Stage - "Participation"

TECHNIQUE: "THE BOAT"

Objetive	To create a platform for developing participants' capacity to play and organize the group through coordinated effort.
Time proposed	About 10 to 15 minutes, or until the task has been completed.
Materials	Robust chairs the children/teenagers can climb onto and stand on.
Requirements	This technique, which can be undertaken by a group of between 20 and 80 people, calls for a spacious facility with a flat floor – perhaps a large hall or outdoor patio or yard.
Brief description of the technique	Firstly, participants are split into groups of eight or ten (depending on the total number), and 4 or 5 chairs placed in a row are assigned to each sub-group. Then the facilitator gives the following instructions: • *Each sub-group will stand behind the chairs placed in a row.* • *Imagine these chairs are a boat in the middle of the sea.* • *Climb on the chairs until everyone is 'on board' and nobody is touching the floor, which will represent the water.* • *Once everyone has come on board, move the boat forward by passing the last chair in the row to the front.* In order for the 'boat' to advance, the participants standing on the chairs need to keep passing the last chair in the row to the front while coordinating and organizing the sub-group, so that no-one comes into contact with the floor. The sub-group that manages to reach a point to be set at the beginning of the activity will win. The important thing here, however, is not to have a winner, but to use this technique as an icebreaker and get the sub-group to engage in a coordination task.

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Stage - "Participation"

TECHNIQUE: "THE NET"

Objetive	Introduce participants, work on the organization through group coordination
Time proposed	About 10 to 15 minutes, depending on the number of participants.
Materials	A ball of yarn, a bottle or small container, a pencil or pen.
Requirements	For this technique, the group should be made up of not more than 20 participants. If possible, they should sit in a circle on the floor. Thus, the place should be spacious and comfortable enough to be able to either sit on the floor inside or go outdoors and sit on the grass.
Brief description of the technique	Sitting in a circle, participants introduce themselves one by one using a ball of yarn. They hold the end of the yarn and give their name, age, school, neighbourhood, motivation for taking part in this activity, expectations and anything else they may wish to share with the group. After introducing themselves as described above, each participant passes the ball of yarn to another in the circle, but keeps holding a little section of the yarn. As more and more participants join in, they gradually form a net with the yarn. Once all the participants have introduced themselves, the facilitator places a bottle or similar container in the centre of the net – participants still holding the yarn – and ties a pen or pencil to the yarn in the centre of the net. The group should finally try to introduce the pen or pencil in the container without breaking the net. As soon as they manage to do this, the activity comes to an end.

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Stage - "Participation"

TECHNIQUE: "ROLL OF PAPER"

Objetive	To introduce participants by using an object as participation mediator.
Time proposed	Approximately 10 minutes.
Materials	A roll of toilet, kitchen or similar paper.
Requirements	For this technique, the group should consist of not more than 20 people. Ideally, participants should sit in a circle on chairs or on the floor, so the facility needs to be spacious and comfortable enough for this. Alternatively, they could go outdoors and sit on the grass.
Brief description of the technique	The group is asked to sit in a circle. The coordinator, who is holding a roll of toilet or similar paper in their hands, takes a piece, passes it to the participant sitting next to them and asks them to take what they need and pass it on to the next, until everyone has a piece of paper in their hands. Then the coordinator takes the paper with one of their hands, unfolds it vertically and begins to wrap it around their hand as they tell the group something about them, for instance, their name, age, place where they live, courses taken and other personal details, until all the paper is wrapped around their hand. One after the other, each participant sitting in the circle does the same, until everyone has told the group something about themselves as a way to get to know one another and begin the activity.

We recommend always explaining to participants that, in addition to facilitating integration as a fun-recreation factor, an icebreaker is basically aimed at generating a relaxed atmosphere.

By icebreaker or ice-breaking technique we mean an activity designed to generate a good atmosphere amongst the group at the start of a workshop, meeting or plenary meeting.

By fun-recreation factor we mean any task proposed to a group of children, teenagers and adults, which is designed to generate a good working atmosphere and foster participants' integration.

