



# A device to project

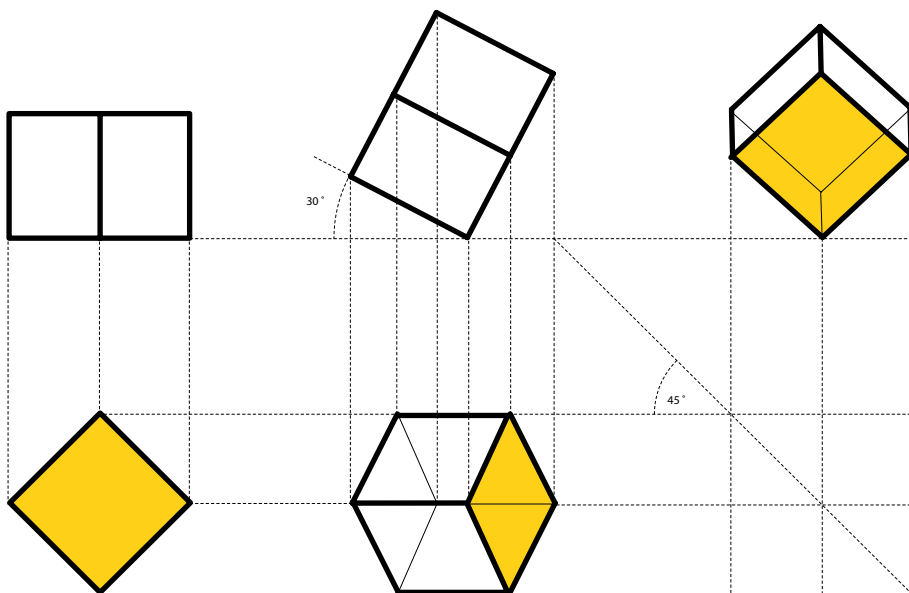
The square as a geometry for reintegration

**diálogo:**  
restorative  
justice for  
adolescents



# The square as a geometry for reintegration

User manual



The square is the shape traditionally associated to space, an empty space that leads to endless possibilities of human activities. In some occasions, it is also seen as a frame that limits and contains space. To reintegrate is to project and, understanding that the square, as a limitless space, is in itself an exercise of self-projection that offers us the possibility of imagining who we want to be and what we would do in different spaces: in my room, in my house, in my neighborhood, in my country... in the world.

What would happen if we could project the square on the space, thinking in the possibilities depending on the context and the moment?

What would happen if we could project ourselves on the square and imagine us in different scales and different spaces?

This is an artifact to project ourselves, imagine and establish new relationships.



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# 1. How is it assembled?



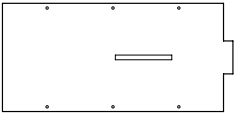
# Pieces

1. Structure		
1A	1	Superior wooden door
1B	1	Lateral wooden door
1C	1	Inferior wooden door
1D	1	Lateral wooden door
1E	1	Internal wooden division
1F	1	Frontal wooden face
1G	1	Superior wooden drawer
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1I	1	Superior wooden drawer's cover
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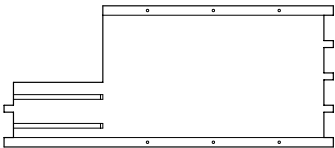
# Pieces

## 1. Structure

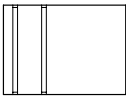
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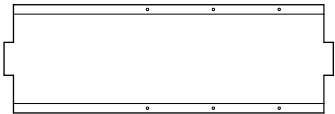
1A



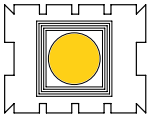
1B



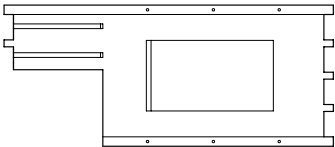
1E



1C

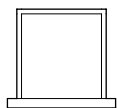


1F

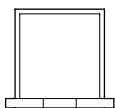


1D

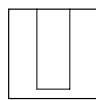
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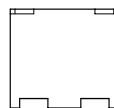
1G



