approaches and Activities to Strengthen Academic Motivation  
(July 2016 Edition)*

By Kent Pekel

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*Discovering what kids need to succeed*

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# The **REACH** Process



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## Summary of REACH Techniques

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### Relationships

1. Focus on students' assets rather than their deficits
2. Build developmental relationships with and among students
3. Help students take relationships seriously
4. Encourage students to connect with people who can help them grow
5. Help students think positively about the relationships in their lives

### Effort

6. Remind students that working harder can make them smarter
7. Describe failures and mistakes as opportunities to grow
8. Teach students to use effective struggle strategies
9. Incentivize effort and the use of good learning strategies

### Aspirations

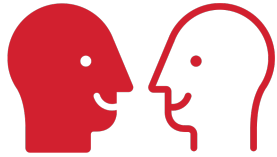
10. Highlight the long-term benefits of success in school
11. Ask about—and remember—students' aspirations
12. Help students think forward but act now
13. Help students find their own reasons for working hard in school

### Cognition

14. Help students pause and reflect before talking and acting
15. Help students reframe tasks they don't want to do
16. Help students develop goals that are optimistic and realistic
17. Teach students to use If-Then Plans to stay on track

### Heart

18. Get to know students' sparks
19. Tap students' sparks to ignite learning
20. Recognize and reinforce students' best sense of themselves



# Relationships: Insights from Research and Practice

It is not by accident that relationships are the first component of the REACH Framework. At Search Institute we believe that building developmental relationships with young people is the single most influential thing that adults can do to help them succeed in school and in life. When schools invest in the R in REACH, they will make the most progress on the E, A, C and H.

## The Power of Relationships

The connections between relationships and the other components of the REACH Framework—effort, aspirations, cognition, and heart—can be seen in the work of other scholars and organizations as well. Duckworth and Steinberg (2015), for example, succinctly captured the link between relationships and building children’s cognitive skills:

We believe that with the support of caring adults children can learn to be the generals of their own lives, intentionally selecting and shaping their situations to advantage and, subsequently, directing their attention and their cognition in ways that facilitate, rather than undermine, self-control. (p. 212)

In 2004, a group of prominent scientists convened by the National Scientific Council on the Developing Child summarized a large body of research on the role that relationships play in the life of a young person as follows:

The quality and stability of a child’s human relationships lay the foundation for a wide range of later developmental outcomes that really matter—self-confidence and sound mental health, motivation to learn, achievement in school and later in life, the ability to control aggressive impulses and

## The REACH Standard for Relationships

Students know about the types of relationships with adults and peers that can help them grow and thrive and also know how to strengthen those developmental relationships in their lives.

resolve conflicts in non-violent ways, knowing the difference between right and wrong, having the capacity to develop and sustain casual friendships and intimate relationships, and ultimately to be a successful parent oneself . . . . Contrary to common assumptions, scientific evidence shows that the influence of relationships on development continues throughout the lifespan. (pp. 1–3)

As the National Scientific Council’s summary of the research makes clear, the quantity and especially the quality of the relationships in a child’s life influence almost every aspect of his or her development, notably including motivation and performance in school. Multiple studies have shown that students’ sense of belonging in a school, classroom, or group has a significant impact on student achievement (Farrington et al., 2012; Goodenow, 1993; Rattan, Krishna, Chugh, & Dweck, 2015). When students feel that they belong, they are more likely to be highly motivated, feel competent, and be actively engaged in learning. In contrast, when students do not feel they belong, they are more likely to misbehave, achieve at lower levels, and drop out of school altogether. (Osterman, 2000).

Two fascinating studies by Baumeister, Twenge, and Nuss (2002) showed that when college

students were presented with the suggestion that they might have few close relationships in the future, it reduced their ability to perform on the Graduate Record Exam (GRE) and the General Mental Abilities Test. The researchers concluded from these experiments that just the thought of being relationally disconnected from others “impairs controlled processes, such as by monopolizing some of the resources of the self’s executive function” (p. 826). In other words, just as stereotype threat reduces academic performance by diverting mental resources to worrying about and refuting troubling thoughts, so does the fear of not belonging and being alone.

## Peer Relationships

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There is also a large research literature that demonstrates that relationships among young people matter greatly for motivation in school. For many students, peer relationships enhance both the effort they put into education and outcomes they achieve. One study showed, for example, that students who participate in Advanced Placement (AP) and International Baccalaureate (IB) programs form influential subcultures that are defined by common goals, mutual support, and a sense of accomplishing difficult tasks together (Foust, Hertberg-Davis, & Callahan, 2009).

