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MAPA

Active and Participative Psychosocial Methodology for Teenagers



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1.1 Introduction and Background Information

MAPA is the result of the collaborative efforts of the main institutions working with young people at risk or in conflict with the law ; it is guided by Terre des Hommes-Lausanne Foundation and focuses on the exchange of experiences between experts and institutions with a long history of working with boys and girls, teenagers and young people living in situations of violence, drug abuse and any form of exploitation, both in Nicaragua and other countries in Latin America, Europe, Asia and Africa.

Three methodologies have been taken into account in the elaboration of MAPA, all of which have been experimented and validated in different countries in Latin America, Africa and Europe. In Nicaragua we have been fortunate to have known and implemented them through the work of international experts Miguel Angel Correa Martínez of Colombia and Miguel Angel Caballero Mariscal, of Spain.

The first methodology is “MJD, Movimiento, Juego y Deporte para el desarrollo psicosocial de los niños”, meaning “Movement, Game and Sport for psychosocial development of children”. Implemented by Terre des hommes-Lausanne Foundation in the context of natural disasters and armed conflicts, it aims at offering teachers, community leaders and professionals who work in favour of children and young people, tools to help in the emotional rehabilitation of those who have suffered traumatic and violent situations originated in natural disasters, domestic violence or socio-political violence.

The second one is called *Herramientas lúdicas para el trabajo comunitario*, (Playful tools for community work) which was created, implemented and validated by Corporación Colombia Nueva (Colombia). This methodology is based on the use of games of high pedagogical content in the development of community formation processes where the learning process is considered as a social activity not an individual one. In addition to that, it suggests sports and artistic activities as tools in the teaching-learning processes.

The third methodology is called “Técnicas creativas para trabajar con menores en riesgo e infractores (Creative techniques for working with children at risk and with offenders) and it was created, implemented and validated by Asociación de Intervención Social INAO (Spain) and the Solidaridad Don Bosco Foundation in Spain. It is based on the utilization of playful techniques that aim to improve teenagers’ basic skills and the use of educational tools that aim at the improvement of social skills, assertive conflict resolution and emotional self-control. It also considers humour as an essential psychosocial tool for the expression of feelings, exercises of catharsis and the possibility of personal self-affirmation, as well as for co-responsibility and group cohesion.

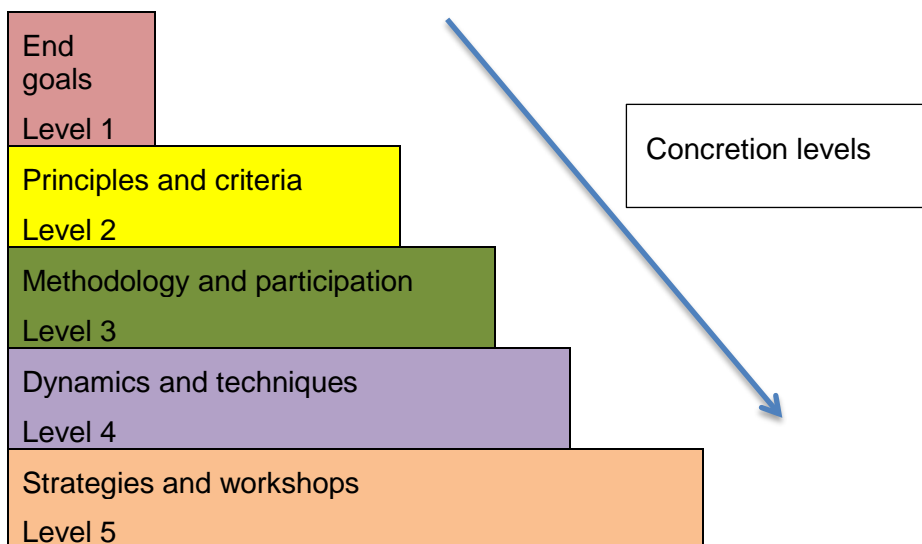
One thousand two hundred and eighty one people from different domains and institutions took part in the validation of MAPA that was done in Nicaragua during the period running from March to May, 2009. Thirty three workshops were conducted, in which we trained, transferred and put into practice the methodology among youngsters, teenagers deprived of liberty, community leaders , private and public institutions staff, teachers, healthcare personnel, police personnel and even adults involved in Community Development Process (CPC). Other intervention techniques have been added to this validation process, all of which have been learned, developed and transferred at different exchange and training workshops that Terre des Hommes Foundation has carried out with the Special Police for Juvenile Affairs and the National Penitentiary System (SPN).



Among the institution that took part in this process are the National Police (Dirección de Asuntos Juveniles y Comisaría de la Mujer, Niñez y adolescencia) the National Penitentiary System, interdisciplinary teams from Juzgados Penales de Distrito de Adolescentes (JPDA) and Oficinas de Ejecución y Vigilancia de las Sanciones Penales de Adolescentes (OEVSPA), Consejos del Poder Ciudadano (CPC), the Managua and Bluefields mayors, the Casa Alianza Nicaragua NGO, Scouts Association of Nicaragua, international NGO Terre des Hommes-Italy, community and youth leaders coming from neighbourhoods in Managua and Bluefield as well as an active participation of young people from youth groups in Managua, and youngsters deprived of liberty in the Center for Teenagers of Tipitapa (SPN).

This group of people participated in a process of transfer of the methodology, whereupon they carried out reply workshops in their own work places, counselled and coached by Terre des Hommes that ensured the proper implementation of the methodology. Following the latter they did a reply socialization and derived the learning and conclusions that were useful to the design of MAPA.

1.2 Functional organizational structure and concretion levels



The graph shows the five basic concretion levels for using MAPA.

The first one reflects the teleological dimension, the end and objectives of the action.

The second level refers to the axiological dimension, that is, the principles and positive values that are at the foundations of the action.

The third level stresses the methodology as a vehicle of principles, criteria and concrete actions.

The fourth one considers the particular group's dynamics and the necessary techniques to strengthening its identity and maximizes co-responsibility and cohesion.

The fifth level refers to the strategies and basic workshops which are practical and efficient tools for developing –through playful techniques- all of the psychosocial principles needed in the improvement of basic social skills in teenagers.

1.3 MAPA's objectives

- To facilitate the process of working with boys, girls, teenagers and young people using a playful methodology adapted to groups that live within a context of violence and marginality in which their fundamental rights are violated.
- To promote the expression of feelings, emotions and thoughts oriented to a change in attitudes from a violent to a peaceful one.
- To generate, through community intervention, a process of change in the environment, so that the recipients of MAPA grow and develop within a context of peace.

1.4 Description of the methodology

MAPA is an eminently participative and playful methodology that aims at providing spaces for individual and community reflexion to populations affected by violent situations. Through the suggested techniques teenagers and youngsters are guided in the developing of a continuous process of reflexion that might enable the initiation of changes in attitudes both individual and collective.

MAPA's worth resides in that:

- It creates affective, emotional and social bonds that empower the socio-educational agents' active role.
- It helps the expression of emotions, feelings and thoughts through the application of a systematic pedagogy that starts from the thoughts, which produce emotions and lead to actions and attitudes.
- It generates self-assessment and critical and divergent thinking, allowing reflection during action, about the action and for the action.
- It reveals and helps correcting inadequate behaviours, cognitive distortions and wrong ideas, providing useful tools in areas such as self-control, reflection, personal and community empowerment and social promotion.
- It helps to overcome trauma and emotional blockades, allowing the acceptance of vital and behavioural situations. It strengthens self-knowledge to face personal fears.

The methodology is based on five fundamental elements:

RESPECT for the person's views and decisions and for the person in general. One of the main constraints to teenagers' and young people's emotional development found during the validation process was the lack of respect for their personal decisions shown by adults (parents, tutors, teachers, or any authority) which provoke aggressive responses in the youngsters who seek to assert their opinions. The opposite situation is what they find in the streets among their peer group with whom they easily exchange confidences and advise each other, thus creating a sense of belonging and loyalty, where the group replaces the own family or authority figure.

COMMUNICATION: closely linked to the first element of respect, communication is a key element in every family because it allows boys, girls, teenagers and young people to express their emotions and feelings regarding concrete situations, thus establishing a balance between the

internal and the surrounding environment. However, in fact what we find is that teenagers and young people don't have the habit of communicating within the family. On the contrary, they communicate better with their peers. In most cases this situation produces isolation from the family nucleus and the youngster is exposed to receive from people in the streets what he/she is not receiving from the family.

TOLERANCE AND RESISTANCE-RESILIENCE. Individual, familiar and social violence is usually associated with people's poor ability to tolerate daily frustrations, to look for emotional and cognitive strategies that would strengthen their behaviour and to resist adverse situations and environments. To distressing situations they respond with violence towards everything that surrounds them. For that reason, if we want to reduce violence we must strengthen tolerance levels both at an individual level and at a collective one, providing strategies that promote a peaceful resolution to conflicts and rescue those community coexistence models that are healthy and peaceful.

REFLECTION. We cannot change attitudes and life styles without completing beforehand a process of reflection that allows a self-assessment, a visualisation of our dreams and goals, and the design of a life-plan that favours the individual's integral development.

ACTION AND PROJECTION. The aim is that the youngster becomes a positive reference within the community. Starting from a consistent action that will put in place good behaviours and attitudes that stress individual and collective strength, any situation can be addressed in an assertive and positive way.

1.5 Group dynamics and techniques when working with teenagers

Learning while doing is the formula that differentiates the traditional way of teaching –based on the transmission of information- and the playful way of learning –based on reaffirmation, building, acquiring, experimenting, expressing, etc- that allows the individual to express basic emotions (to laugh, to cry, to yell, etc) feelings (affect, love, sympathy, enthusiasm, safety, etc) and thoughts (ideas, criteria, views, etc)

It's not a matter of theorizing but of reflecting upon the facts and reality before us. This allows people to get involved directly in the activities rather than being mere receivers of information.

No effort must be spared in order to create a community viewed as a laboratory of life, where the teaching process allows the teenager to create, experiment, discover, research, share, criticise, etc.

From this perspective two basic elements must be taken into account during intervention:

1. The values, strengths and wishes of teenagers
2. The realistic approach, the wisdom and criteria provided by the facilitator in the intervention

To this end, the facilitator should be skilful when presenting the possibilities and constraints of the action.

1.6 Context : Risk factor and/or protection

1.6.1 Personal characteristics

1. In general, children at risk and/or in conflict with the law present some emotional instability, distorted bonding patterns, low levels of self-esteem, poor ability to sympathise with others, difficulty in verbally expressing their feelings and emotions and to establishing a dialogue.
2. Poor social interaction, feelings of incompetence, peer pressure dependence, difficulty to defer reward and to anticipate the consequences of their deeds, need of new sensations involving risk taking, hyperactivity, tendency to fantasize and to drop accountability in others, lack of sensibility and self-criticism.
3. They lack social skills which added to their impulsiveness and lack of self-control leads them to confront the rules, to behavioural problems and poor ability to solve their problems. Some cases show low tolerance to frustration and an altered affectivity and thus distrust everything that comes from the outside. Guilty feelings regarding past experiences and vulnerability to stress, insecurity and anxiety.
4. These children have a concrete type of reasoning, their thinking is rigid, they present poor introspective and reflective ability in order to concentrate, failure in the alternative and causal thinking, poor language skills, difficulty in processing information quickly, lack of critical reasoning, therefore they think that their fate is due to other people's deeds and not their own. They lack any view of their own future in terms of education, work and personal in general.
5. It is important to stress two fundamental aspects: their escape from reality, in which they design ideal behavioural patterns and look for social role models that are completely distorted; and, on the other hand, their need of the immediate as a way of reassuring themselves they are alive, a necessary tool to profit as much as they can from the impoverished image they have of life and their surrounding reality.