1H



1I

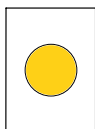


1J

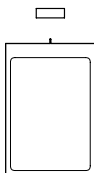


1K

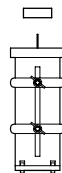
## 2. Electronic components



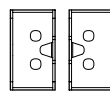
2A



2B



2C

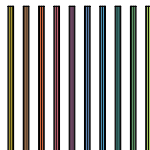


2D

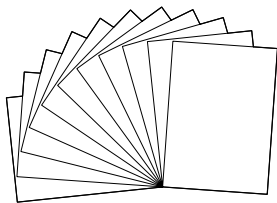
### 3. Exercises kit



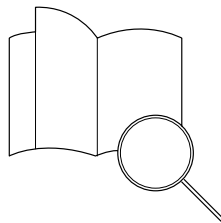
3A



3B

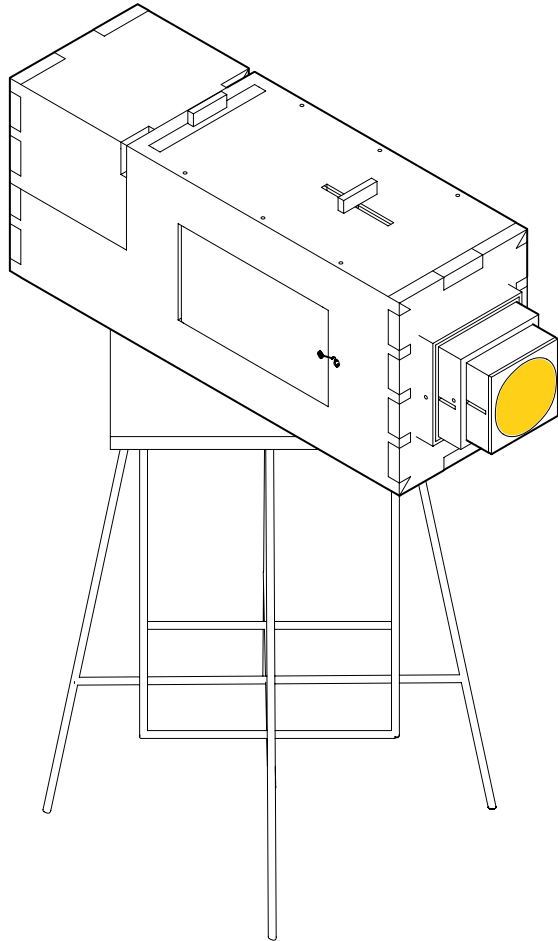


3C



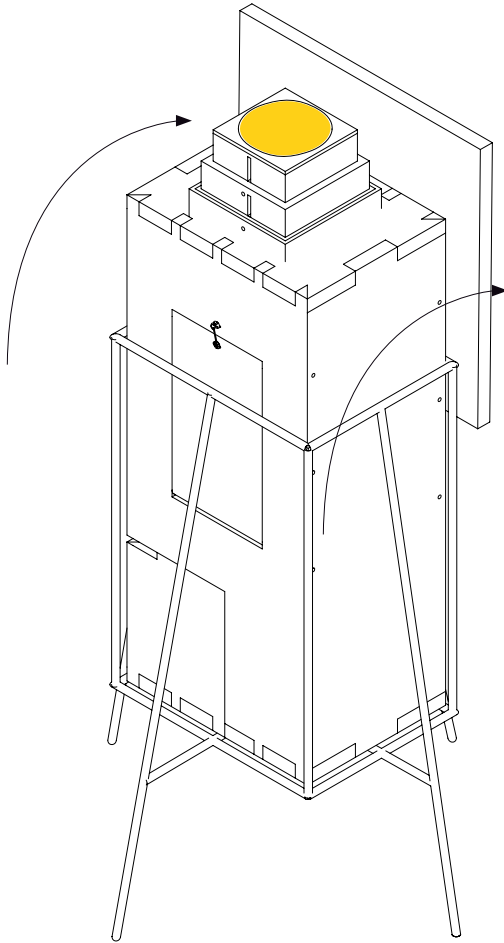
3D

# Mobile support

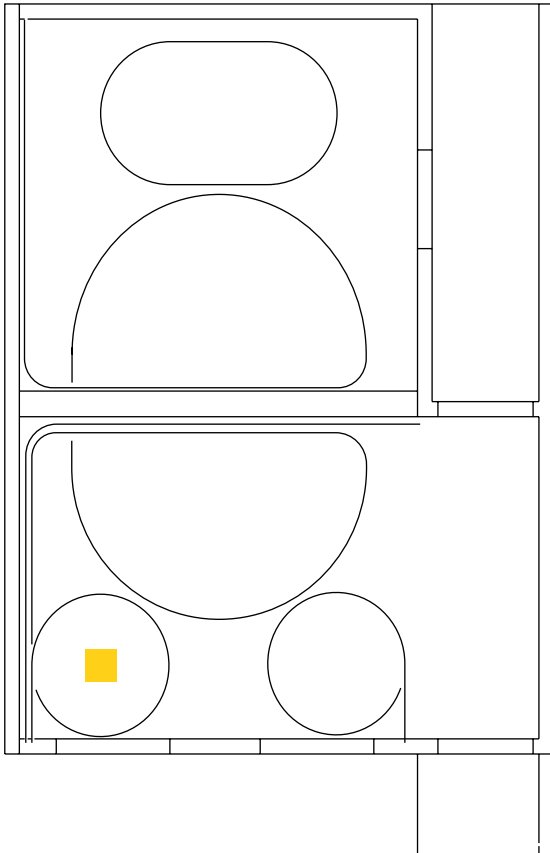


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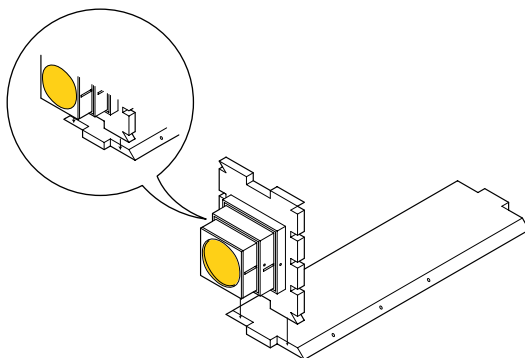
