



Relational Practice

How to use the webinar for team dialogue

ThemPra Social Pedagogy
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Webinar 3 – Supporting Interdependence

Here are some suggestions of how you can create conversations about Relational Practice in your team. We recommend 60-90 minutes. Sections 1 and 2 are ways into the conversation. You can then choose which other sections you'd like to explore.

1. Create a shared starting point for your conversation

Together with your team to watch part of the [recorded webinar](#) (start at 3:06 and finish at 12:22) to frame your conversation about interdependence and the Relational Universe.

2. Share stories about supporting interdependence

Now that you know a bit more about the Relational Universe, invite each person to share any stories from your practice that illustrate how they're supporting young people's interdependence, i.e. their connection with other people in their lives (family, friends, community members). Talk about why it might be important for these young people to have a flourishing Relational Universe and what you can do to support those relationships that seem to matter to them. Reflect more widely on whether you could change the language and focus from 'independence' to 'interdependence'. What difference would that make?

3. Visualise the Relational Universe of a young person

The best way to explore a model is to apply it, so invite your team to form small groups. Ask each group to select a young person they're supporting and to chart their Relational Universe. This works best if you can provide different coloured pens or space-themed stickers with different planets, stars, rocket ships, etc. Ask them to pay attention not just to who they place in the Relational Universe but also how close, how big and what kind of planet or star they might use. Once all groups are finished (usually after around 15 minutes), invite them to share their work and explore what you're all learning about the young persons' Relational Universes. Wrap this up by thinking about what action you might take as a result of your new insight and how you can check out whether your visualisations are accurate.

4. Use the Relational Universe with a young person

Once you've tried out visualising the Relational Universe, consider using it with a young person you're supporting. You can do it in whichever way makes most sense to you and the young person. You can ask them to sketch it out on paper, using different colours. You can use play-doh, different coloured pebbles of varying sizes, take a scrapbook approach, cutting out different planets, star shapes, etc. to arrange together, or buy some space-themed stickers (available from art supply shops, bookshops or online stores)

to arrange on a piece of paper/card. Alternatively, you can create a Relational Universe digitally using online images – or just use [this PowerPoint design template](#). Then ask some curious questions to find out more about the different relationships and why they matter to the young person. Also pay attention to the overall constellation and the overall effect that these relationships have on the young person. What might they like their Relational Universe to look like? And how can you support them in taking steps towards that?

5. Learn how you else can use the Relational Universe in practice

To start this exploration, watch the next part of the [recorded webinar](#) (start at 12:41 and finish at 27:41) in which Makeda Winckler outlines how she and her colleagues at the Islington House Project have been using the Relational Universe as part of their support.

6. Explore how you can embed the Relational Universe in your processes

There are many different ways in which you might be able to use the Relational Universe in your practice context. Together with your team, consider how you might include the model in your pathway planning or review meetings, in informal conversations with a young person and to co-design support during transition times (e.g. moving into new accommodation, starting further education or a new job, becoming a parent). Then spend some time aligning these ideas to your processes (e.g. update templates you're using for pathway planning, create design templates of a Relational Universe, decide how you might include this in your recording, etc.).

7. Explore further inspiring resources

Check out a few of these papers:

- Care Leavers National Movement (2025). *Peer Evaluation – Interdependence*. Available [here](#)
- Cherry, L. (2021). Interdependence and Independence. *Care Leaver Local Offer*. Available [here](#)
- Radoux, J. (2019). Before they can be independent, we need to give children in care opportunities to be interdependent. *Community Care*. Available [here](#)

For more resources on Relational Practice, please visit our [website](#).