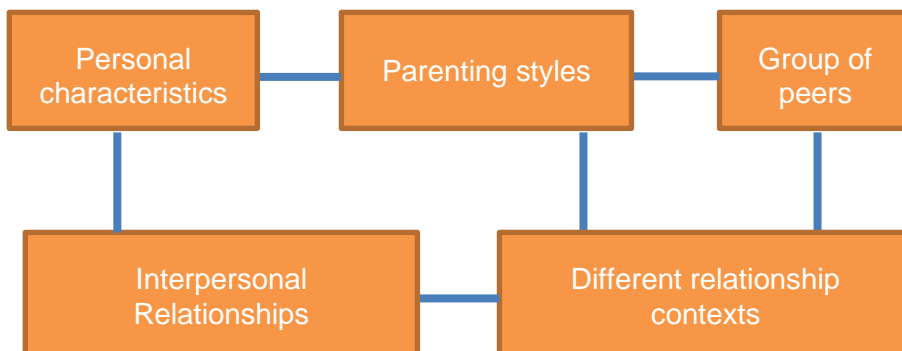
1.6.2 Interpersonal relationships

1. We have to consider several generic items such as social withdrawal and social consideration, stipulated as standardized criteria in the analysis of relational factors.
2. They can show dominance in the relationship which makes them consider themselves as superior to others, more intelligent and skilful.
3. The maladjustment is revealed by the level of stubbornness when solving a problem and by the type of solutions they find. In fact, borderline behaviour appears when the person is unable or doesn't have the tools and basic strategies to negotiate, compromise and change his/her point of view, when they cling to their own ideas and try to impose them to others, when they show inflexibility in judgement as a defence mechanism to the threat they see coming from others, when they fear being dominated, when they are competitive.
4. Aggressiveness is another characteristic of these children, through which they express their frustration when they can't dominate as they wish to do. They reproduce the learned behavioural patterns and are slaves of their own impulsiveness and irritability.
5. Cognitive distortion is an important handicap when trying to achieve a positive socialization. Furthermore, it's not so important the use of cognitive strategies as the lack of a mature cognition, formal thought and what is called metacognition, that is, being able

to analyse behaviours and processes and exhaustively reflect upon events, upon their own deeds, upon what was planned and assess these actions.

Likewise, they present cognitive distortions at alarming levels of the following types:

- a. Wrong thought , all or nothing, dichotomic thought.
 - b. Negative anticipation
 - c. Over generalization
 - d. Minimization and maximization
 - e. Labelling
 - f. Victimization
 - g. Negative disqualification
 - h. Emotional focusing on the negative
6. Cognitive styles. It refers to the way they convey their thoughts, whether they are convergent or divergent in doing it. They might appear to do it as most people do –in a convergent way- but many times they wander away and establish their own modus operandi and cosmovision that greatly differs from the established order.
 7. Over socialization. This refers to the fact that these youngsters are out of focus, that is, they are wrongly positioned in terms of social relationships. They are borderlines in that if we correlate their time life and their experiences they go beyond the average social graph of a Gauss curve. They are over -socialized in sexual experiences, drug and alcohol abuse experiences and in what is known today as border experiences (SNOBS).



1.6.3 Different relationship contexts

1. In the school context: failure, absenteeism and school abandonment are characteristic among these children. In some cases they show disruptive behaviour both inside and outside school context. This translates into hostile attitudes and lack of motivation toward school learning, as well as teachers and the institution in general.
2. In the streets we see an increase of violent behaviours and acts of hooliganism. The street is the geographical foundation for their identity as a group, they have conquered it, it is considered as a liberating space where they channel their frustrations. Aggressiveness, lack of control, no schooling presence, no significative adult reference, loneliness and open spaces nourish the teenager's personality and that of the reference group, which reproduces violence, social uprooting, generational dismemberment and an over socialize background.

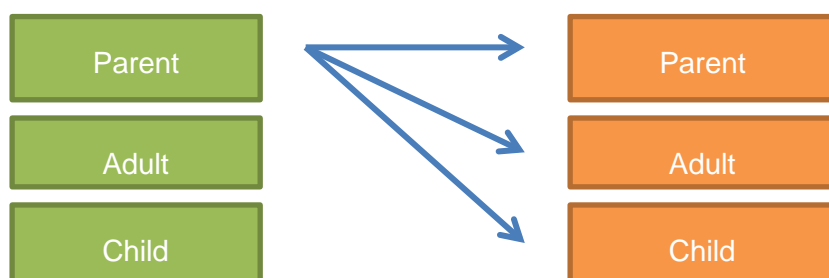
- In terms of work context what stands out is their poor or lack of work experience and working habits such as compliance to a timetable, assuming responsibilities, etc . Some cases show conflict with authority and verbal confrontation. Lack of qualifications and a poor family referent are two characteristic factors of these children's working life. Teenagers do possess professional strategies and skills but lack personal strategies and skills which would allow them to access jobs, run successful interviews, negotiate their recruitment and give worth to their CV.

1.6.4 Parenting styles and group of peers

1. Parenting styles

We will mention three parenting styles: authoritative, permissive and critical.

In relation to these styles young people acquire vital attitudes which are essential when facing their relationship with other people. Similarly, parenting styles relate to the different types of dialogues established between parents and children according to this simple graph:



We have to consider whether the parent addresses the adult as a child or as a peer, and if he/she has allowed the child to address him/her as a peer or as a parent. In fact, some children act as parents and some parents are so permissive that they act as children.

2. Group of peers

The group of peers assigns clear identity traits in terms of the character and personality of teenagers. To avoid loneliness, they renounce to their own personality values and assume those imposed by the group. That is why it is fair to nuance their failure at school; in many cases that is the price to pay in order to be accepted in the group. The latter has clear corporate identity traits, a defined language, music that represents them, group fashion, all of which are positive values.

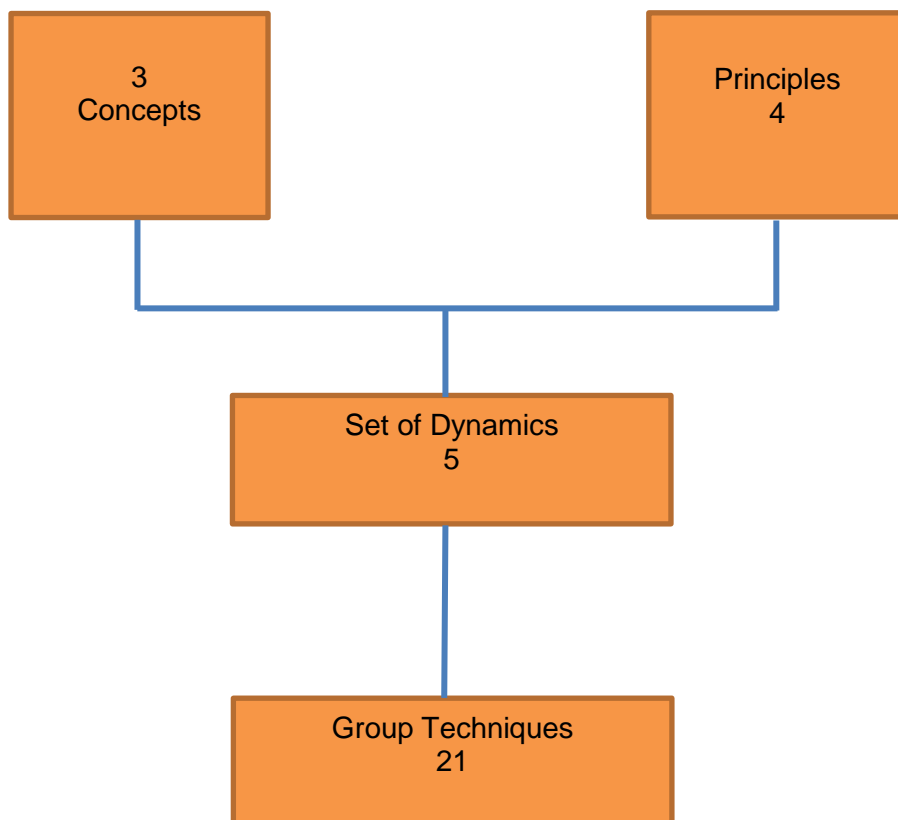
1.6.5 Stressing some positive aspects

- Leadership:** this is a positive quality in these youngsters. They are able to move masses and to drag along other teenagers. It's not clear whether the most "mafia-like" type is the group leader. Leadership has been moving towards the apparently most passive of the group, who uses his/her manipulation skills from a complicit silence.

2. Sincerity: within the group these teenagers have a code of honour in terms of telling the truth about their situation. When caught red handed most of them keep this attitude of sincerity.
3. Loyalty: even though this attitude is not frequent in many aspects of their daily life, it is kept and demanded within the group of peers, hence the moral and the silence codes they keep between peers.
4. Facial expression: they master –even better than many adults and professionals- facial expressions, body language and the analysis of both in others.
5. Resilience: in terms of the resilience pedagogy, these youngsters have an ability to smile and express vital joy despite the adverse situations in which they live. If we as adults would experience similar circumstances and life experiences we would keep a very taciturn vital attitude.
6. Sense of fashion: even though we analysed negatively their formal intelligence, it is fair to say that they have a highly developed practical intelligence and ability to change. They're aware and attentive to media, music, virtual, etc. changes
7. Manual skills: these are highly developed. It is a value, although misused can become an anti-value.
8. Critical humour: Most of them are witty and very funny, but what is more important is their special style of making social criticism. Since they lack serious patterns and positive role models, they let themselves be dragged by social currents but they express their discontent with the statu quo.
9. Social modelling skill: they have a special tendency to pay attention to and to imitate powerful social models. The problem is when the latter transmit anti-values.

Book 2 - Techniques

2.1 Overview of MAPA



2.2 Concepts and principles defining MAPA's dynamics and group techniques

Book 2 of MAPA provides a set of tools grouped as Concepts (3) and Principles (4) that allow the development of Dynamics (5) that are put into practice in Techniques (21) that have been contributed and validated by professionals that work in the field of education, social and communitarian work with children, adolescents, youngsters and adults in different contexts in Latin America (Nicaragua and Colombia) and Europe (Spain, Switzerland and Italy). They are henceforth referred to as the "participants".

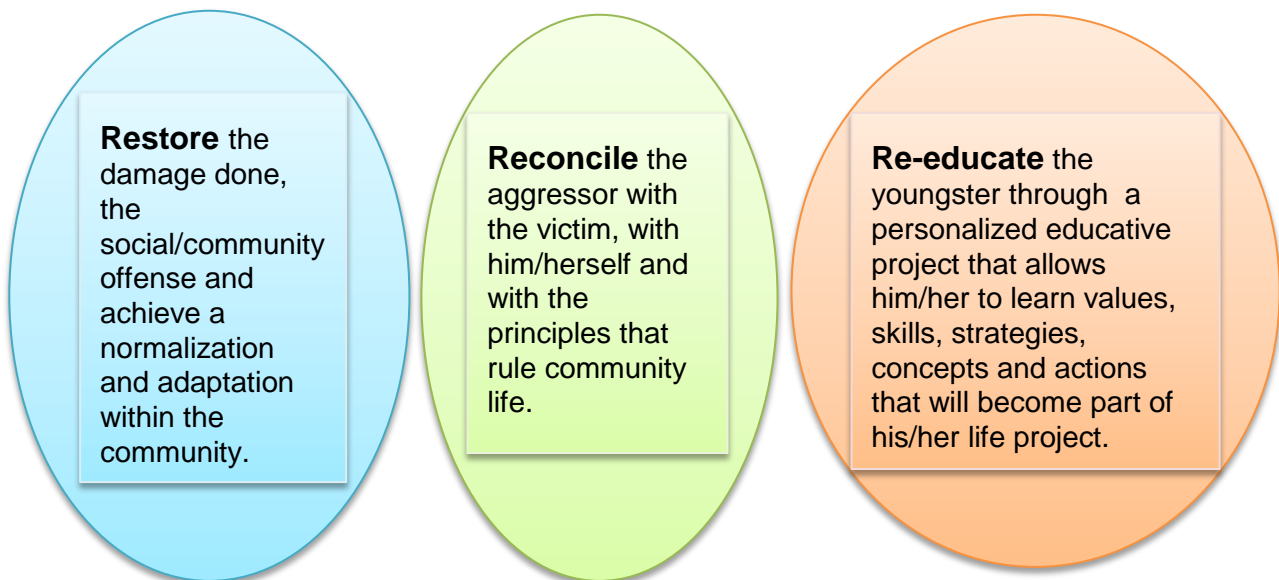
These are useful for generating "Teaching-learning environments" in different surroundings, such as families, schools, communities, institutions, parks and streets; in other words, spaces where the "facilitator" can meet with youngsters and allow the implementation of MAPA and the joint creation of violence-free environments.