Support with aperture.



Location in the space.

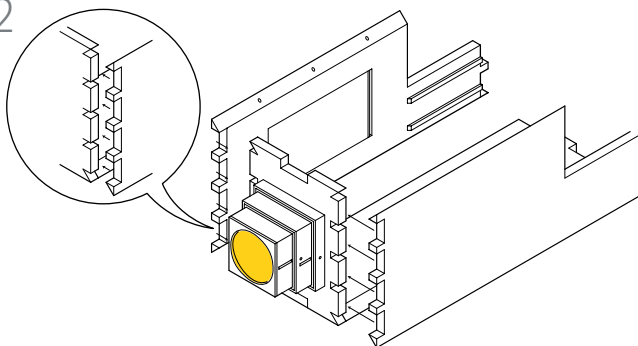
# Assembly guide

1



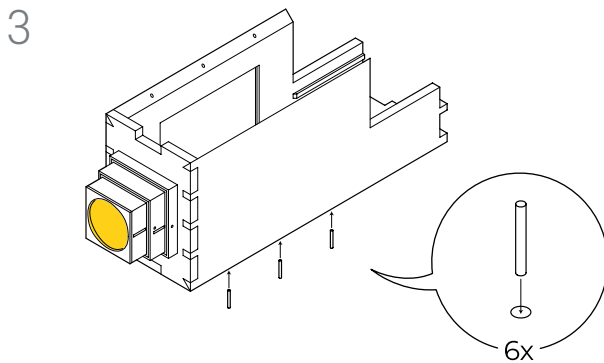
Insert the frontal face **(1F)** into the inferior face **(1C)**.

2

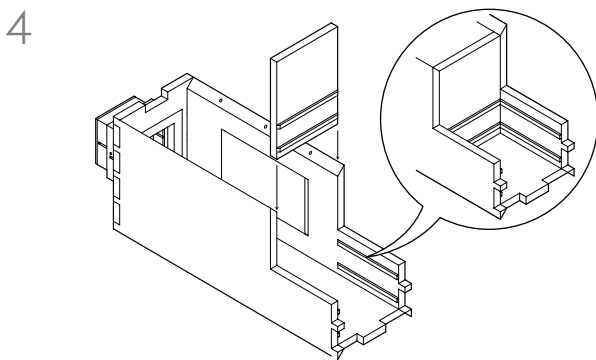


Insert the lateral faces **(1B y 1D)** into the frontal face **(1F)**.



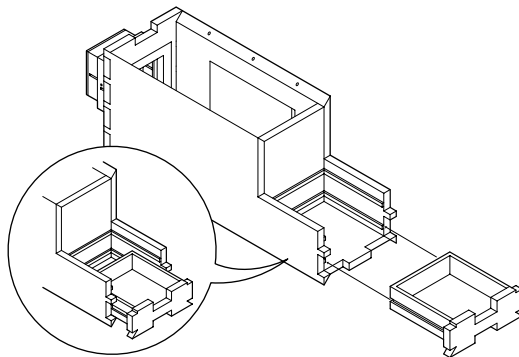


Secure using the bumps **(1K)** and the hammer.



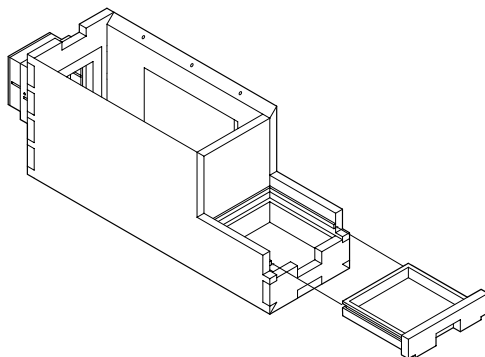
Insert the internal division **(1E)** using the lateral faces rails **(1B y 1D)**.