In another study, Nelson and DeBacker (2008) examined the ways that peer relationships in a middle school science class affected achievement motivation. They found that three factors involving peers all influenced the degree to which students reported adaptive achievement motivation (i.e., a mastery orientation and a desire to learn, contrasting with a performance orientation, which emphasizes comparisons to others):

1. The degree to which students believed they were valued and respected by other students;
2. The degree to which students believed their best friends had positive attitudes toward learning; and

3. The degree to which students felt they belonged in the classroom.

Nelson and DeBacker found that each level of peer interaction—from one-to-one relationships to a broad sense of belonging—contributed independently to students’ motivation to learn. If these factors were negative (e.g., resistance to academic norms), it undermined motivation.

Wentzel (2005) delved more deeply into the mechanisms that may be at work in peer influence on academic motivation, theorizing that peers influence student adoption of academic goals in positive ways under four conditions. The first of those conditions is that the peers clearly communicate the shared expectation that they will all work toward and accomplish academic goals. The second condition is that the peers help each other achieve those goals by providing practical instrumental assistance, such as working together in study groups. The third condition is that the relationships between the peers are safe and mutually responsive. The fourth and final condition is that the peers provide each other with emotional support.

Unfortunately, other studies have demonstrated that for many students, peer relationships hinder rather than foster motivation to succeed in school. Bishop and Bishop (2007) concluded from their study of largely White students in middle class communities that the peer culture in most schools “discourages many students from trying to be all that they can be academically” (p. 48). Similarly, Steinberg’s research (1996) found that nearly 20% of all American high school students say they do not try as hard as they could in school because they are worried that their friends might disparage or reject them for that additional effort. Steinberg’s study concluded that peers were “far more influential” than parents in influencing student achievement and in shaping the seriousness with which students approach key aspects of learning such as doing homework and concentrating in class (Steinberg, 1996).



## Teacher-Student Relationships

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Relationships with teachers can be particularly influential in students' lives, especially in shaping their motivation, behavior, attitude, and achievement in school (Gehlbach et al, 2016). As Sabol and Pianta (2012) wrote, "The quality of teacher-child relationships uniquely predicts children's concurrent functioning and subsequent development across multiple domains, including academic performance, psychosocial functioning, and motivation and engagement in school" (p. 216). Another recent review concluded that strong relationships with adults in school or in afterschool programs can "greatly compensate for lack of warm, caring relationships at home" (Kataoka & Vandell, 2013, p. 132).

A number of studies have found that teachers who provide middle and high school students with significant autonomy along with high levels of support are particularly likely to foster academic motivation and other positive beliefs and behaviors in school (Kenny, Walsh-Blair, Blustein, Bempechat, & Seltzer, 2010). This emphasis on what researchers call *autonomy support* is a strong component of Search Institute's Developmental Relationships Framework, which is described below.

In her book *Multiplication is for White People: Raising Expectations for Other People's Children*, Lisa Delpit (2012) emphasized the importance of teacher-student relationships for students of color. She wrote that "many of our children of color don't learn *from* a teacher, as much as *for* a teacher. They don't want to disappoint a teacher who they feel believes in them. They may, especially if they are older, resist the teacher's pushing initially, but they are disappointed if the teacher gives up, stops pushing" (p. 86).

## Teacher Expectations and Self-Fulfilling Prophecies

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A large body of research has shown that teachers' expectations for students significantly influence student behavior and, in some studies,

academic outcomes (Farrington et al., 2012; Goodenow, 1993; Rattan et al., 2015; Osterman, 2000). Gershenson and Holt (2015) summarized one of the first studies to examine the effect that teacher expectations have on student outcomes and noted that the issues that study examined remain very relevant today:

In a famous experiment Rosenthal and Jacobson (1968) manipulated teachers' beliefs of student ability by providing false information regarding students' performance on a nonexistent test and found significantly greater school-year gains among the students who were falsely identified to teachers as "growth spurters." It is troubling, then, that teachers have significantly lower expectations for the educational attainment of socioeconomically disadvantaged and racial minority students (Boser, Wilhelm, and Hanna 2014). However, whether these "expectation gaps" are evidence of biases in teachers' expectations or simply reflect accurate predictions (perhaps due to differences in preparation or early childhood investments) is an open question. (p. 1)

Gershenson and Holt also used nationally representative survey data to examine the degree to which teacher expectations for students vary according to the race of the teacher and the race of the student. The survey provided the researchers with data from two teachers who taught the same tenth-grade students at the time they completed the survey. Each teacher independently reported their expectations for the students on the survey, and the researchers used those data to examine the impact of teacher-student demographic mismatch on teacher expectations. The researchers found no evidence that students were sorted into classrooms by race, which meant that the findings were likely to accurately reflect differences in teacher expectations based on race rather than on other criteria, such as reading level.

Gershenson and Holt concluded from this study that teachers who were White or from a racial group other than African-American had significantly lower expectations for African-American students than did African-American

teachers. For example, African-American teachers were 12 percentage points more likely than teachers who were not African-American to expect their student to complete a four-year college degree.

