IMAGINARY TEENAGER

An introspection into the personal landscape of a group of teenagers.

OBJECTIVES	METHODOLOGY	PARTICIPANTS	TIME
• Create a **bringing together the imaginary view of young persons** and the world around them. • **Establish ties between the imaginary** itself and that of other persons of their surroundings. • Promote a **reflection on identification.** • **Encourage creativity and** imagination.	• Photographic representation of the questions, concepts and ideas. • Analysis of photographs. • Reading of the contents of the images. • Idea sharing session of opinions, debate and reflection.	• Number of participants: **10.** • Ages: **14 – 18.**	• **3 sessions** 2hrs.

¿TE IDENTIFICAS?

IGUALES, PERO TODOS DIFERENTES

#COSAS.
Enfants Terribles
PKT online
Dot Dot Dash

BONUS TRACK AGENDA CONVOCATORIAS CURSOS

December 2006 Title page.

The PKTexpreses workshops are part of a programme from the city council of Vitoria-Gasteiz. Part of the debates and content which is produced in the workshops will be included in the contents of the PKTenteres magazine.

Final content stemming from the workshop.

Download the the PKTenteres nº(dicember 2006)
www.vitoria-gasteiz.org/pktenteres

0. CONTEXT

This workshop is included within the PKTexpreses (2006-2008) workshops programme. An initiative under the Department of Youth of the City Council of Vitoria-Gasteiz and aimed at undertaking participative, collaborative processes with different groups of young people of the city, encouraging their abilities to work together, analysis of their surroundings and spirit of (self) criticism.

The contents worked within the different workshops were published in the magazine *PKTenteres* (on the title page and a double page spread). *PKTenteres* (PKT) is an informative, dynamic and participative monthly publication orientated at teenagers between 14 and 18 years old under the Department of Youth of the City Council of Vitoria-Gasteiz and developed in coordination with the Municipal Youth Information Office (OMIJ).

+Info *PKTenteres*: www.vitoria-gasteiz.org/pktenteres
+Info OMIJ: www.vitoria-gasteiz.org/omij

1. IMAGINARY TEENAGER

Young persons feel different and unique. Whether it is difficult to think that they could identify with other young people with whom they do not connect with. **IMAGINARY TEENAGER** is introspection into the personal landscape of the participants as potential models, exemplifying a greater collective.

DO YOU IDENTIFY WITH THIS? All equal but different. This is the final title chosen for the collaboration in PKTenteres stemming from the IMAGINARY teenager workshop. The perfect name to see the group response after questioning them on the level of identification that they feel with respect to images that are not their own.

A consensus was reached by all on the title and nature of the collaboration.

2. OBJECTIVES

**The general objectives of the PKTenteres workshops are the following:**

- Bringing together the PKTenteres magazine to young persons and that they feel that it is a tool and means of expressing themselves.
- Encouraging the participation and cooperation between young Vitorians.
- Knowing and bringing together the needs of young people.
- Encouraging and giving a voice to today's youth.
- Encouraging team work.

Answer to question no. 15.

- Encouraging dialogue and critical thinking among teenagers.
- Create ways of bringing together young persons and institutions.
- Create new participation ties among young people.
- Stimulating the capacity of analysis of the world around them.
- Encouraging them as active citizens by means of the creation and dissemination of contents.
- Being aware of the interests and concerns of teenagers.
- To stimulate their creative ability.
- Encouraging good practices in their activity.
- Equipping them with emancipatory tools so that they can see out their activities.
- Promoting values of solidarity and respect.
- Nurture values such as equality and gender issues.

The specific objectives of the *Imaginary teenager* workshop are:
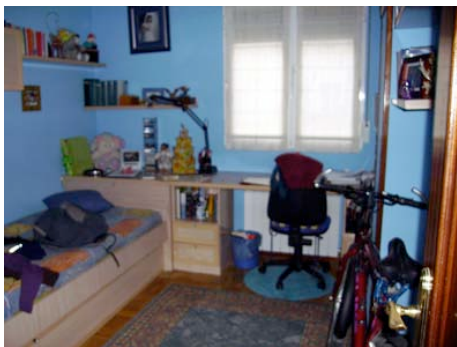
- Create a bringing together of the imaginary view of young persons and the world around them.
- Allowing participants to reflect on their immediate surroundings. And subsequently establishing ties between their own support and the persons of the surroundings.
- Strengthening a reflection their identification within the collective of young persons.
- Stimulating creativity and imagination.
- Encouraging good practices in their activity.
- Creating new participation ties between young people and the OMIJ-SAUB, who feel more identified with the office and besides compiling information dedicating their own information there..

Answer to question no. 01.

The image of the bedroom is one of the most similar answers among the group participants.