We will now describe 4 dynamics/techniques for the development of a community intervention:

MAPA's 3 main concepts

C1: The 3R concept

The 3R concept is at the basis of the dynamics and sets the fundamentals for the implementation of Restorative Juvenile Justice.



C2: The 7E concept

This concept is useful for the implementation of dynamics with a strong participative component; it allows those taking part in them to express feelings and experiences that are important for the life within the group or for any type of community building work:

The first E is for **EXPLANATION**: Before starting any dynamic a detailed explanation must be given about what is going to take place. The facilitator must introduce to the group the following elements: the dynamic's name, its objective its rules and instructions so that the participants have a clear idea of what is going to happen. It is very important to make sure that everybody understood all of the instructions.

The second E is for **EXAMPLE**: once the instructions are clear to all, an example of the dynamic is given to the participants. We can ask some of the youngster to participate in this short demonstration while the rest of the group observes. This is to ensure that the explanation was understood, since in most cases a "live" example is worth a thousand words. The example of the dynamic shouldn't last more than 1 minute; it is not the real implementation of the dynamic.

The third E is for **EXPERIMENTATION**: during this phase the facilitator implements the dynamic and must be very attentive to any difficulty or misunderstanding of the instructions by the participants. If all of them follow the instructions correctly, you can proceed with the dynamic. If not, it must be stopped and an EXPLANATION-CORRECTION must be done.

The fourth E is for **EXPLANATION-CORRECTION**: In this phase all the misunderstandings and mistakes during the dynamic or the game must be clarified (if the rules weren't followed or not understood, if the facilitator wasn't clear enough, etc.) The facilitator explains again all the instructions and rules.

The fifth E is for **EXECUTION**: Once the instructions have been clarified and the mistakes have been corrected, you can proceed to the execution (implementation) of the dynamic within the given timeframe. It is very important that the facilitator observes carefully the development of the activity in order to draw the conclusions and learning from the dynamic. (Note: when all the

members of the group know each other well and when they are very attentive, this fifth E is not necessary because they follow the rules and instructions of the dynamic)

The sixth E is for **EVALUATION-FEEDBACK**: once the time for the dynamic has passed the facilitator has to evaluate the activity. It is advisable to help make the participants as relaxed and comfortable as possible. You can ask them, for example, to sit around a circle to start the socialization of the dynamic, a sort of game based on the following questions:

How did you feel during the dynamic or game? Why?

Did you like the activity? Why?

What was the most difficult part of the dynamic or game? Why?

What was the easiest part of the dynamic or game? Why?

What did you learn? Why?

The seventh E is for **EXTRAPOLATION – REPLICATING THE EXPERIENCE**: All the participants do an applicability exercise. They establish in what contexts this tool can be used, what difficulties they find for its implementation, what elements they would have to prioritize and adapt and to what degree this activity can be successful among the target group. The key element at this stage is to extract the people's feelings and learning and give them time, at each question, for them to express themselves.

Important points:

- Have a clear objective and an underlying goal
- Go gradually from the simplest to the most difficult
- Participation (small groups so that everybody can learn)
- Balance between variation and repetition
- Corrections to develop the scheme: do-correct-execute

C3: The facilitator's 6F concept

The facilitator's work should be based on six action "Fs":

1. F for **FAILURE**: the facilitator must understand that his/her action can't be identified with the success of the intervention. His/her job is to sow the "to be" knowhow and the "to do" knowhow". In this regard, in every action there will always be a failure component.
2. F for **FLOP**: Even if the intervention is well planned and carefully implemented the target group is formed by teenagers that have lived through highly risky situations which make them inconstant so that sometimes they can boycott a given activity.
3. F for **FRUSTRATION**: This is a long term work that requires continuity and involves a high level of educational fatigue. Therefore, it is important to find strategies to face the frustration that comes from not seeing immediate results after the action.
4. F for **FAITH**: Trust what you're doing, have faith in the motivation that led you to choose devoting yourself to this girls and boys and have faith in the teenagers' internal changes.
5. F for **FAMILY**: Team work and, co-responsibility. You don't have to be a lone ranger. Forget individualism and work within a team.
6. F for **FUTURE**: Be willing to establish techniques that allow an inner growth, a positive liberation and self-affirmation that will lead to a future of responsibility and life.

MAPA's 3 Principles

P1 Principle of development of psychosocial skills

MAPA starts from the principle of developing psychosocial activities that means that in all the playful activities (artistic, sportive, recreational, etc.) you have to promote and maximize the development of mental, emotional and relational skills so that the teenagers can express and develop attitudes and abilities related to their emotional and cognitive balance.

Mental/Intellectual Abilities Know TO THINK	Observation, Creativity, Anticipation, Concentration, Reflection, Strategy, Decision
Emotional/Relational Abilities Know TO FEEL	Enthusiasm, Cooperation, Will power, Commitment, Expression of feelings, Respect, Joy, Trust, Self-esteem, Honesty, Fair play, Communication
Physical/Coordination Abilities Know TO DO	Orientation, Strength, Reaction, Flexibility, Differentiation, Speed, Rhythm, Endurance, Balance.

P2: "Group action" principle

The group action principle aims at integrating the elements/participants in the group in order to achieve groups that are more mature, productive and harmonious. This principle involves 6 basic levels of action:

1. ENVIRONMENT: An ideal and friendly environment can be defined in two ways:
 - Natural environment, which involves good living conditions, access to basic services, non-violent neighbourhoods, access to education, among others.
 - Psychosocial environment, which derives from the interaction between the different elements of the groups

2. **SHARED LEADERSHIP:** It refers to the democratic way in which all the members of the group participate with their ideas and opinions, all of which leads to a shared decision making.
3. **FLEXIBILITY:** Sometimes the goals that have been set are so high that they become an obstacle for the objective's achievement. Flexibility allows processing the feedback and reformulating the group goals and the way to reach them.
4. **CONSENSUS:** Group members should be aware that they're not allowed to take sides within internal cliques or bands. Collaboration is the key as well as good relationships in order to make decisions in a consensual way.
5. **SETTING OBJECTIVES:** Members of the group must participate in the setting of the objectives in order to develop the team spirit and avoid individualism.
6. **CONTINUOUS EVALUATION:** Refers to the constant revision and critical view of the goals achieved and of the work done.

P3: "Voluntary participation" and "Special attention" principle

The voluntary participation is valued by MAPA as an essential element for the development of each of its dynamics. In other words, throughout the dynamics the youngster's freedom to participate actively or passively must be respected. However, the facilitator will evaluate if it's advisable to further motivate the youngster so that his/her participation is as effective and integrated as possible.

At the same time, it is very important that during the dynamics the facilitator makes sure and controls that sensitivities are not hurt by attitudes that discriminate, make fun of others or discourage any of the participants. In this regard you have to be specially attentive to people or groups that present a particular educational need (racial, cultural or religious differences, "machista" attitudes that don't respect gender equity, among others)

2.3 Sets of Dynamics and MAPA's group techniques

The 5 sets of dynamics and the 21 MAPA's group techniques

MAPA identifies five levels of dynamics that allow a progressive list of interventions arranged depending on the expected results. Therefore, it is important that the facilitator starts with a good context analysis in terms of time, group particularities, resources needed and available, etc. and with that information in mind he/she establishes what set or sets of dynamics to use.

Even when the facilitator already knows the group well, it is advisable to start the activity with a technique of set 1: "Introduction dynamics", in order to break the ice and start the engine running.

Set of Dynamics

Group Techniques



Set 1:

- T1: Clapping 3
- T2: Names in harmony
- T3: Name throwing

Set 2:

- T4: Paper, Scissors, rock
- T5: The magic hula-hoop
- T6: Find your chair
- T7: I'm secretly in love

Set 3

- T8: The sun shines
- T9: The blind Zoo
- T10: The life boats

Set 4:

- T11: The Road
- T12: Putting the pieces together
- T13: Personal X Ray
- T14: The chameleon
- T15: The worm
- T16: John Wayne and the Power Rangers

Set 5: Reflection and self-evaluation dynamics

- T17: Hug and be free
- T18: John's story
- T19: The blind train
- T20: Mission Impossible
- T21: Oh, how you've changed!

Criteria for the choice of techniques

In order to select the appropriate group techniques you must consider the following aspects:

- Take into account the skills, interests, motivation, etc. of the members of the group
- Select the techniques according to the goal pursued by the facilitator
- Consider the number of teenagers in the group
- Adapt the technique to the subject you are developing

Group techniques with multiple objectives

Each of these group techniques pursue many objectives that can be briefly listed as:

- Make the learning process fun, dynamic and stimulating
- Facilitate a critical and integral self-evaluation
- Promote the participation of all the members of the group
- Allow the social adaptation of individuals

- Develop team spirit
- Teach them how to listen in a understanding way
- Promote democratic practices
- Teach how to think actively

Individual motivation and group stimulus

A group technique is capable of activating individual motivations and stimulating both internal and external group relationships so that the resources are better integrated and directed to the group's goals in the learning process.

Group sizes

For more effective techniques, it is advised that groups have a maximum of 30 participants. If the number goes higher, it is better to work with more facilitators in order to keep a 30 to 1 ratio (participants/facilitator)

When working with young people you have to take into consideration the dimensions involved in group dynamics, that is the cognitive, the emotional and the social dimensions (as explained in Book 1, about "psychosocial skills of group dynamics and techniques").

Form a triangle

To allow a simpler use of them, the 21 dynamics have been grouped in specific SETS.

We will now introduce the 5 sets of dynamics and their respective group techniques.

We will start with a list of introduction techniques used when working with teenagers.

Set 1

Introductory Dynamics

These are generally used for the introduction of people in a group that have never met before and who come from different places, institutions or that differ in any other characteristic. The introduction techniques can also be used as a tool to detect what the expectations, interests and preferences are in relation or not with the subjects addressed in the activities.

The introductory techniques have to convey an open spirit to allow a smooth communication among the members of the group (to break the ice) so that when the formative contents start, the participants are relaxed and feel free to participate in the activity.

T1: Clapping 3

Objective: To create a space for dialogue among the participants so they can start to get to know each other better. At the same time you can start exploring the subject you want to address.

Developed skills:

- Psychosocial skills: expression of feeling (happiness, enthusiasm, laughter,...), respect, communication and trust thanks to the contact between the participants.
- Physical and motor skills: rhythm, coordination, orientation, etc.

Instructions: The participants have to form two circles, one inside the other. This should result in a circle of couples standing face to face. Teach them the following chorus, singing and making the respective movements: "Clapping 3, stomping as well, handshake here, hugging there, then you turn yourself around and we start once again"¹. Show them that each phrase has a special action that they need to followed:

<u>Chorus</u>	<u>Action</u>
Clapping 3....	Participants clap three times
Stomping as well....	Participants stomp three times
Handshake here....	Participants give handshakes to the person they face to their right (diagonally)
Hugging there.....	Participants hug the person they face to their left (diagonally)
Then you turn yourself around and we start once again	

Note: The people in the outer circle move to the right, those in the inner circle stay put.

The chorus can be repeated as much as the facilitator wants. Every time the phrase "handshake here.." is sung, you replace the handshake for a different greeting using another part of the body (head, eyes, hands, etc). When you turn around, the participant faces a new partner and they interchange questions such as the following:

<u>Greeting</u>	<u>Questions</u>
1. With the eyes	What's your name and your birthday?
2. With the shoulder	Which has been the happiest moment of your life?
3. With knees together	What do you enjoy doing the most in your free time?

