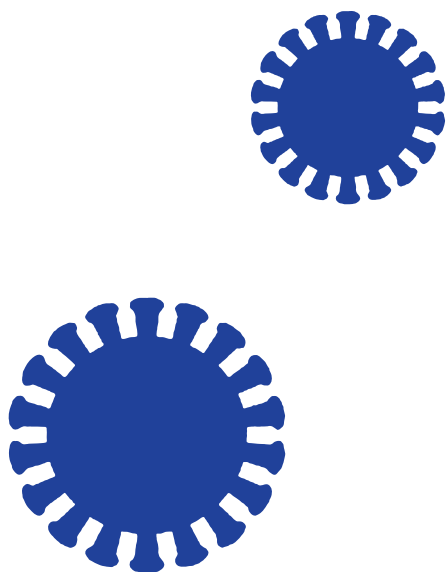


FemTec!

MOTIVATION
COLLABORATION
RESPECT
TEAM

EMOTIONS
COMMUNICATION
SELF-KNOWLEDGE
SKILLS



COVID-19

Restart!

fem tec! activities



**Diputació
Barcelona**

Àrea d'Educació,
Esports i Joventut

The main aim of the fem tec! activities is to promote life skills among young people, based on a recognition of informal education as a means of conveying concepts, values and skills development for youngsters.

Here we present the REINICIEM! [RESTART!] guide, where we have grouped together ten fem tec! activities and dynamics designed to talk to young people and teenagers about their emotional state and the repercussions and opportunities that could result from the Covid-19 crisis in the course of their lives.

Contents

The ten dynamics at a glance	4
Introduction	10
Protagonists: self-knowledge	11
Giving a name to it: emotions (including appendix)	18
Concentric: relationships	28
Pathways: uncertainty	38
Sure I can!: challenges	49
Chameleons: opportunities	57
Odyssey: learnings	64
Symbiosis: sharing	72
Let's act!: initiative	79
Don't hassle me: critical sense (including appendix)	88



The ten dynamics at a glance



Dynamic G5D1. Protagonists

Key concepts:	<ul style="list-style-type: none"> • Adaptation to change • Self-esteem • Group identity 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Observe the characteristics that define us. 2. Reflect on the importance of understanding our personal strengths so as to feel good and overcome adversities. 	
Activities:	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Protagonists	30'	Projection of our self - drawing	Design your avatar to enter an ideal virtual world.	Recognize our strengths and abilities. Also how we feel when identifying them.
	Restart! - No limits	15'	Reflection	Reflection from the visualization of a video.	Discover that, when we set our minds to it, we can do more things than we thought, alone or with the help of others.
SUMMING UP	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?				

G5D2. Giving a name to it

Key concepts:	<ul style="list-style-type: none"> • Emotion • Emotional reaction • Feeling • Positive emotions • Negative emotions • Emotional description • Emotional intelligence 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Identify emotions and situations that have triggered them. 2. Discover a number of resources to manage emotions and deal with uncertainty. 	
Activities:	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Giving a name to it	45'	Dynamics of circles	We will identify situations that have surprised us and we will name the emotions that they have generated.	Understand that each one has experienced different feelings because of COVID19 and that they are all 'normal'.
	Restart! Resources	15'	Reflection	Reflection from the visualization of a video.	To recognise what we can do to decide how we manage emotions.
SUMMING UP	When you feel bad and believe that a situation could be harmful, you can remember this dynamic: taking a look at yourself and give a name to the emotions you are feeling provides you with resources to face up to the situation with greater belief that you can overcome it.				

G5D3. Concentric

Key concepts:	<ul style="list-style-type: none"> • Social relationship • Physical distance • Social distance • Emotional distance 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Observe how they have managed their relationships during the lockdown. 2. Decide the areas where they want to maintain or strengthen new relational spaces resulting from the lockdown. 	
Activities:	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Concentric	30'	Graphical analysis of relationship	We will be performing a graphical analysis of their forms of relationship during lockdown, before and after.	Recognize how we have modified our relationships and reflect on how we want them to be from now on.
	Restart! Caution!	15'	Reflection	Reflection from the visualization of a video.	Understand the importance of health slogans in time of COVID19 and that physical distance can be overcome in many ways.
SUMMING UP	If a situation causes unease because of distancing, they can remember today's dynamic and seek out imaginative solutions to maintain emotional ties with the people that matter most.				

G5D4. Pathways

Key concepts	<ul style="list-style-type: none"> • Loss • Emotional unease • Care, take care • Kübler-Ross's stages of grief 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Understand uncertainty as part of a process of growth. 2. Visualise the process of transformation associated with a crisis. 	
Activities:	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Pathways	30'	Reflection. Take an introspective view	We will observe, from the distance of time, situations that we have longed for or have worried about.	Understand that the management of a loss involves new learning
	Restart! The present	15'	Reflection	Reflection from the visualization of a video.	Understand that self-motivation and self-improvement are essential to overcome situations that keep us stuck.
SUMMING UP	When something disturbs you and causes you emotional unease, you can remember today's dynamic: stop and observe what is happening, and how you feel. Remember that grief is a journey which can also help you find a way to overcome pain.				

G5D5. Sure I can!

Key concepts:	<ul style="list-style-type: none"> • Fear of change • Optimism • Confidence • Initiative • Motivation 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Become aware of personal resources to deal with and steer change. 2. Realise that through small changes they can overcome situations that seemed impossible. 	
Activities:	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Sure I can!	30'	Work in pairs	We will discover that we have the capabilities and skills to overcome a seemingly impossible challenge.	Understand that fear can be a limiting factor and that by changing our focus we can overcome what we set out to do.
	Restart! Trip to Bali	15'	Reflection	Reflection from the visualization of a video.	Observe ourselves and think about what situations we want to change in our life and how to start.
SUMMING UP	When you find yourself at a dead end, faced with a situation that limits you or causes you unease, you can remember today's dynamic: by accepting the challenge and looking at the problem from a different perspective, you will be sure to find some solution to move things forward.				

G5D6. Chameleons

Key concepts:	<ul style="list-style-type: none"> • Response to change • Opportunity • Willingness • Resilience 		Aims of the dynamic	<ol style="list-style-type: none"> 1. Identify different types of response to change. 2. Recognise the opportunities that a change can offer them. 	
Activities	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Chameleons	30'	Graphic representation	We will review the things that we were able to do during the lockdown.	Identify the hobbies and talents that we have discovered as a result of confinement.
	Restart! Drawing the future	15'	Graphic representation and reflection	Reflection from the visualization of a video.	Recognize the opportunities that detected talents and hobbies can bring us.
SUMMING UP	If you ever feel disorientated, you can recall today's dynamic: identify and represent what makes you feel good so as to reach decisions for the future.				

G5D7. Odyssey

Key concepts:	<ul style="list-style-type: none"> • Learn to learn • Willingness to learn • Self-confidence • Self-knowledge 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Reflect on activities, situations and experiences they have been through in the stages of lockdown and the new normality. 2. Identify lessons learned. 	
Activities	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Odyssey	60'	Spatial representation	We will be making a map of our own Odyssey.	Share the experiences lived during confinement and unconfinement and identify the lessons learned.
	Restart! A unique spring	15'	Reflection	Reflection from the visualization of a video.	Recognize the learning that we can accumulate from lived experiences.
SUMMING UP	When you feel uneasy and disconcerted in a situation, you can remember today's dynamic and remake the map of your Odyssey: which zone of the map do you feel happiest in?; which would you like to travel across?				

G5D8. Symbiosis

Key concepts:	<ul style="list-style-type: none"> • Empathy • Assertiveness • Active listening 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Discover how they can share their skills. 2. Understand the importance of asking for and offering help. Experience the sense of well-being from putting this into practice. 	
Activities	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Symbiosis	30'	Collaboration circle	We will share what we can offer (skills, talents, knowledge ...).	Recognize our strengths and abilities. Also how we feel when identifying them.
	Restart! The cool blog	15'	Reflection	Reflection from the visualization of a video.	Understand that between all of us we have many resources and that, if we put our mind to it, we are capable of doing great things.
SUMMING UP	Asking for help doesn't make us weaker, but makes us more effective: with the support we get we will be better able to achieve what we want. At the same time, it's good to be aware of the needs of others: there must be resources, talents, skills that you have... and could share. Meanwhile, working together with others makes us feel good, and if we all set our minds to it we can create a highly beneficial circle of cooperation.				



G5D9 - Let's act!

Key concepts:	<ul style="list-style-type: none"> • Teamwork • Communication • Coordination • Confidence • Commitment • Complementarity 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Reflect on their ability to influence society around them. 2. Become aware of the small actions they can make to help improve the world they live in. 	
Activities	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Let's act!	60'	Audiovisual creation	We will be undertaking a collaborative project for a charitable initiative.	Practice teamwork to overcome a common challenge.
	Restart!	15'	Reflection	Reflection from the visualization of a video.	Understand that from small actions we can generate a positive impact on our environment, especially if we find alliances.
SUMMING UP	When you come across an event or situation that you don't agree with, you can remember today's dynamic, and the fact that you have what it takes to be agents of change: great ideas, and above all the capacity to take action on your own or to seek out alliances and partnerships to get the job done.				

G5D10. Don't hassle me

Key concepts:	<ul style="list-style-type: none"> • Critical thinking • Fake news • Disinformation • Post- truth • Source of information 		Aims of the dynamic:	<ol style="list-style-type: none"> 1. Take a critical view of the information we receive. 2. Review which messages we spread, and reflect why we do so. 	
Activities	Name	Time	Method	Synthesis of the activity	What do we want to work on?
	Don't hassle me	30'	Scale of certainties	We will review the concepts of "truth and falsehood".	Recognize the criteria that we usually use to give credibility to the information.
	Restart! Manual so they don't leak it to you	15'	News analysis	We will detect characteristic elements of fake news.	Observe how the messages we receive can influence us and make us take for good statements that may not be totally true.
SUMMING UP	If you suspect the accuracy of any information, you can remember today's dynamic and follow the advice we looked at: check the information against reliable sources, draw your own conclusions and think before sharing.				

NOTICE:

The timing may vary depending on the needs of the group of youngsters and the interest they show and, as well as how many educators participate in the dynamics, or the conditions of the space we use. In any case, the more time that can be spent on reflection, the more the youngsters will benefit from the experience. Do not be in a hurry to perform activities, follow the pace set by the group!

It's not necessary to follow the dynamics point by point. For example, all the dynamics contain two videos that we use to introduce the topic, to inspire, to motivate ... and to reflect on what we want to discuss. Maybe you only find a video useful, a dynamic inspires you with another theme, or inspires you a more appropriate dynamic ... Go ahead! Feel free to use this resource on your own way. Our goal is to present useful proposals and we will feel that they are if they help you. Thank you!



Introduction

In the world of young people, as in every stage of life, there is a clear range of different individual impacts caused by the period of uncertainty and adaptation resulting from the Covid-19 pandemic. It would nonetheless be fair to say that many of our young people are showing signs of emotional unease as an adaptive response to the losses they are suffering during this period, losses that seem huge to them.

For a great many young people, the lockdown and gradual return to normality have become a process of dealing with frustration, adaptation, and constant learning.. It is important for teenagers to be able to recognise that the coronavirus crisis is a challenge for everyone, and that this challenge contains opportunities to derive new perspectives, skills and maturity. The FEM TEC! [REINICIEM!](#) guide suggests dynamics intended to accompany young people and teenagers in pursuit of such opportunities. The activities are centred on various aspects of the process of learning and growth, in particular on recognising what we have lost and highlighting the personal strengths we have deployed in adapting to lockdown. The dynamics focus on personal skills, friendships, the immediate context, and in particular the new opportunities spurring us into action to achieve what we see as important.

This guide includes [Spotify playlists](#) to accompany the dynamics, and [eight videos](#) as an introduction to reflections through relatable situations experienced by young people during lockdown, tied in with the questions raised.

The videos were produced under lockdown conditions with contributions by twenty-eight young people who recorded their contributions, and for whose involvement we are hugely grateful: Aina Baró Órrit, Aina Guitart Pujol, Álvaro Campoy Domínguez, Anna Luque Casanovas, Carla Viñas Nieto, Delfina Rucker, Dídac Rodríguez Soriano, Eloi Compte Pérez, Fiona Saladich Vallribera, Gerard Fernández Guindos, Jordi Pinyot Grané, Lia Zuhero Piñeiro, Manuel Rucker, Mar Martí Adam, Mar Martí Torrecillas, Marc Sarraseca Julian, Maria Luque Casanovas, Martí Ros Fernández, Martina Bolós Villegas, Miranda Cavaller Carreras, Pau Ros Fernández, Pipe Ros Clotet, Queralt Llorens Delacruz, Rafa Ros Clotet, Sara Carreras Llorens, Sara Roy López, Sofía Hidalgo Psomas i Unai Llapur.

Given the relational limitations that apply, the dynamics are designed so that they can be put into practice in accordance with the indications of the [Lockdown relaxation plan of the childhood, adolescence and youth support services](#) of the Autonomous Government of Catalonia.

Through this initiative, along with the rest of the *fem tec!* activities, we aim to contribute to the range of useful materials available to accompany our young people in working towards their goals in life. We hope that you will find this publication to be of use, and enjoy the dynamics with your groups of youngsters.



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.



Giving a name to it: emotions

Dynamic G5D2



Aims of the dynamic

A
Identify emotions and situations that have triggered them.

B
Discover a number of resources to manage emotions and deal with uncertainty.

Summary of the dynamic

You will be identifying situations that have surprised you and giving name to the emotions they triggered, while also recognising resources to manage them.

Materials

- A4 paper in two colours (white and any other colour)
- Coloured pens, marker pens... Drawing materials
- Chalk (to draw on the ground)
- Copies of the appendix (one copy for two participants)
- Room to show a video (optional)

Session structure

01. Before you start
02. Giving a name to it. Let's get the dynamic started!
03. Restart! Resources
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 the [Youth Plan Office Spotify channel](#).