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Stage - "Acting"

TECHNIQUE: "THE ART CRITIC"

Objetive	To assume a role and play it. We may choose to be either what we would like to be in the future or right now. Once everyone has chosen a role to play, the activity consists of solving various problems and trying to make joint decisions.
Time proposed	Approximately 1 hour and a quarter
Materials	White 5 by 10 cm cards, 30 by 40 cm sheets of paper, white sheets of paper for writing comments, markers.
Requirements	• *A large indoor hall or room with walls you can stick the cards on. For this technique, the group should consist of 15 to 20 people. Some of the topics that can be suggested include:* • *Teenagers and health* • *Environmental pollution* • *Equality of opportunities between men and women* • *Child participation*
Brief description of the technique	Place in a box slips of paper with the names of different trades, professions and jobs. (Depending on the number of participants, such occupations may be repeated.) Distribute the slips of paper plus some blank ones, in order to write down any tasks not included amongst the selection offered. Examples: rural workers, teachers, professors, journalists, politicians, parents, health care providers, artists, businesspeople. At the same time, several posters of approximately 30 by 40 cm will be placed on the walls – as if in a gallery – with graphics or texts about the topic the teenagers will be giving their views on. This activity is based upon the principle that every participant has something to contribute: we all possess knowledge we can share as we give our opinions on the various topics presented. It is worth noting that while not all of us know about the same things, by exchanging information we can share knowledge with others. Closing: After going through this gallery-like series of topics where participants can also contribute notes or comments on a sheet of paper to be placed next to each poster, there is a plenary meeting where participants share their impressions, read the comments written on the sheets of paper and devote some time to exchanging views.

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Stage - "Acting"

TECHNIQUE: "THE KNOT"

Objetive	To create a platform for developing participants' ability to play and help organize the group through a coordinated effort.
Time proposed	Approximately 20 minutes
Materials	While this technique does not call for any materials, it will all depend on the possible variants to be implemented
Requirements	A large indoor hall or room. This activity has been designed for a group of 20 to 30 people. The larger the number of participants, the more complex the technique.
Brief description of the technique	Participants stand in a circle holding hands. A few of them leave the group and stay away for a few minutes, somewhere where they cannot see the rest. Meanwhile – and still holding hands – the group slowly intertwines into a complex knot. Once the knot has been formed, the participants who had gone out are allowed to return and asked to untie the knot, making sure the participants keep holding hands, until the original circle is recovered. The purpose of this game is to generate more trust, especially among those participants who do not know one another. The physical contact achieved by forming the knot helps loosen up and overcome any uneasiness they may feel at the beginning of a course, workshop or other type of group activity.

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Stage - "Acting"

TECHNIQUE: "WHO AM I? WHO ARE WE?"

Objetive	To make a presentation, analysing who we are and what we see in a hand mirror. An external object is used as a mediator to trigger the expression of feelings with regard to the topic to be addressed.
Time proposed	Approximately 30 minutes
Materials	A hand mirror for each participant
Requirements	The group should consist of not more than 20 members, and the activity should be conducted in a spacious indoor hall or room where participants can walk around freely.
Brief description of the technique	Each participant is given a small mirror. They are then asked to walk around the room and use the mirror to find out what is happening around them. After a few minutes, they are given three more specific instructions to follow as they keep walking around the room, holding the mirror: • *Starting from this moment, look at yourself in the mirror without ignoring what is going on around you.* • *Walk around the room finding your way by means of the mirror.* • *Finally, choose a word or phrase to share.* (Depending upon the topic to be addressed, other more specific instructions may be given as deemed necessary.) After walking around the room and following the instructions for a few minutes, all participants gather in a circle and share what they have experienced as a group.