One of the reasons that teacher expectations matter so much is that they can put in motion what scholars have called a *self-fulfilling prophecy* (Jussim, Robustelli, & Cain, 2012; Good & Brophy, 2000). A negative self-fulfilling prophecy is a dynamic in which one person in a relationship—in the case of schools usually a teacher or another educator—has incorrect expectations of another person in the relationship. For example, a teacher might think that students from a certain racial group are less academically motivated or capable than they actually are. The self-fulfilling prophecy begins when the teacher directly or indirectly conveys those erroneous expectations to the students. Studies have shown that many students will then interpret the teachers' low expectations as an indication of the way that they are supposed to behave in the class or in the school. As a result, the students will begin to behave in ways that confirm for the teacher that the low expectations were correct. Thus begins a downward spiral that can affect students' motivation, self-concept, aspirations, and achievement.

Fortunately, not all self-fulfilling prophecies are negative. When teachers and other educators convey higher expectations than the students set for themselves, it can set in motion an upward cycle that leads to higher achievement (Good & Brophy, 2000).

### **Search Institute's Developmental Relationships Framework**

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Because strengthening the sense of belonging that young people feel and the relationships they experience in schools, programs, families, and communities holds great promise for improving youth outcomes, Search Institute has launched a major new research and development effort

focused on studying and strengthening what we call *developmental relationships* in young people's lives.

We define developmental relationships as close connections through which young people discover who they are (identity), cultivate abilities to shape their own lives (agency), and learn how to engage with and contribute to the world around them (commitment to community). They involve a dynamic mix of five elements, which are expressed through 20 actions (see next page). Because relationships are by definition bidirectional, each person in a strong relationship engages in and experiences each of these actions. However, for the purpose of clarity, Search Institute's Developmental Relationships Framework is expressed below from the perspective of a single young person.

Search Institute began designing this framework in 2013. The original framework grew out of focus groups with young people, parents, educators, youth workers, and others as well as a review of the research literature. Since then, we have introduced the framework to thousands of educators, youth program staff, and parents, and we have learned much from their reactions to it. In addition, we have examined student-teacher and parent-child relationships (including youth-parent pairs) through national and pilot studies.

Several themes are emerging thus far across these studies with diverse youth and parents:

1. Developmental relationships are consistently associated with multiple character strengths, including student motivation and personal responsibility, after controlling for demographic factors. For example, students who have stronger developmental relationships with teachers do significantly better on numerous measures of motivation and executive function that are essential for academic success. These measures include self-regulation, mastery motivation, academic confidence, and openness to challenge.

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## Search Institute's Developmental Relationships Framework

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Elements	Actions	Definitions
<p><b>1. Express Care</b></p> <p>Show me that I matter to you.</p>	<ul style="list-style-type: none"><li>• <b>Be dependable</b></li><li>• <b>Listen</b></li><li>• <b>Believe in me</b></li><li>• <b>Be warm</b></li><li>• <b>Encourage</b></li></ul>	<p>Be someone I can trust.</p> <p>Really pay attention when we are together.</p> <p>Make me feel known and valued.</p> <p>Show me you enjoy being with me.</p> <p>Praise me for my efforts and achievements.</p>
<p><b>2. Challenge Growth</b></p> <p>Push me to keep getting better.</p>	<ul style="list-style-type: none"><li>• <b>Expect my best</b></li><li>• <b>Stretch</b></li><li>• <b>Hold me accountable</b></li><li>• <b>Reflect on failures</b></li></ul>	<p>Expect me to live up to my potential.</p> <p>Push me to go further.</p> <p>Insist I take responsibility for my actions.</p> <p>Help me learn from mistakes and setbacks.</p>
<p><b>3. Provide Support</b></p> <p>Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"><li>• <b>Navigate</b></li><li>• <b>Empower</b></li><li>• <b>Advocate</b></li><li>• <b>Set boundaries</b></li></ul>	<p>Guide me through hard situations and systems.</p> <p>Build my confidence to take charge of my life.</p> <p>Defend me when I need it.</p> <p>Put in place limits that keep me on track.</p>
<p><b>4. Share Power</b></p> <p>Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"><li>• <b>Respect me</b></li><li>• <b>Include me</b></li><li>• <b>Collaborate</b></li><li>• <b>Let me lead</b></li></ul>	<p>Take me seriously and treat me fairly.</p> <p>Involve me in decisions that affect me.</p> <p>Work with me to solve problems and reach goals.</p> <p>Create opportunities for me to take action and lead.</p>
<p><b>5. Expand Possibilities</b></p> <p>Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"><li>• <b>Inspire</b></li><li>• <b>Broaden horizons</b></li><li>• <b>Connect</b></li></ul>	<p>Inspire me to see possibilities for my future.</p> <p>Expose me to new ideas, experiences, and places.</p> <p>Introduce me to people and opportunities to help me grow.</p>

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2. Young people are least likely to experience sharing power and expanding possibilities.
3. Young people experiencing financial strain are less likely to experience developmental relationships.
4. Young people with strong relationships are more resilient in the face of stress.
5. Sharing power is the category of the Developmental Relationships Framework that is most strongly associated with multiple positive outcomes.