Key concepts

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

Emotion: Emotion is a mental state caused by chemical changes linked to the nervous system. Emotions arise spontaneously in response to an event, and last a short time. They help us to take decisions. They allow us to realise our thoughts and attitudes, and to change them where necessary.

Emotional reaction: When an emotion is triggered it generates both physical changes, such as expressions, and also new thoughts, and lastly behaviour. For example, when we are afraid we

may feel that our heart and breathing go faster, suggesting that there is some danger nearby, which could cause us to freeze, or to seek help.

Feeling: Feelings are the result of emotions. They refer to a state of mind, a mood. Feelings can be verbalised (in words), and last longer than emotional reactions. Feelings entail processes of reflection, in which people become aware of their mood and what they feel.

Positive emotions: These are pleasant reactions which generate a sense of well-being in a person and imply feelings of satisfaction. Positive emotions are hugely important in maintaining our physical and psychological health, because they help to reduce feelings of stress and anxiety. Meanwhile, they also prevent the emergence of negative emotions.

Negative emotions: Although they are useful because they give us information (about a danger, the fear of losing something...), these are emotions that cause us unease. It is important properly to manage these emotions because they can give rise to high levels of stress and anxiety, as well as problems of physical or mental health.

Emotional description: Putting a name to our emotions helps us to put them in order and better manage them, understand and rationalise emotions so as to interpret them. For example, knowing that fear is caused by a threat, and acting on it.

Emotional intelligence: This includes at least three skills: emotional awareness, or the capacity to identify and give a name to our own emotions; the capacity to make use of these emotions and apply them to tasks such as thinking and problem solving, and the capacity to manage emotions, which includes both governing our own emotions and helping others to do the same.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they identified the strengths they deployed during the months of Covid-19 in order to continue doing the things they like.

Next, explain to the group that today they will be sharing some of the emotions they have experienced during lockdown.

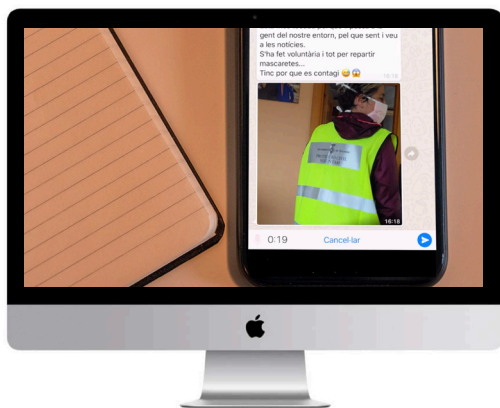
02. Giving a name to it. Let's get the dynamic started!

Before beginning the dynamic, hand out two sheets of white A4 paper to all the participants.

Begin the dynamic by watching the video **La Martina, el Martí i les seves pors! [Martina, Martí and their fears]**

[Pla Jove Diputació de Barcelona, 6:05]
<https://youtu.be/yb-a813S06Y>

This video shows a WhatsApp conversation between Martí and Martina, in which they share their concerns during lockdown, and how they overcome them.



- What does this video suggest to you? Did you identify with any of these situations? OK! We will be discussing this in today's dynamic.
- Ask the youngsters to sit in a big circle and divide each A4 sheet into four equal parts (eight pieces of paper in total, four from each sheet). On one side they will write an emotion, and on the other the situation or experience that made them feel that way during the Covid-19 lockdown. Some people might prefer to do it the other way round: recalling situations that impacted on or surprised them for some reason, and then linking them to an emotion.
- After about 10 minutes, as everyone is finishing off, ask the youngster with the smallest foot (or any other parameter) to share one of the emotions they have written. The activity leader will draw a circle on the ground, with the name of the emotion inside. The youngster will leave their paper there, and everyone else in the group who has written that emotion will also place their paper inside the circle.
- The next youngster around the circle will say another emotion and do the same (circle, name, and all the pieces of paper placed inside). And so on successively, until all the pieces of paper are in the corresponding circle.

- Once again, hand out two sheets of coloured paper to each youngster, with the list of emotions (appendix). Do the same, but without setting a specific duration.
- Once everyone is finishing off, ask the same youngster who began earlier to say one of their emotions and to place it in the corresponding circle. If it is a new emotion, draw a new circle. Continue until all the pieces of paper have been placed in the circles.

Reflecting on the dynamic

Before moving on to the reflection stage, ask the group: how did you find it?; how do you feel?; did you identify a lot of different emotions in the situations you experienced?; 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. **In general, did you find it hard to identify your emotions and put a name to them? Did you expect there to be so many circles?** Possible reflections: We don't tend to give name to our emotions. The group might indicate to begin with that they found it difficult to identify them, and that second time around, with the list of emotions, it was easier. Identifying emotions by their name helps us to internalise them, makes them more familiar, and easier to manage.

2. **What are your memories of the lockdown period? Is there any emotion that stands out?**

Possible reflections: To begin with, sensations from the surprise family predominated (shock, stupefaction, weirdness, impact, disconcertedness...). The sensation of living in an unreal dream or in a film. They probably note in particular moods such as boredom, apathy... or some might have memories with emotions mainly associated with sadness (grief, solitude, suffering, defeat, lethargy...) or fear (frustration, anxiety, uncertainty, concern...). That is to be expected: what has happened over the last few months is a new situation for everyone. The Covid crisis forced us to scrap many of our plans, giving rise to frustration. Uncertainty and unknown circumstances sound an alarm bell and activate emotions in the fear family. There may have been plenty of emotions in the disgust family (revulsion, aversion, repugnance, antipathy, unease...) because of the limited chances to escape from circumstances that they did not like, or finding that things were different from what they would have chosen.

3. **Is any of the circles fuller than the others? Do you think that during the lockdown negative emotions outweighed the positive ones? What memories do you have of moments of sadness or anxiety, and how were they resolved? Who did you share them with?**

Possible reflections: We all experience the same situations in a different way, and each of us has also experienced different situations. And so it is to be expected that they will have expressed a wide range of emotions. It is quite normal to have felt sadness, confusion, anger, stress, or even fear during the lockdown. Each of them will undoubtedly have an experience to share, and it would be good for them to do so: our lives underwent a sudden change, which everyone experienced in accordance with their personal circumstances. Lockdown was an unexpected situation which cut short many of



our plans, gave rise to uncertainty, nervousness, frustration, unhappiness, grumpiness...

Meanwhile, we were surrounded by worrying news: about the rising infection levels, people who were sick and dying, fear of infection, companies closing down... Because these are all elements that we could not control, they may have given rise to feelings of anxiety and powerlessness. There were undoubtedly a range of different strategies to overcome moments of unease and sharing them with a group not only makes you feel better, but can also help those listening.

4. When you did the dynamic for the second time, did you add any circles with new emotions? Which ones? What moments were you thinking of? Possible reflections: Some people will probably have focused in the second round on recalling situations after lockdown, evoking a host of emotions and experiences which were very different from during the lockdown. Or someone might say that the list inspired different moments from the first round, and that this helped them remember good times during lockdown, while realising that the negative memories outweighed the positives. As a society, we very commonly accentuate negative news: if you read the papers or watch the TV news, you will realise that there are far more negative news stories than positive ones. It may be that this reality shapes the way that we recount and remember things. They may also have expressed emotions from the love family (gratitude, tenderness, romance, passion...) or what we referred to as the relationship group (trust, satisfaction, compassion, altruism, gratitude, envy...), For example if they took part in a charitable project or experienced intense emotional ties to friends or family... Meanwhile, they will undoubtedly have found that, as the days and weeks have passed, their emotions have gradually changed in accordance with their

surrounding circumstances. They might even be experiencing a sense of euphoria or release under the new normality, as they are now able once again to meet up with friends and move about freely. This could be a way of feeling that "they are making up for lost time"...

03.

Restart!

Resources!

Watch Happy

[Pharrell Williams, 4:00]

https://youtu.be/ZbZSe6N_BXs



Original version by Pharrell Williams, a song that talks of happiness and has been viewed more than six hundred million times

1. What did this song make you feel? What emotions were triggered? Possible reflections: Everyone will have enjoyed it. The song makes people feel happy, content, joyful... Music is one of the things that makes us feel good, can improve our mood, have a positive impact and make us feel more able to manage our emotions. It is not only music that has such effects. Each individual uses different things: contemplation, sport, drawing, reading, dancing... It should nonetheless be borne in mind that just as a happy song can make us feel better, a sad tune can prompt melancholy.

2. When the song ended, how many people felt like dancing? (raise their hands). Do you think that is just because of the song? Possible reflections: Aside from the fact that everyone, to a greater or lesser extent will have gained a positive impression from repeatedly hearing the phrase "I'm happy", emotions are also contagious, like an epidemic: everyone feels happy and joyful at a festival, for example. It should nonetheless be borne in mind that you can be caught up not only in positive emotions but also negative ones (sadness, melancholy, anger...), such as the sense of sadness that comes over us when someone we truly care about tells us some sad news that has really affected them.

3. And before, during the dynamic, how did you feel when you identified the emotions? And when you explained them and listened to the others? Possible reflections: They will probably say that to begin with they were surprised, found it hard to get started... (as is to be expected: they were not used to it!), but little by little they started to feel better. Identifying emotions is the first step in managing them. When you feel bad, it is important to take a moment to observe yourself: that will help you give a name to what you are feeling and identify what is causing the unease. Sharing and listening to others is a way of managing our own emotions and helping others to improve their mood, above all to offload emotions that are causing them unease (although it also feels good to share positive emotions!!!).



4. When they looked back over the situations that triggered negative emotions during lockdown, what was their perspective? Would they experience them now in the same way? Do they think that they worried to the right extent? Or did they perhaps give more importance than the events truly merited?

Possible reflections: There will probably be agreement that over time we see things differently. Some might say that they would now be less worried, and that they would now take a more positive view of what had seemed like an insurmountable problem. Our perception of situations is shaped by our experiences and prior events, by the particular moment, our attitude, mood, tiredness... Learning to give due importance to each situation and to distinguish between problems that are important, urgent, serious, trivial, resolvable, etc. will help to deal with them better.

5. Does anyone want to share a situation that caused them particular stress, fear or anxiety, and how they dealt with it?

Possible reflections: Sometimes there are fears that you worry about and cannot control, about issues where you don't know whether they will happen (such as people you love falling ill, someone losing their job...). Such situations do not in any way depend on you, but can cause you to freeze, and stop you from helping. The better you feel, the greater your capacity to help. One way to do that is to focus energy on the here and now, on enjoying what you have. While you are worrying about things that might never happen, you are forgetting to enjoy the present. You also need to be aware that not everything will turn out the way you would like, that on occasion you need to be flexible in accepting situations as they arise.

6. During the dynamic you progressively identified resources that could be useful in managing emotions. Could you summarise them?

Possible reflections: Ideas will probably come out randomly. Compile the resources as

they arise: identifying and naming emotions, influence of music on well-being, doing things that make you feel good, sharing emotions and moods and talking to other people about them (and being able to listen, which will help others who need to share), being patient and keeping things in perspective (stepping back from events), living in the here and now, and acting flexibly. And remember that emotions are catching!

To round off, they can take a group photo with the emotional circles. This could be a good reminder of the dynamic, and it will be fun to find a way of making sure that everyone fits in the photo! If you post it on social media, remember to tag us! @joventutdiba #fem_tec

Summing up

For many of us the lockdown was devastating, or at least a significant disruption to our routines prior to the Covid-19 crisis. This generated unease, fear, anxiety... but also positive emotions (after someone got better, sharing moments of mutual support with neighbours and applauding health professionals...). Some of us experience these emotions with great intensity, to the extent that they caused us harm, prevented us from living our lives or resulted in difficult experiences.

This dynamic serves to recognise what we can do to decide how we manage emotions. When you feel bad and believe that a situation could be harmful, you can remember this dynamic: taking a look at yourself and give a name to the emotions you are feeling provides you with resources to face up to the situation with greater belief that you can overcome it.

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 @joventudiba.



Appendix (G5D2)

SURPRISE
astonishment
stupefaction
weirdness
admiration
disconcertedness

JOY
enthusiasm
happiness
euphoria
satisfaction
motivation

SADNESS
grief
loneliness
suffering
defeat
depression

FEAR
anxiety
uncertainty
concern
panic
scare

DISGUST
revulsion
aversion
repugnance
antipathy
unease

ANGER
rage
annoyance
vengeance
frustration
resentment

LOVE
gratitude
tenderness
romance
passion
trust

RELATIONSHIPS
trust
satisfaction
compassion
altruism
gratitude
envy



SURPRISE
astonishment
stupefaction
weirdness
admiration
disconcertedness

JOY
enthusiasm
happiness
euphoria
satisfaction
motivation

SADNESS
grief
loneliness
suffering
defeat
depression

FEAR
anxiety
uncertainty
concern
panic
scare

DISGUST
revulsion
aversion
repugnance
antipathy
unease

ANGER
rage
annoyance
vengeance
frustration
resentment

LOVE
gratitude
tenderness
romance
passion
trust

RELATIONSHIPS
trust
satisfaction
compassion
altruism
gratitude
envy

Concentric: relationships

Dynamic G5D3



Aims of the dynamic

A

Observe how they have managed their relationships during the lockdown.

B

Decide the areas where they want to maintain or strengthen new relational spaces resulting from the lockdown.

Summary of the dynamic

They will be performing a graphical analysis of their forms of relationship during lockdown, before and after, to decide what they want their relationships to be like in the future.

Materials

- Drawing and writing materials (ballpoint pens, marker pens...)
- A4 paper (two sheet per participant)
- Room to show a video (optional)

Session structure

01. Before you start
02. Concentric. Let's get the dynamic started!
03. Restart! Caution!
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 the [Youth Plan Office Spotify channel](#).