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Stage - "Being part of"

TECHNIQUE: "LISTENING TO LYRICS"

Objetive	To use song lyrics to draw attention to certain themes. A text or story children and teenagers are familiar with can be used as an excuse for reflecting upon different topics.
Time proposal	Approximately one hour.
Materials	Printed song lyrics, flipchart, markers.
Requirements	A group of less than, say, 20 people, a spacious room with large tables or the possibility of working on the floor. If it's a text with music, CD and CD player.
Brief description of the technique	This technique is based on the use of texts teenagers are either familiar with (preferably) or that simply relate to the topics to be addressed. You can mention the composers/authors, their nationality and the year they composed the song or wrote the lyrics. After splitting the teenagers into sub-groups, they are given the song lyrics, a flipchart and a marker. Then they are given a few instructions: Read the text. What is it about? How many characters are there in the story? Could this story take place in the city where you live? Invent a different ending to the story. (Depending on the theme, you can include additional instructions. You can work with the same lyrics with the different sub-groups, or else assign one stanza to each sub-group and then bring them all together.) The discussion and exchange generated within the sub-group will be recorded on the flipchart and presented to the entire group at the plenary meeting.

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Stage - "Being part of"

TECHNIQUE: "TEENAGE DIVERSITY" (*)

Objetive	To get adolescents to describe how they experience day-to-day situations, raise awareness amongst them about the different ways in which such situations can be confronted, and prompt them to voice their opinions and share with others their own experiences and feelings.
Time proposal	About 1 hour and a half.
Materials	Illustrations, photographs, a painting or a drawing to be provided by the coordinator. Such images should depict situations involving, but not restricted to teenagers. The idea is to discuss how they relate to their environment, their parents, their peers and adults they consider points of reference, and also analyse how they manage to solve day-to-day issues.
Requirements	A group of less than, say, 20 people, a spacious hall or room with large tables and the possibility of working on the floor.
Brief description of the technique	Para comenzar, y después de haber realizado alguna dinámica de presentación o rompehielos, pasaremos a After conducting some sort of icebreaker, ask the teenagers to choose an ordinary situation they face every day – e.g. getting ready to go to a dance or to go out, the moment just before a written test or exam, the moment right after a fight or argument with a friend. Here, the different sub-groups are asked to agree on one individual situation to be tackled by all. Then the group is split into several sub-groups of about 5 or 6 people who are shown a series of illustrations, photos and drawings, and are given the following instructions: **Choose the illustration, photograph or drawing that best matches your state of mind when you faced the situation, and talk about how you felt at that moment.** After engaging in individual and sub-group discussion for a little while, each sub-group is asked to select the one image or illustration that best portrays them, explain why they have chosen it and what it means to them. Finally, the sub-group is asked to summarize the experience by making a drawing or poster, writing a story or poem, or resorting to any other form of expression they will present to the rest of the group. When the sub-groups complete their respective tasks, the coordinator organizes a plenary meeting where each sub-group talks about its exchange of experiences and displays what it has prepared (painting, drawing, etc.).

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Stage - "Being part of"

TECHNIQUE: "WRITING WORKSHOP"

Objetive	To introduce basic writing skills and motivate participants to write, read and reflect upon texts suggested or presented to them.
Time proposal	Approximately 1 hour and a quarter.
Materials	Brief text to be used to trigger writing, sheets of paper, pencils, eraser.
Requirements	The groups should be made up of not more than 10 to 12 people as it is very important to devote time and attention to each participant's work. The room should have tables, so that participants can write comfortably.
Brief description of the technique	As specified above, this group activity consists of working on a text, reflecting upon it and trying to create a short text either individually or jointly. This type of activity should be carefully planned based on the theme, timing and text selected. Most importantly, the coordinator should consider to what extent the work developed with their group has evolved so far. In fact, we strongly suggest not using this tool if the children or teenagers are coming together for the first time. A deeper insight can be achieved if the group has already defined common interests, plans or projects. This kind of activity proves more successful if it is conducted on a continuous basis. The coordinator reads the text out loud to the group, which has been split into sub-groups of four or five participants. A copy is then handed out in order to help each sub-group create a text jointly. Sub-groups will be given thirty minutes to discuss and write. Afterwards, each sub-group will present the newly-created text to the rest, explaining the theme chosen, describing any difficulties encountered during the process of writing together, and suggesting other ways to continue to write and express thoughts, feelings and opinions on issues of interest.