¹ N.T. Free translation from original verse in Spanish : « Con las palmas 3, con los pies también, saludo por aquí, abrazo por allá y dando una vueltecita volvemos a empezar”



- | | |
|----------------------------|---|
| 4. With the back | Tell me one anecdote in your life |
| 5. With the belly | What colour is your underwear? |
| 6. With the butt
around | Carry the person you're facing as it were a baby and turn |

Feedback discussion and evaluation: Finally the facilitator asks some feedback and evaluation questions:

How did you feel?

What did you like the most?

What did you learn?

How do you evaluate this technique?

T2: Names in harmony

Objective: To get the participants to know each other. When most of them are completely unknown to each other the goal will be to get to know each other's names. However, if they already know each other, the goal will be to strengthen relationships within the group.

Developed skills: integration, participation, the ability to create a harmonic environment. Among the psychosocial abilities developed: concentration, anticipation, attention, communication, harmony, ability to react, differentiation, rhythm, speed.

Materials required: four to five small balls (tennis balls size), of different colours if possible.

Instructions: The group stands in a circle leaving approximately half a metre between each person. (Part one) One of them, participant A, has the ball, he/she says his/her own name and throws the ball to participant B, who does the same and so it continues with all the participants. It is better to throw the ball to someone standing in front of you or diagonally but not sideways.

(Part two) Participant A has the ball. He/she calls participant B by his/her name and throws him/her the ball. Participant B does the same, calling participant's C name and throws him/her the ball. The game continues until everyone has received the ball once.

Once this second part is well understood and that everybody knows everybody's name, you can add another ball. Progressively you can add more balls depending on the group's disposition, its size and abilities and considering harmonic criteria.

Progression: you can add more balls in each round so that 2, 3 or 4 balls are in the air during a certain amount of time.

Feedback discussion and evaluation: To reflect on the exercise, the facilitator asks the following questions: What is needed to make the technique work and be dynamic? Does it help to promote communication? Can you explain how you felt? Was it easy to find a strategy to promote cooperation? Did you play better in a small group or in a large one?

T3: Name throwing

Objective: To learn each other's names. If they already know them, the goal will be to promote integration among participants and verbal communication.

Developed skills:

- Psychosocial skills: development of concentration as well as good communication (observation, listening and cooperation).
- Physical and motor skills: reaction, differentiation, (calling, throwing, catching, running) and precise passes. The bigger the circle the more physical ability is challenged and refined.

Materials required: several balls (volleyballs, basketballs, footballs, sponge balls)

Instructions: The group stands in a circle leaving approximately half a metre between each person. (Part one) One of them, participant A, has the ball, he/she says his/her own name and throws the ball to participant B, who does the same and so it continues with all the participants. It is better to throw the ball to someone standing in front of you or diagonally but not sideways.

(Part two) Participant A has the ball. He/she calls participant B by his/her name and throws him/her the ball. Participant B does the same, calling participant's C name and throws him/her the ball. The game continues until everyone has received the ball once.

Once this second part is well understood and that everybody knows everybody's name, you can add another ball. Progressively you can add more balls depending on the group's disposition, its size and abilities and considering harmonic criteria.

Progression: by letting the participants move during this techniques, the exercise is broadened and becomes more dynamic. After calling participant B and throwing him/her the ball, participant A "runs with the ball" to where B is standing. B does the same after calling and throwing the ball to C, etc.

Recommendation: This technique helps to develop a number of skills and the facilitator



needs to concentrate on some of them and analyse it with the group afterwards.

It is also important that the facilitator insists on the three steps of the game: calling, throwing and catching, before adding more balls or start running with them.

It can be useful to work on communication by reminding the participants of the importance and the difficulty of good communication which requires the willingness and responsibility of all the people involved.

Feedback discussion and evaluation: To reflect on the exercise, the facilitator asks the following questions: What is needed to make the technique work and be dynamic? Does it help to promote communication? Can you explain how you felt? Was it easy to find a strategy to promote cooperation? Did you play better in a small group or in a large one?

Comments: Remember that if the ball falls on the floor, each of them is 50% responsible for it, the one who threw it wrongly and the one who couldn't catch it. However, the success of the game depends in 100% on the group.

SET 2

Communication Dynamics

MAPA proposes a set of communication dynamics that aim at facilitating the expression by teenagers of feelings, emotions and difficult situations they face on a daily basis. The idea is to provide a space where they feel they are respected and feel comfortable communicating feelings and emotions. This is a way to acquire necessary conflict resolution mechanisms as well as appropriate interpersonal skills.

T4: Paper, Scissors, Rock

Objective: To provide a space for group decision making and to identify potential leaders among the participants.

Developed skills:

- Psychosocial: good communication, cooperation, team work and honesty, since each player must acknowledge when and how he has been defeated. It also helps in terms of consultation and decision making.
- Physical and motor skills: Coordination and agility are stimulated by this technique.

Instructions: The group is divided in two teams, A and B. When the facilitator says out loud: PAPER, SCISSOR or ROCK: GO!!! the teams must gesticulate with their hands any of the three symbols for each word:

PAPER: Everybody extends their right hand open.

SCISSORS: Everybody pretend the pointer and middle finger of their right hand form a scissors

ROCK: Everybody extend their right arm and hand with a closed fist.

Display a drawing with the three hand positions.

Rules:

1. If team A makes the rock sign and team B makes the scissors sign, team A wins, because rock beats scissors by braking them.
2. If team B makes the scissors sign and team A makes the paper sign, team B wins, because scissors beat paper by cutting it.
3. If team A makes the paper signs and team B makes the rock sign, team A wins, because paper beats rock by wrapping it.

This creates a cycle that gives the essence and rhythm to the technique. Once the group has been divided in two teams, give some time so that each of them can agree on the sign they are going to make.

4. All the players must show the sign when the facilitator gives the GO! order
5. The players must not move when they have made the sign. They have to wait until the facilitator decides which team gets the points.
6. Touching, pushing or clashing between participants is not allowed (respect- non-violence) be it within the team or between members of both teams.
7. Once the Go! has been given, the sign cannot be changed.
8. A team cannot show more than one sign. For that purpose, a person in the team is chosen as representative.



Progression: to animate the dynamic, the facilitator asks each group to decide in advance which are going to be the signs for the next 3, 4 or 5 goes.

Feedback discussion and evaluation: To reflect on the technique the facilitator asks the following questions: How did you feel? Did you like it? Was it difficult to agree on the decision? Were you upset about any of the decisions made by the group? Were you always honest? Do you appreciate the winner team's abilities?



T5: The Magic hula-hoop

Objective: To pass the hula-hoop from one player to the other without letting go of each other's hands as quickly as possible

Developed skills:

- Psychosocial skills: cooperation and respect for other people's bodies. Unity is symbolized by the chain formed by the players holding hands and the hula-hoops. Anticipation and creativity are also fostered.
- Physical and motor skills: coordination, agility, speed, flexibility and endurance.

Materials required: some hula-hoops made out of plastic, PVC, wood or aluminium. 2 to 4 depending on the size of the group.

Instructions: Players stand and form a circle holding hands. The facilitator asks two of them to let go of each other's hands, puts a hula-hoop between them and asks them to hold hands once again. The hoop is hanging between the two players. He does the same with two other players. The aim is to pass the hula-hoops from one player to the next without ever letting go of each other's hand. This requires skills and flexibility in order to pass the body through the hoop as quickly and harmoniously as possible.

Progression: Once the players understood how the game works, the group can be enlarged and more hula-hoops added in order to work on positive differentiation/discrimination. To motivate the more advanced players you can give the instruction to pass the hoops in the opposite direction, or any other creative idea.

Recommendations: The facilitator must constantly motivate the players to help each other and to find ways to go as fast as possible, for example, by passing the hula-hoops over the head or the feet first. Challenge and cooperation can be integrated by asking the group how many rounds they can do in a given time.

Feedback discussion and evaluation: To reflect on the technique the facilitator asks the



following questions: How did you feel being in such a close physical contact with others? What is the best strategy to make the hula-hoops go as quickly as possible? Did you help each other? How?

T6: Find your chair

Objective: To identify young leadership potential through the organizations skills developed in this technique.

Developed skills:

- Psychosocial skills: communication strategies, reflection and cooperation. Trust among them is strengthened by physical contact, mutual help and team spirit.
- Physical and motor skills: agility and balance depending on how far away are the chairs or boxes.

Materials required: each player needs a chair or a box, on which to stand and form a circle. They must be placed not too far away from each other so they can pass from one to the other without touching the ground and not too close to each other to promote the development of agility, mutual help and team spirit.

Instructions: The facilitator asks the players to stand on the chair or boxes. Then he asks them to organize themselves in a certain order in a given time (between 5 and 7 minutes depending on the size of the group). He can follow criteria such as: height, age, gender, alphabetical order, etc. If, for example, the criterion is height, the players must move from chair to chair without touching the ground until they are placed from the smallest to the tallest person. Asking to place themselves in alphabetical order has the advantage that they get to know each other's names. When the group considers they've achieved the goal, the facilitator verifies if that's the case.

Progression: To make the technique more fun you can use the criterion of birthdays, by year (easy), by month (more difficult) or by the whole date (even more difficult). The same technique can be done using non-verbal communication, that is, without speaking. For that, the players must find or create communication strategies.

Recommendation: The facilitator must pay attention to the group's dynamics and to security. It is common to find that players can't agree on the strategies and everybody wants to do their own ways without a real communication or negotiation.



Feedback discussion and evaluation: To reflect on the technique, the facilitator asks the following questions: How does the group communicate? Is everybody actively listening? Who is directing the operations? How many leaders have been observed during the exercise? What type of leadership is there? Is there cooperation or everyone plays individually or in small groups? Did the participants help each other?



T7: I'm secretly in love

Objective: To help the players to learn each other's names and promote integration, group spirit and solidarity.

Developed skills:

- Psychosocial skills: mutual trust, communication, concentration. It also facilitates the expression of emotions (happiness, surprise, etc.) and observation.
- Physical and motor skills: Speed, balance and coordination are developed.

Instructions: The facilitator asks the participants to sit on chairs forming a circle. When this is done, he adds one more chair to the circle which remains unoccupied. He then gives the instructions to the participants: One of the players sitting next to the empty chair has to say "I'M SECRETLY" and moves to the empty chair. The person next to him says "IN LOVE!" and moves to the chair that is now empty. The person that was next to him says the name of one of the players and moves to the empty chair. The person whose name was said out loud tries to move to the chair that is now empty while the two players sitting at his side try to prevent him from doing it (in a non-violent way).

Rules: The name must be said out loud and as quickly as possible. Be careful not to hurt the person when preventing him to move to the empty chair. This can only be done by the two players sitting beside the person that has been called.

Recommendation: The facilitator observes. He must motivate the participants to do the exercise as quickly as possible and to identify the person they want to call in advance. He must also ensure that everybody is called at least once.

Feedback discussion and evaluation: To reflect on the technique the facilitator asks the following questions: How did you feel while doing the exercise? Can you explain why? What were the difficulties? Was it easy or difficult? What can we learn from this dynamic?

SET 3

Group cohesion dynamics

When working with children and teenagers we must always remember that they look for groups that accept them the way they are; they are beginning to experience community life (outside their homes) and they want to hang around with peers with whom they share interests, experiences and emotions. They also have to learn how to use the group of peer's potential as a positive resource, that is, as a social network that helps them in the expression of doubts, as well as a vital support during difficult situations of lack of motivation or frustration.

The group cohesion techniques aim at offering young people different ways of organizing themselves, as well as providing values, communication strategies and conflict resolution.

T8: The sun shines

Objective: To organize the different groups promoting the participation of each person, ensuring that everybody is involved according to their abilities and motivations, and taking into account each player's specific criteria in order to achieve a balanced participation.

Developed skills:

- Psychosocial skills: concentration, listening, creative reflection, respect, anticipation, non-violence, honesty.
- Physical and motor skills: ability to react, running speed and agility.

Materials required: a small space per person must be delimited. It can be with a chair, a box, a rope, a circle drawn on the sand, etc.

