



RESTART!

Protagonists:

Dynamic G5D1



**Diputació
Barcelona**

Àrea d'Educació,
Esports i Joventut



Protagonists: self-knowledge

Dynamic G5D1



Aims of the dynamic

A
Observe the characteristics that define us.

B
Reflect on the importance of understanding our personal strengths so as to feel good and overcome adversities.

Summary of the dynamic

Design your avatar to enter an ideal virtual world.

Materials

- Drawing and writing materials (ballpoint pens, coloured pencils, marker pens...)
- A4 and A3 paper (one sheet of each type per participant)
- Room to show a video (optional)

Session structure

01. Before you start
02. Protagonists. Let's get the dynamic started!
03. Restart! No limits
04. What do I take away from today?

This dynamic is intended to be conducted over some 60-90 minutes with groups of ten young people. The duration may vary depending on the needs of the group of youngsters and the interest they show. We advise following the pace set by the group. In any event, the more time that can be spent on reflection, the more the youngsters will benefit from the experience.

The atmosphere while conducting the dynamic

To get the most out of the activities, we suggest conducting the dynamic in as pleasant and open a space as possible, preferably outdoors, or at least with natural light. Music may be a useful resource to maintain a positive atmosphere, above all while they are doing activities independently (and especially if the music matches the preferences of the youngsters in your group).

It is important to make sure during the dynamic that no one is forced to go beyond what they feel capable of. In this type of activity sensitive issues for those involved may arise, and in fact that is to be expected. In such cases, reassure the youngster in question by telling them that they do not need to do anything they feel unsure about, and that the aim is for them to enjoy the dynamic.

We suggest some tracks dealing with friendship that you can listen to on [Youth Plan Office Spotify channel](#).



Key concepts

The dynamic addresses a number of concepts which we summarise below.

Adaptation to change: When major changes happen in our lives (change of high school, separations...), above all if they are unexpected, as was the case with Covid-19, they may give rise to emotional unease (feelings of awkwardness, concern, nervousness, sadness...). This is a normal reaction as an adaptive response, depending on our ability to tolerate uncertainty and adapt to change. If we are aware of the change that has happened and can deploy our strengths, this will help us overcome uncertain situations, transforming them in our favour. This pathway comprises a process of learning and self-discovery.

Self-esteem: Self-esteem is not just a question of identifying our own positive and negative qualities, but goes much further, and involves accepting oneself. To arrive at acceptance, we need to follow a three-step path:

- **Self-awareness**, also known as self-image, comprises the perceptions, feelings, attributions and images of ourselves as individuals. This self-awareness is built up in relationships with others and is derived from contextual influences. Teenagers' identities are significantly shaped by the physical and psychological changes of puberty.



01.

Before you start

- **Self-evaluation** is the evaluation of our own capacities and deeds, in other words the value we give to what is inherent to us. At this second stage of the path, subjective elements emerge and may let individuals see more positive than negative attributes, more negative than positive, or otherwise see things in balance.
- **Self-acceptance** is the third element along the way. This demonstrates a successful and healthy self-evaluation. Acknowledging our mistakes, accepting criticism, apologising or knowing when to ask for an apology, are characteristics of a person who accepts themselves. When a teenager does not have a good self-image, they find it more difficult to accept themselves, and that will probably have consequences for their immediate context.

Group identity: Adolescence is a stage during which teenagers are searching for their place in society essentially through experimentation, rather than by accepting the criteria of surrounding adults. It would be fair to say that they are looking for a new sense of self, which will emerge from the personal and social transformations they are going through. Teenagers decide what they want to be like and who they want to resemble, but above all are looking for their own self-assertion, standing out from others, in particular adults. It is through comparison or differentiation with regard to others that they build their identity, and above all seek peer recognition.

Once you have checked that the group are feeling fine, introduce the dynamic by explaining that today you will be designing your own avatar to enter an ideal virtual world.

02.

Protagonists.

Let's get the dynamic started!

Before starting the dynamic, hand out one sheet of A3 and one of A4 to each participant, along with drawing materials. They can also use any materials they want from their pencil case.

- **Form groups of five youngsters.** Explain that today they will be imagining they can enter an ideal virtual world, and that each of them will create their avatar with any qualities they want to represent. Use the perspective of the other group members to help them: each one will choose the animal that best symbolises the other members of the group, and explain why, based on their qualities, character, the animal's attributes... noting this down on the sheet of A4. It is important to emphasise that the attributes selected must be positive.
- **After a few minutes, share the animals they have selected with the rest of the group, along with the reasons for their choice.** Each one will receive four suggestions (which may be very different...) of animals representing them. What is important is to record on the A4 sheet how their peers see them, and the attributes, distinctive features and idiosyncrasies they have focused on.
- **With this information, along with the characteristics that they feel best define them, they will create an avatar to represent them.** This avatar could also be an animal or any creature they might want. That will be their representation in the virtual world.