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Stage - "Having"

TECHNIQUE: "THE SILHOUETTE" (*)

Objetive	To promote insight, integration and trust amongst participants by triggering the expression of ideas, feelings and actions. To raise awareness about differences and help describe them. This technique will further help facilitators obtain information about the group they are going to work with.
Time proposal	Approximately 1 hour and a quarter.
Materials	One sheet of paper with the image to work on and one pencil per person, a whiteboard or flipchart. Gentle background music may be played.
Requirements	A spacious hall or room with a comfortable floor participants can lie on. The group should consist of not more than 20 people.
Brief description of the technique	First, each participant is given a photocopy of a human image and the following instructions: at the level of the head, write two ideas you are convinced of; at the level of the heart, two you always treasure; at the level of the hands, two actions you consider good; and at the level of the feet, two actions you consider wrong or inappropriate. Then participants come together in couples and are prompted to ask questions and make comments on what they have just written. Depending on the number of participants, conduct such exchange of ideas three or four times. In the last instance, prompt participants to search for coincidences regarding ideas, actions, feelings and mistakes, thereby helping them detect differences. Finally, bring the information together and list on the whiteboard or flipchart the coincidences and differences. We suggest the coordinator should summarize the information and discuss the feelings and ideas expressed, as well as the various actions shared. Finally, the coordinator should pose questions aimed at reflecting on the activity developed: How did you feel about it? Did it help you in any way? Were you able to discover characteristics in yourselves and others you were not aware of? And any other question they may deem relevant or significant.

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Stage - "Deciding"

TECHNIQUE: "SIMILAR YET DIFFERENT" (*)

Objetive	To promote exchange amongst adolescents, in order to enhance integration and mutual trust.
Time proposal	Approximately 1 hour and a quarter.
Materials	A sheet of paper and a pencil per participant.
Requirements	This activity, which has been designed for a group of not more than 20 participants, can be conducted either in a spacious, comfortable room or in the open air.
Brief description of the technnique	First, each participant is given a sheet of paper with the following instruction: "Choose and right down a place to get together with friends, some music or a musician, an idol, a film, a dream and a person you love". Then the facilitator suggests forming small groups of three to talk about the answers and ask further questions to complete the information provided in writing. Then form new three-member sub-groups, in order to exchange views with as many peers as possible. The last sub-group discusses the similarities found, and also the differences between the answers provided. Finally, a plenary meeting works on the exchange of differences and similarities between the teenagers' answers, and the coordinator makes a summary of the above, focusing on diversity.

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Stage - "Deciding"

TECHNIQUE: "I ELECT MY REPRESENTATIVE"

Objetive	To elect representatives after the entire group has carefully examined, defended their arguments, discussed and exchanged ideas on why and how to elect and/or run for representative.
Time proposal	Approximately 1 hour and a quarter.
Materials	Sheets of paper, markers. (If possible, a computer, a projector and a screen in order to write and display a text or document as it is being collectively prepared). Cards with questions, markers, flipcharts.
Requirements	While this activity can be conducted with a large number of people, groups of approximately 30 give them the chance to participate more actively and process agreements or disagreements more smoothly. The activity can be carried out either in a spacious, comfortable room or in the open air.
Brief description of the technnique	After the introduction or opening, in order to split the young people into sub-groups, we suggest giving each participant a number from 1 to 4 (1, 2, 3, 4), and then asking them to come together based on the number they have been assigned. Questions to be posed after splitting the group into sub-groups of approximately five teenagers. What is, in your opinion, the best way to choose a representative? Why? In your opinion, what characteristics should a representative have? What themes or issues do teenagers give priority to? In what way do you feel being the representative of your peers can help you? (Approximately twenty minutes.) Note: We suggest printing these questions on cards to be delivered to the different sub-groups, and handing out sheets of paper, so that they can keep a record in writing as deemed necessary.