Instructions: Participants sit down. The facilitator, standing in the middle, says out loud: "The sun shines" The participants ask: "For whom". The facilitator answers: "For all those who....!" and he makes up something like: those who have a brother! Those who are wearing shoes! Those who use glasses! Those who play football! etc.

The ones fulfilling the description have to stand up and quickly move to another place.

The facilitator continues changing the order, naming body parts, clothes, etc. At a certain point, the facilitator, after giving the order, sits down and one participant is left standing up. That person continues the exercise playing the role of the facilitator. Then the facilitator enters again and gives the order to form groups of 3,4,5,6, etc. to work on a topic that will be given later.

Rules:

- 1) You can swap places with the player just beside you. You have to run to change places (speed, reaction)
- 2) The characteristic mentioned by the facilitator must affect at least 2 players and they must move to another place (honesty principle)
- 3) Touching, clashing with or bothering another player is not allowed (respect, non-violence)
- 4) You can't repeat the same characteristic (concentration, creative reflection)



Progression: To give dynamism to the technique (without using chairs) you can position yourselves anyway you like. Participants, for example, can stand, or kneel, face their back to the centre, etc, increasing the need for concentration and reaction speed.

Feedback discussion and evaluation: To reflect on the technique, the facilitator asks the following questions: Did you learn something new about the other players? Did you like to play the role of the facilitator? Can you tell how you felt? Did you find it difficult to come out with new ideas for the exercise? Did you feel uncomfortable with some of the questions? Have you always been honest?

T9: The blind Zoo

Objective: To promote positive socialization and group cohesion.

Developed skills:

- Psychosocial skills: socialization, group cohesion, team spirit and trust.
- Physical and motor skills: the sense of touch is enhanced, as well as balance, special orientation and hearing and fine motor skills.

Materials required: Coloured paper, scissors, markers, cards with name of animals written on them to form the couples.

Instructions: The facilitator gives each participant a folded coloured card with the name of an animal written on it (to form the couples) but he tells them not to open them until everyone has received a card. Each animal will appear in two cards and they must find each other. The facilitator sets the rhythm of the activity: he tells the players to read the card, then to close their eyes and start imitating the sound of the animal that was written in it. They have to move around until they find their couple, that is, the other player that is doing the sound corresponding to the same animal.

Rules:

- 1) Read the card once everyone has received their card
- 2) Close your eyes while looking for your couple
- 3) Make the animal sound while looking for your couple
- 4) Don't laugh or yell too loudly so that everyone can hear the different animal sounds.

Progression: Once the players have found their couple let them introduce themselves, tell each other's name and age and what the most important thing they have to do during that day is. Finally, the couples introduce themselves in front of everybody spontaneously.

Recommendation: The facilitator must seek that everybody participates, that all of them make the animal sounds in the first part, and that all of them interact with their couples and



then that all of them introduce their couple to the larger group.

Feedback discussion and evaluation: Players are asked to talk about their experience. You can ask the following questions: How did you feel? What did you learn from the dynamic? Did you find it fun? Did you find common elements? What difficulties did you find when looking for your couple?



T10: The life boats

Objective: To promote positive socialization and group cohesion.

Developed skills:

- Psychosocial skills: socialization, group cohesion, team spirit and trust.
- Physical and motor skills: speed, agility and reaction.

No materials required.

Instructions: Participants are asked to walk around the room and to listen and pay attention to the story that the facilitator is narrating. When he says "The ship is sinking, get in the life boats in groups of X (number)", the participants have to gather in groups of that number.

Story narrated by the facilitator:

"You are embarked on a cruise from Mexico to Cuba. Suddenly a storm breaks up and the ship is about to sink so the captain asks the passengers to form groups of X (3,5,7,11...) to board on the life boats. The captain however realizes that it was a false alarm so he asks the passengers to go back to the ship and so the story continues. All of the sudden the captain sets the alarm again and asks the passengers once more to form groups of X (6,13,15...) and get in the life boats. The game continues until you reach the number needed to form working groups.

Rules:

- 1) Follow the rules, you don't want to drown.
- 2) Get involved in the group when the story is being told.
- 3) Once the groups are formed, respect how they were formed and don't try to move to a different group.

Progression: Repeat the story until the working groups are formed. The facilitator can improvise, improve or redirect the story depending on the participants' idiosyncrasy, promoting creativity and originality.



Feedback discussion and evaluation: Participants are asked to talk about their experience. They can answer the following questions (*N:T: the questions are not given in the original Spanish text*)

Set 4

Emotional control dynamics:

In any educative intervention that involves teenagers and young people it is very important to work on the emotional control. A person as an integral being in a normalized society needs to balance the three spheres of personal maturity: Formal thought –the expression of emotion- behaviour, through assertive actions, thought and feelings.

These three actions are present in the cognitive, behavioural and axiological (emotional) dimensions. When a teenager or young person is balanced in these three fields he/she has become a stable person in the community. For that reason, the facilitator must be extremely careful when implementing this set of dynamics. He must start by doing a personal introspective exercise where he must assess his own cognitive, behavioural and emotional maturity. (No one can give what he lacks)

Pedagogical principle:

This set of dynamics goes deep in the field of emotions, feelings and young people's thought, hence the extreme respect, caution and common sense required when implementing it. We recommend that the facilitator prepare each step of the technique with extreme care and sensibility. It's useful to have someone else to support the facilitator in the observation of each participant. This will allow a quicker, more effective and subtle reaction when a participant is either emotionally blocked or overflowed.

The goal of all the techniques is to teach, guide and channel the expression of emotions, thought and feelings. Therefore, it is not the objective to open emotional wounds that you are not able to close, nor is it to manipulate teenagers' thought and ideas or transfer a behavioural pattern from the facilitator to the young people participating. They are not a mirror reflecting our thoughts, emotions and behaviour; therefore, they must not bear wrong thoughts directed to victimization or the reliving of painful emotional experiences.

T11: The road

Objective: To reflect on our own life (painful, happy, emotional and vital events, meaningful people, key decisions); to express feelings and experiences, to verbalize them and share them with others.

Developed skills:

- Psychosocial skills: operative thought is stimulated through the recovery of historic memory of each participant. Through concrete symbols and in a graphic way they will narrate the events that have taken place in the last 2 or 3 years of their lives. It is a technique full of symbolic content drawn from the meaning that each individual gives to the road: straight, uphill, downhill, winding, calm, dry, etc.
- Physical and motor skills: body expression.

Materials required: Paper, pens, markers and the table with symbols shown in the instructions.

Instructions: once the instructions are given to the participants, distribute the materials and the symbols. Add people's names, meaningful dates, important events, etc. The road must be decorated with symbols and key words.

Each participant is given a big piece of paper where you will stick the table of symbols. They will work individually the period of time that they require to draw the whole road. The appropriate time for this activity is 20 minutes, but this can be reduced or increased depending on the participants needs.

Once they've finished they will share what they've done with the others. The facilitator, who has also drawn his own road, breaks the ice and starts sharing his own experience. Then is the participants' turn, each of them communicates what they feel is necessary from their own perspective. During the discussion, the facilitator must constantly motivate the participants to express all they want to.

Table of symbols:

- | | |
|-----------|--|
| I | Stuck in a net. Moments of difficulties and problems |
| M | Happy and positive moments |
| OP | People that are or have been important in our lives |



W

Death of beloved ones

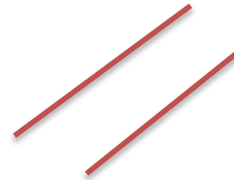
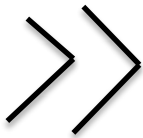


Love in our lives



Projects that have been achieved and future plans

Possible roads' orientations.



Feedback discussion and evaluation: Motivate the participants asking the following questions: How did you feel expressing what you did? What emotions did you feel? What similar experiences have you seen among the participant's roads? What importance is given to the feelings expressed by the participants? Can you comment on the similar experiences of the participants?

T12: Putting the pieces together

Objective: To maximize group work and strong relationships; to reflect on key phrases to face complex situations; to have a group discussion, prioritizing the main ideas and agreeing upon a consensual decision.

Developed skills:

- Psychosocial skills: discussion, analysis and communication.
- Physical and motor skills: fine motor skills are developed.

Materials required: flipchart, pens, markers, and cards with the phrases (table 4, key messages)

Instructions: this is a group work, therefore it is require that participants exchange opinions and communicate to each other so that decisions are agreed upon. Messages are fragmented in “post-its” and displayed in any particular order. The participants have to make a phrase with everybody’s collaboration. Once they think they’ve put the phrase together, they copy it in a piece of paper and discuss its meaning. Then they make a list with the main ideas derived from the phrases they formed.

a) Table 4 key messages:

1. We need differences in our world but they must not constitute a cause for divisions and discrimination. We are all needed, all different, all equal...
2. If you think you’re worthless, that you’re doomed, that you make too many mistakes, that your life is a mess, full of problems difficult to solve, that you’re much worse than others... think of how much you’re worth and start walking.
3. You’re wrong when you think that everything sucks. You start to generalize and everything seems silly to you. You compare yourself with others and you think you’re ridiculous and that others are much better than you. Don’t compare yourself with others, don’t get discouraged.
4. Victimizing yourself doesn’t solve your problems. Don’t say “poor me”, “I’m a mess”, “I’m useless”. Victimization is another problem, it makes us live in a wrong way, it makes our life miserable and people are unhappy...



b) Colour cards with fragmented messages:



Feedback discussion and evaluation: ask the following questions: What does each group think about the phrase made by all of them? How was the participants' collaborative effort? What positive and what negative aspects derive from the phrase you have made? How have you felt during the exercise?



T13: Personal X-Ray

Objective: To make a personal self-analysis exercise; to identify personality strong points and weak points; to analyse the reached values; to identify the negative values and establish an action plan, getting to know the Lickert scale (rating scale from 1 to 10)

Developed skills:

- Psychosocial skills: group cohesion, confidence and the expression of feelings.
- Physical and motor skills: fine motor skills.

Materials required: Flipchart with the tables presented below, markers, blackboard and pens.

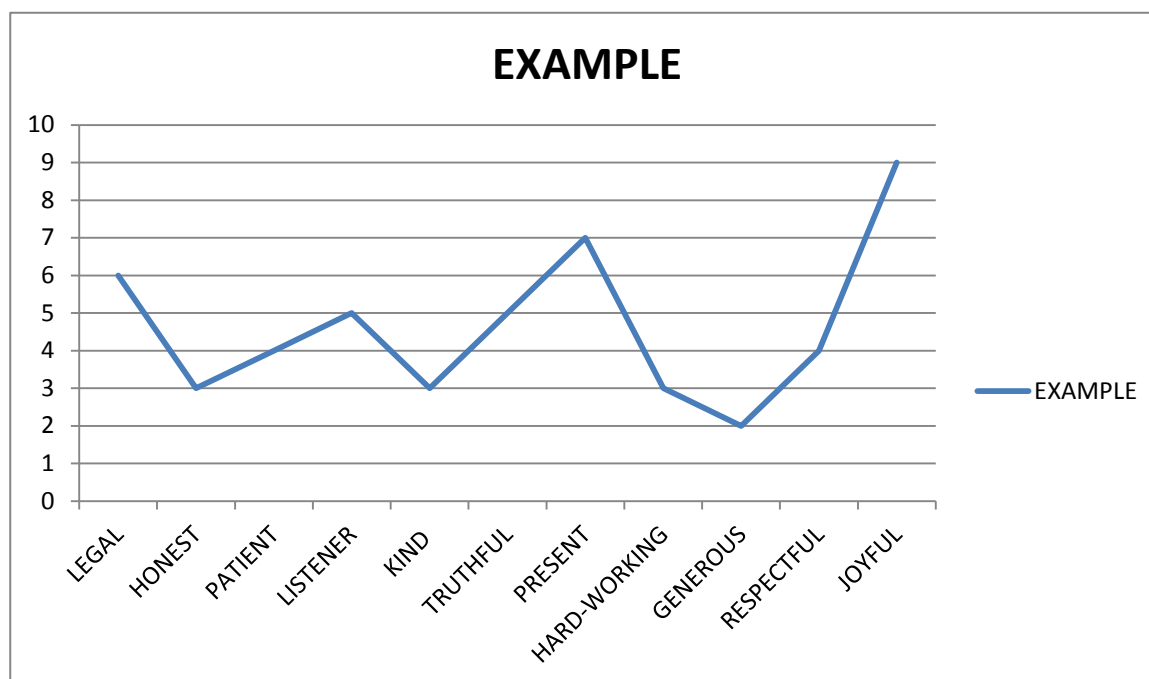
Instructions: Detailed explanation of the activity to the participants emphasizing the confidential and individual character of the task. Distribute to each participant the table of extremes containing the values and the opposite concepts with a 1 to 10 rating scale. Note that 1 is the most positive value, while 10 is the most negative value. Also included is the graph to represent the rating. Later, the facilitator shows the graphic representation of the results of each individual work on the blackboard. Finally, a discussion takes place.