5

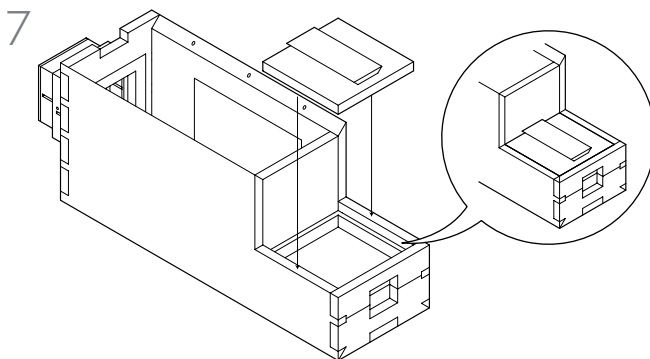


Insert the inferior drawer **(1H)** in the back of the box using the rails.

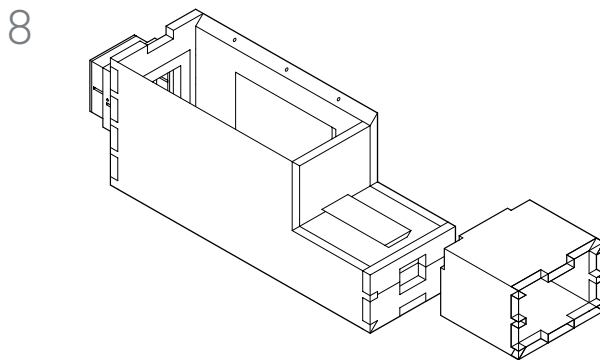
6



Insert the superior drawer **(1G)** in the back of the box using the rails.

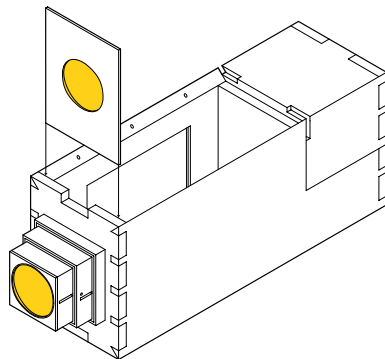


Place the superior wooden drawer's cover **(1I)** over the superior wooden drawer **(1G)**.



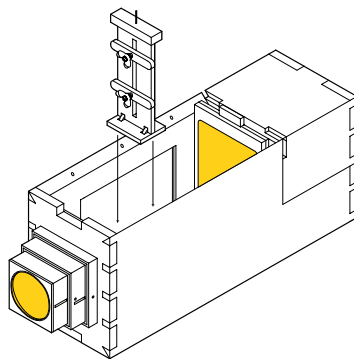
Attach the storage box **(1J)** to the rest of the box using the drawer's rail.

9



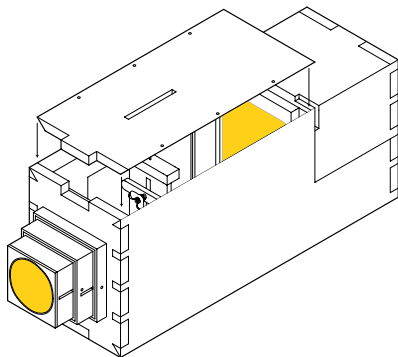
Insert the interior sheet with the magnifying glass **(2A)** between the lateral wooden faces **(1B y 1D)**.

10



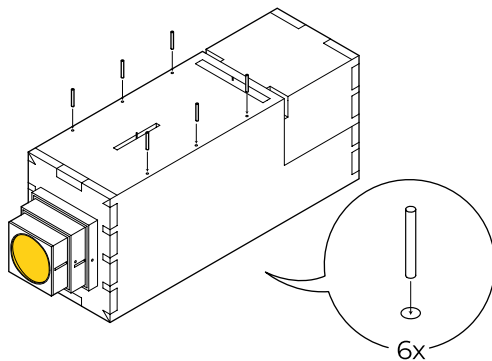
Place the adjustable support for cellphone **(2C)** inside the box.

11



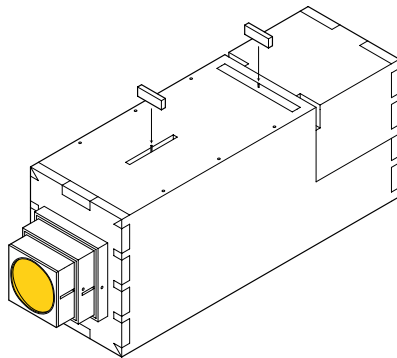
Attach the superior wooden face **(1A)** to the rest of the box.

12



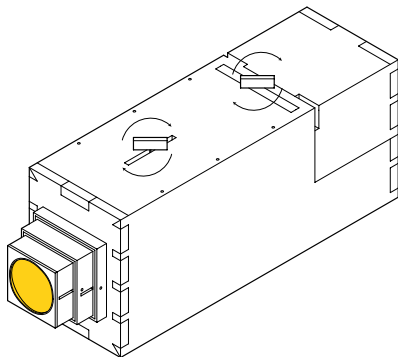
Secure using the bumps **(1K)** and the hammer.