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Plenary meeting:

To conclude this first stage of the work in sub-groups, and after having generated a thorough examination and discussion with regard to representation, participants will be asked to stand in a circle again, and each sub-group will read out its answers to the questions printed on the cards.

Please note that the answers and comments will be first recorded in writing and will then be shared with the rest of the group. (Approximately twenty minutes.)

Recess:

If at all possible, we suggest sharing a snack during the break. The idea is to generate an opportunity for relaxation and the informal exchange of ideas on what has been discussed so far. (Not more than five minutes.)

Debate and actual elections:

This phase is intended to help adolescents discuss the best way to elect their representatives. To that end, they will be given a set period of time to exchange proposals and then decide on one, in order to proceed to the actual elections. (Approximately thirty minutes.)

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Stage - "Being"

TECHNIQUE - "PAINTING WORKSHOP"

Objetive	To develop an activity designed to motivate participants to discuss and express their own feelings about group work; then, to prompt them to use paint and brushes to jointly create a mural, drawing or similar work of art.
Time proposal	Approximately 1 hour and a half.
Materials	Washable paints, brushes, white sheets of paper of approximately 1 metre by 1 metre, cushions, CD player, gentle music.
Requirements	Here the role of the facilitator is very important as a guide, as the group may consist of up to 30 people. The room should be spacious, with a comfortable floor to lie on during relaxation, and also tables, as participants may choose to paint on them or otherwise to place the large sheets of paper directly on the floor.
Brief description of the technique	First, the facilitator describes the theme to be addressed and implements a relaxation technique to prepare the group for the activity. Chairs and tables are pushed aside and participants are asked to lie on the floor to proceed to a breathing and relaxation technique. Playing music specifically selected for this purpose, the facilitator begins to induce a lucid dream. We suggest the following, yet each coordinator will decide on the most useful for their work: • *Now we shall pretend we are sleeping and will imagine we are dreaming* • *Mary is born in a home in a working-class neighbourhood near the beach* • *John is born in a home in a working-class neighbourhood with many trees* • *Mary lives with her mom and dad. As she grows up and starts to crawl, she begins to go around the house, the bedrooms, the back garden, and plays with her puppy.* • *John lives with his mom and grandma. He starts to crawl, too, and begins to get to know the different corners of his house. He too has a puppy and two kittens he plays with a lot.* • *One day, Mary begins to stand, and to take her first steps.* • *Once day, John begins to stand, and to take his first steps.* • *They continue to grow and one day their moms buy them outfits to go to nursery school.* • *At the nursery school, their teacher takes care of them and teaches them new things.* • *At the nursery school there are also other kids they play with. They make friends.* • *With these friends, they learn lots of things and realize that, while they are learning, they can also do other things, they can do things, they can talk.* • *Mary starts getting together with some class-mates to talk about topics they are interested in.* • *John is a little afraid of not finding a place where he can feel someone is taking care of him.*

After this lucid dream that takes about ten minutes, participants are asked to slowly get up and begin to crawl around the room for a little while. Then they are asked to take their first steps, slowly stand up and begin to walk around the room, greet the peers they come across in whatever way they like – giving them a hug or a kiss, shaking hands, etc.

Before proceeding to the next instruction, they are asked to form a compact circle by intertwining their arms hug-like, so as to concentrate the energy deployed in the previous phases.

Once they have completed this preparatory practice, they are assigned different corners, given paper, brushes and paints, and asked to draw and paint about the theme "How I imagine myself a year from now".

After participants have been painting for 20 minutes, they form a circle again, display their work and share their feelings and experiences during the activity.

This type of technique is aimed at creating a stream of affection amongst the group, as participants are prompted to perform a life-cycle-like tour and are given the chance to share this experience with their peers.

We suggest conducting these activities once all participants have managed to achieve a good level of trust amongst themselves and with the coordinator.

