

**RESTART!**

# Concentric

Dynamic G5D3



**Diputació  
Barcelona**

Àrea d'Educació,  
Esports i Joventut

# 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.



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# 01.

## Before you start

**Once you have checked that the group are feeling fine, introduce the dynamic by asking if 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.

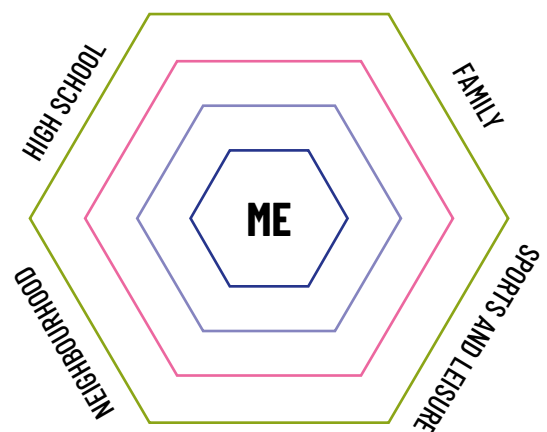
### Begin the dynamic by watching the video Good health and good karma

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

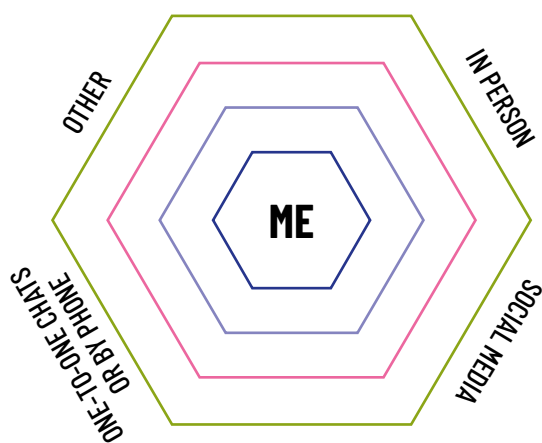
This video presents the opinions of a group of youngsters about communication during lockdown and how they view it in the future.



- 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.



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## 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.



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