13



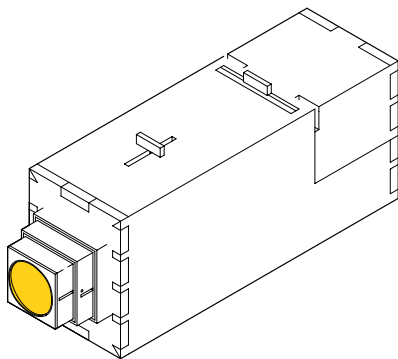
Insert the adjustment blocks of the adjustable support for  
cellphone **(2C)** and the interior sheet **(2B)** over the metallic axes.

11



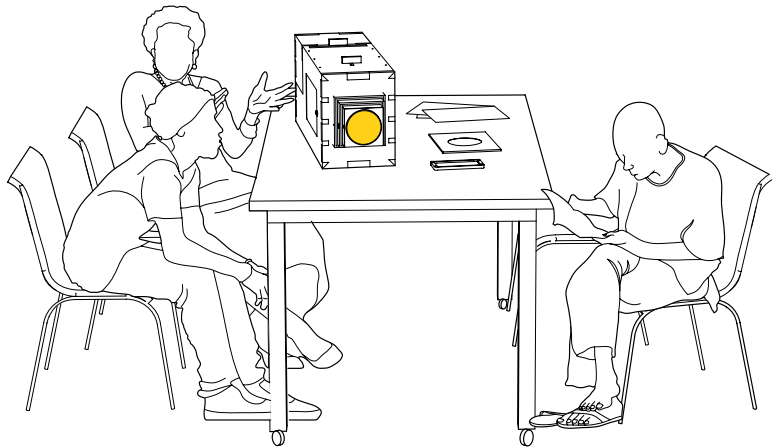
Adjust the blocks over the axes with spinning movement.

12



View of the box completely assembled.

## 2. How is it used?

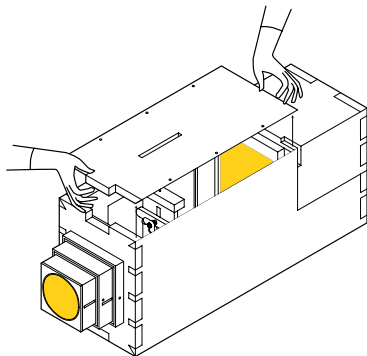




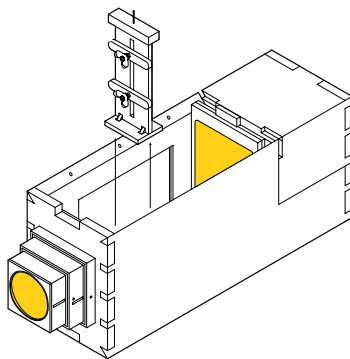
Once the image box is completely assembled and secured, it can be used in different ways.

It is possible to project images and videos from the inside of the box, horizontally or vertically, taking into account that an electronic device is needed with enough screen brightness that allows the magnifying glasses system to project and reproduce the device's image outside the box.

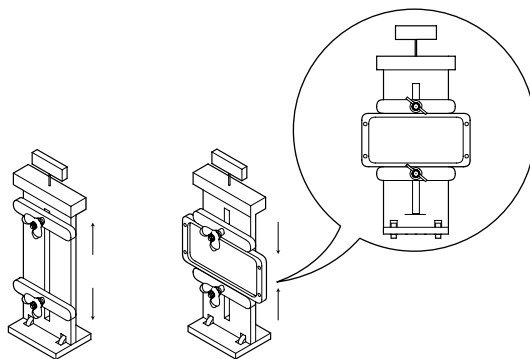
Likewise, you can make use of the VR wood goggles that are inside the backside pocket, that allow you to see virtual reality images in 360°.



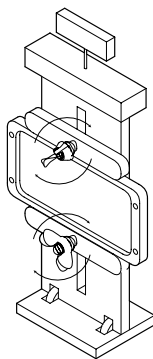
Remove the superior face **(1A)** from the rest of the box .



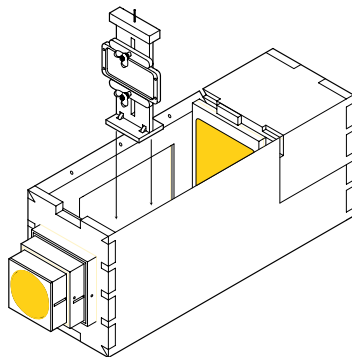
Remove the adjustable support for devices **(2C)** from the inside of the box.