The power of sharing power is one of the most intriguing early findings from Search Institute’s work on developmental relationships. Although we have not yet conducted experimental studies that can help us understand if sharing power *causes* attainment of desirable outcomes or is just closely *correlated* with those outcomes, there is reason to think that some level of causation may be at work. In the interviews and focus groups that Search Institute conducted to develop the Developmental Relationships Framework, young people repeatedly said that when they feel heard and are given age-appropriate authority and autonomy, it causes them to think and act in different ways.

This qualitative finding is bolstered by experimental studies that show that when students are given choice, it increases motivation and improves outcomes. For example, a study of urban high school students across six different subject areas showed that students offered a choice among two homework assignments, compared to those assigned one of the homework options, had better intrinsic motivation to do the homework, greater academic confidence, and better scores on the test for the unit they were studying (Patall, Cooper, & Wynn, 2010).

## Looking Ahead

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Search Institute’s work on developmental relationships to date has raised important questions that will drive our research agenda in the years ahead:

- How are developmental relationships consistent and unique across *cultures and contexts*?
- How are *different relationships* (e.g., with parents, teachers, peers, mentors) developmental in different ways? How do these different relationships complement each other?
- To what extent do developmental relationships *contribute to character strengths* in domains of identity, agency, and commitment to community, which in turn predict success in school, work, and other areas of life?
- What levels of *intensity* and *longevity* are needed for developmental relationships to have an impact?

The heart of Search Institute’s research and development agenda is to build a robust understanding of developmental relationships through mixed-methods studies with diverse populations of youth, examining relationships with parents, peers, mentors, teachers, and other caring adults. In addition to mixed-methods observational studies (including longitudinal), we seek opportunities to conduct *quasi-experimental studies* to test the hypothesis that developmental relationships are key variables in effective interventions to address inequities and improve youth outcomes.

## Interventions to Strengthen Relationships

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In addition to conducting research, Search Institute is also working with schools, youth organizations, and community coalitions to understand and strengthen relationships in young people’s lives using the strategies and tools of improvement science. We are currently piloting two solution packages:

- *Keep Connected*, which focuses on strengthening parent-youth relationships as young people enter middle school.

- *The REACH Process*, which focuses on strengthening relationships in schools as catalysts for students' academic motivation.

The REACH Process builds on the lessons learned from an array of other relationally focused interventions in schools. For example, Gehlbach and colleagues (2016) demonstrated that informing teachers of things they have in common with their students improved teacher-student relationships and resulted in higher class grades, especially for underserved students. As Sabol and Pianta (2012) noted in their review of the research, such interventions have demonstrated that “improving teachers’ behaviors and perceptions through a relational lens has been shown to be effective in improving children’s outcomes” (p. 223). Pianta, Hamre, and Allen (2012) pointed out that such relational interventions sometimes don’t take much time but can yield impressive results:

When teachers learn to make modest efforts to form a personal connection with their adolescent students—such that the students feel known—they can dramatically enhance student motivation in school and emotional functioning outside of school. (p. 365)

## **Reflection Questions on Relationships**

*What level of priority does your school place on forming positive relationships with students? Use these questions to stimulate exploration of the key ideas about Relationships, either through personal reflection or discussions with colleagues, perhaps as part of a Professional Learning Community.*

1. Are there regular periods of time in students’ schedules that are explicitly dedicated to building relationships with teachers and other staff? If so, how effectively do all staff use this time?
2. Is the capacity to build positive relationships with students a factor in whom you hire and how you evaluate performance on the job?
3. Have you ever made a decision to allocate resources to building relationships rather than to another priority?
4. Have you ever had a staff meeting or a training session in which a primary topic was the quality of the relationships your school builds with students?
5. Do you have an organized way to collect survey data or other types of information on how young people experience relationships in your school?
6. Has your school or district defined what it means to be in a relationship with a young person in clear and actionable ways? For example, Search Institute’s new Developmental Relationships Framework identifies five elements that make a relationship truly developmental: expressing care, challenging growth, providing support, sharing power, and expanding possibilities.



# Identifying Relationships



## Background

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Positive relationships are the foundation of the REACH Process. Young people are much more likely to develop motivation and other character strengths when they experience five key elements in their relationships: expressing care, challenging growth, providing support, sharing power, and expanding possibilities (Pekel et al., 2015).

## Objective

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Students begin thinking about the elements of positive relationships that they experience with people they value in their lives.

## At a Glance

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Students identify people with whom they would choose to be trapped on a desert island. Then they explore the ways their relationships with these people reflect each of the five elements of a developmental relationship.

## Related Anchor Activities

Identifying Assets  
Power of Relationships  
Mapping Relationships  
Expressing Gratitude

## Resources Needed

- Relationships that Matter Worksheet

## Activity Steps

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Students identify the person they would want with them if they were stranded on a desert island.