Key concepts

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

Social relationship: This is the interaction we have with others. Not all relationships are of the same intensity. Some are more superficial while others could be very intense. A distinction may be made between casual acquaintances, friends, classmates, relatives, girlfriends and boyfriends... These relationships may be positive and bring happiness (friendship, support, trust...), or negative, causing unease (criticism, disapproval, resentment, enmity, jealousy...).

Physical distance: The physical space between one thing and another. Now that the health authorities are advising us to keep our distance, this refers to physical distance.

Social distance: This refers to the interpersonal distance established between two people. Depending on the degree of trust, the distance may be increased or reduced. In psychological terms, social distance is considered to be fairly equivalent to physical distance: some people tolerate a narrower physical distance with the people they are speaking to, while others need a degree of space. Meanwhile, this distance will change depending on different factors: cultural, situation (formal, with family, among friends...), degree of familiarity...

Emotional distance: Beyond the physical space there may be between two people, one may also talk of another type of distance: emotional distance. Technology has shown that social distance can no longer be measured simply in terms of the physical distance between two people, but can also be measured by the relative number of interactions between them, and their quality. You can maintain close emotional distance with someone you do not see in person every day, and at the same time have considerable emotional distance separating you from someone who lives next door. The closest emotional distance you have is with the people you love and value the most, while the greatest emotional distance will be with those people who are the least important for you and your well-being.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they spoke about their ability to manage emotions and decide how a situation could affect them.

Next, explain to the group that today they will be sharing new ways of interaction that they have discovered during the lockdown. They might have enjoyed some of them, and decide to keep them going in the future...

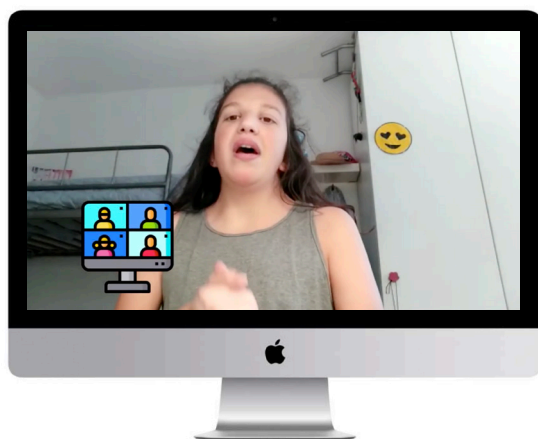
02. Concentric. Let's get the dynamic started!

Before beginning the dynamic, hand out coloured marker pens and two sheets of A4 paper to all the participants.

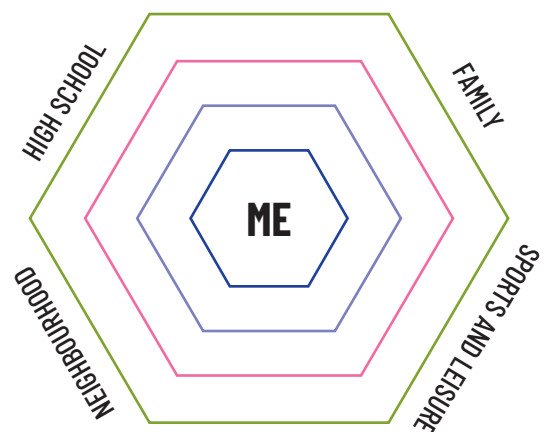
Begin the dynamic by watching the video Good health and good karma

[Pla Jove Diputació de Barcelona, 3:53]
<https://youtu.be/CVYqNEU3e5k>

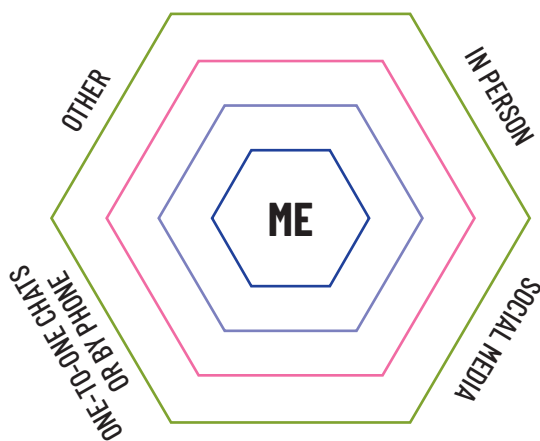
This video presents the opinions of a group of youngsters about communication during lockdown and how they view it in the future.



- What does this video suggest to you? Do you feel it represents you? Does anyone have anything they want to share?
- Next, ask the youngsters to draw four concentric figures (circles, pentagons, squares...) on a sheet of A4, and to write "ME" in the middle. They should indicate at the corners the areas of their relationships. The suggestion is "family", "neighbourhood", "high school" and "sports and leisure".



- They will have five minutes to depict within the graphic their relationships before lockdown. Assign people to the circles depending on their closeness to them: in the circle alongside “ME”, they should write the names of the people they have the most intense relationship with, and in the more distant circles, those who are simply acquaintances or that they might exchange a greeting with. Each of them should decide the people they wish to represent in their graphic.
- It may be that some people would be in more than one sphere of relationship (such as someone who lives nearby and is also your cousin, goes to your high school and plays on the same chess team). They can be repeated in all four spheres.
- Once everyone is finishing off, ask them to take another sheet and to draw the same concentric figures, with “ME” in the middle. This time they should mark in the corners how they communicate: “in person”, “social media”, “one-to-one chats or by phone” and “other”.



- Ask them to use this new graphic to position the people they related to during the lockdown, and how. Similarly, the proximity to “ME” will represent the intensity of the relationship, but this time they will be representing how they related to the different people.

Reflecting on the dynamic

Before moving on to the reflection stage, ask the group: how did you find it?; how do you feel?; what do you think of the dynamic?; what most struck you?; 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.

Ask the youngsters to look at the two graphics, and voluntarily share the results with the rest of the group:

1. Are the same people in the two graphics? Which one has more people in it? Do the same people from the first graphic also appear in the second, or are there any changes? Are there new people in the second graphic? How did it make them feel? Possible reflections: They will undoubtedly have noted a change in their relationships between the two periods: they will no longer have seen people from a school, sport or leisure context... and there will have been an intensification in the relationship with the family, neighbours, a more or less limited group of friends... They will probably have felt bad about not seeing some people... They may have discovered new ways of relating to their family... or some of them might have taken advantage of the period to find themselves, given the impossibility of sharing feelings with friends.
2. If you look at the first graphic in terms of the logic of the second, how did you relate to the people it includes? More in person than virtually? Did you relate to unknown



people? How did that make you feel?

Possible reflections: In general, there was an intensification of virtual communication during lockdown. Chat apps, online... They may have written comments on Instagram or TikTok to someone they don't know... Or may have posted images of themselves and received comments from people they don't know... or met people online that they share an interest with. Some people found benefits to this form of communication, while others discovered a new way of expressing their feelings, which made them feel good...

- 3. Taking the opposite approach, and looking at the second graphic with the logic of the first, were the same proportions maintained? Was there an increase in any area (such as family, neighbourhood, local shopkeepers...)? Was there an intensification of any relationship? Did you like that?** Possible reflections: Everyone experienced lockdown in a different way, which inevitably affected the world of relations. There will undoubtedly be a wide range of responses. The aim is to acknowledge the good features discovered as a result of all these changes.
- 4. In light of all this, how have their relationships changed? What new forms of relationship did they discover and like, and have decided to keep using after lockdown ends?** Possible reflections: There will undoubtedly be different rationales here, such as: they almost never used to see their neighbours, but now going out to applaud healthcare workers they see each other every day; they met new people through online gaming; they met in a Jitsi room and never knew who they would meet there; they chatted virtually with their family, which they had never done... Some people will undoubtedly previously have had mainly face-to-face relationships which are now virtual, new relationships... People they had little contact with, but where this became more intense during lockdown...

Continue trying to find the good things that they would like to maintain. For example: use a public forum in a virtual space (Jitsi, Meet, Skype...), make video calls more often, keep in touch with new friends...

- 5. And what are their relationships like now? Once you were able to meet up in person with your old friends, how did you feel? Did the difficulty of communicating during lockdown make you value face-to-face relationships differently? Do you think virtual relationships can be an alternative to seeing people face-to-face?** Possible reflections: Face-to-face and virtual relationships complement one another, but one cannot replace the other. We all feel disorientated when we meet people we love and can't give them a kiss, a hug, or even touch them. Infection or the possibility of infecting others may also give rise to fear. Wearing a face mask and maintaining the mandatory distance are uncomfortable, and give people the impression they cannot express as much as they used to, with a hug or a handshake. We are learning to express and value emotions differently: with a glance, with gestures of affection, looking for words... these are other ways of hugging one another without touching.



6. Could they imagine how the graphic would be by cross-referencing the two concepts: spheres and forms of relationship? To visualise this issue you can help them by drawing up a table with all the fields, filling each box with the name of people who match both variables. There will undoubtedly be people in more than one box! Looking at this box, how do you see your relationships in the near future? Is there anything you would like to change? Which spheres of relationship could be reinforced? How? Possible reflections: This box serves as a summary of the matters discussed during the reflection on the dynamic. Representing their relational world can

help visualise which relationships are most important and which they want to maintain. They can explore new forms of communication allowing them to keep group bonds strong, despite being unable to meet up in person.

Representing their relational world

	Neighbourhood	Institut High School	Leisure and sport	Family
One-to-one chats or by phone				
Face-to-face				
Social media				
Other				

03.

Restart! Caution!

Watch Cat Salut Health Announcement - Face Masks - Polònia

[Polònia TV3, 1:15]

<https://youtu.be/zHvtN3Cnmfw>

A video taking a humorous look at the use of face masks and how some people miss use them.



1. What did you make of the video? What about you? Do you always wear a face mask? What do you think of people who don't? Possible reflections: Some people might say that they are worried about infection and make sure they follow all the safety advice. In general, teenagers have a very low perception of risk. It would be worth reminding them that the danger of infection remains high once the state of emergency has ended. How would they feel if they were the ones who passed on the virus and caused people they love to fall ill?

These sensations gradually recede with time, and people might sometimes find it hard to remember the need for prudence. It is undoubtedly hard to acknowledge the danger of something that you can't see, above all bearing in mind that in the event of infection, it will take days to become apparent. You should take this opportunity to remind the group of the importance of following the prevention and safety instructions recommended by the health authorities: the importance of washing hands, properly wearing a face mask and maintaining physical distance.

2. How are you handling the issue of physical distance in personal relationships? Do you understand the differences between physical, social and emotional distance? Possible reflections: Physical distance is, for example, the metre and a half recommended to avoid infection. Social distance is how close we allow other people to get (some people are happy with physical closeness without feeling hemmed in, while other people prefer to maintain a certain distance from those they are speaking to). Lastly, emotional distance is what was represented in the first graphic: the closer someone is to the centre, the shorter the emotional distance from them.



Summing up

The onset of Covid-19 had a drastic impact on how we relate to our surroundings, because of the need to prevent new infections and because of the long lockdown period. We were forced to live in close contact with our immediate family, while at the same time having to learn to find our own space. We also found that technology is an ally in maintaining, and in some cases intensifying, contact with people who matter to us. This has made us feel we form part of a society with a shared goal, allowing us to realise the opportunity to acknowledge what we have in common with strangers. Acting with precaution and responsibility allows us to maintain the quality of our relationships while helping to avoid another mass outbreak.

The people we relate to change in every stage of our lives. It is to be expected that some bonds become stronger, while other people disappear forever from our lives. If a situation causes unease because of distancing, they can remember today's dynamic and seek out imaginative solutions to maintain emotional ties with the people that matter most.

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 @joventudiba.



Pathways: uncertainty

Dynamic G5D4



Aims of the dynamic

A
**Understand
uncertainty as part
of a process of
growth.**

B
**Visualise the process
of transformation
associated with a
crisis.**

Summary of the dynamic

They will be looking with hindsight at situations they have missed or that have caused concern during lockdown and the new normality.

Materials

- Room to show a video (optional)

Session structure

01. Before you start
02. Pathways. Let's get the dynamic started!
03. Restart! The present
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 the [Youth Plan Office Spotify channel](#).



Key concepts

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

Loss: Over the course of our lives we experience many losses which affect us to a greater or lesser extent. We might cause some of them ourselves, while others arise unexpectedly. This could mean breaking up with a girlfriend or boyfriend, losing a valuable object, a change of address, the death of a loved one, finishing school and many other events. In general, losses cause negative emotions (nostalgia, pain, sadness...), which help us recognise how important what we have lost was for us.

Emotional unease: In general, it would be fair to say that many teenagers are missing their “old lives”, are tired of following the rules of lockdown and the new normality, feel that it is hard to organise themselves, and need more personal space. We have during this period lived through a sequence running from tolerance to frustration to adaptation, and constant learning. Many people have sought refuge in virtual platforms offering TV series and films, where they can meet up with their peers, even if just by video call, and express themselves or feel a sense of unrestricted escape. Each of the youngsters has during this period experienced situations of uncertainty, worries and losses that have seemed huge to them. Emotional unease is the response in adaptation to such feelings.

Care, take care: We can take care of someone, something, an animal or plant, but may also care for ideas. What is most important in order to care for anything or anyone, though, is to take care of ourselves. One could say that the basic element of caring is listening to someone else: paying attention to them so as to be able to give them what they need. When we care for something we dedicate our time to it, setting aside other issues that might not be of such importance to us. Caring for something, for someone or ourselves shows that what is cared for has priority at that time. Care is also about loving, accepting, feeling, listening, understanding, accompanying, acting as a confidant... Caring for ourselves does not simply mean looking after our health and body (beauty), but also our emotions and thoughts. Feeling full of life and fully able to deal with whatever goals we set ourselves.