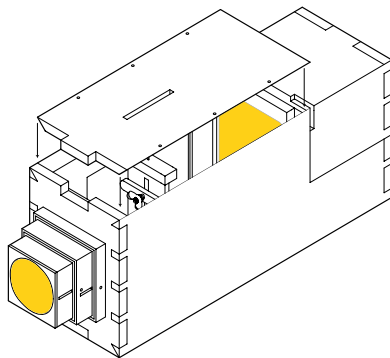
Place the electronic device in the adjustable support **(2C)**.



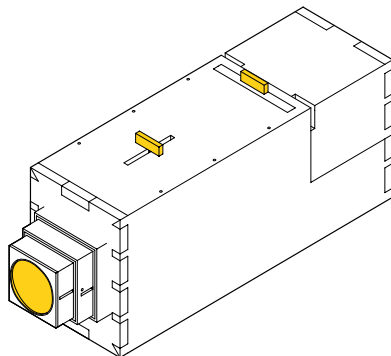
Adjust the electronic device with the knockers.



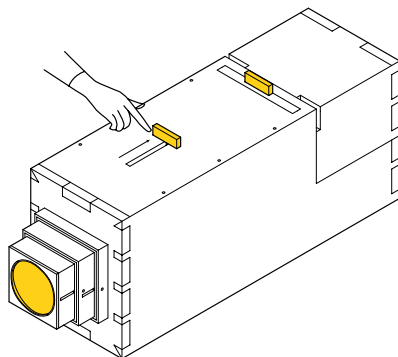
Insert the adjustable support for electronic devices **(2C)** in the inside of the box.



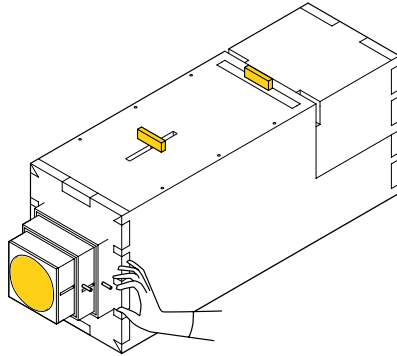
Insert the superior face **(1A)** onto the box.



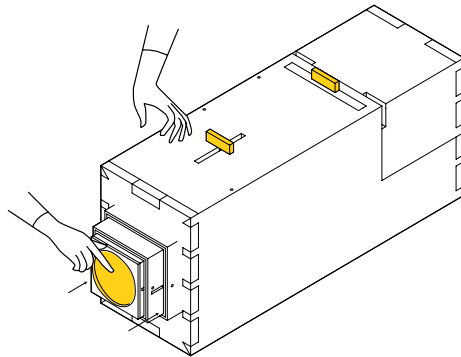
Check that the screen brightness of the device is at the maximum.



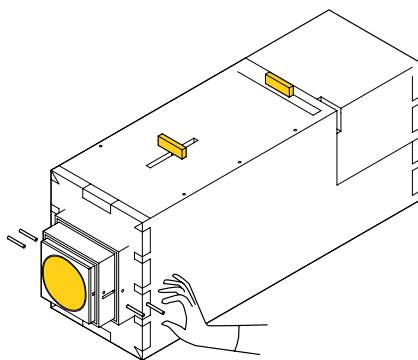
Slide the adjustment blocks to adjust the focus of the image.



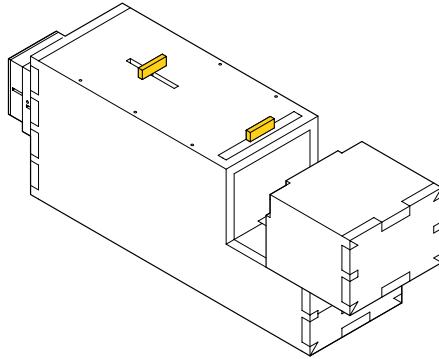
To focus the image, remove the wooden bumps **(1K)** that hold the lenses of the frontal face **(1F)**.



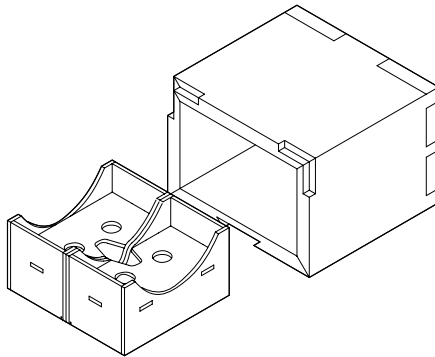
Adjust the lenses until the projected image is clear.



Secure under pressure using the wooden bumps **(1K)**.

