

**RESTART!**

# Symbiosis

Dynamic G5D8



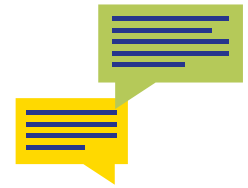
**Diputació  
Barcelona**

Àrea d'Educació,  
Esports i Joventut



# Symbiosis: sharing

Dynamic G5D8



## Aims of the dynamic

# A

**Discover how they can share their skills.**

# B

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

## Summary of the dynamic

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

## Materials

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

## Session structure

01. Before you start
02. Symbiosis. Let's get the dynamic started!
03. Restart! The cool blog
04. What do I take away from today?

This dynamic is intended to be conducted over some 60-90 minutes with groups of ten young people. The duration may vary depending on the needs of the group of youngsters and the interest they show. We advise following the pace set by the group. In any event, the more time that can be spent on reflection, the more the youngsters will benefit from the experience.

## The atmosphere while conducting the dynamic

To get the most out of the activities, we suggest conducting the dynamic in as pleasant and open a space as possible, preferably outdoors, or at least with natural light. Music may be a useful resource to maintain a positive atmosphere, above all while they are doing activities independently (and especially if the music matches the preferences of the youngsters in your group).

It is important to make sure during the dynamic that no one is forced to go beyond what they feel capable of. In this type of activity sensitive issues for those involved may arise, and in fact that is to be expected. In such cases, reassure the youngster in question by telling them that they do not need to do anything they feel unsure about, and that the aim is for them to enjoy the dynamic.

We suggest some tracks dealing with friendship that you can listen to on the [Youth Plan Office Spotify channel](#).



## Key concepts

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

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

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

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

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



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# 01.

## Before you start

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

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

# 02.

## Symbiosis.

### Let's get the dynamic started!

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

### Begin the dynamic by watching the video

#### Kindness Boomerang «One Day»

[Life Vest Inside, 5:42]

<https://youtu.be/nwAYpLVyeFU>

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

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



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



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

## Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; did you discover any interests or abilities that surprised you?; is there anything else you would like to share? This will probably prompt a more or less fluid conversation, depending on the level of trust created in the context of the dynamic, and the group's conversational habits. If there are no spontaneous contributions, we suggest some questions that would be worth taking into account to guide the dialogue, placing the emphasis on allowing the group gradually to dissect the issues themselves.

1. **How did you feel when you realised you could offer to help someone?** Possible reflections: We might imagine that no one needs our support or help. When we are given the chance to talk

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

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

# 03.

## Restart!

### The cool blog

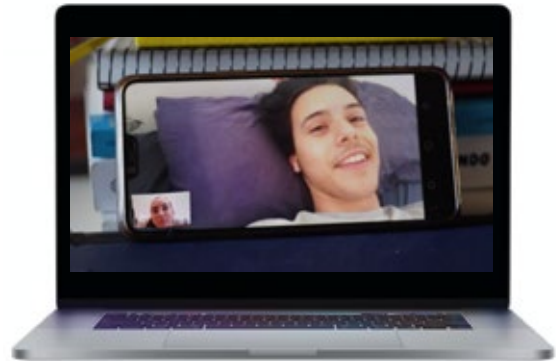
#### Watch

### The cool blog

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

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

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



#### Summing up

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

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

## 04. What do i take away from today?

**This section is common to all the fem tec! Activities. The aim is to identify the sensations experienced and the lessons learned through the dynamic.**

Arrange the group in a circle so everyone can see each other's face. Allow the group to speak, so that they can all, one by one, have their say about what they most enjoyed or what they learned, how they feel, or any other issue they might want to raise.

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

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





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