Kübler-Ross's stages of grief: A brief description of each stage is set out below:

- **Prior stage:** this is the period before the CRISIS, which in this case was the lockdown caused by Covid-19. During this period we lived with our daily routines, unaware of the crisis.
- **Covid-19:** this is the CRISIS or shock stage, the trigger of the change, when we begin to walk a new path, disrupting our previous everyday existence.
- **Denial stage:** this is how we feel after the shock. We find it hard to believe and accept what has happened, don't know where to go or what to do, feel lost and disorientated. People may utter phrases such as "it can't be true", "this isn't happening".
- **Anger stage:** at this point we feel angry about the unwanted situation and don't want to accept it. We are in a state of constant complaint, avoiding issues and not facing up to anything. We focus on the consequences of what is happening.
- **Depression stage:** this is the hardest stage, when we "reach rock bottom". It is at this point that we suffer for what has happened, realise the way things are, that we cannot change them, and the only option is to learn to accept them.
- **Acceptance stage:** This is the stage where we decide to face up to the consequences of the crisis. We begin to act so as to experience the current situation from a different position, with a new focus and perspective.
- **Transformation stage:** This is the final stage on the journey. We have learned about the crisis we experienced and have internalised and overcome its consequences. It is the final stage of acceptance, doing our best to continue with our lives, giving meaning to what we have been through and internalising it. We have grown through the experience.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they went over the personal lessons learned during Covid-19.

Next, explain to the group that today they will be looking back over situations that caused them worry during the lockdown.

02. Pathways. Let's get the dynamic started!

Begin the dynamic by watching the video A Stranger Things binge

[Pla Jove Diputació de Barcelona, 3:08]
<https://youtu.be/cfvNwYBBlwc>

This video shows a virtual meeting of a group of friends in which they share the losses they have suffered during lockdown. They talk about what they missed, and why. All in all they end up celebrating the fact that they form a group, supporting one another and getting by.



- What does this video suggest to you? Did you identify with any of these situations? Do you want to talk about it? OK! That is what they will be looking at in today's dynamic.
- Ask the youngsters to sit in a circle, and as the characters in the video did, they should one by one discuss the things that they miss and that they were upset about losing during the lockdown and the new normality resulting from Covid-19. These losses might include, for example, a graduation ceremony which had to be held online, the end of year party, sporting events, dances, parties, school activities, exchanges, summer camps, concerts, projects, new experiences that were denied to them, or simply not having their friends, teachers, relatives or other important people close to them. Each of them will make just one contribution, with as many rounds of contributions as are needed, for as long as the youngsters still have ideas to share.
- Once there are no more contributions left, ask each of the youngsters to choose one of the losses that they shared with the group: use this to reflect on the process that lockdown meant for them. This reflection will involve walking freely through space, each of them following their own pathway. Try to create a space for

reflection allowing each of them to connect with their situation as far as they wish. This will need everyone to remain silent, focused on their own pathway. Explain to the group that to allow them to concentrate better on their feelings, they will spend some of the activity with their eyes closed. They shouldn't worry as they are in a safe space and have you there with them, but if anyone feels uncomfortable, they can perform the activity with their eyes open. If anyone prefers to keep their eyes open, make sure they see that you are alert. If anyone shows unease you can approach them and put a hand on their back to calm them down.

- Once the youngsters are ready, begin the dynamic by telling them to let themselves go with the flow and take an introspective view as you ask a series of questions. The person leading the dynamic will accompany the reflection out loud, speaking slowly and calmly. Here is a suggestion of the text that can be used to guide this reflection:

“ So, if we are all ready, we will begin the dynamic by taking a calm, open stroll through space, each of you following a different pathway and respecting the others, without bumping into them. As you walk, focus on a situation prior to lockdown that brings you positive memories. It may be sharing a sporting activity, a gathering in the park, playing cards, going for a stroll, receiving some surprising news, listening to music that you like or winning at your favourite game on the PlayStation... A situation that brings you happy memories. Once you have chosen it, stop and try to remember the situation more clearly: where are you?; who are you with?; is it hot or cold?; what are you doing?; are you talking about anything?; how do you feel? Try to feel the bodily sensation that goes with the situation you are recalling. Continue walking. Breathe. Do you feel a tingling sensation anywhere in your body? That is a happy memory. Can you make it last longer? Do you feel good?”.

You can wait a few seconds for the youngsters to concentrate on their sensations, before continuing to speak: “The moment of lockdown has arrived. Sit yourselves down on the ground with your eyes closed and move on from the situation you visualised, towards the moment when you were told about the Covid-19 lockdown. Can each of you remember that moment from your own position? Where are you? Who are you with? What do you feel, knowing that today your school will close and you won't be returning for a few days? And when you're told that the lockdown will continue and could take months? Feel that sensation for a few seconds, and try to remember all the things that happened. Now, each of you take as long as you need to connect to the situation of loss that you chose for the reflection. Remember that you each have your own, which you chose from among all those you shared in the initial round. If you can't remember, you can think of something else. The idea is to connect with a moment in lockdown when you felt that you had lost something”.

Once all the youngsters are sitting down, continue: “Now you have connected with your loss, observe the pathway you have followed and where it has taken you. It may be that you are still on that path. To do so, remember first of all the moment when the loss happened: how did you realise?; what happened?; are you with someone else?; who?; what's going on?; did you lose the chance to have fun?; are you unable to meet up with someone you love?; does what has happened spoil a hope for the future? There is no right or wrong. All the ideas you think of are fine. There may be a wide range of situations. For each of you the loss is meaningful”.

Give them a few seconds in order gradually to connect with their loss, paying attention to the youngsters' reactions, to support them if anyone needs help in connecting with their unease. Continue asking questions from time to time, allowing the youngsters to generate their reflection: "Now you have connected with your loss, what most concerns you about what has happened? Does it cause you problems? What is most striking about the situation? Do you share it with anyone? What do they say to you? Do you feel you have lost something? Do you feel like you're in a film? Do you have the sensation that "it can't be true"? Breathe. Try to connect to the sensations that come over you: do you feel more in one part of your body than another? Where are your emotions concentrated? If you feel uneasy, remember that we are here with you. You can ask for help. We will now continue along the pathway to learn about this situation".

After a few seconds, continue with the reflection: "We continue along the pathway. A few days have passed. Has anything changed? Is what you have lost irreversible? How do you react to the situation? Does anyone help you? What is the worst thing about it? How do you feel? What emotions do you connect with? Each of you is experiencing your own stage of the pathway. Perhaps you feel frustration, annoyance or anger? If so, do you know what is causing that anger? Or maybe you feel sad? What is it that you feel sad about? Disappointment? Can you get it back? Why is this moment so hard? Breathe, open your eyes and walk with that emotion. How do you walk? Try to feel yourself at that moment, as you walk along".

After a few seconds, continue with the reflection: "Continue along the path as time goes on. Try to walk slowly now, to concentrate on the reflection. Do you feel afraid? Uncertain? Resigned? How? Walk and breathe with your feelings (wait a few seconds). The pathway continues. Do you see any positive change in the situation of loss you are remembering? What motivates you to keep

going? Do you have everything you need? What are you missing? Someone to accompany you? Continue on: is the sensation of anger or sadness fading? What emotions take its place? Do you feel able to overcome this situation? How do you manage it? How do you feel? Breathe and continue walking. Do you feel your emotions in the same part of your body as in the previous stages? Do you feel encouragement? Hope? Can you recognise what causes these emotions? Try to connect with the emotions you feel at that moment. Let the emotion flow through the way you walk".

After a few seconds, continue with the reflection: "The pathway continues and you can move on. Continue walking and see whether your loss at this precise moment means leaving something or someone behind. Do you accept that? Do you decide to find an alternative to retain the memory or the chance of recovering it? What is it? Could this situation help you to learn something. What does it offer you above all? Do you feel you have realised something new? What was the meaning of this journey? How do you feel now? What are you most satisfied about? Perhaps you feel gratitude for some experience you have had? Breathe, and without hurrying, find somewhere to sit down and enjoy this sensation for a few moments".

- **After a few seconds, depending on the group's state of concentration, say "stop" to end the activity.**

Reflecting on the dynamic

Before moving on to the reflection stage, ask the group: how do you feel?; 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 do you stop to think about the losses that lockdown caused you?** Possible reflections: We often associate grief with a process of death, but from this point onwards it can also be seen in many other situations, as in the video. Some of the youngsters might be surprised to discover that the process of grief that they visualised is a pathway they have experienced in many other situations.
- 2. Were you able to visualise yourselves following the pathway you experienced with the loss that you selected?** Possible reflections: Some youngsters will probably have been able to visualise things and will have realised that they still have a long way ahead of them or have already come a long way. It may be that they have made good progress to their current state regarding the loss they used in the reflection, but don't know how to move on. And there may also be some youngsters who could not connect. Respect their space, as some might not wish to express themselves, or it simply wasn't the right time for them to do this are dynamic and they didn't want to get involved. You may experience some resistance.

- 3. Did you manage to connect with the emotions you experienced over the course of the pathway that you visualised? Were you able to feel and walk with them?** Possible reflections: In response to emotional unease, recognising and describing emotions, and understanding them, are two essential tools in order to overcome the state. It will also help to focus on the present moment and try to understand what is happening in your mind and in your body, rather than focusing on the past (and the loss) or the future (and the fears and concerns it holds). Establishing daily rituals and habits can also help teenagers to deal with their feelings of helplessness, as it may give them a sensation of greater control over their lives.
- 4. How did identifying your pathway help you? And did you identify the ground you still need to cover?** Possible reflections: The fact of understanding grief as a process with different stages helps to control the pathway better, and to perceive and validate the journey followed, as well as getting ready to move on further.
- 5. While you were on this journey, did you also connect with other situations where you have followed such a pathway?** Possible reflections: Quite probably, although the reflection asked them to focus on a specific loss, they will have thought of other moments when they have been on a similar journey, and will probably remember situations they have already overcome. Invite them to take advantage of this experience to consider what they did at that time that helped them carry on. We can live our previous experiences as lessons learned, for ourselves or to share them and help inspire our peers.



6. Did you have any difficulty in defining the future steps to be taken into the next stage?

Possible reflections: It may be that they sometimes feel themselves lacking in energy, preparedness or willingness to think about how to overcome a situation. You can advise them to be patient and remain convinced that they have the resources to move forward. Now is the time to bring their initiative and creativity into play, to take active steps and, if necessary, ask for help from a classmate, relative, friend...

7. Do you find it impossible to complete the journey? Possible reflections: It will probably never be necessary to ask this question, as it will arise spontaneously. One of the youngsters will always raise the issue. This occurs on those occasions when our perspective and energy focus on the past, when we still have the whole pathway or much of it to cover. Remember that a loss begins a pathway which ends with a lesson learned. If they remember that and focus on the stage they are experiencing, they will find the way to move forward and, if necessary, ask for help.

8. What can they do with the lessons they have learned? Possible reflections: Reflecting and thinking about lessons learned calls for time and effort, and above all the willingness and courage to explore. But as they have seen, there are many lessons, many challenges, associated with situations of uncertainty. These challenges spur us on to progress towards a better version of ourselves, to continue growing. Highlighting everything that we have, to see how that can help us continue moving forward, will give meaning to everything we have begun. Experiencing uncertainty and change as an opportunity for growth will help to carry on exploring and dealing with new challenges.

03.

Restart!

The present

Watch

The present

[The present, 4:18]
<https://youtu.be/WjqIU5FgsYc>



The video shows how a boy decides to make a change in his life thanks to the gift of a pet. Both the boy and the pet use what they have available to map out a path to a new world of possibilities in the future. Watching the short film links the issue of loss and self-motivation and overcoming problems, which are essential in order to progress towards our goals in life. The puppy also plays an important role, as a motivating friend and the seed of change.

What did you make of the video? Do you feel that is linked to today's dynamic? Does anyone feel inspired by this video to make progress in overcoming some kind of loss? Would you maybe contact someone? Where would you like to begin?

Summing up

The Covid-19 situation has changed our lives and we have had to give up a great deal. We have lost many things, or even people. The coronavirus crisis is a challenge for everyone, but we can also find in it the opportunity to learn lessons, new perspectives, skills and maturity.

When something disturbs you and causes you emotional unease, you can remember today's dynamic: stop and observe what is happening, and how you feel. Remember that grief is a journey which can also help you find a way to overcome pain.

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.



Sure I can!: challenges

Dynamic G5D5



Aims of the dynamic

A
Become aware of personal resources to deal with and steer change.

B
Realise that through small changes they can overcome situations that seemed impossible.

Summary of the dynamic

They will be dealing with an apparently impossible challenge, and realising they have the capabilities and skills to overcome it.

Materials

- Adhesive, post-its...
- A4 paper (opcional)
- Room to show a video (optional)

Session structure

01. Before you start
02. Sure I can! Let's get the dynamic started!
03. Restart! Trip to Bali
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 the [Youth Plan Office Spotify channel](#).



Spotify

Key concepts

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

- **Fear of change:** Fear alerts us to an unknown or dangerous situation. Positively managing this warning helps to activate mechanisms to deal with changes and to approach them as a challenge. Fear can otherwise lead to denial and immobility.
- **Optimism:** A positive attitude, addressing any situation from a can-do perspective. It is the opposite of pessimism, a negative attitude which causes the perception of difficulties and obstacles to predominate.
- **Confidence:** The conviction of being able successfully to manage any situation, with the perception that our own abilities will allow us to overcome the barriers we encounter. This is the opposite of dejection, which amplifies the perception of limitations and obstacles, seeing them as insurmountable.
- **Initiative:** An attitude which addresses a new or unforeseen situation through a desire to seek out feasible alternatives. It is the opposite of passivity, expecting others to resolve things for us.
- **Motivation:** The attitude of wanting to do something. The driver of action. A lack of motivation can lead to passivity.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they recalled things they were unable to do because of lockdown and how they found alternatives, or were able to resume them under the new normality.

Next, explain to the group that they will today work in pairs to do something that seems "impossible", and prove that they can overcome difficulties. Hence the name of the dynamic: "Sure I can!". What they will be doing is to change their appearance, and their partner will have to uncover the changes they have made. These are visible changes! Put your imagination into it!