### Opening Activity

1. Begin the session by telling students that today they are going to think about the relationships in their lives that help them grow and how those relationships can help them succeed and solve problems.
2. Tell the following story:

*Imagine you are on a cruise, and in the midst of a storm an unexpectedly huge wave hits the boat; you and one other person are thrown overboard. You manage to grab a life preserver before you fall into the water, but the staff on the boat don't know you have fallen overboard. The boat keeps moving while you and the other person float in the water. Luckily there is a deserted island nearby and you both manage to swim to it.*

*Unfortunately, you and this person will be trapped on this island for the next six months. You will eventually be rescued, but you will face many challenges together during that time. Some of those challenges will involve feeding and clothing yourselves, but just as important, you will need to find ways to pass the time*



*Remind students to list people they actually know rather than someone famous or someone they wish they knew but do not.*

*and stay sane. In other words, the mental challenges you will face will be just as difficult as the physical ones.*

3. Ask the students to write their answers to the question below on a piece of paper:

*Who are two or three people you would want to be on the desert island with you for six months?*

4. After students have individually written down their responses, call on several students to share one reason they chose the people they did.

Transition by telling students that they are now going to think more deeply and realistically about relationships.



Students identify people who help them grow by building each element of a developmental relationship.

### Main Activity

5. Distribute a copy of the Relationships That Matter Worksheet to each student. Tell students you are going to give them three minutes (or whatever amount of time you think is appropriate or have available) to think about and write down names in the first category on the worksheet: Expressing Care.
6. After students have written down the names for Expressing Care, check that they understood what they were asked to do. Restate or clarify the directions if necessary.
7. Give students two minutes to write down names in each of the remaining categories on the Relationships That Matter Worksheet. Move through the categories one at a time, explaining as needed.



*Encourage students to list as many names as they want but not to put down any names that don't really fit. This isn't a competition.*

### Closing Activity

8. End the session with a full group discussion of the following questions:

- In which category was it easiest for you to think of people to write down?
- In which category was it hardest for you to think of people to write down?
- Is there one of these types of relationships that you would like more of in your life right now? If so, which one? Why?



Through a class discussion, students explore the different types of relationships in their lives.



In your discussion of the last question, draw the following idea out of students' comments or point it out yourself: people often experience more of one type of relationship in their lives than other types of relationships. This is very common and understandable, but new studies of how young people grow into successful adults are showing that it is really good when we experience all of the types of relationships that are listed on the worksheet.

9. Tell students that in future sessions they will be learning more about different types of relationships and creating a map of the relationships in their lives.

## **REACH Technique: Build developmental relationships with and among students**

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**Build relationships with students in which you authentically and frequently practice each of the five elements of a developmental relationship: expressing care, challenging growth, providing support, sharing power, and expanding possibilities.**

### *Suggestions for Getting Started*

1. *Express care:* Take time to greet students each day as they arrive in class. Systematically check in with different students on a regular basis (not just the same students every time).
2. *Challenge growth:* Be as specific as possible in giving feedback to students. Note what they did well and what was good about it. It can also help to contrast what you see with past examples as evidence of growth, particularly if the growth is important to the student.
3. *Provide support:* Help students solve problems when they encounter barriers to their goals.
4. *Share power:* Whenever possible, give students a voice in decisions in your classroom.
5. *Expand possibilities:* Listen for things students are curious about, and then weave those topics into classroom discussions or informal conversations.

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## Relationships That Matter Worksheet

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In the space below, please write the names of people who do the things written in the column on the left with you and for you in your life:

---

### **Express Care**

- Trusts you and you can trust them.
- Pays attention to you.
- Makes you feel like they think you matter.
- Shows you that they enjoy being with you.
- Praises you when you work hard and accomplish something.

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### **Challenge Growth**

- Pushes you to get better.
- Expects you to live up to your potential.
- Insists you take responsibility for your actions.
- Helps you learn from mistakes and failures.

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### **Provide Support**

- Helps you complete tasks and achieve goals.
- Guides you through hard situations.
- Helps you feel confident and take charge of your life.
- Defends you when you need it.
- Limits what you can say and do to help you stay on track.

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### **Share Power**

- Treats you with respect and gives you a say.
- Takes you seriously and treats you fairly.
- Involves you in decisions that affect you.
- Works with you to solve problems and reach goals.
- Gives you chances to make decisions and take the lead.

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### **Expand Possibilities**

- Connects you with new people and places.
  - Helps you see things you could do and be in the future.
  - Introduces you to new ideas, experiences, and places.
  - Introduces you to new programs.
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# Mapping Relationships



## Background

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Young people are most likely to learn and grow well when they have strong, developmental relationships with adults and peers in all areas of their lives, including family, school, programs, and community.