Values and opposites table (Lickert type):

LEGAL	1 2 3 4 5 6 7 8 9 10	ILEGAL
HONEST	1 2 3 4 5 6 7 8 9 10	DISHONEST
PATIENT	1 2 3 4 5 6 7 8 9 10	INPATIENT
LISTENER	1 2 3 4 5 6 7 8 9 10	PASIVE
KIND	1 2 3 4 5 6 7 8 9 10	RUDE
TRUTHFUL	1 2 3 4 5 6 7 8 9 10	LIAR
PRESENT	1 2 3 4 5 6 7 8 9 10	ABSENT
HARD-WORKING	1 2 3 4 5 6 7 8 9 10	LAZY
GENEROUS	1 2 3 4 5 6 7 8 9 10	SELFISH
RESPECTFUL	1 2 3 4 5 6 7 8 9 10	DISRESPECTFUL
JOYFUL	1 2 3 4 5 6 7 8 9 10	GLOOMY



Graphic representation of the results:



Feedback discussion and evaluation: Ask the following questions: What were the values that appeared most often? What were the negative characteristics that appeared most often? What are the consequences derived from the analysed values? What are the consequences derived from the analysed negative characteristics? How do these results apply to the lives of each participant?



T14: The Chameleon

Objective: To work on facial expression: to develop body expression as a form of communication and non-verbal language, which is essential in relationships; to disinhibit teenagers that are blocked, show apathy or are not motivated.

Developed skills:

- Psychosocial skills: group cohesion, disinhibiting strategies, confidence and the expression of feelings.
- Physical and motor skills: body and facial expression.

Materials required: small pocket mirror, a decorated chair (such as king's throne or a film director's chair), ideally a video or photographic camera, although you can still make the activity without this. A sheet with the drawings is showed below.

Instructions: Explain the technique which consists in interpreting with facial expressions certain expressions of daily life. Distribute the sheet with the 5 different faces showing different expressions and give a simple explanation of each of them (anger, imagination, deception, happiness and naughtiness). Each participant rehearses the expressions watching himself in the mirror, which is passed from player to player. Then they gesticulate in front of the others, if you have a camera you can tape it or take a picture. Each participant makes the facial expression following the order stipulated by the facilitator. Watch the facial expressions taped on the video and comment the feelings, difficulties and achievements of the activity. If you don't have a camera, have a group discussion.

The 5 facial expressions for the individual work are:



The expression of being angry with mankind and at the same time of having no self-confidence or not trusting anyone.



Facial expression of happiness, sweetness, shyness, sensitivity and joy.



Importance of closing the eyes and opening the mouth. You can add some blush.



Facial expression of deception, feeling cheated and forgotten. Add some sadness and pain.



Facial expression of a having had a nice surprise, also a bit of humour and positive imagination.



Facial expression of roguery and a bit of naughtiness. Some negative feelings such as vengeance, hate and retaliation.

Feedback discussion and evaluation: Ask the following questions: What difficulties did you find when trying to imitate the facial expressions? What feelings were expressed quicker? Who has the best facial expressions? How did you feel when observed by all the other participants? How do you perceive yourself when the facial expressions are being performed?



T15: The worm

Objective: To cheer up the participants; to foster repetitive memory; to improve body expression; to laugh out loud; to foster imagination and creativity.

Developed skills:

- Psychosocial skills: fosters group cohesion, imagination, creativity, cooperation, self-confidence and the expression of feelings.
- Physical and motor skills: body expression, speed, adaptability, agility, coordination.

Instructions: As in a group echo, everyone must repeat the expressions, screams and gestures the facilitator/narrator makes. When he says out loud: WHAT ABOUT THE BODY? all the participants raise their arms and shake their whole bodies pointing to the centre of the circle they have formed to do the activity, answering: RELAXED, RELAXED; RELAXED!

Note that the whole story is interactive and interpretative. If it's about walking, you make the gesture of walking, if they say to throw yourselves on the floor, the participants do it for real; if they say to jump, they jump for real. The facilitator has to prepare the sequence he is going to say in advance. The success of the technique relies on the facilitator's creativity, originality and a bit of "craziness". Therefore it is important he memorizes and practises the example shown below.

Recommendation: The facilitator must learn by heart the narrative shown in the next page. However, he can add, change or alter the narration according to his own creativity. It's very important that he makes the gestures and body movement while narrating.

Feedback discussion and evaluation: Ask the following questions: Did you feel the group cohesion while doing the gestures of the technique? How do you evaluate the facilitator's and the group's involvement? How do you perceive yourselves when you gesticulate? Who among you would dare to become the facilitator/narrator of the technique? Do you think humour is important in this technique? What strategies have been used to overcome the limitations and initial refusals to the activity?



The facilitator narrates.....	Participants repeat.....
I'm walking.....	I'm walking
It's so hot!....	It's so hot!
I'm sweating so hard...	I'm sweating so hard
What do I see in front of me?...	What do I see in front of me?
I see a worm...	I see a worm
He looks at me....	He looks at me
He observes me...	He observes me
He comes to me...	He comes to me
He challenges me...	He challenges me
AND WHAT ABOUT THE BODY?	RELAXED, RELAXED, RELAXED
Is he looking at me?...	Is he looking at me?
Is he provoking me?...	Is he provoking me?
Let's arm wrestle...	Let's arm wrestle
Wow, that's strong....	Wow, that's strong
But I'll beat you...	But I'll beat you
You see...I beat you	You see...I beat you
Everybody jumps and sings the song of the movie Rocky Balboa	
Do you want to bite me?...	Do you want to bite me?
I step on your toe....	I step on your toe
I smash you...	I smash you
I crush you...	I crush you
I've finished...	I've finished
I can go with no worries...	I can go with no worries
AND WHAT ABOUT THE BODY?	RELAXED, RELAXED, RELAXED
I hear a noise...	I hear a noise
I look behind me...	I look behind me
The worm is standing...	The worm is standing
He's coming towards me...	He's coming towards me
He flies really fast...	He flies really fast
He's going to get me	He's going to get me
Aaaaahhh!!...	Aaaaaahhhhhh!!!
I ride a horse...	I ride a horse



At full gallop...	At full gallop
Faster...	Faster
He's flying so close to me...	He's flying so close to me
He's going to reach me...	He's going to reach me
I throw myself on the floor....	I throw myself on the floor
He goes over me...	He goes over me
He faces me...	He faces me
I take a bazooka...	I take a bazooka
I aim...	I aim
I shoot...	I shoot
AND WHAT ABOUT THE BODY?	RELAXED, RELAXED, RELAXED



T16: John Wayne and the Power Rangers

Objective: To motivate the participants, to bolster group work and agreement in decision making, to improve body expression and group cohesion, to laugh out loud, to bolster synchronised work among all the groups, to develop imagination and creativity.

Developed skills:

- Psychosocial skills: group cohesion, imagination, creativity, originality, collaboration, self-confidence, expression of feelings, artistic expression, dialogue in the decision making process.
- Physical and motor skills: body expression, speed, adaptability, agility and motor coordination.

Materials required: Card board, flipchart, plastic bags in different sizes, disposable glasses, masking tape, markers, make-up, old newspapers, and any other recycling material needed for the costumes.

Instructions: this is a theatrical technique. Form different groups, each of which is assigned with a role according to the characters defined in the six groups described below. Each group must create its own costume; they have to invent a motto that identifies them with their role, they rehearse the gestures and practise their role in the technique. Once they have their costumes on and everything has been rehearsed, the facilitator asks all the participants of all groups to form a big circle, the centre of which becomes the stage where they will perform the technique. The facilitator allows each group to present their role, and then he starts with the narrative...

Recommendation: The facilitator must learn the narrative by heart. However, he can add or change it depending on how creative he is.

Feedback discussion and evaluation: Ask the following questions: Did you feel group cohesion during the technique? How do you evaluate the facilitator's and each group's involvement in the technique? Who among you would dare to become a facilitator/narrator of this technique? Do you think humour is important in this technique? How do you evaluate the costumes in this technique? What group was the most cohesive? What strategies did you use to motivate the shy ones? What role was the most difficult to play?



The characters and their roles

Group 1: The flies

They come when there's something dirty, when there's junk and faeces. When they move they cover their faces with their hands and fly enjoying all that is rotten. They make a buzzing sound Bzzzzzzzzzz. They have small wings and huge eyes.

Group 2: The vomit

The group interprets a vomit. When there is a reference to it they express it yelling vomit! Vomit! Buarkkk! The costume is made out of trash bags and all kind of junk.

Group 3: The locust or giant grasshopper

They walk straight with the heads held up high and from time to time they make the following movement: the raise their hands and lean backwards making a guttural and horrible sound such as Aarrjjkkk, Aarrjjkkk!

Group 4: The Power Rangers

They interpret the famous TV super heroes. They wear helmets, shin pads, wrist bands, strength sword... When they appear on stage they yell something like "Power Rangers, Metamorphosis!

Group 5: Insecticide

They all walk at the same pace making a spray sound such as Psssssss! A good way to imitate it is by pressing their heads down.

Group 6: John Wayne

They wear cowboy's hats and spurs; they hold a cigarette, a cord and a gun in their hands. You can use a broom as a horse, or one of the participants can play the part of a horse. To give more *ambiance* to the scene they can hum a typical far west song.

The technique's scenic development

The facilitator narrates a story in a creatively and improvised way. He can find inspiration in the following text and then adapt it with his/her own ideas

STORY

"In the far west, close to the Comanche's' territory, the wind blew in the cowboy's ears. He was known as the unscrupulous gunman; he was JOHN WAYNE, A.K.A. the man that shoots faster than his shadow. There he goes in the dessert, desperate, when suddenly he VOMITS his last whisky and beans....FLIES come quickly, attracted by the disgusting smell of the yellowish liquid; hungry and predatory flies they are. Covered by thousands of bloody flies, John Wayne can't go through his hang over in peace. Helpless, he phones his



childhood pals, the POWER RANGERS, who immediately teleport themselves to the crime scene yelling "Metamorphosis!". They attack the flies with their powerful "made in Taiwan" swords, but seeing so many disgusting flies they start vomiting as well. The only solution they find is to use their lethal weapon of strong INSECTICIDES...The loud noise they make, however, alert the LOCUSTS AND GIANT GRASSHOPPERS....

Note:

All the characters must appear and play their roles in the story once the facilitator say their names out loud.

Set 5

Reflection and self-evaluation dynamics

When working with teenagers in situation of risk and violence every activity must become an opportunity to give them the tools they need to make a change in attitude that will have a positive impact in their lives. The analysis techniques we propose in this chapter provide an opportunity for the teenagers to make a halt in their lives and reflect on the situations they are going through. Through this reflection they get to know them-selves better, it helps them to make conscious changes in their lives that will lead to the establishment of a life plan with realistic goals in the short, medium and long term.



T17: Hug and be free

Objective: To develop mutual trust and the expression of affection among the participants as the starting point of an improvement of their emotional intelligence. For this the goal is to identify the person that presents an emotional blockage.