02.

Sure i can! Let's get the dynamic started!

Before starting the dynamic, hand out stickers and Post-it notes to all the participants (five, for example). Each of the youngsters can use any materials they want from their pencil cases.

- **Begin by asking the youngsters to pair up, face to face.** Tell them that they have 30 seconds to carefully observe their partner and focus on their appearance. After 30 seconds, say "stop".
- **Ask them to turn their back on their partner.** They will have one minute to make THREE changes to their appearance that can be seen. After a minute, say "stop".
- **The pairs turn round to face one another and have one minute to spot the changes in their partner's appearance.** After a minute, or once you see that all the couples have finished, say "stop".
- **Now ask them to turn back to back again and make SEVEN new changes.** Stress that they must be new, and they have to leave the three changes they made at the previous stage in place. They can't change them back until the dynamic is finished. Some of them might complain. To begin with they will undoubtedly be surprised and overwhelmed: "That's impossible!". You will need to encourage them and challenge them to manage it: "Are you sure you can't make any more changes? Remember that it can be anything that your partner can see. Take a good look at yourself and think...". If you see

any of the youngsters become discouraged, stressed or stuck, go over to them and whisper a few suggested changes, such as untying their trainers, putting one hand in their pocket, tying a knot in their T-shirt, spiking up their hair, putting their spectacles on their head, changing the position of their feet... Once you see that everyone is finishing off, say "stop".

- **Once again they turn face-to-face and need to identify the seven new changes that their partner has made.** There is bound to be laughter. You can offer positive reinforcement with messages such as: "Wow! You really have changed! I can see some interesting, original things here... And you said it was impossible? Well you've shown it wasn't, haven't you?". Once all the pairs have finished, say "stop" and ask them to turn back to back again.
- **They will probably be expectant. "What do you reckon? Can you make TEN more changes?"** They have to be new changes. Repeats don't count! Use your imagination!". Some may object. You can remind them that they said it was impossible before, but they still came up with some new changes... Suggest that they listen to the music, look at themselves and their surroundings and let their imagination take over. What changes can you add? Make as many as you can! If you see any of the youngsters become discouraged, stressed or stuck, go over to them and whisper some new ideas for changes, such

as a pen sticking out of their pocket, a sticker on their legs, writing something on a Post-it note and sticking it to themselves, a drawing on their arm, paperclips on their clothes, or anything they could do with the things from their pencil case... Once you see that everyone is finishing off, then say "stop".

- **Now, ask them to turn back face-to-face and spot the new changes that partner has just made.** "Count them up: how many can you list? Remember that the first changes are still there! You need to find twenty differences!".
- **Once everyone has been through their changes, again say STOP and ask them to turn back to back again...** "So, can you make TEN more changes?... Just kidding! Okay, we've finished: a round of applause!".

Reflecting on the dynamic

Before moving on to the reflection stage, ask the group: "How do you feel? Do you like your new look? Please don't undo it yet. Does anyone have anything they want to share?".

There will probably be lots of expressions such as "We found all the changes! That was fun! Look at the state of us!", and you can invite them to take a fun, unusual group photo with all the changes they made (which will not be easy while maintaining social distancing, but this is also an "impossible challenge" that they will overcome today).

The photo will serve as a reminder of today's experience, and to recognise that they have the resources to change things even when it might seem impossible. If you post it on social media, remember to tag us! @joventutdiba #fem_tec

For the reflection, watch Hair Love | Oscar® Winning Short Film

[Sony Pictures Animation, 6:47]

https://youtu.be/kNw8V_Fkw28



This short film shows the difficulties faced by a father and daughter in adapting to the mother's absence.

Invite the youngsters to sit in a circle and ask: "What do you make of the dynamic and the video we watched? What did they inspire in you? What most struck you?" 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. Do you think there's any link between the story of this girl and the dynamic we did today?

Possible reflections: The characters face an impossible task: combing the girl's hair. With determination, and taking the hair bit by bit, they manage it! In the dynamic they did the same. They gradually added changes bit by bit, and managed to change their appearance. In both cases the key lay in motivation, confidence, initiative and perseverance.

OBSERVATION: The film also includes the loss of loved ones and the fear of illness. Although this



is not planned, if it arises it would undoubtedly be a good idea to talk about it: let the dialogue take you wherever the group needs...

- 2. Did you identify any difficulty while you were doing the dynamic? What enabled you to overcome it?** Possible reflections: Everyone typically begins by taking items of clothing off. This often comes up against the barrier of embarrassment. What will happen if I can't take any more clothes off? What will people think if I do this or that..? This fear can help them to find new possibilities for change. Embarrassment or seeking the approval of others limits us and sometimes prevents us from achieving what we want.
- 3. When did you find it harder to think of new changes, when we went from three to seven, or from seven to ten?** Possible reflections: Most of them will probably agree that it was hardest from three to seven. They may say that all they thought of to begin with was taking off three items of clothing, and then realised there were more options, such as changing their posture, adding objects, drawing on themselves, etc., or drew inspiration from what others were doing. We often imagine there is just one way to overcome a challenge. If we look for other perspectives in tackling it, different responses are more likely to occur to us. To begin with it is more difficult, and little by little we gradually adapt and bring in new changes.
- 4. Can you imagine what would have happened if I had asked you to make TWENTY changes all at once?** Possible reflections: They would undoubtedly agree that it was impossible. When we try to get ahead of ourselves, are forced to come up with an answer straight away, or try to do everything all at once and can't, then we often freeze. It is better to address the challenges step-by-step, to make them achievable.

5. When you thought it was impossible, what helped you not to give in and to continue with the game? Possible reflections: One of the keys to overcoming a challenge is to have an optimistic attitude and the conviction that you can manage it. It isn't enough to know what you want. You also have to have motivation, and as you saw today, to mobilise other personal resources, such as self-confidence, persistence, tenacity, perseverance, patience, creativity, observation, communication...

6. Do you think that the lockdown meant a change in the way you experience and see things? How did you feel when lockdown began? And do you now see it differently? Possible reflections: There may be some comments, in particular regarding how they felt, and perhaps the difficulty of making the changes they would like to their lives or their surroundings. Some of them may also say that "it's always been that way", that "we can't change anything"... It is true that we can't change everything happening around us. Sometimes, such as now, we face unforeseen situations and have to deal with them. This can lead us to discover new opportunities or new ways of approaching life.

7. When the dynamic ended, how did you feel? Better than before you started? Possible reflections: Some will be surprised at how their clothes ended up looking, and we hope that most of them will say that they feel good or better than before they started! We feel good when we dare to push at our limits and overcome barriers, we feel good because we overcame the challenge we set ourselves.

03.

Restart!

Trip to bali



Watch

Trip to Bali

[Pla Jove Diputació de Barcelona, 4:05]
<https://youtu.be/bavE5zr2rCc>

In the video we see how the protagonist's plan gets derailed, and she initially begins to feel down. Over the days, having come to terms with the new reality, she progressively begins to cope and adapt to the change. Which results in her discovering a host of opportunities using her own resources.

Now that you have seen that you can make changes to things that seemed impossible, is there any change you would like to make in your life or in your surroundings, like the girl in the video did? Where would you like to begin? Suggest that the group have a think and, individually or in pairs, note down what they want to change, and where they will begin. Once the pairs have decided on the changes they would like to suggest, they will share them in larger groups (of four or six), and lastly share them with the whole group. As they share their ideas and suggestions, they will undoubtedly become more defined... Some might even be put into practice!

Summing up

Over the last few months we have seen that life means change and movement. Some changes we choose, others come upon us, and others surprise us. We had no choice about being locked down, or all the things that have happened as a result of Covid-19, because that didn't depend on us. What we can do from now on is decide to act in response to unexpected situations. Overcoming it will make us feel good and make us grow as people.

When you find yourself at a dead end, faced with a situation that limits you or causes you unease, you can remember today's dynamic: by accepting the challenge and looking at the problem from a different perspective, you will be sure to find some solution to move things forward.

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 @joventudiba.



Chameleons: opportunities

Dynamic G5D6



Aims of the dynamic

A
**Identify
different types
of response to
change.**

B
**Recognise the
opportunities that
a change can offer
them.**

Summary of the dynamic

They will be looking at things that they like, and the interests and talents they discovered as a result of lockdown.

Materials

- Drawing and writing materials (ballpoint pens, marker pens...)
- A3 paper (three sheet per participant)
- Room to show a video (optional)

Session structure

01. Before you start
02. Chameleons. Let's get the dynamic started!
03. Restart! Drawing the future
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 the [Youth Plan Office Spotify channel](#).



Spotify

Key concepts

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

- **Response to change:** Everyone reacts differently to an unforeseen or unexpected situation. In order to deal with a change it is essential to accept that what we were used to is no longer the same, or otherwise that what we expected to happen will not come about. This will demand a different response from us. Attempting to deny the change and continue doing what we were used to could cause us to lag behind and miss out on opportunities.
- **Opportunity:** We sometimes encounter situations that may be highly favourable in the present or near future, either in order to obtain resources or because they are moments particularly beneficial for our interests (hobbies, friendships...).
- **Willingness:** The attitude with which we address a specific issue, performing an activity or task, showing a desire to get it done. A lack of willingness, meanwhile, will make us less likely to succeed.
- **Resilience:** Our capacity successfully to deal with situations that are not as we expected (problems, unfavourable changes), by adapting to changes, cheering ourselves up and positively resolving problems.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they saw how, although things might sometimes seem impossible, they have the resources to overcome unforeseen situations.

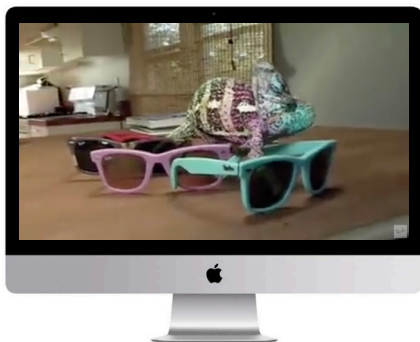
Next, explain to the group that today they will be reflecting on what they did before Covid-19, how they have adapted, and will be thinking about the future in a different way: by drawing!

02. Chameleons. Let's get the dynamic started!

Before beginning the dynamic, hand out three sheets of A3 paper and drawing materials to each youngster. They can also use any materials they want from their pencil case.

Begin the dynamic by watching the video Super Chameleon

<https://youtu.be/KMT1FLzEn9I>
[Ray-Ban Films, 1:52]



This video shows how a chameleon adapts to different situations without realising.

- **What did you make of the video? Why does the chameleon change colour?** The unanimous response will undoubtedly be "To adapt!!!". What about you? Do you think that you have acted like the chameleon to adapt to this new situation? Have you simply changed colour? There will

probably be a range of replies. To discover each individual's experience, use two sheets of A3: ask them to draw their regular hobbies on one, and on the other the things that they like that they were able to do during the lockdown. It may be that their regular hobbies remain unchanged, or they may have found new ones... Give them the time they need to do their drawings. The idea isn't to produce a great portrait, and 10-15 minutes should be enough.

- **If you see that any of the youngsters find it hard to get started or don't like drawing, they can give an explanation or write some keywords...** The idea is to be able to contrast their regular hobbies with what they did during lockdown. Emphasise that it is not how they represent them that matters, but what they want to explain. There will undoubtedly be new activities! Or some that they have done more frequently...
- **Once the group is finishing off, share each of their explanations about the activities they liked and were able to do during lockdown.** Are many of them featured on both sheets of A3? Is there much of a change between before and now? Are there any new ones? Invite the group carefully to listen to the contributions by the other group members, and add to their drawings if they identify with them.

03.

Restart!

Drawing the future



Watch the video drawing the future

[Pla Jove Diputació de Barcelona, 3:37]
<https://youtu.be/mPskSX8Blik>

In the video we see a number of young people explaining the opportunities that they have discovered following on from the lockdown.

- What does this video suggest to you? Is there any connection with the chameleon video? You saw that it changed colour every time its environment changed colour (through the glasses). What does it gain? The replies will probably be things like... "Not being seen, not getting eaten...". Exactly! And what can you gain through the new activities you represented in the second drawing? (The video they have just watched could inspire them to identify what they gain: feeling good, new opportunities for the future...)
- Set about detecting opportunities: maybe you discovered a new hobby that helps you to develop some skill or talent? Or simply that makes you feel good? Did you feel better (by helping someone, feeling more sustainable...)? Did you discover your vocation or what you want to study? Did you improve any of your skills? Which of the things that happened during lockdown bring you pleasant memories? Think things over for a while and represent that on the third sheet of A3.

- Once everyone has finished, they should share with the group the opportunities they discovered by showing everyone their sheet of paper. Guide the explanation with questions such as: did you find it very difficult to uncover opportunities?; what opportunities did you find?; did you find inspiration to guide your immediate future (studies, sport, new hobbies...)?
- Some of them may be at a dead end and have found no opportunities. There must be some! As a group, they should all ask questions to help them find some: did you discover a new interest?; anything that makes you feel good (helping someone, feeling more sustainable...)?; have you discovered your vocation, or what you want to study?; did you discover a new ability?; did someone say you are good at something?; that you have a talent for...?; were you asked to help in an activity?
- Lastly, they can take photos with the drawings they made. The photo will serve as a reminder of today's experience and the opportunities they uncovered. They might look at the photos some time later and see how they benefited from what they projected today. 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?; what do you make of the dynamic and the videos you saw?; did you like them?; what most struck you?; are you happy with the opportunities you uncovered?; 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 it go? Was it easy? Possible reflections:

when we take a moment to value what we love, what we want or need, we might feel strange or find it difficult to get going, above all if it is the first time that we have considered it. Some people might find that drawing their activities has helped them put their ideas in order. Some might even say that they realise that they had projects that were more clearly defined than they thought...