- **They can make a sketch of how they imagine it and write down the key characteristics.** What is important to me and what do I want the avatar to characterise? (for example, carrying a skateboard, clothing, hairstyle...). How can I represent the characteristics I've chosen? (for example if the avatar is really agile, it might have a flying cape, or long legs...; if they are good artists, it might have a giant pencil or be surrounded by drawings...; if they like talking things over, they could be surrounded by words or have a megaphone helmet...). What colours should they use? Are the colours meant to represent something? Do they want to depict the avatar's surroundings?
- **Once they are more or less sure about what they want to represent, they should draw it on the sheet of A3 paper, adding the avatar's name and a power slogan: what slogan could represent your avatar in the virtual game?**
- **At this point, invite everyone to present their avatar to the rest of the group.** This is a very important moment and is worth spending some time over, so they can admire each person's work. If they are not sure how to make the presentation, you can offer a suggestion:
 - What is the avatar called, and why?
 - What are its key personal characteristics, and why?
 - What other elements are represented there,



and why? What is the avatar doing in the representation?

- **To conclude the round of presentations, invite the group to take a fun photo with all the avatars they have created. This photo will serve to remember the avatar they created today and the skills and abilities they aimed to emphasise. If you post it on social media, remember to tag us! @joventutdiba #fem_tec**

Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; was it easy to draw your avatar?; do you recognise yourself?; is there anything else you would like to share? This will probably prompt a more or less fluid conversation, depending on the level of trust created in the context of the dynamic, and the group's conversational habits. If there are no spontaneous contributions, we suggest some questions that would be worth taking into account to guide the dialogue, placing the emphasis on allowing the group gradually to dissect the issues themselves.

- 1. How did you feel when you presented your avatar?** Possible reflections: It is important for the youngsters to identify those moments that they most enjoyed about the process, and if possible to become aware of how they felt when recognising their strengths. In general, recognising what we do well or where we show ability makes us feel good and encourages us to continue and seek out other options when trying to achieve our aims.
- 2. In the process of drawing the avatar, did the contributions of the other group members help you to discover any skill or ability that you were unaware of? Did that make you feel better?** Possible reflections: Sometimes people see strengths in us that we do not perceive or do not appreciate as such. By recognising our strengths it makes it a little easier to overcome

adversity, and also makes us better able to relate to other people.

- 3. When creating the avatar, what was your greatest concern: its image or its abilities?** Possible reflections: In general it will be easier to draw the image of the avatar, because the abilities require a little more reflection in terms of representing them. It will nonetheless be important to demonstrate that in some way the youngsters have projected or imagined what the avatar's abilities are, and that the avatars are made up both of their image and their skills. In fact, when choosing an avatar to play, what do they emphasise most? Its image or its skills?
- 4. If you could transform yourselves into your avatar right now, how would you feel? Is there anything you would change? What? How could you achieve that?** Possible reflections: In the process of creating their avatars they will probably have projected how they are and how they would like to be. The avatar they have created is bound to reflect their strengths and abilities. It could also reflect how they would like to be. Identifying what it would take to achieve that can help them value the satisfaction of being the way they are or realising whether they really want something (rather than simply following a trend or peer pressure...). Not feeling so pressured by others will help in their sense of security and self-acceptance.

03.

Restart!

No limits

Watch No Limits

[Pla Jove Diputació de Barcelona, 1:57]
<https://youtu.be/3iOeLpLbTA4>



In this video we discover how lockdown has helped to reveal that when we set our minds to it, we can do more than we realised, either on our own or with the help of others.

What did you make of the video? The protagonists found imaginative, fun solutions... to continue doing what they like, despite the problems raised by lockdown. Do you think they found that easy to do? Do you think they imagined they would have to find new ways to keep doing what they enjoy? And what about you? Which habits did you have to change during the lockdown? Did you, like the protagonists of the video, discover some strength, ability or skill during lockdown? Did your avatar aim to represent those changes?

Summing up

In general, most of us have missed our “old lives, are tired of following the rules of lockdown and the new normality, feel disorientated and see an uncertain future as a result of Covid-19. During this period we have experienced unexpected situations and have had to reinvent ourselves to continue doing what we like. To do so we have used our imagination and realised that we can do more than we realised, either on our own or with the help of others.

When you find yourself at a dead end, faced with a problem that has no apparent solution, you can remember today’s dynamic and imagine what your avatar would do in the same situation. What strengths would it draw on? What would it do to get past the dead end?

04. What do i take away from today?

This section is common to all the fem tec! Activities. The aim is to identify the sensations experienced and the lessons learned through the dynamic.

Arrange the group in a circle so everyone can see each other's face. Allow the group to speak, so that they can all, one by one, have their say about what they most enjoyed or what they learned, how they feel, or any other issue they might want to raise.

Simply listen to their responses, without commenting or giving any positive feedback: there are no wrong answers. To conclude, if they had fun or enjoyed how the dynamics went, they should give themselves a round of applause in celebration!

You can also suggest that either individually or as a team they share their impression of today's dynamic via social media, using the hashtag #fem_tec @joventutdiba.



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