Developed skills:

- Psychosocial skills: develops respect, trust, honesty, responsibility, observation, cooperation and strategic reflection. This is represented by two kinds of attitudes: the “freezers”, which symbolize the emotional blockage and the “citizens”, which symbolize the emotional balance.
- Physical and motor skills: the whole activity is made at a very fast pace that stimulates the ability to react and make quick changes in direction.

Materials required: This technique requires a large place or room that is delimited and known by the participants.

Instructions: There are two roles to play in this activity. The first are the “freezers” played by one or more participants, while the rest play the role of the “citizens”. The “freezers” role is to paralyse the “citizens” by touching them on the back or shoulders. Once they have been touched, the citizens stay in their places. The citizens’ goal is to identify the “freezers”, not to let themselves get frozen and to free the victims that have already been frozen by hugging them. The technique finishes when all citizens have been immobilized by the freezer.

Rules:

1. Don't run, don't talk
2. Everything is done in silence
3. The facilitator must respect the space where the technique is being done, that is the limits of the terrain and must remind them about the rules. The facilitator reminds them that each of them is responsible and must comply with the rules. He/she must guide them and reorient them when they tend to accuse each other for not obeying the rules instead of paying attention to their own behaviour and honesty.

Recommendations: To choose the “freezers” the facilitator asks the participants to form a circle and to close their eyes. Then he goes around the circle and designates one or more of them as “freezers” by discretely touching them on their backs. After that he gives a signal, the participants open their eyes and the technique starts.



Feedback discussion and evaluation: Ask the following questions: Was it difficult not to run or talk? Was it easy to be honest the whole time? What were the strategies adopted by the “freezers”? And by the “citizens”? Was it difficult to hug your pals to free them from their frozen state? Was the physical contact nice or unpleasant? Did you choose the people that you wanted to liberate?

T18: John's story

Objective: To motivate the reflection on the many activities in the life of an adolescent and to think on how to define short, medium and long term goals and priorities.

Developed skills:

- Psychosocial skills: develops reflection abilities, empathy, self-analysis, self-confidence and responsibility.
- Physical and motor skills: agility, body expression, sense of humour and modelling ability.

Instructions: Participants are told to pay attention to John's story. He is a teenager, just like them. Every time they here the name JOHN they have to say "yes, he can" and they have to stand up. The facilitator motivates the technique and emphasises those aspects of the story that he considers relevant to outline.

John's story, narrated by the facilitator:

In the city of XXX, in the state/county of YYY lives John. He's the oldest of seven siblings. John is a joyful person; he has many friends and likes to party. The other day, John decided not to revise and he didn't pass a maths exam. Now he has a problem since if John doesn't pass the second exam he might quit school at the end of the semester.

John's mother is very upset and she says to John that he's everywhere except assuming his responsibilities. John in the band, John in the football team, John in the church choir, and at the end –his mother says- he does nothing well. Today John has to revise for the exam but he also has band practice, he has choir rehearsal and he even has to visit his girlfriend. John doesn't know what to do first, but he's clear that if he doesn't revise he won't pass the exam, and the subject as a whole and he will have a tough time.

Recommendations: The story can be changed; new elements can be added, adapted to different contexts or modified creatively by the facilitator.

Progression: Once the story has been narrated, the facilitator starts the discussion asking the following question: What would you say to John?



Feedback discussion and evaluation: Ask the following questions: How did you feel with John's story? Did you identify with John's story? Does it seem realistic to you? What solutions would you give to the way John organizes his life?



T19: The blind train

Objective: To motivate the communication among the participants and promote the tools needed to increase mutual trust among the members of the group.

Developed skills:

- Psychosocial skills: trust and non-verbal communication, cooperation and team work.
- Physical and motor skills: the ability to represent their bodies in space, since the game is done blindly. Also important is the respect for each other through the sense of touch.

Instructions: The participants make lines of 4 to 5 people each and hold themselves by the shoulders. The last person in each line will be the locomotive so he/she has to have eyes wide opened. The rest are the wagons and they have to close their eyes (they can also be blind folded). The last in the line has to guide the train by giving non-verbal signals by touching the participants in front of him: to go straight he softly presses the precedent person on both shoulders, who passes the messages to the one preceding him and so on until it reaches the first in the line; to go to the left the last in line presses the left shoulder; to go to the right, he presses the right shoulder; to stop, he lifts both hands from the precedent person's shoulders (no more contact). The goal of the technique is to have the trains moving around without clashing into each other.

Recommendations: The facilitator must insist on the concentration required for this activity, on the precision of the messages and often on the softness of the contacts. The tendency is to try to compensate the lack of vision by being too tough on the contact.

Be aware that the pressure is not continuous but has to be passed as quickly and clearly as possible from the locomotive to the front wagon, who follows orders. The difficulty lies in the gap between the given order and the movement itself. The tendency is to receive the message, understand it and obey before transmitting it further.

The first time is common that the trains clash willingly, while the goal is precisely the opposite.

It is good to remind everybody that this technique teaches how to trust others.

Insist on the need to anticipate changes in direction (locomotive).

The roles vary a lot depending on where is the person placed (front, middle or at the end of the line), that's why it is good to change places and that everyone passes through all the places.



You can make the technique more original by designing a special costume for each train, using simple materials such as cardboard, trash bags, markers, tissues, etc.

Progression: You can give dynamism to the technique by placing obstacles that the trains must overcome. The technique can also be done running and each train can be made longer by adding new wagons/people.

It is advisable that the facilitator motivates all the members in the blind train to change position and take turns into being the locomotive.

T20: Mission impossible

Objective: To motivate communication, leadership and acknowledgement of abilities and skills among participants.

Developed skills:

- Psychosocial skills: trust and non-verbal communication, cooperation, team work and abstract and formal thought.
- Physical and motor skills: fine motor skills.

Materials required: 4 disposable cups, 4 kebab sticks, a thick candle with a wide base and shorter than the glasses, masking tape or glue and a matchbox.

Instructions: The participants form groups of maximum 5 people. The groups must be apart from each other so they can't hear what the other group is talking about or see what they are doing. Each group will be given a mission. They must balance the candle on the four sticks on the centre of a square. At the end the candle mustn't touch the table and mustn't be supported by any hand. Only the sticks can support the candle. It is advisable that the time given for this activity isn't longer than 10 minutes. This mission is possible!! The facilitator must by no means show the annexed drawing to the participants. It would break the magic and the book would self-destroy in 20 seconds.

Rules:

1. The cups mustn't be broken; they mustn't be moved from where they were originally placed.
2. The 4 disposable cups are stuck to the table or floor apart at a similar distance from each other.
3. Don't use any other material apart from the ones listed above.
4. The sticks mustn't touch the table; they can't be broken or burnt.
5. Don't break the candle; you can't dig in the sticks in its base.
6. The candle must be lit at the end of the technique, when it's placed in perfect balance on the sticks.
7. Security rule: handle the candle carefully. Always keep it in a vertical position.
8. If it's possible, have the music of the "Mission Impossible" film ready and play it during the activity.
9. It wouldn't be bad if the facilitator motivate the participants to disguise themselves as Tom Cruise (in his spy/special MI6 agent role). This requires dark sun glasses, which can also be made with cardboard, markers and masking tape.



T21: Oh! How you've changed!

Objective: Raise awareness about the positive changes needed to lead a normalized and integrated life in the community.

Developed skills:

- Psychosocial skills: creativity, expression of feelings (joy, laughter, awe), critical reflection, observation and awareness.
- Physical and motor skills: ability to make quick changes, balance and coordination.

Instructions: The facilitator asks the participants to make two lines, one facing the other, leaving a space in between for the facilitator to move around animating the technique. He gives the order to the participants to turn around and in 40 seconds they have to change something they're wearing (they have to change their physical appearance; they can apply make-up, put on a costume, etc.) They must use any resource they have at hand without leaving the line (they can change their watch from one wrist to the other, interchange a ring, take off their shoe laces, etc.) The 40 seconds passed, the facilitator asks them to stay put. After that he asks them to turn around and face each other again. They all have to say out loud "Oh! How you've changed!" At that point the facilitator asks 2 or 3 volunteers to identify what has changed in the person facing him in the opposite line.

The technique is repeated 3 or 4 times making as many changes as possible.

Recommendations: the facilitator observes and motivates the participants to make changes in their looks using the same clothes they're wearing; he motivates them to identify the people who show difficulties in making changes, those who change more carefully and those who show greater creativity. This is relevant to the assessment of the technique that the facilitator will do later.

Feedback discussion and evaluation: Ask the following questions: How did you feel doing the technique? What strategies did you use to reach your goals? What were the difficulties you faced? Was it difficult or easy to make changes? Was it easy or difficult to identify the changes made by your partner? How can I extrapolate this experience to daily life? Who has been the most creative one?

Book 3 - Workshop facilitation

3.1 Playful and pedagogical steps to design a workshop

Along with MAPA we present some practical suggestions to help community facilitators develop successful formative workshops with girls, boys, teenagers and young people. They are based on group dynamics and participative techniques which provide new ways to explore reality and different strategies to generate change upon it. They promote a space for spontaneity in a world where most things are regulated.

The techniques (presented in Book 2) allow people to discover new facets of their imagination, to consider alternative ways to solve a problem, to develop thought and promote change in behaviour through the group exchange.

Didactic orientation when putting together a workshop:

Through the workshop, participants are sensitized to somebody or something and are capable to watch, express, recreate and appreciate the world that surrounds them. This involves a self-evaluative attitude as well as an evaluation of the other and of the environment.

When designing a workshop, the facilitator should pursue the following objectives:

Educational: by means of the different activities in the workshop, the participants must broaden their knowledge and acquire a new attitude that will allow them to “learn to learn” and “learn to be”.

Playful: The idea is to make it fun, that it provides pleasure and delight. Avoid sessions of mere transmission of knowledge but put into practice sessions of “learning while doing”.

Integrative: integrate different elements that are present in the participants’ lives such as sports, plastic arts, recreation, values, family, community and couple relationships.

Motivating: Allow participants to develop their own creativity and find their own ways to solve their problems.

Create awareness: Be open to other realities and other people, enabling tolerance and respect for each other.

Socializing: The workshop is developed as a group activity where individual skills and abilities are highlighted in order to create a healthy environment of coexistence. Therefore, any sign of competitiveness or negative superiority (be aware of bullying situations) must be avoided.

The dynamic and creative process within the workshop is designed so that it is capable of producing collective learning. Therefore, we offer this experience to teenagers, community leaders, police officers, personnel in the judiciary system, penitentiary educators, etc.

In the design and putting together a workshop we propose nine playful and pedagogical steps set in a certain order that allow the participants to feel at ease and be able to get the most from the meeting.

1. **Choice of subject:** In order to make the workshop appealing, we have to think of an engaging name/title depending on the objective and the addressed population. We suggest avoiding names that reflect ideas of strength, superiority and any type of discrimination. State subjects that help strengthening a peaceful coexistence and preventing violence.



2. **Choice of objective:** It's very important to be clear about the goal -education wise- of each workshop. Therefore, it is essential a description of the goal, the learning process and the meaningful changes in the integral formation of the participants. We suggest writing down the objectives in a clear and concise wording.
3. **Setting:** We have to prepare the place where the workshop is going to be run. Sketches and phrases related to the chosen subject can be useful. Setting is a very important factor to start a workshop; it is the first element that will engage and motivate the participants from the beginning. If the room is not comfortable and appealing it will be a hindrance for the optimal running of the workshop. It is not only a matter of nice material spaces; it is also a question of being creative enough as a facilitator to be able to generate a cosy environment.
4. **Welcome:** it is the first contact with participants; therefore, several elements have to be considered such as, mood, amiability, personally greeting each participant, proximity and calm of the facilitator. There are several simple techniques for breaking the ice thus allowing an open attitude from the participants.
5. **Thematic concept and socialization:** At this point, the facilitator explains the central subject using daily life examples in no more than 20 minutes. He can also use songs, short stories, always in a simple and clear way.
6. **Group work:** this type of work allows the acquisition of new knowledge through the exchange of experiences among the participants. The facilitator starts this phase using a group cohesion technique (see Block3, Book2) that will enable the forming of small groups.
7. **Socialization:** The participants present and share with the rest of the groups the results of their work within their own team. The facilitator acts as a mediator among the participants to guarantee that everybody is listening as well as promoting a good dialogue and the respect and the appreciation of each intervention.
8. **Engagement:** This phase is optional but we recommend its use since it gives essential information of the participants during the activities. We suggest the participants make a symbolic or real gesture to commit themselves to improving their behaviour, attitude or habits. If, for example, the theme is communication, we suggest that each participant write a letter to his/her siblings or parents in which they express how they feel about communication within the family and what they're going to do to improve and strengthen this relationship.
9. **Evaluation and feedback:** The facilitator with the participants assesses their work. This requires a lot of creativity and originality and the thorough use of assimilation games where the following questions are formulated: How have we felt? What did we learn today? What can we put into practice at home, at school, at work, in the street, with our friends, with authorities? among other questions that the facilitator might like to ask, depending on the groups idiosyncrasy and context.