2. Did you discover anything new or surprising about your peers? Possible reflections:

drawing and sharing their hobbies and the things they are good at allowed them to discover the other members of the group from a different perspective. Activities performed as a group essentially remain the same, and they might not have had any chance to share other individual hobbies. Today's dynamic may have allowed them to discover new interests, and people to share them with.

3. Look at the third drawing (with the opportunities). Are you happy with the opportunities you discovered? Do you think that the dynamic proved useful? Did you find inspiration for new plans you hadn't thought of?

Possible reflections: lockdown forced us to adapt and to do different activities (or at least in a different way) from those we were used to. They may have discovered new things over the Internet (courses they could never have taken...), new hobbies, skills or activities that they liked enough to decide to keep them up, or that even gave them inspiration for their future (discovering their vocation, choosing or changing a course of study, joining a club...). The hope is that they discovered interesting hobbies and opportunities and that they enjoyed the dynamic!

Summing up

In life, as in the chameleon video, changes happen continuously. We might not always like them, and they don't always influence us the same way. Right now we are living through a period of exceptional change, and have nonetheless been able to adapt to a new way of life. We have also discovered that, despite the limitations that Covid-19 has imposed, we have been able to do things that we like and discover other new ones. Having no fear of changing as often as needed, and facing up to change with a positive attitude, looking for the benefits we can obtain, will help us to deal with the unexpected situations that await in the future.

Today you saw how to recognise new opportunities. If you ever feel disorientated, you can recall today's dynamic: identify and represent what makes you feel good so as to reach decisions for the future.

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!

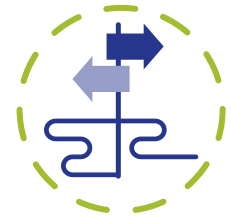
You can also suggest that either individually or as a team they share their impression of today's dynamic via social media, using the hashtag #fem_tec @joventudiba.





Odyssey: learnings

Dynamic G5D7



Aims of the dynamic

A
Reflect on activities, situations and experiences they have been through in the stages of lockdown and the new normality.

B
Identify lessons learned.

Summary of the dynamic

They will be building the map of their own Odyssey, sharing the experiences they have been through during lockdown and the new normality.

Materials

- Coloured chalk (or alternatively 10 metres of parcel paper and thick marker pens)
- Room to show a video (optional)

Session structure

01. Before you start
02. Odyssey. Let's get the dynamic started!
03. Restart! A unique spring
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 the [**Youth Plan Office Spotify channel**](#).



Key concepts

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

- **Learn to learn:** It is important to know how to flow through the learning process, to find the balance in the relationship between our skills and the challenges we face. If we become bored because we are too good at what we are trying to do, there will be no learning. At the opposite end of the scale, too great a challenge may cause anxiety. The optimal situation is to flow, to enjoy the learning process.
- **Willingness to learn:** Motivation is a fundamental element in the learning process. Curiosity and a willing attitude to resolve new situations will help in learning new lessons.
- **Self-confidence:** It is important to have belief in your own ability to perform a task or to choose the right focus when tackling a challenge. It will be easier, and generate greater willingness, if you have previously been successful in resolving a similar situation.
- **Self-knowledge:** Our successes and mistakes are the basis for new lessons learned throughout life. We grow and develop by internalising experiences and achievements along the way. Each new situation gives us a deeper insight into who we are.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they identified and represented what made them feel good, to recognise new opportunities.

Next, explain to the group that today they will be making a map of their own Odyssey.

02.

Odyssey.

Let's get the dynamic started!

Before beginning the dynamic, hand out coloured chalk (or as an alternative, parcel paper and thick marker pens).

Explain that for many of them, the days of lockdown and the new normality will have been a long journey full of adventures and difficulties. Today they are invited to draw a map of the Odyssey they have been through. To do that they will focus on situations and challenges they have overcome, positioning them in different areas:

- 1. The garden of discoveries**, representing new interests they have discovered during lockdown, such as a new YouTuber or a new series, a new online game, learning to do magic tricks, to make bracelets, draw comics, play the ukulele...
- 2. The forest of skills and abilities**, representing the new skills they had to deploy during the lockdown, such as cooking, doing the shopping list, cleaning, organising themselves...
- 3. The river of relational learnings**, representing how they have changed their relationships, such as communicating in a different way, spending 24 hours a day with their family, identifying non-verbal messages of communication, using tools like Zoom, learning new things...
- 4. The sea of emotional learning**, representing emotional situations they have identified during

this period. For example, a sense of losing control, accepting unforeseen events, the joy of getting some good news, satisfaction at a success (however small it might seem)...

- 5. The mountains of communal successes**, representing those activities or experiences in which they were involved to achieve a collective feat. Such as taking part at a food bank, helping to hand out face masks...
- **Ask them to form small groups (such as five youngsters) and use the coloured chalk to draw a map on the floor containing the elements that you have just described, arranged however they like. The idea is to draw an imaginary territory containing these five regions (the garden of discoveries, the forest of skills and abilities, the river of relational learnings, the sea of emotional learnings and the mountains of communal successes). They are free to imagine the relative position of the regions, and the size of each of them. If you are using parcel paper, they will need a large enough piece to be able to work comfortably (around 4 or 5 metres per group).**
 - **The map they have just created will be the platform for their debate and exchange so as to define the contents of each zone (in words, drawings...). To do so, the members of the group will share their experiences and progressively note down or graphically depict**



the learnings they have uncovered in the corresponding zone. Once they have made all their contributions and feel that their map is finished, it will be time to decide the name they want to give to each zone of their territory, based on the contributions represented (for example: the sea of calm, the mountains of solidarity...).

- Once everyone has finished, go through the different maps for each group to explain their territory to the rest, and the reason behind the names they have given to each geographical feature. This is an important moment, and it is worth spending enough time on it for them to share the experiences represented on each map. All the maps will be different, because their experiences were different: there is no single representation of this Odyssey, and no right or wrong maps. You are encouraged to take a photo of each map and the group of youngsters who created it. The photo will serve as a reminder of today's experience and the opportunities they uncovered. If you post it on social media, remember to tag us! @joventudiba #fem_tec

Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; how did the process of creating the maps go?; was any zone more difficult to represent?; 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. **Was it easy to uncover the learnings? How did you feel when you identified them?** Possible reflections: We don't often stop and observe how we feel. And so it might have been hard for them at the start of the dynamic, although as they progressed through it they will undoubtedly have found it gradually easier to define the lessons learned through shared experiences.
2. **Was any zone more difficult to represent? Or to name?** Possible reflections: Each youngster has had different experiences, indifferent personal and family circumstances. And so there may be a wide range of responses. In general terms, as the garden of discoveries is about identifying things that they like, and they might enjoy explaining and sharing, this could have been the easiest zone to represent. Meanwhile, the sea of emotional learnings was probably one of the most difficult, because we are not used to identifying, naming and sharing emotions. It will be of interest to be able to share among the groups the names they gave to each zone and to note how similar the content is, or is not.

3. What type of content did you represent in each zone? Possible reflections: If this did not come up when they were sharing the maps, it would be of interest to discuss some examples (in the forest of skills and abilities: recognise times when they felt they were making progress or discovering skills they weren't familiar with using, recognising the strength involved in trying to continue their lives despite it having been turned upside down, accepting unforeseen events, learning to view things from a different perspective, giving things up, being more flexible...; in the river of relationships: learning different ways of relating to others, distinguishing sensations between virtual and real life, keeping things in perspective, knowing how to value or recognise the help of others...; in the sea of emotional learnings: recognise the sensation of experiencing a lack of control, having time for introspection and to "think things over", identifying emotional experiences, learning to decide what matters to them, whether they are happy with their pace of life, if their lifestyle is as healthy as they would like...; in the mountains of communal successes: recognising situations where they felt useful, where they received solidarity or gratitude, feeling an awareness of being able to change things, helping to preserve the natural world...).

4. Are these zones of similar sizes on all the maps? Possible reflections: The importance given by each group to the lessons learned in each sphere is probably reflected in their representation. There are no right or wrong maps. They depict the experiences that each group has been through.

5. Did any group imagine how high the mountains are? Is the sea very deep? Is the river calm? Where is North on the map? What about the scale? Possible reflections: Representing elements on the map, aside from the geographical features that were suggested, means taking a global look of what they are

representing. It's like taking a step back and viewing their experiences over this period from up on high. You can encourage the youngsters to try that. This distance will help them analyse and recognise the opportunities they have experienced.

6. What can they do with the lessons learned? Possible reflections: Emphasising what we have learned helps us to give meaning to all our experiences. Uncertainty and change can also be an opportunity for growth and to learn new lessons, helping us to maintain our curiosity so as to take on new challenges and continue exploring throughout life.

03.

Restart!

A unique spring

Watch the video

A unique spring

[Pla Jove Diputació de Barcelona, 3:33]
<https://youtu.be/LnGfbgSitPM>

The video shows the creation of a symbolic photo album recording what different young people have learned and experienced during lockdown.

- **What did you make of the video? Do you feel represented by any of the youngsters' experiences? What did you learn by travelling across the map you created today? You should share contributions as they come up, and can invite each of them to explain the lesson they will take away with them.**



Summing up

Dealing with the crisis we are going through is no easy matter. The way we respond individually and as a society will be decisive in overcoming this stage as best we can. All situations in life offer us the chance to learn something if we are willing to recognise that. Just as in the Odyssey they represented today, the more intense the adventure of our life, the more opportunities we will have to learn. Overcoming new challenges makes us feel good and encourages us to keep going. They don't need to be major issues. As the girl in the video said, small actions can be really powerful.

When you feel uneasy and disconcerted in a situation, you can remember today's dynamic and remake the map of your Odyssey: which zone of the map do you feel happiest in?; which would you like to travel across?

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.

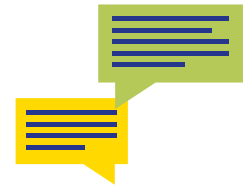
Simply listen to their responses, without commenting or giving any positive feedback: there are no wrong answers. To conclude, if they had fun or enjoyed how the dynamics went, they should give themselves a round of applause in celebration!

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.



Symbiosis: sharing

Dynamic G5D8



Aims of the dynamic

A

Discover how they can share their skills.

B

Understand the importance of asking for and offering help. Experience the sense of well-being from putting this into practice.

Summary of the dynamic

The youngsters will be setting up a circle of mutual cooperation, allowing them to share what they have to offer (abilities, talents, knowledge...).

Materials

- Very thick marker pens
- White and coloured A4 paper (five sheets per youngster)
- Room to show a video (optional)

Session structure

01. Before you start
02. Symbiosis. Let's get the dynamic started!
03. Restart! The cool blog
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 the [Youth Plan Office Spotify channel](#).



Key concepts

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

Empathy: Empathy is an ability of emotional intelligence which involves understanding others' motives and emotions. Empathy is synonymous with tolerance of difference: it is the capacity to understand or feel what someone else experiences within their context, in other words the capacity to put yourself in someone else's position in terms of their thoughts, emotions or physical sensations. This ability can be trained so as to foster healthy interpersonal relationships. It can also be applied to ourselves with the aim of questioning our own

value judgments or destructive self-criticism. Empathising does not mean agreeing with another person, which would instead be sympathising.

Assertiveness: Assertiveness is another of the abilities corresponding to emotional intelligence, and is the expression of healthy self-esteem. This once again demonstrates the importance of good self-esteem in winning respect for oneself in the event of abusive conduct, setting limits and defending our own rights.

Active listening: Listening is the most essential component in interpersonal communication skills, an active process involving a conscious decision to listen and understand the speaker's messages. Active listening means the deliberate intent to listen so as to understand another person, which involves not just the sense of hearing, but also observation, focusing on the other person's gesticulations, posture (indicating that you are paying attention and understanding the feelings involved), the ability not to interrupt the person you are listening to, not to get ahead of what they are trying to convey and accepting what they express without conditions (you will subsequently be able to make your own evaluation, but for the moment are listening openly and without pre-judgment). In receiving this "return", the person who is speaking typically feels more comfortable, and so communicates in a more straightforward, open and sincere manner. Empathy (the ability to put yourself in someone else's place, attempting to understand what they think and feel) plays a very important role in active listening.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they went over the personal lessons learned during Covid-19.

Next, explain to the group that today they will be reflecting on what they have to offer to those around them, and how those around them can also give them what they need: they will be setting up an exchange forum.

02.

Symbiosis.

Let's get the dynamic started!

Before starting the dynamic, hand out five sheets of white A4 paper, five coloured sheets, and a thick marker pen for each participant. They can also use any materials they want from their pencil case.

Begin the dynamic by watching the video

Kindness Boomerang «One Day»

[Life Vest Inside, 5:42]

<https://youtu.be/nwAYpLVyeFU>

This short shows how a friendly and understanding attitude spreads through the community and ends up benefiting those involved.

- What did you make of the video? Share contributions as they arise, and discuss how the video shows some people's willingness to help others (rather than simply passing by without doing anything). This is a good way of looking at life, but we can also go further, with more specific and lasting acts. For example: I like playing the guitar and am pretty good at it. My neighbour told me he would like to learn. I am now teaching him on Sunday afternoons.



- In the dynamic they will practise how to set up a circle of cooperation. They should sit around the space, using the centre to share what they can offer. Each of them will write on the white sheets of paper (in large letters that can be read from a distance) up to 5 things they can offer (such as teaching someone how to juggle or skateboard). On the coloured paper, they will write up to 5 activities where they would like to receive help (making fun videos, taking impossible photos, doing better magic tricks, learning more jokes, learning to cook exotic food...).
- Decide who will take part first: they will stand in the centre of the circle and read one of their requests out loud (such as getting a Brawler in Brawl Stars). Anyone who shows interest in this activity (someone who is really good at Brawl Stars and wrote it on their green paper) will stand up to offer them assistance. Place the sheets of paper on the ground like a game of dominoes, to begin a circle of cooperation (request [white] - offer [green] - another request [white]...) and exchange the roles: the one who obtained help returns to their place and the person who made the offer now sets out their request.
- There may be some activities that are offered but in which no one shows an interest, or vice versa. In this case, if there are still activities to be shared, then start a new line of cooperation (someone goes to the centre, leaves a sheet of white paper setting out a request...).



