



## Dinàmica G5D1. Protagonists

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Adaptation to change</li> <li>• Self-esteem</li> <li>• Group identity</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Observe the characteristics that define us.</li> <li>2. Reflect on the importance of understanding our personal strengths so as to feel good and overcome adversities.</li> </ol>	
<b>Activities:</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Emotion</li> <li>• Emotional reaction</li> <li>• Feeling</li> <li>• Positive emotions</li> <li>• Negative emotions</li> <li>• Emotional description</li> <li>• Emotional intelligence</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Identify emotions and situations that have triggered them.</li> <li>2. Discover a number of resources to manage emotions and deal with uncertainty.</li> </ol>	
<b>Activities:</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Social relationship</li> <li>• Physical distance</li> <li>• Social distance</li> <li>• Emotional distance</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Observe how they have managed their relationships during the lockdown.</li> <li>2. Decide the areas where they want to maintain or strengthen new relational spaces resulting from the lockdown.</li> </ol>	
<b>Activities:</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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

<b>Key concepts</b>	<ul style="list-style-type: none"> <li>• Loss</li> <li>• Emotional unease</li> <li>• Care, take care</li> <li>• Kübler-Ross's stages of grief</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Understand uncertainty as part of a process of growth.</li> <li>2. Visualise the process of transformation associated with a crisis.</li> </ol>	
<b>Activities:</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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!

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Fear of change</li> <li>• Optimism</li> <li>• Confidence</li> <li>• Initiative</li> <li>• Motivation</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Become aware of personal resources to deal with and steer change.</li> <li>2. Realise that through small changes they can overcome situations that seemed impossible.</li> </ol>	
<b>Activities:</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Response to change</li> <li>• Opportunity</li> <li>• Willingness</li> <li>• Resilience</li> </ul>		<b>Aims of the dynamic</b>	<ol style="list-style-type: none"> <li>1. Identify different types of response to change.</li> <li>2. Recognise the opportunities that a change can offer them.</li> </ol>	
<b>Activities</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Learn to learn</li> <li>• Willingness to learn</li> <li>• Self-confidence</li> <li>• Self-knowledge</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Reflect on activities, situations and experiences they have been through in the stages of lockdown and the new normality.</li> <li>2. Identify lessons learned.</li> </ol>	
<b>Activities</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Assertiveness</li> <li>• Active listening</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Discover how they can share their skills.</li> <li>2. Understand the importance of asking for and offering help. Experience the sense of well-being from putting this into practice.</li> </ol>	
<b>Activities</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	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.
<b>SUMMING UP</b>	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!

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Communication</li> <li>• Coordination</li> <li>• Confidence</li> <li>• Commitment</li> <li>• Complementarity</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Reflect on their ability to influence society around them.</li> <li>2. Become aware of the small actions they can make to help improve the world they live in.</li> </ol>	
<b>Activities</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	<b>Let's act!</b>	60'	Audiovisual creation	We will be undertaking a collaborative project for a charitable initiative.	Practice teamwork to overcome a common challenge.
	<b>Restart!</b>	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.
<b>SUMMING UP</b>	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

<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Fake news</li> <li>• Disinformation</li> <li>• Post- truth</li> <li>• Source of information</li> </ul>		<b>Aims of the dynamic:</b>	<ol style="list-style-type: none"> <li>1. Take a critical view of the information we receive.</li> <li>2. Review which messages we spread, and reflect why we do so.</li> </ol>	
<b>Activities</b>	<b>Name</b>	<b>Time</b>	<b>Method</b>	<b>Synthesis of the activity</b>	<b>What do we want to work on?</b>
	<b>Don't hassle me</b>	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.
	<b>Restart! Manual so they don't leak it to you</b>	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.
<b>SUMMING UP</b>	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!