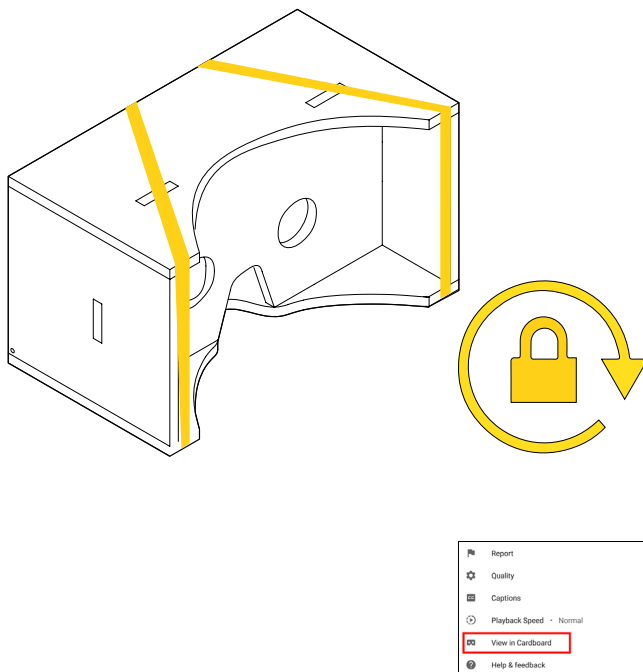


To visualize images in virtual reality, first remove the storage box  
**(1J)** from the rest of the box.



Take out the VR goggles from the storage box.



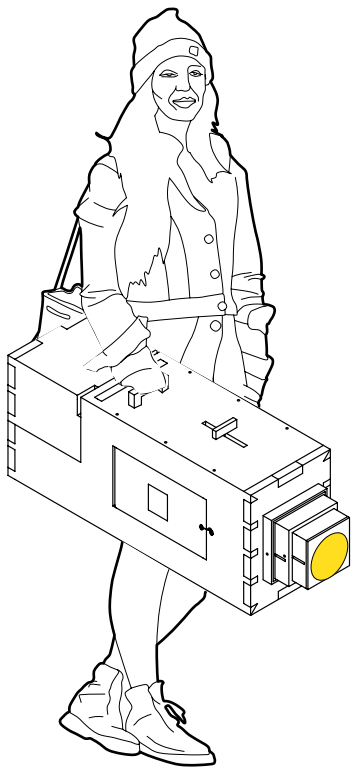


Adjust your electronic device on the front face of the goggles with the elastic band. When seeing a VR video on Youtube you must select the “View in Cardboard” mode.

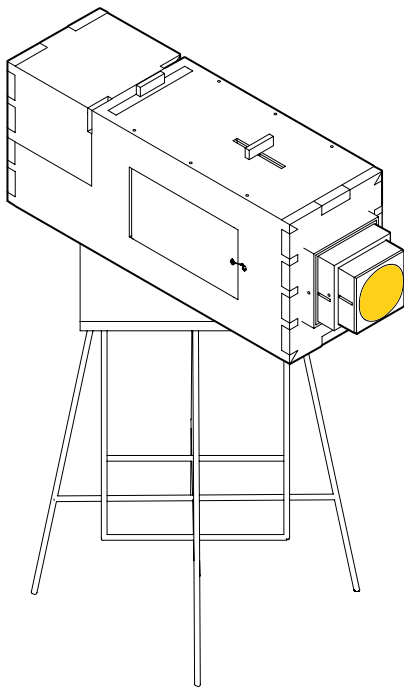
## IMPORTANT!

Once you are done using the Image box you should make sure that every piece is in its corresponding place; for example, the goggles must be inside the storage box, and the storage box must be set into the rail on the cover of the superior drawer. Likewise, the interior wooden sheet and the support for devices must be properly secured to avoid damaging the pieces.

Remember that with the help from this tool you will be able to visualize your projects and life plans; dare to project and chase them!



# 3. Pedagogical exercises for recognition



This device is a tool to complement the psychotherapeutic exercises that are part of the restorative justice program for adolescents. It aims to be an amplifier for possibilities within the restorative pedagogical processes.

Even though this object can be used in different ways and with countless exercises, we compiled a series of workshops, that have originated from the toolbox that the professionals from the program have been building together. This little exercise archive is arranged according to the potential that they have to generate individual or group reflection strategies, and hopes to add more exercises that come from the users experiences and of the different meanings that are given of this restorative process.

# The chain of life

The victims and offender come in beside the facilitator. They will use their cellphones and the projection box.