- Once all the papers have been placed on the ground, look for any activities that have been left unmatched, and try to find a place for them. For example, one youngster says that they would like to practise conversation in English, and no one has offered that activity: see if they know anyone, an organisation, search online... to find a solution.
- Did you notice anyone offering things that you are interested in, or who you could lend a hand by sharing what you are good at? Now that they know the different skills, knowledge, information or advice they can receive, it's time to share the interests they have in common!
- Once all the suggestions have been paired up, before embarking on the reflection, take a group photo inside the circles of cooperation. This could be a good reminder of the dynamic, and it will be fun to find a way of making sure that everyone fits in the photo! If you post it on social media, remember to tag us! @joventudiba #fem_tec

Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; did you discover any interests or abilities that surprised you?; 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 realised you could offer to help someone?** Possible reflections: We might imagine that no one needs our support or help. When we are given the chance to talk

about it with other people, we may discover that someone needs a hand with something that we know how to do, are good at or understand. Being able to help another person, to realise that we can be of use, can generate a positive impact, makes us feel better, empowers us and lets us grow.

2. **Do you often ask for help when facing a problem? How did you feel when you found someone who could help you?** Possible reflections: It's not the same to receive help after asking for it and specifying precisely what you need, as to receive it when you have not made a specific request. We live in a culture where asking for help is seen as a sign of weakness. It is a good idea to say that you need help when you think that someone could lend you a hand. If you don't express that, if you don't talk about it, then maybe no one will realise they could help you. That could make you feel bad. Meanwhile, receiving help when you need it makes both you and the person offering the help feel good. Meanwhile, understanding how to realise who needs help and what you can offer them altruistically will help build stronger bonds within the group.
3. **Did you discover any abilities, interests, skills, talents... that surprised you in any of the other group members?** Possible reflections: Offering and asking for help builds a connection with the people lending support. Activities like this create a forum of empathy and proximity helping us to understand ourselves better, forging new bonds and improving cohesion. We called this activity "symbiosis" in reference to the relationship that maintains a group structure, above all in terms of tasks, including mutual benefits among the members.

03.

Restart!

The cool blog

Watch

The cool blog

[Pla Jove Diputació de Barcelona, 3:56] <https://youtu.be/XUC-Qib7Atw>

The video shows a conversation between two friends complaining about the apathy and impotence they feel during lockdown. The needs of one of them trigger a support chain made up of small tasks. This prompts them to set up a project together.

- **What did you make of the video? And have you ever taken part in any support network? Would you like to get involved in a project like Mar and Álvaro's, or to set one up? During the lockdown everyone will undoubtedly more or less have received or otherwise offered to do simple tasks. When thinking about what they feel capable of as a group, embarking on a project such as the blog in the video, it may seem impossible. They should remember that if they all work together they have a great many resources, and if they set their minds to it they can achieve great things. They can also look for projects where they can share everything they know how to do, where they have expertise or talent.**



Summing up

Over recent weeks we have seen numerous examples of support networks among relatives, neighbours, at school... They have been set up spontaneously when someone has expressed a need that someone else can fulfil. It may be that they have also cooperated, and it made them feel good, made them feel part of a community, closer to the people around them (neighbours, local residents, relatives and friends).

If you feel that you need help, you can remember today's dynamic and look for someone who can lend you a hand. Asking for help doesn't make us weaker, but makes us more effective: with the support we get we will be better able to achieve what we want. At the same time, it's good to be aware of the needs of others: there must be resources, talents, skills that you have... and could share. Meanwhile, working together with others makes us feel good, and if we all set our minds to it we can create a highly beneficial circle of cooperation.

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.



Let's act!: initiative

Dynamic G5D9



Aims of the dynamic

A
Reflect on their ability to influence society around them.

B
Become aware of the small actions they can make to help improve the world they live in.

Summary of the dynamic

Produce a video to support a charitable initiative.

Materials

- Room to show a video (optional)

Session structure

01. Before you start
02. Let's act! Let's get the dynamic started!
03. Restart!
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 the [Youth Plan Office Spotify channel](#).



Spotify

Key concepts

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

Teamwork: The results obtained from the contributions made by different people, cooperating to achieve a shared goal in which they all contribute their talent in working towards the same purpose. The outcome of such interconnected work is greater than the mere sum of the results obtained through the individual efforts of each member.

The following are important requirements for teamwork:

Communication: It must be possible to discuss, exchange ideas, set out individual perspectives, agree how to perform the task, establish the basic operational principles...

Coordination: Properly organising the work is fundamental, as all team members need to work in coordination.

Confidence: All the members of the team need to trust one another. Respect for others will be vital in the team's success.

Commitment: Each member of the team must be committed to the team's goal, with the idea of contributing all their efforts to achieve that. Remember that teamwork is based on the interconnected efforts of all members. If one of them drops out, that will affect the whole group's work.

Complementarity: Each one contributes their capacities, abilities and talents.



Although teamwork and group work may seem to be the same, they are two different systems to achieve a result.

Group work

Teamwork

Shared interest →

Shared objective

Divided work: each individual is assigned a part of the work →

Coordinated work: each individual contributes their talents and abilities so as to achieve the shared goal together

Independent work: each group member performs their task →

Interdependent and complementary work: all members of the team perform the task jointly

Each one acts as they see fit →

Someone needs to take the lead and coordinate the team

If one person in the group is missing, the work can still be done →

If one person on the team is missing, the work will be significantly affected

Group work = sum of the efforts of each member of the group →

Teamwork > sum of the efforts of each member of the team

Each person in the group is individually responsible for the final outcome (their part) →

All members of the team are jointly responsible for the end result



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they talked about the benefits of cooperation and the importance of asking for help when they need it.

Next, explain to the group that today they will be undertaking a collaborative project for a charitable initiative.

02.

Let's act! Let's get the dynamic started!

Begin the dynamic by explaining that the Covid-19 lockdown has served to highlight people's great capacity for creativity through the initiatives launched with the aim of helping to improve the world we inhabit. Are you aware of any such initiative? The youngsters in the group will surely know of some initiative, but otherwise they can discuss your suggestions. There is no need to address this in depth, but simply to give a few examples of how projects born out of small actions have achieved considerable reach:

- **Networks of citizens offering mutual**

support: neighbourhood associations have organised to help the most vulnerable, do the shopping, cooking...

- **Stayhomas:** three flatmates who during the lockdown set about composing and playing songs from their balcony to cheer up and enliven the days of confinement.

- **3D printers:** many establishments helped out by printing PPE equipment using designs validated by the healthcare services.

- **Cloth face masks:** groups of volunteers have been set up all around to sew face masks, gowns and other healthcare clothing.

- **#MúsicaQueCura:** an initiative which involves sending personalised songs to people in hospital, in a care home or at home.
- **#Cartesambcor:** through this project, children have sent letters, videos, photos and drawings to hospitals as a show of affection for people affected by Covid-19 and to cheer on the healthcare staff.
- **Pinta la pinça:** an initiative promoted by Arlet, a seven-year-old girl and her father, who following the death of her two grandparents from coronavirus, decided to raise funds to research Covid-19, by asking people to post photos of painted clothes pegs on their Instagram channel.
- **#JoCorroaCasa:** an initiative to raise money by taking part in a charity race at home.



Today we invite them to make an advert to publicise or raise funds for a charitable initiative (one of those you have just explained, or any that the group might choose). The idea is to use their mobiles to make a short video, lasting at most a minute and a half (best to be flexible...). To do so, invite the group to split into two teams, each of which will make their own advert.

We suggest a few tips you could give them:

1. It would be a good idea to appoint a leader to coordinate the teamwork.
2. They will first need to decide which campaign to support, and find out enough information to encourage people to contribute.
3. The tasks should be allocated to the different team members according to their skills and interests. Each of them should have a job or a role they feel comfortable with, and should be capable of performing the assigned task. These could include: drafting the script to present the campaign they are supporting, what the money is for and how it will be collected, thinking of a phrase to motivate people to contribute to the campaign, recording the ad, recording and taking "making of" photos, publicising it... The "making of" photographs could be a good reminder of this dynamic. If you post it on social media, remember to tag us! @joventutdiba #fem_tec
4. As there will not be much time available, they will need to film it in one go, pausing the recording between each take. It would be a good idea to have more than one youngster filming, to make sure it works out. If you want to see some examples of videos filmed like this, you can watch this [selection of videos](#) produced by youngsters at a workshop at the Guillem Catà High School in Manresa.

To finish off the activity, it will be important to allow some time for each group to show their video and explain the creative process. It would also be good for them to receive some positive feedback from the other participants.

NOTE: We would encourage you to share the resulting videos through the [Success stories](#) section of the fem tec! website. You can send the link to your videos to opj.femtec@diba.cat

Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; 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. **Did you find it hard to decide which campaign to work with? How did it go? Was it hard to organise yourselves?** Possible reflections: The habits of teamwork will be fundamental in reaching agreements. In the process of their discussions and choosing a leader, different roles that each of them would like within the group will emerge. When they began talking about it they will probably have found it a little difficult, until they gradually came upon different options and ideas to select the campaign. If they were not used to teamwork, they may have found it hard to get started, and some might even have followed their own path... Teamwork is also something that is learned through practice, and as they get to know the other members of the team. What matters is that the youngsters should realise that as



a team they achieved the task much more efficiently than if they had tried to do it on their own (when they might not even have managed to get the job done).

2. Are you satisfied with the video that your group made? Possible reflections: We hope that everything will have gone well, and in general they will feel a sense of satisfaction. It would be good to acknowledge how gratifying it is to share their success after the team has achieved their goal. Some of them might also feel unhappy with the end result, and suggest how it could be improved on. That's fine! They made the ad in a very short time. It was a real challenge! It is fine for them now to make accurate observations and think about how it could be improved. Accepting that we can improve allows us to develop and advance.

03. Restart!



Watch #LivingForOthers: Six stories of youth volunteering

[International Youth Cooperation - IYC channel, 1:01]

https://youtu.be/_oUeJ4Wqh-0

This video explains the charitable initiatives of six youngsters in a wide range of contexts.

What did you make of the video? Do you think that we all have the capacity to influence our surroundings? Do you think that we can help improve the world we live in? Today we saw that small actions can generate a positive impact on our surroundings. There are at least two essential factors to achieve this: have an idea and put it into action. If we also add in the capacity to observe what is going on around us, an interest in taking on new challenges, belief, initiative, motivation, enthusiasm, commitment, passion, drive... the results can be outstanding, and will undoubtedly encourage other people to help out.

Summing up

Over the last few weeks we have all seen numerous charitable acts put into practice in simple, everyday contexts... and that have generated a positive impact on society and helped increase people's well-being. There are changes that we can bring about ourselves, through small actions to influence or drive forward activities that add to social well-being. In order for these great ideas and initiatives to take shape, someone needed to stand up and take the first step.

When you come across an event or situation that you don't agree with, you can remember today's dynamic, and the fact that you have what it takes to be agents of change: great ideas, and above all the capacity to take action on your own or to seek out alliances and partnerships to get the job done.

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 @joventudiba.



Don't hassle me: critical sense

Dynamic G5D10



Aims of the dynamic

A

**Take a critical view
of the information we
receive.**

B

**Review which messages
we spread, and reflect
why we do so.**

Summary of the dynamic

Review the concept of "truth" and how fake news spreads.

Materials

- A3 paper (one sheet per participant)
- A copy of the appendix for each participant
- Writing materials (ballpoint pens, marker pens...)
- Room to show a video (optional)

Session structure

01. Before you start
02. Don't hassle me. Let's get the dynamic started!
03. Restart! Manual so they don't leak it to you
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 the [Youth Plan Office Spotify channel](#).



Spotify

Key concepts

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

Critical thinking: When we receive information it is important to analyse it, question it, and form our own opinion. We cannot expect absolute “truth”. There are as many “truths” as there are people. We can progressively refine our judgment, asking and questioning ourselves about the information we receive (the channel we received it through, who said it, the arguments employed...) and compare it against other sources.

Fake news: This is false or falsified information. It often refers to facts that are fake or have been altered while maintaining a degree of truth. Fake news has a concealed aim: it may be to make money (economic objective) through advertising (attracting clicks or visits), to discredit a person or institution, or promote certain ideas. It essentially spreads via social media, although such items are sometimes published by renowned international media outlets, without first confirming the news.



Disinformation: The ease of Internet access provided by smartphones is a great resource for communication and for a host of different activities, but alongside the emergence of social media, has also served as an element facilitating disinformation. The ease of online access and publication means that fake news spreads at great speed, generating confusion, and even potentially creating the illusion that an opinion is a genuine fact, or that a lie repeated a thousand times is perceived as the truth.

Post-truth: The circulation of and access to a huge amount of information with levels of accuracy ranging from true to false, along with half-truths, deceitful trows, falsehoods with details that are true, truths with details that are false... may generate a climate of mistrust regarding the information we receive. The concept of "post-truth" refers to a political and social context in which it doesn't matter if something is true or false, so long as it seems plausible.

Source of information: The Internet has allowed new sources of information to emerge aside from those that traditionally have enjoyed a monopoly (the media, governments, institutions...). Citizens who are direct witnesses of events can become reporters of what is happening around them. This has positive consequences, such as the increased opportunities to check the information we receive

and recount events that might not be in the interest of the media. But there is also a negative side: the huge amount and diversity of information available makes it difficult to determine which version of the facts is genuine. Each source recounts the news according to their own interests and information criteria. Which means that our vision of current affairs may differ depending on where and how we source information.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they talked about their capacity to promote and get involved in charitable initiatives.