3. CONTENTS

The imaginary teenager.
The questions to answer with images included objective questions and others more subjective in nature. Some responded in a direct manner and others in a very sophisticated manner in terms of the willingness and involvement that the subject required. Such as:

01.- What is your bedroom like?
02.- The object/item that you have and most like.
03.- What is your family like?
04.- Who do you take care of?
05.- Your *look* is it more handsome/beautiful? (how do you feel more attractive).
06.- What is your college/school like?
07.- What are your friends like?
08.- What is your backpack like?
09.- The book you like the best.
010.- The artist that you like the most (singer, group, actor/actress, sportspersons, visual artists…).
11.- Your favourite clothes.

12.- A perfect day.
13.- What bothers you the most about your surroundings?

Answer to question no. 14.

Answer to question no. 7

Collaboration regarding the magazine and its nature were defined as a hobby, this issue being put to the readers. The reader must associate the images published with four different questions whose answers identified most with the cutting edge leaders who attended the workshop sessions.

14.- Something that you are not allowed to do.
15.- What media means do you use to get into contact with your friends?
16.- Something essential that you always take with you.
17.- Something that you enjoy doing.
18.- How do you see yourself in 15 years time?
19.- What are your dreams?
20.- What do you need to be happy?

4. METHODOLOGY AND ACTIVITIES

Participatory, analytical, and creative methodology. It deals with giving a response to 20 questions with images and a subsequent analysis of the answers, the images.

Answer the questions.
Collectivize the answers**.**
Analyze and discuss the contents.
Identify similarities and differences.

5. WORK GROUP

Number of participants: 7-9 people
Ages: 15 – 18
Gender: Mixed group

The group of the Leader/s to work in concert with the OMIJ-SAUB is the ideal group for this type of action.
There are 26 students from 13 different colleges dotted throughout the city and belonging to very different social classes.

On the one hand they did not know each other (only those people who knew each other belonged to the same school) and on the other hand they are so different that they offer an overall image of the situation of the youngest gasteiztarras.

Answer to question no. 20.

The views and sincerity of the group participants is an invaluable yardstick given that they themselves are the strictest of judges.

6. TIMING

3 Fridays in November 2006.

03 November ....1 hr (7pm-8pm).
10 November.........2 hrs (6pm-8pm).
17 November..........2 hrs (6pm-8pm).

SIMBOLIZA LA HIPOCRESÍA

Answer to question no. 13.

7. LOCATION

Initial contact with the group was made in the OMIJ-SAUB itself and subsequent meetings in the Centro Cívico Camillo (Camillo Civic Centre).

8. MATERIALS

Material:
- A personal computer (laptop).
- A canon-projector.
- A personal card for each participant.
- Cable for transferring the photographs from the computer.

Infrastructures:
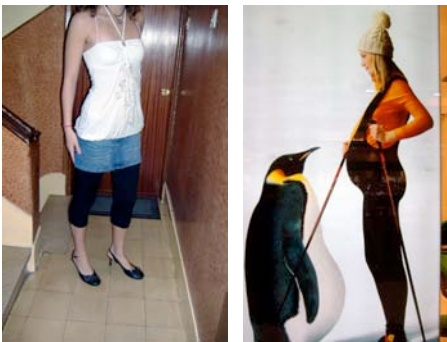- A classroom/room, with chairs and a wall to project images against it.

Materials that the participants must bring:
- Personal cameras and images.

Answer to questions nos. 11 & 18.

9. ASSESSMENT INDICATORS

To assess the workshop we have to take into account in addition to the assessment made by the group, the following indicators:

- level of active participation (attendance, motivation…)
- level of satisfaction of the young people (young persons' assessment)
- level of camaraderie and empathy
- type of personal relationships of the group
- capacity of analysis of the group environment
- creative ability
- level of criticism and the group's sense of self criticism.
- level of results and products made in the workshop.

10. WORK APPENDICES.

In the following appendices are the road maps for each workshop session.

**Appendix 1:** Session 1
Appendix 2: Session 2
Appendix 3: Session 3

Each young person needs to feel understood and unique, but at the same time to belong to a specific group/profile defined by dynamic tastes and biases and not to feel alone.

Answer to question no.4.

There is a need to make a difference with those tastes that are not to one's liking and who belong to these profiles that demonstrate rejection
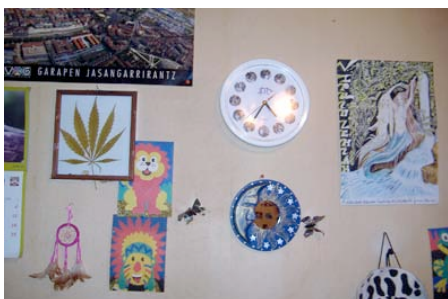
Answer to question no. 1.