These different relationships complement each other, with different people being resources for different areas of growth. Many teachers may, for example, be particularly suited to expand possibilities, whereas peers might be particularly valuable in how they share power. By becoming more intentional in thinking about their relationships, students can reinforce those relationships that bring out their best and complement other relationships in their lives.

## Objective

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Students deepen their understanding of the value of having close, meaningful relationships in all areas of their lives.

## At a Glance

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If possible, students should participate in this Anchor Activity soon after they participate in the Identifying Relationships Anchor Activity and the Power of Relationships Anchor Activity. During this session, students revisit their Relationships That Matter Worksheets from the Identifying Relationships Anchor Activity, and then list the relationships in their lives in different environments on the Developmental Relationships Map as a way to reflect on how different relationships are important in their lives.

## Related Anchor Activities


Identifying Assets  
Identifying Relationships  
Power of Relationships  
Expressing Gratitude

## Resources Needed

- Relationships That Matter Worksheet
- Developmental Relationships Map Handout

## Activity Steps

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Students refine their Relationships That Matter Worksheets.

### Opening Activity

1. Hand out or ask students to get out the Relationships That Matter Worksheets they completed during the Identifying Relationships Anchor Activity.
2. Ask students to review their worksheets to see if there are any people they would like to add or if there is anyone they think doesn't belong in one of the categories or perhaps doesn't belong on the worksheet at all. Don't spend too much time on this step as the purpose is to re-familiarize students with their previous answers rather than to revise them.



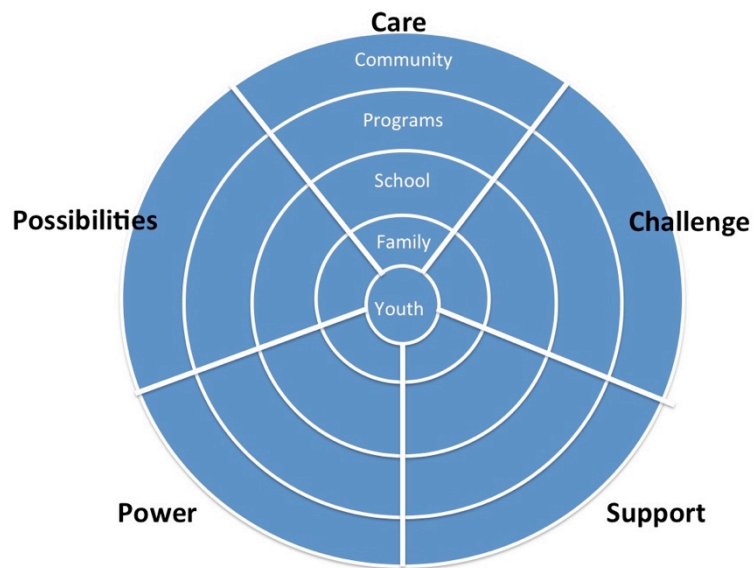
Students complete a relationship map based on the people on their Relationships That Matter Worksheet.



*Be sure students understand that the concentric circles (or donuts) on the graphic represent the environments in which the relationships primarily occur, while the pizza slices represent the actions that characterize the relationship.*

## Main Activity

- Give students a copy of the Developmental Relationships Map Handout, which looks like this:

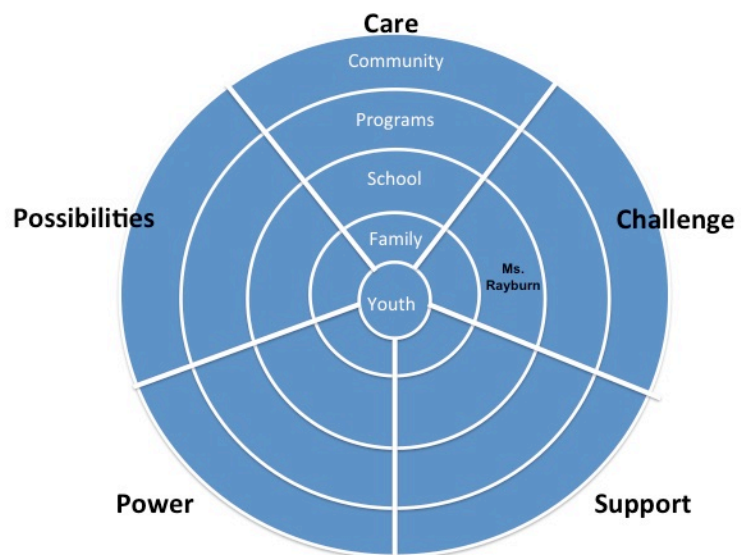


3. Explain that the purpose of the graphic is to help students develop a simple map of the relationships in their lives.

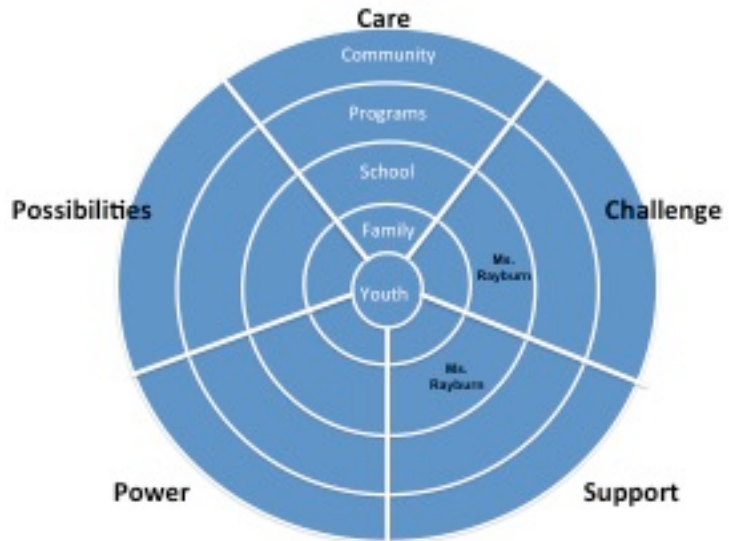
The graphic allows students to map two important things about the relationships in their lives: (1) where they primarily take place (family, school, youth programs, or in the community) and (2) the actions that characterize the relationship (expressing care, challenging growth, providing support, sharing power, and expanding possibilities).

4. Tell students that putting the important relationships in their lives on a simple graphic can be a helpful way to see people who can support them and a good way to see where they could benefit from starting new relationships.
5. Next, tell students that their task during this session will be to put the people listed on their Relationships That Matter Worksheets onto their Developmental Relationships Maps. Explain that they do this by looking at each of the five categories on the Relationships That Matter Worksheet and asking where they primarily interact with each person.
  - For most students, a **parent** would be a relationship that primarily takes place within the family. So a parent relationship would be placed in the circle labeled **Family**.
  - A **teacher** would be a relationship that primarily takes place within the school, so a teacher would be placed in the concentric circle labeled **School**.

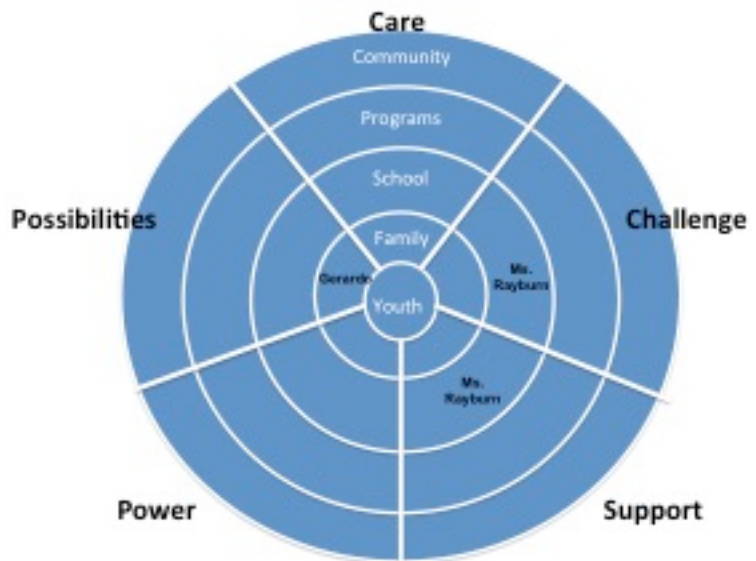
6. Students should use the circle labeled **Programs** as the location for any relationship that primarily takes place within an organized program that they participate in outside of school hours. That could include an extracurricular activity that is sponsored by their school such as a sport or drama club, an afterschool program sponsored by an organization outside their school, or a program they participate in during the summer.
7. Students should use the circle labeled **Community** as the location for any relationship that primarily takes place outside their family, school, or any organized program. A relationship with a neighbor or someone at a job or a place of worship should be listed in the Community circle.
8. Now ask students to review the names they listed in their Relationships That Matter Worksheets. They should decide the environment in which each relationship primarily takes place. If a relationship equally occurs in two environments (such as a friend who attends the same school but is also a neighbor), then the person with whom that relationship occurs can be listed in both the School and Community circles.
9. Students should now write the name of someone with whom they have a relationship in the space on the map that represents both where the relationship primarily occurs and the action that characterizes the relationship. For example, a teacher named Ms. Rayburn who *challenges growth* in school would be shown as follows:



10. If Ms. Rayburn also *provides support*, she should also be listed in that section as follows:



11. And if the student has a relationship with an uncle named Gerardo who *expands possibilities* by taking the student to new places and exposing the student to new ideas and people, Uncle Gerardo might be listed in the section where Family and Possibilities intersect, as follows:



Ask students to complete their maps using this methodology, providing them with help as needed.



Students discuss their insights about their relationships based on the maps they created.

### Closing Activity

12. Write these questions on the screen or board or pose them in a conversation to conclude the session:

- Does your map make you want to increase the number of the relationships you experience in any one of the environments: family, school, programs, or community? If so, which one?