Next, explain to the group that today they will be focusing on how communication can influence us and make us believe things that may not be true.

02.

Don't hassle me. Let's get the dynamic started!

Begin the dynamic by watching the video What are Fake News?

[ComputerHoy.com, 2:18]
<https://youtu.be/SEQhQeYsLII>

This video gives a brief explanation of what fake news is. It will serve as an introduction to the topic of this dynamic.



What did you make of the video? This will most probably arise spontaneously in conversation, but you can otherwise ask: so, have you been following the news much recently?; where did you get your information?; have you noticed any fake news? There will probably be all kinds of responses, from those who prefer not to watch the news so as not to hear the same things over and over, or because they get anxious hearing disturbing news, to those who have heard so much contradictory information as to question the accuracy of the news and to seek out reliable sources. They will in fact today be talking about fake news and critical sense.

- **Begin by talking about truth and lies. Do this by using an excerpt from the poem “The Two Lanterns” by Ramon de Campoamor (1846), included in the appendix.**

*“For in a treacherous world
nothing is truth nor lies:
all depends on the colour
of the glass through which we look.”*

- Have you ever heard this expression? Do you think what the poem says is true? Do you find it relevant now? You can discuss the different opinions that have always existed, and the fact that the text is seen as so true that some people talk of “Campoamor’s law” to mean that someone has given a skewed interpretation to some issue. In any event, as the poem says, nothing is unchangeable and all depends on our perspective. There are also other possible interpretations. The poem reminds us that if something disturbs us, viewing it from another point of view can make us less concerned. And also that if others don’t understand our position (or we don’t understand theirs) it is because they are looking through a different coloured glass (if we try to look through the same glass as other people, we will be empathising with them, making it easier to reach agreement).

- **SCALE OF CERTAINTIES.**⁽¹⁾ In the appendix we suggest an activity known as the “scale of certainties” If we follow Campoamor’s law, nothing is entirely certain, but we do have arguments that can help us to determine the certainty or uncertainty of information. We essentially use four types of argument, as summarised and exemplified in the appendix:

Authority: It is true because a reliable person or institution asserts it. For example: “The car won’t start because the mechanic says it needs fixing”.

Model: It is true because it corresponds to what we know about why things happen. For example: “The car won’t start because it has a locking device which can only be deactivated by inserting the ignition key”.

Data: It is true because it is supported by data or statistics. For example: “86% of cars won’t start even if the contacts are hotwired”.

Habits: It is true because it is the typical dynamic. For example: “In films you always see that cars start when they are hotwired”.

⁽¹⁾The scale of certainties is an original idea from the [CalamarsGegants node of Betacamp17](#), subsequently developed by [Jordi Domènech](#) and adapted from the [Myth Hunters node of Betacamp19](#).

- Ask the youngsters in pairs to put the ten phrases in the appendix in order on the table, indicating the reason they used to do so, and the type of argument involved. They will find their mobiles useful to look for arguments. Next, in small groups with one member from each pair, they should share their tables. It may be that after sharing their arguments some of them want to change the order of their propositions...



- After a few minutes, share the results. Did you agree as to the order? There is no one single order for this table. One suggested ordering would be:

Scale of certainties

VERY CERTAIN	WHY?	TYPE OF TRUTHFULNESS ARGUMENT
1. The global temperature of the planet will continue to rise.	The TV news often tells us that the United Nations and panels of experts warn about this issue. It is also demonstrated by data showing the change in average temperature over the world.	Authority / data
2. Tomorrow I will get up at the same time as today.	I get up at the same time every day, but I might oversleep...	Habits
3. Everyone I meet tomorrow will be wearing a face mask	Everyone I meet wears a face mask because it is mandatory, but someone might not be wearing one. There are exceptions...	Habits
4. Tomorrow I will have salad for lunch.	We very often have salad at home for lunch or dinner.	Habits
5. If I toss a coin it will come up heads.	Statistically, a coin will come up heads half the times it is tossed.	Model
6. Barça will win the Spanish league.	Over the last 40 years, Barça have been league champions 17 times.	Data
7. I will win an all expenses paid weekend at Disneyland Paris.	I don't often take part in lotteries, but I will online if it is free.	Model
8. Extraterrestrial life exists.	Scientists are looking for evidence of life on other planets. So far they have not found any.	Authority
9. A coronavirus vaccine will be discovered tomorrow.	Researchers in the field explain that we are very unlikely to have a vaccine soon.	Authority
10. I will never die.	As far as we know, everyone must die. No one has been known to live for more than one hundred and fifty years.	Model /data

NOT AT ALL CERTAIN

- There may well be differences, because there are phrases the certainty of which will depend on each individual's personal habits and the decisions of other people. So who is right? There may be more than one reply for some of the propositions, as they will depend on each individual's habits. For others, where there are scientific arguments and data to back them up, the discussion will necessarily focus on the arguments and data available. But make sure not to overlook Campoamor's law: there are few absolute truths and lies, and all depends on the glass you look through. The force of the arguments will help tip the balance as to whether we believe or reject an assertion.
- So why does fake news exist? As we saw in the video, this type of news travels via the Internet, where it is very easy for it to spread without people stopping to consider its accuracy. There may be major interests behind it, that want it to spread widely.
- We will now look at the level of difficulty in detecting fake news. Once again in pairs, look at the hoax debunking website <https://maldita.es/malditobulo> and go over the news stories that most attract your attention. Try to look at 10 of them at least out of the whole group. To do so it will be a good idea to take into account the main information manipulation strategies contained in the appendix. They will then be sharing their conclusions.

Main information manipulation strategies



Invented content.



Audiovisual content with the original doctored.



Presented as a different time or place.



Headline does not reflect the contents of the news item.



Relevant information omitted.



Opinion presented as fact.



Use of anecdotes presented as a general rule.



Use of assertions by "pseudo-experts".



Use of messages from unprofessional sources (blogs, social media...).



Use of humour, parody or satire as if it were real news.

This table forms part of the output of the [Myth Hunters node of Betacamp19](#), which provided our inspiration in devising this dynamic.

Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; were you surprised by any of the fake news you found?; what do you think of it?; 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, on seeing the quantity and type of fake news that is published? Did you find any stories that were familiar or surprising?** Possible reflections: This will of course depend on the news items appearing on the website that day, but there will probably be some story about an individual or topic that is familiar or striking. The aim is basically for them to familiarise themselves with the website so they know where they can turn if they have doubts about any information.
- 2. Which of the strategies from the table were used? Did any of them predominate?** Possible reflections: As in the previous case, this will depend on what stories they find. In any event, there will undoubtedly be examples of the various strategies of information manipulation, confirming that if they are familiar with these strategies, a critical perspective as to information can give clues as to whether it is faked or not.
- 3. What might the intention be behind the manipulation you detected?** Possible reflections: Most of the fakes debunked on the Maldito Bulo website have an economic or ideological aim behind them. Beyond looking

for the specific reason behind spreading these news items, it is important to raise the youngsters' awareness as to deciding whether they should believe such information without questioning it. And even more importantly, whether or not they should spread the news, by posting it to social media, while understanding that this is precisely what the hidden interests behind the disinformation expect them to do. Such information is often dressed up with elements of humour, uniqueness or surprise, emotions which we enjoy sharing. Forwarding a WhatsApp message or posting it via some other social media platform is very easy to do, and people barely think twice about it.

- 4. Did anyone enter the "La Buloteca" hoax archive? Do you know what it is? Do you think it is useful?** Possible reflections: When faced with suspicious information, anyone can send it to the [Buloteca](#) to be verified. The Maldito Bulo team investigate it and publish the result on their website (in Spanish). This is a way of helping to combat disinformation.
- 5. Are they aware of the volume of fake news circulating online?** Possible reflections: People might imagine that fake news appears on dubious media websites, and that as they do not use them, they are not affected. Quite the opposite is true: many of the videos people receive as fun clips or messages on WhatsApp, TikTok... may contain such information. Beneath their completely harmless appearance, they invite people to share them, and speak of personal experiences referring to supposedly known individuals... They can look at some they have received recently with a critical eye and test this out. It is not a question of systematically mistrusting all information received via social media, but establishing their own judgment, and above all being alert and careful before sharing content or spreading information.

03.

Restart!

Manual so they don't leak it to you



Watch

Manual so they don't leak it to you. Maldito Bulo

[Clara Jiménez Cruz, 4:00]
<https://youtu.be/oM2KXjGLYNQ>

What did you make of the video? There are a number of signs suggesting that the reliability of a news item might be questionable. If you spot any of them, it is worth stopping to think before forwarding the information (which is what they want you to do!). To provide ready access to these information, the appendix contains the 10 rules of the campaign "If in doubt, don't share" produced by the FORTA (Federation of Spanish Autonomous Regions Radio and Television Organisations), with the different aspects to take into account so as to spot potential fake news.

Invite the youngsters to create their own awareness-raising campaign. Suggest that individually or in pairs they make an A3 poster to recommend taking care with fake news (it could be a drawing, a word cloud, a hashtag, a phrase...). You can hang them up around the room to warn other people who use it.

We would encourage you to take a photo of the posters and the group of youngsters. The photo will serve as a reminder of today's experience. If you post it on social media, remember to tag us! @joventutdiba #fem_tec

Summing up

Social media is gaining ground on the traditional media. In Catalonia, in fact, almost half of the public use such channels for information, and among the younger population, the percentage climbs to 75%.⁽²⁾

During the Covid-19 pandemic, alongside accurate news and official recommendations, social media has spread a huge amount of information dressed up as expert opinion, personal experiences being shared to "help out", fake methods to avoid infection... How can we tell whether what we are sent by someone we know and who we presumably trust is information from a reliable source, or otherwise fake news?

If you suspect the accuracy of any information, you can remember today's dynamic and follow the advice we looked at: check the information against reliable sources, draw your own conclusions and think before sharing.

⁽²⁾ [Bulletin on the audiovisual sector in Catalonia. CACC, 2018.](#)

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 @joventudiba.





Appendix (G5D10)

*“For in a treacherous world
nothing is truth nor lies:
all depends on the colour
of the glass through which we look.”*

Ramón de Campoamor (1846)

SCALE OF CERTAINTIES¹

- a) Everyone I meet tomorrow will be wearing a face mask.
- b) Tomorrow I will have salad for lunch.
- c) I will never die.
- d) Extraterrestrial life exists.
- e) A coronavirus vaccine will be discovered tomorrow.
- f) Barça will win the Spanish league.
- g) I will win an all expenses paid weekend at Disneyland Paris.
- h) If I toss a coin it will come up heads.
- i) The global temperature of the planet will continue to rise.
- j) Tomorrow I will get up at the same time as today.

Where would you place the above propositions on this table in order of their certainty?

VERY CERTAIN		
Propositions	Why?	Type of truthfulness argument
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
NOT AT ALL CERTAIN		

We essentially use four types of argument to determine the certainty of information:

Authority: It is true because a reliable person or institution asserts it. For example: “The car won’t start because the mechanic says it needs fixing”.

Model: It is true because it corresponds to what we know about why things happen. For example: “The car won’t start because it has a locking device which can only be deactivated by inserting the ignition key”.

Data: It is true because it is supported by data or statistics. For example: “86% of cars won’t start even if the contacts are hotwired”.

Habits: It is true because it is the typical dynamic. For example: “In films you always see that cars start when they are hotwired”.

The scale of certainties is an original idea from the [CalamarsGegants node of Betacamp17](#), subsequently developed by [Jordi Domènech](#) and adapted from the [Myth Hunters node of Betacamp19](#)

Main information manipulation strategies ²

- Invented content.
- Audiovisual content with the original doctored.
- Presented as a different time or place.
- Headline does not reflect the contents of the news item.
- Relevant information omitted.
- Opinion presented as fact.
- Use of anecdotes presented as a general rule.
- Use of assertions by "pseudo-experts".
- Use of messages from unprofessional sources (blogs, social media...).
- Use of humour, parody or satire as if it were real news.

²This table forms part of the output of the [Myth Hunters node of Betacamp19](#), which provided our inspiration in devising this dynamic.

Ten rules of the campaign produced by FORTA (Federation of Spanish Autonomous Regions Radio and Television Organisations)

FAKE NEWS: IF IN DOUBT, DON'T SHARE
10 tips to spot fake news

- 1 | THE HEADLINE**
Truth is stranger than fiction... just sometimes.
The headlines of fake news are typically very striking, and hard to believe.
- 2 | THE AUTHOR**
If the news is not signed, that could be suspicious.
Fake news is typically anonymous.
- 3 | THE SOURCE AND MEDIA CHANNEL**
Fake news typically comes from unknown media sources, that you will often never have heard of.
- 4 | THE EXCLUSIVITY**
If the news is genuine it will normally not be exclusive and is likely to be reflected in different media outlets.
- 5 | THE FORMAT**
Fake news typically has a different format, with excessively striking colours and font sizes...
- 6 | THE DATE**
Fake news overlooks this aspect, with past dates or no date information.
- 7 | THE WRITING**
If the information contains spelling and punctuation errors... Be wary.
- 8 | THE IMAGES AND VIDEOS**
Fake news uses images taken out of context or with excessive doctored, defects, poor quality...
- 9 | THE LINKS**
Fake news simulates the URLs of regular media, but the links normally don't work and give an error message.
- 10 | THE FACTS**
Fake publications refer to facts, data... that are difficult to verify.

Authors:

Montserrat Clotet Masana
M. Teresa Clotet Masana
El Despertador

Translation:

Abalingua Global Solutions, s.l.

Contents and coordination:

Youth Plan Office. Area of education, sports and youth. Barcelona Provincial Council.

First edition: july 2020

Edition copyright: Barcelona Provincial Council



**Diputació
Barcelona**

**Àrea d'Educació,
Esports i Joventut**

Oficina del Pla Jove

Carrer de l'Harmonia 24
08035 Barcelona
Tel. 934 022 556
o.plaj@diba.cat
www.diba.cat