



**RESTART!**

# Chameleons

Dynamic G5D6



**Diputació  
Barcelona**

Àrea d'Educació,  
Esports i Joventut

# 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](#).



## 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.



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# 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.





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