3.2 Format for the design of a workshop

Title:		
Date:	Facilitator:	Participants: Number: Ages: Sex:
Duration:		
1. Subject:		
2. Objectives:	Supplies:	Duration:
3. Setting:		
4. Welcome:		
5. Thematic concept:		
6. Group work:		
7. Socialization:		
8. Engagement:		
9. Evaluation-feedback:		
Observations:		

3.3 Examples of workshops

Workshop 1: Respect

Title: RESPECT		
Date:..... Duration: 2 hours	Facilitator:.....	Participants: Teenagers Number: 20-25 Ages: 15 to 20 years old Sex: boys and girls
1. Subject:		
2. Objectives: To identify attitudes that generate respect among people and harmony within the community.	Supplies:	Duration:
3. Setting: Posters with pictures and thoughts. Phrases such as "Love your neighbour as you love yourself", etc.		
4. Welcome: Technique 1: Clapping 3		
5. Thematic concept:		
6. Group work: Form groups of 5 participants Name 10 forms of respect Name 10 forms of non-respect Select one		
7. Socialization: Dramatize, or compose a song, a poem, etc. Share the experiences		
8. Engagement: Generate internal and voluntary commitments.		
9. Evaluation-feedback: How have we felt? What did we learn today? What can we put into practice at home, at school, at work, en the streets, with friends, with authorities...?		

Observations:

Workshop 2: Learning to define short term goals

Title: "I learn to define short term goals"			
Date:....	Facilitator:.....	Participants: Teenagers	
		Number: 20-25	
		Ages: 15 to 20 years	
Duration: 2 hours		Sex: girls and boys	
1. Subject: Girls', boys' and teenagers' rights and duties			
2. Objectives: Get to know the girls', boys' and teenagers' rights and duties stated in the Childhood Codes of our country.		Supplies:	Duration:
3. Setting: Posters showing pictures and thoughts: Phrases: "A right that is not defended is lost", "Give children's and teenagers' rights back" Respecting other people's rights is peace" Pictures: children in a round, young children faces.		Cardboard Masking tape Markers (red, blue, green, black)	
4. Welcome: Technique: "I am..." (each participant starts with the phrase "I am JOHN ...and every time he adds a new characteristic he says "I am cheerful...", and then goes on until he's mentioned 3 or 4 traits of himself)		None	10 minutes



<p>5. Thematic concept: Induce the participants, in a participative way, to mention their rights and duties, to comment upon its meaning, to apply it to our reality and to write it on posters. Later, they should attach it to a picture.</p>	<p>None</p>	<p>20 minutes</p>
<p>6. Group work: Technique 5: "The sun shines", in order to form 5 even groups of participants. Once the groups are formed they must work to write 5 fundamental rights of boys, girls and teenagers.</p>	<p>Flipchart Markers Masking tape Scissors Coloured paper</p>	<p>30 minutes</p>
<p>7. Socialization: Present the work in the groups through: dramatize, compose a song, a poem, etc. in order to share experiences with the rest of the participants.</p>	<p>Flipchart Markers Masking tape Scissors Coloured paper</p>	<p>30 minutes</p>
<p>8. Engagement: Generate internal and voluntary commitments.</p>	<p>Coloured paper Pens</p>	<p>15 minutes</p>
<p>9. Evaluation-feedback: How have we felt? What did we learn today? What can we put into practice at home, at school, at work, in the streets, with friends, with authorities...?</p>		<p>15 minutes</p>
<p>Observations:</p>		



Workshop 3: Life project

Date:	Facilitator:		Participants: Teenagers
Duration: 2 hours			Number: 25
			Ages: 15 to 20 years old
Objective: That teenagers realize the importance of setting their own short term goals in order to achieve their life projects			
Playful and learning moments during the activity	Supplies:	Responsible:	Duration:
1. Setting:	Coloured cardboard Glue Permanent markers Flipchart		20 minutes
2. Welcome: Invite participants to stand up and do the "blind zoo" dynamic (instructions in attached sheet) in order to form pairs. They have to introduce themselves to their partner giving him/her their names, ages and what's the most important task they have to perform during that day. Afterwards, in the open circle the couples have to introduce themselves highlighting the different tasks they have to do that day. The dynamic is closed with the key questions: how did you feel? And what did you learn?	Instructions sheet for the dynamics. Colour sheet Scissors Markers		15 minutes
3. Thematic concept: short terms goals Invite the participants to sit down and listen to the story "One day in John's life" (short story in attached sheet) Instruct them to say "yes, he can" every time they hear John's name.	Sheet with John's story Flipchart Markers Masking tape		20 minutes



	Close activity with key questions: How did you feel? What did you learn? Explain and discuss about what a short term goal is and how to achieve it when it's clearly defined.			
4.	Group work: Divide the big group in five groups of three participants each using the technique "the boat" (instructions in attached sheet). They have to organize "socio-dramas" "my advice to John is...", where one of them plays John's role and the rest has to assess how John is and what advice they would give him to pass his maths exam.	None		20 minutes
	Snack			10 minutes
5.	Socialization: Teenagers present their socio-drama. Facilitator highlights the ideas related to the thematic concept and the importance of short term goals when defining their life project. Socio-drama is closed with the key questions: how did you feel? What did you learn?	None		20 minutes
6.	Engagement: Teenagers are invited to write on a cardboard one short term goal and three activities that will allow them to achieve it. They read their goals out loud as a way of committing themselves to defining short term goals.	Colour paper Pens Masking tape		15 minutes
7.	Evaluation-feedback: Workshop is evaluated by asking the following questions: How did we feel? What did we learn? What can I put into practice?	Flipchart Masking tape		10 minutes
	Observations:			



Workshop 4: Self-control

<p>Date:</p> <p>Duration: 2 hours</p>	<p>Facilitator:</p>		<p>Participants: Teenagers</p> <p>Number: 25</p> <p>Ages: 15 to 20 years old</p>
<p>Objective:</p> <ul style="list-style-type: none"> a) Get to know the concept of self-control b) Be aware of the emotions, thoughts and behaviours c) Learn to control emotions, thoughts and behaviours d) Anticipate the consequences of their own actions e) Promote empathy f) Appreciate the benefits of self-control g) Face emotions, thought and behaviour positively h) Learn to value what results from their actions 			
<p>Playful and learning moments during the activity</p>	<p>Supplies:</p>	<p>Responsible:</p>	<p>Duration:</p>
<p>1. Setting: Form a semi-circle with chairs. Decorate walls with phrases such as "I will get there", "I can", "I trust myself". Establish rules of coexistence.</p>	<p>Coloured cardboard Glue Sealer Permanent markers Flipchart</p>		<p>20 minutes</p>
<p>2. Welcome: Invite participants to stand up and do the "messy basket" dynamic in order to form in pairs. They have to introduce themselves to their partner giving him/her their names, ages and what's the most important task they have to perform during that day. Afterwards, in the open circle the couples have to introduce themselves highlighting the different tasks they have to do that day. The dynamic is closed with the key questions: how did you feel? what did you learn?</p>	<p>Instructions sheet for the dynamics. Colour sheets Scissors Markers</p>		<p>15 minutes</p>



<p>3. Thematic concept: self-control The concept is introduced to the participants using pictures that show positive and negative self-control situations, explaining its benefits and disadvantages. Ask three volunteers to perform three situations in their own life where they experience positive self-control, negative self-control and lack of reaction before a given situation that affects them.</p>	<p>Pictures Flipchart Markers Masking tape</p>		<p>20 minutes</p>
<p>4. Group work: Divide the big group in five groups of three participants each using the technique "the post office". They have to organize "socio-dramas" where they perform situations of low emotional self-control and good self-control, as well as some individual, group and community strategies to improve self-control.</p>	<p>None</p>		<p>20 minutes</p>
<p>Snack</p>			<p>10 minutes</p>
<p>5. Socialization: Teenagers present their socio-dramas. Facilitator highlights the ideas related to the thematic concept and the importance of self-control in daily life. Socio-drama is closed with the key questions: how did you feel? What did you learn?</p>	<p>None</p>		<p>20 minutes</p>
<p>6. Engagement: Teenagers are invited to write on a cardboard one short term goal related to self-control in stressing situations and three activities that will allow them to achieve it. They read their goals out loud as a way of committing themselves to defining short term goals.</p>	<p>Colour paper Pens Masking tape</p>		<p>15 minutes</p>
<p>7. Evaluation-feedback: Workshop is evaluated by asking the following questions: How did we feel? What did we learn?</p>	<p>Flipchart Masking tape</p>		<p>10 minutes</p>



What can I put into practice?			
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Workshop 5: Social skills

Date:	Facilitator:		Participants: Teenagers
Duration: 2 hours			Number: 25 Ages: 15 to 20 years old
Objective:			
<ul style="list-style-type: none"> a) Improve interpersonal skills in social situations b) Develop certain aspects of social knowledge, behaviour, skills and strategies in order to interact with others c) Promote self-knowledge in teenagers 			
Playful and learning moments during the activity	Supplies:	Responsible:	Duration:
1. Setting: Form a semi-circle with chairs Walls can be decorated with phrases such as, "Smile and greet, good listening, I introduce myself, I can help others, I'm polite to others". Establish rules of coexistence.	4 colour cardboards Glue Permanent markers Flipchart		20 minutes
2. Welcome: Invite participants to stand up and do the "hugging liberates" dynamic so they start developing the capacity to give affect and positive caress. The dynamic is closed with the key questions: how did you feel? What did you learn?	Instructions sheet for the dynamics. Colour sheets Scissors Markers		15 minutes
3. Thematic concept: social skills Quickly explain that social skills can be defined as "learnt behaviour that people use when interacting with other to obtain or maintain reinforcement and feel effective". Teenagers with whom we're going to work present a deficit of these	Sheet with pictures Flipchart Markers Masking tape		20 minutes



skills due to many reasons: they value negatively they're own social behaviour, they lack motivation, they can't tell how to behave depending on the situation, either because they don't have a stock of appropriate behaviours or because there are obstacles to the expression of socially adequate behaviour.			
4. Group work: Divide the big group in three sub-groups. They have to organise "socio-dramas" where they perform social skills in their own context. Group 1: Basic social skills Smile and greeting Listening Introductions Favours Courtesy Group 2: Conversational skills Start a conversation Keep a conversation End a conversation Join other people's conversation Group conversations Ask questions	None		20 minutes
Snack			10 minutes
5. Socialization: Teenagers present their socio-drama. Facilitator highlights the ideas related to the thematic concept. Socio-drama is closed with the key questions: how did you feel? What did you learn?	None		20 minutes
6. Engagement: Teenagers are invited to write on a cardboard one social skill they commit themselves to improve and the time they think that would take. They're asked to keep the paper and evaluate its fulfilment on the next session.	Colour paper Pens Masking tape		15 minutes
7. Evaluation-feedback: Workshop is evaluated by asking the following questions:	Flipchart Masking tape		10 minutes



<p>How did we feel? What did we learn? What can I put into practice?</p>			
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