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Stage - "Being"

TECHNIQUE - "RADIO WORKSHOP"

Objetive	To stimulate reflection within the working group about the media and the information they transmit.
Time proposal	1 hour 45 minutes (approx.)
Materials	Flip charts, markers, microphone, CD player or computer, speaker.
Requirements	Radio workshops are best carried out in small groups (at most 12 participants). A small room may be an adequate location; certain privacy is recommended since some children feel a bit shy about using a microphone.
Brief description of the technique	Divide the participants into two groups and give each group a flip chart and a marker. Ask them to answer the following questions: • *What examples of mass media do I know?* • *Which of them have programmes prepared totally or partly by adolescents?* • *In what kind of news are adolescents and children featured most frequently?* • *If we had to prepare a radio programme, what topics would it cover?* Finally, ask them to prepare a two-minute programme to present to their peers. Note: Once the subgroups have finished answering the questions and thinking about the mass media, ask them to gather around the spot where a radio station will be set up, using the microphone, the speaker, the CD player or the computer (for playing music and also for searching for information). It should be noted that this activity may be carried out in one or in two sessions: the first for sharing opinions and putting together the programme; the second for presentation of the programmes. This will depend on how much time is devoted to working in subgroups. Although the activity may be planned to last 30 minutes, on occasion it may take longer and in that case the coordinator may suggest that after sharing reflections with the larger group, presentation of the programmes may be postponed until the next workshop. This possibility is mentioned because these topics are particularly interesting for adolescents who rarely have the chance to express their opinions using technological means. Lastly, if the adolescents show real interest in this type of activity, we suggest trying to focus on radio programming: the group could make efforts to obtain space in a community radio; another possibility is preparing a programme and broadcasting it on the Internet.

Stage - "Being"

TECHNIQUE - "PHOTOGRAPHY WORKSHOP"

Objetive	To gain experience and learn photographic technique, aiming at composition of the photograph as a way to convey a message, a language and to develop an image of children's perspectives on topics of particular interest to them.
Time proposal	1 hour 30 minutes (approx.)
Materials	A photograph to be brought by each participant, photos from newspapers, magazines, etc., for use in the activity. Cameras.
Requirements	For this activity the group should be no larger than 12 participants, for two reasons: to achieve a more dynamic and easy workflow and for better sharing of the cameras (one camera for three participants).
Brief description of the technique	**Part I** Participants are asked to submit a photograph in which they appear before the beginning of the activity. First, each participant will be given newspaper and magazine photographs, provided by the coordinator, which feature images of everyday life. They are then asked to divide into groups of four or five to work according to the following instructions: • *Tell the story behind your photograph to the small group.* • *Using the photos from newspapers and magazines distributed by the coordinator, choose and prepare a story with ideas from all the members of the subgroup.* Finally, share in the larger group all the stories prepared by the subgroups; also share comments about the meaning of the images captured by a camera. Before the end of this session, participants should be ready for the next activity which consists in learning to use a photographic camera and going out to take a photograph. This second activity may be carried out the same day after a break, or the following day or week. It is most important to underline that the work with our own photographs and the meaning of the images we usually see in newspapers and magazines requires planning and is part of the photographer's work process.

After this lucid dream that takes about ten minutes, participants are asked to slowly get up and begin to crawl around the room for a little while. Then they are asked to take their first steps, slowly stand up and begin to walk around the room, greet the peers they come across in whatever way they like – giving them a hug or a kiss, shaking hands, etc.

Before proceeding to the next instruction, they are asked to form a compact circle by intertwining their arms hug-like, so as to concentrate the energy deployed in the previous phases.

Once they have completed this preparatory practice, they are assigned different corners, given paper, brushes and paints, and asked to draw and paint about the theme "How I imagine myself a year from now".

After participants have been painting for 20 minutes, they form a circle again, display their work and share their feelings and experiences during the activity.

This type of technique is aimed at creating a stream of affection amongst the group, as participants are prompted to perform a life-cycle-like tour and are given the chance to share this experience with their peers.

We suggest conducting these activities once all participants have managed to achieve a good level of trust amongst themselves and with the coordinator.