11. CONTACT DETAILS

This workshop is part of the *CASI TENGO 18 ("ALMOST 18")*, a programme of cultural action through which various proposals attempt to give the right to speak to teenagers, inviting them to participate as active citizens in the definition of the world in which they live: their imaginary one, their values, their interests and concerns etc.

CASI TENGO 18
Aretxaga, 10
48003 Bilbao
946 053 468
www.casitengo18.com
info@casitengo18.com

Sometimes the masculine gender is used in this file. This is not due to an intentional use of language with sexist overtones, quite the contrary. The difficulty of finding satisfactory words and expressions that encompass the meaning of a word and its different genders has forced us - not to saturate the reading – to use the masculine plural tense as a linguistic rule set by the Royal Spanish Academy.

This file is licensed under a Creative Commons 3.0 Spain licence Feel free to use it to prepare a workshop with your group, but remember that there is no master formula and it is preferable that you adapt the contents depending on the f the context and needs of the group.

This file has been prepared with the assistance of the Department of Culture of the Basque Government.
.

1ˢᵗ SESSION

OBJECTIVES	**Encourage the participation and cooperation between young Victorians.** **Know and bringing together the needs of young people.**

TIME	ACTIVITIES	CONTENTS	MATERIALS
10 min.	**PKT Presentation.**	PKT.	PKT.
20 min.	**Explaining the workshop.**	*Planning* the workshop.	
15 min.	**Arrange workshop dates.**	Activities schedule.	Schedule.
15 min.	**Provide questions about the activity and resolve queries.**	Misgivings, issues and questions about the activity to be carried out.	List of questions.

PKT Presentation ---**10 min**.
Explaining the magazine. A small presentation of the contents, collaborations, spirit…

Explaining the workshop--**20 min**.
Explaining the workshop: Imaginary teenager. Explaining that the workshop will consist of a brief explanation of the planning. The objectives of the workshop and the collaboration with PKTenteres. To answer the questions with images. Images taken with a digital cameral (it is estimated that the possibility to provide disposable cameras to those persons who do not have access to any digital camera).

Arrange workshop dates--**15 min**.
Arrange with the group activities schedule, the time required or considered appropriate and the most convenient.

Provide the activity questions and resolve queries---**15 min**.
Distribute the list of questions to the group and resolve the latest queries and questions that may arise.

2nd SESSION

OBJECTIVES	Promote a **reflection on identification within the collective** of young persons. Create a bringing together of the imaginary view of young persons and the world around them.

TIME	ACTIVITIES	CONTENTS	MATERIALS
45 min.	**Compile the images.**	The answers, images and questions made.	Personal computer (laptop). Photographic archives. Card reader.
45 min.	**Organise questions material.**	IMAGINARY TEENAGER.	
30 min.	**Identify shortcomings.**		

Compile the images--**45 min.**
Compile all images, material made by the participants, the personal answers to all the questions posed.

Organise questions material--**45 min**.
Sort all images in folders of questions for an idea-sharing session in the third session.

Identify shortcomings--**30 min**.
Identify and discuss the questions that have not been answered due to their difficulty or for other reasons and attempt to answer them throughout the following week.

3rd SESSION

OBJECTIVES	That the participants **reflect on their immediate surroundings**. **Establish ties between their own surroundings and that of the persons** of their surroundings. Encourage **creativity and imagination.** Encouraging them as **active citizens** through the creation and dissemination of contents.

TIME	ACTIVITIES	CONTENTS	MATERIALS
15 min.	**Complete folders.**	IMAGINARY TEENAGER Their answers to the questions.	Other images. PC. Video cannon.
30 min.	**Visualize and collectivize the images.**		
30 min.	**Establish ties between images.**	Differences and similarities between the answers.	
30 min.	**Discuss the identification level with other answers.**	Image types, answers methods etc	
15min.	**Defining the PKT collaboration.**	Communication.	

Complete folders---**15 min**.
Complete the folders of images with the new photographs that have been brought to complete the answers to all the questions.

Visualize and collectivize the images--**30 min**.
Projection of the images using video cannon on the wall from a personal computer.
Review of all the images. Firstly anonymously and then identifying the author of each group of images. Opinions are made on all the images and moving to identifying images and questions.

Establishing ties between images --**30 min**.
Similarities and differences are sought between all the images of the same answer.

Identification level before other answers---**45 min**.
A round of commentaries, the participants personally discuss the identification level against other answers. Which were answers were best preferred by image type and answer method, answers to the questions which they identify more with, which questions they could have answered etc.

Defining the PKT collaboration ---**15 min**.
The collaboration title and its nature were defined for the PKT.