Let's form a circle  
We are all equal in this formation  
let's take each others hands

Our right hand symbolizes  
Our capacity to help  
Our left hand symbolizes  
Our need to receive

As we help  
we must be helped  
Nobody is so strong  
to be always helping  
Nobody is so weak  
to be always helped

Let's divide and reflect  
Think of a moment where you helped  
Now think of one where you were helped

Record yourself narrating them

Now let's watch everybody's videos

## The participants watch a video before the activity

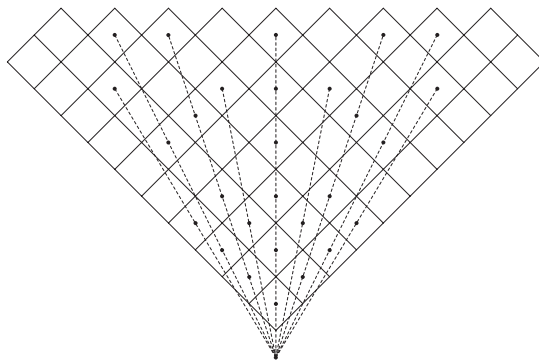
The sensitization towards the activity must be carried out gradually.

Trough this exercise, the level of empathy of the people involved is measured.

The offender's communication style will be identified (assertive, passive or aggressive). Promoting personal development and relationships.

Respect for each other must prevail during the exercise.

At the end of the exercise, there is oral feedback with an emphasis on emotion recognition and the importance of human development within pacific coexistence.



# Not judging is a part of understanding the other

The victims and offender come in  
beside their families and the facilitator.  
They will use their cellphones and the  
projection box.

The facilitator must play videos  
of different situations  
of which the participants will express their perception

After this, each of the situations is explained  
Showing how each moment  
can be misunderstood

How would you act in each one of the situations?

Reflections are shared

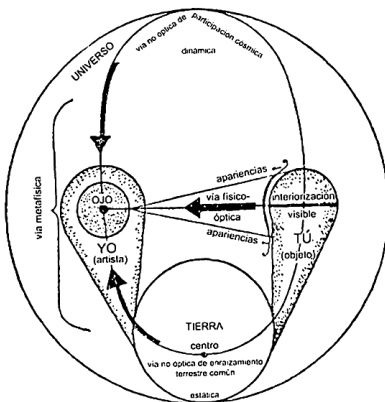


# The participants watch a video before the activity

The sensitization towards the activity must be carried out gradually.

To facilitate analysis of realities from the concept of moral development.  
Explaining how the individual perceives social reality through his existent internal structures.

At the end of the exercise, there is oral feedback with an emphasis on emotion recognition and the importance of human development within pacific coexistence.



# Life karaoke

The victims and offender come in beside the facilitator. They will use their cellphones and the projection box.

Guiding the participants  
through the prevention of drug use  
and pacific coexistence  
The facilitator plays a series of songs

After this  
Each one will choose a song  
to interpret  
in the form of karaoke

What were the impressions about the songs?

What values did you find in each song?  
Which is the first step to apply this value  
in your daily life?

## The sensitization towards the activity must be carried out gradually.

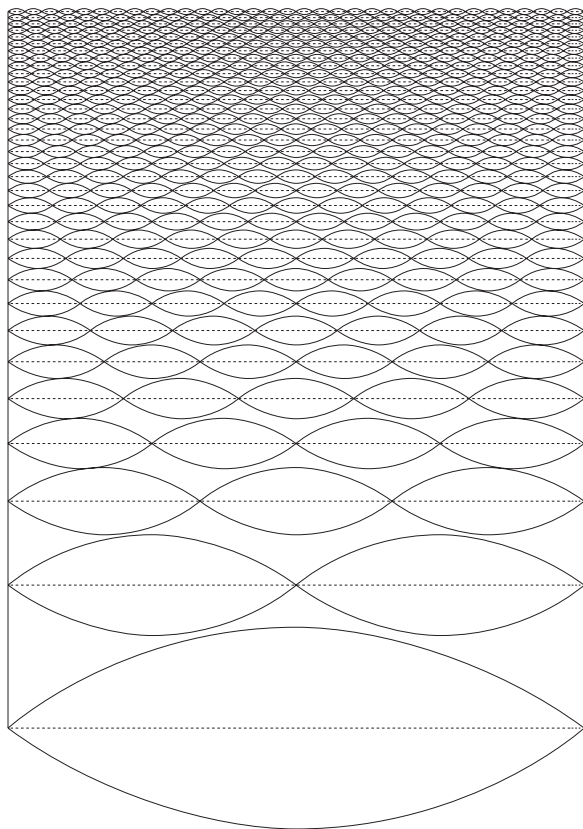
Identifying attitudes that are associated with drug use prevention (indicated and selective). Generate discrepancy between the attitudes towards prevention vs the ones that tend to consume inside the adolescent penal system.

Facilitate the analysis of realities from the concept of moral development. Explain how the individual perceives social reality through his internal existent structures.

At the end of the exercise, there is oral feedback with an emphasis on emotion recognition and the importance of human development within pacific coexistence.

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## REPERCUSSIONS

