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Stage - "Coexisting"

TECHNIQUE: "MINI-PARLIAMENT"

Objetive	To generate an environment for exchanging ideas, submitting proposals and making decisions that enable in-depth study of topics of interest to the participants. The result of this collective work may be the production of a document. The possibility of meditating, debating, discussing and exchanging ideas with all the other participants is also noteworthy.
Time proposal	
Materials	Paper, markers. (If possible: computer, projector and screen, in order to be able to write and project images while a collective document is being prepared.)
Requirements	These activities can be carried out with large groups, but if the group is of around 30 people, active participation is easier and so is the mechanism for reaching agreements or disagreements. The mini-parliaments can meet in a comfortable indoor space or outdoors.
Brief description of the technique	An opening activity or icebreaker helps to create a relaxed work climate. After that, in order to carry out the election of representatives, we recommend inviting the adolescents to arrange themselves in a space which will allow them to operate like a State parliament. Each one of them will play the role of a representative, and will have a set amount of time for putting forth his or her ideas, as well as the possibility of choosing and making decisions with regard to the different topics. All that is needed for this technique is an ample space with chairs arranged in a semicircle in front of a table for the persons in charge of directing and organizing the debate. Note: The role of the adults is to help to organize the activity and manage the list of speakers, suggest one or two topics to start the discussion, record the main points of the discussion in writing and ensure that each participant observes the allotted time limit. If the adolescents suggest a topic they would like to discuss in this format, their preference should be kept in mind when organizing the mini-parliament.

Timeline of the activity	Topics to be discussed by the mini-parliament (in the following order):
For each of the topics to be dealt with there should be an initial round of opinions and argumentation from all the adolescents.	The best way to choose our representatives. The characteristics of the possible representatives should be analysed. (Maximum time for each participant: one minute.)
As the adolescents express their opinions, it is convenient to write them on a flip chart in order to systematize the information.	Presentation of the different candidates, with brief arguments. (Maximum time for each participant: one minute.)
The third step consists in selecting proposals, using mechanisms agreed upon by the adolescents. (Voting, agreements, consensus, etc.)	Election of the representatives. (Maximum time for each participant: one minute.)
Election of the representatives After each group has decided on a way of electing its representatives, the corresponding mechanism shall be implemented in order to carry out the election. For example, if a group decided that the election shall be by secret ballot, they will need a ballot box and an adequate voting room. Each voter must vote for two candidates, one of which may be him or herself but the other must be one of his or her peers. Finally, the people with the greatest number of votes are chosen to be the representatives.	

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Stage - "Coexisting"

TECHNIQUE: "MINI-CONFERENCE, ASSEMBLIES"

Objetive	To generate an environment for exchanging ideas, submitting proposals and making decisions which allow in-depth study of topics of interest to the participants. The result of this collective work may be the production of a document.
Time proposal	It will depend on the number of topics to be analysed, although the participants may decide an approximate ending time or agree to interrupt the activity and continue it on another date.
Materials	Paper, markers. (If possible: computer, projector and screen, in order to be able to write and also project images while a collective document is being prepared.)
Requirements	This kind of activity can be carried out with large groups, but if the group is of around 30 people there will be more active participation and the mechanism for reaching agreements or disagreements will be easier. It can be held in a comfortable indoor space or outdoors.
Brief description of the technique	This kind of technique allows us to see participation as a process, since the participating children and adolescents will be able to improve their debating skills and the proposals they submit, thanks to the experience achieved over the course of several meetings. These techniques also enable certain rights – such as the right to express opinions, to discuss, to reach agreements on subjects of general interest – to take root in the participants. The experience thus acquired can transcend this space and become part of the everyday environments and lives of the children. It is necessary to specify some roles that are essential for carrying out the activity. For example, the facilitator must provide guidance and orientation, but must try not to be a protagonist. The following roles also need to be defined: one or two people to record the most important points discussed, the resolutions taken and the proposals submitted; another person to make a list of speakers so that the possibility of speaking to the whole group is organized. This process is generated by means of an exchange of ideas between the participants, which allows them to develop their self-esteem, their autonomy and their experience in the participatory process.

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