- Does your map make you want to experience more of one of the five actions: expressing care, challenging growth, providing support, sharing power, or expanding possibility? If so, which one?

As you facilitate a brief discussion of the conclusions that students draw from examining their relationship maps, seek to convey or reinforce the idea that students should always be aware of the important relationships in their lives and that they should seek to stay connected to those people and do what they can to strengthen the relationships over time.

13. Encourage students to share their map with one of the people they listed on their map.

## **REACH Technique: Encourage students to connect with people who can help them grow**

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**Encourage students to take ownership of the relationships in their lives by actively working to create and sustain close and positive connections with adults and peers.**

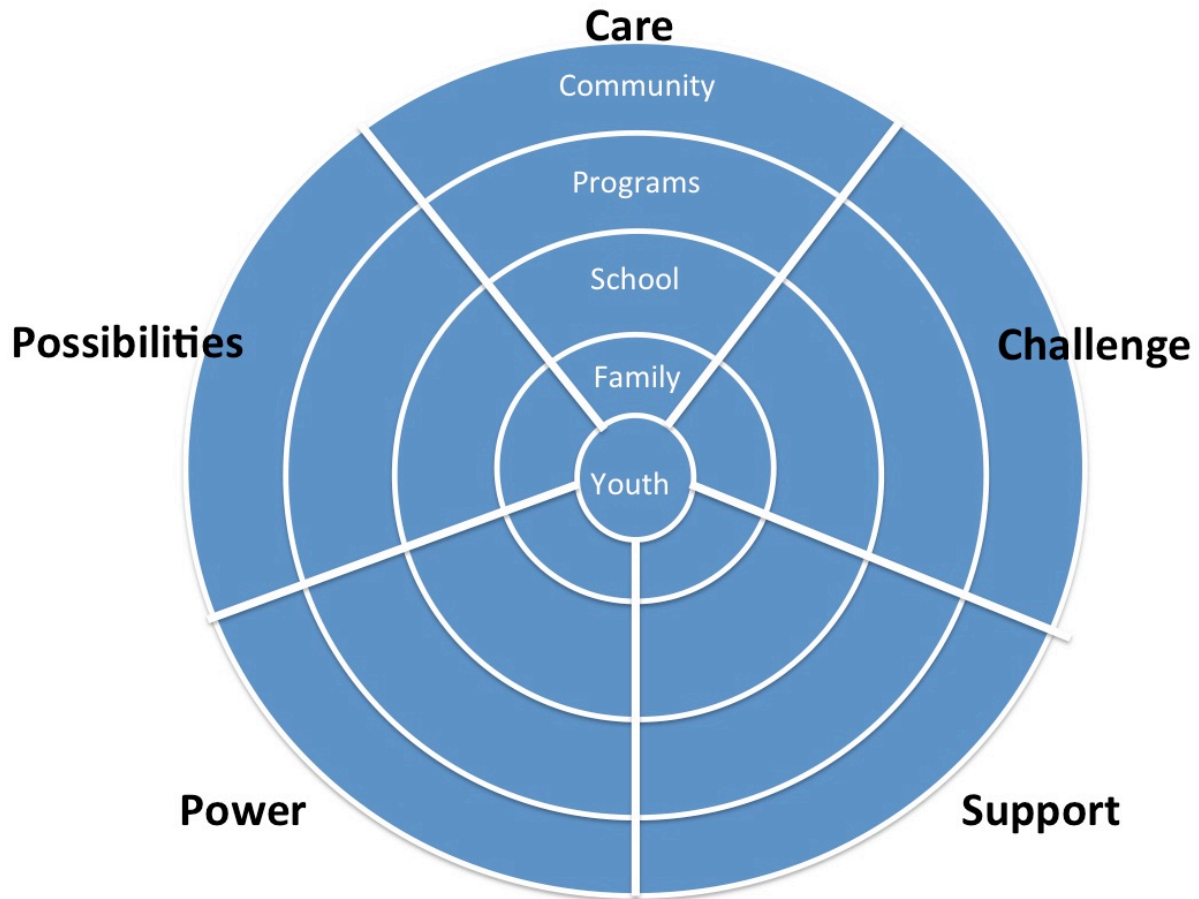
### *Suggestions for Getting Started*

1. Model positive, respectful relationships with all students. Be particularly attentive to connecting with those who are more isolated or marginalized in the classroom.
2. Reflect on which elements of developmental relationships are most natural for you and which are more challenging. Identify concrete ways you might be more intentional about strengthening the elements that you are less likely to emphasize in your interactions with students.
3. Encourage cooperative work among students on classroom projects and assignments. Link students together who share common interests and bring out the best in each other.
4. Informally coach students on relationship skills by setting and reinforcing expectations of how they interact with you in positive, respectful ways.

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## The Developmental Relationships Map

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