Universidade do Minho
Escola de Psicologia

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Leisure experience and construction of identity in adolescence: a systematic review

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Francisco Sousa

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Dissertação de mestrado
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Trabalho efetuado sob a orientação da
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Acknowledgement

To the universe, for the possibility of walking.

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To the friend and translator Louyse Gerardo, who, very carefully, did the translations and revision of this text.

To the Jury member.

To the supervisor of this work, PhD. Teresa Freire.

To finitude of certain cycles.

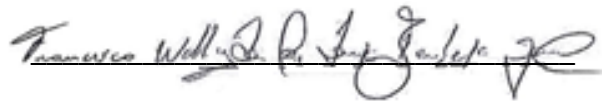To the books yet to come.

And the path that will continue.

Save Poetry.

STATEMENT OF INTEGRITY

I hereby declare having conducted this academic work with integrity. I confirm that I have not used plagiarism or any form of undue use of information or falsification of results along the process leading to its elaboration.

I further declare that I have fully acknowledged the Code of Ethical Conduct of the University of Minho.

Braga, May 27, 2020

Title

Leisure Experience and Construction of Identity in Adolescence: A Systematic Review

Abstract

Adolescence is a stage in human development taking place in the teenage years characterized by physical, cognitive, psychological, and cultural changes. The changes in these domains during these formative years compel the adolescence propose and explore the question of self "who am I?". This issue reflects the crisis experienced during this phase of life: the crises of identity. Knowing that leisure experiences contribute towards the production of new perspectives about oneself and the surrounding context, which furthermore shape identity, we ask: how do these experiences construct the identity during adolescence? What does recent literature, academia and productions show us? It is from these questions that we are led to the objective: to understand from a systematic literature review, how leisure experiences can contribute to the construction of identity in adolescence. By orienting ourselves from this objective, we propose to carry out a systematic review on the theme in the Web of Science database, from the following English descriptors: adolescence (adolescenc*; youth*; teen*; young*), experience*, leisur* and identit*. The timeline of articles analysed spans a five-year period published between 2014 and 2018, resulting in 09 articles, analysed from a quantitative and qualitative perspective. Analysis of this material shows that the predominant place and area of publication are Europe, and America. The area of psychology and predominance regarding the leisure proposal presented by the authors of the manuscripts, is contemplated from the perspective of high-level individual activity and where required – personal experience. These metrics indicate a low amount of publication, and the need to expand publications of this field onto the subject.

Keywords: Adolescence; Identity; Leisure Experience; Systematic Review

Título

Experiência de Lazer e Construção da Identidade na Adolescência: uma Revisão Sistemática

Resumo

A adolescência consiste em um estágio do desenvolvimento humano caracterizado por inúmeras mudanças, sejam elas físicas, cognitivas, relacionais, entre outras, o que contribui para que o/a adolescente constantemente se proponha a questão "quem sou?". Tal questão traduz a crise desta fase da vida: a crise de identidade. Sabendo que as experiências de lazer contribuem para uma produção de novos olhares sobre si e sobre o contexto ao redor, produzindo, portanto, identidades, buscamos compreender, a partir de uma revisão sistemática de literatura, como as experiências de lazer podem contribuir para a construção da identidade na adolescência. Orientando-nos a partir deste objetivo, realizamos uma revisão sistemática sobre a temática na base de dados Web of Science, a partir dos seguintes descritores em língua inglesa: adolescence (adolescenc*; youth*; teen*; young*), experience*, leisur* e identit*. As buscas contemplaram artigos completos publicados no intervalo entre 2014 e 2018, de que resultaram 09 artigos, analisados a partir de uma perspectiva quanti e qualitativa. A análise deste material mostrou que existe predominância de local e área de publicação – Europa, América e área da psicologia - e predominância a respeito da proposta de lazer apresentada pelos autores dos manuscritos, contemplada a partir da perspectiva da atividade – em poucos casos, da experiência. Indica-nos também baixa quantidade de publicação e a necessidade de ampliar o campo de publicações sobre a temática em espaços e outras possiblidades.

Palavras-Chave: Adolescência; Experiência de lazer; Identidade; Revisão Sistemática

Index

Table Index

Figure Index

Introduction

Adolescence

When we talk about adolescence, we refer to a stage of human development generally between the end of childhood (between 10 and 12 years old) until approximately 20 years old[1], defined by a series of profound changes, whether physical, cognitive, psychological, or related to interpersonal relationships with others (for example, family, friends and community), or in regards to the image that the teenagers present about themselves in their self-relation and within the world context in which they live (Ives, 2014; Erikson, 1968). This phase is also characterized as the one in which the individual will understand, in a subtle way, the ways of functioning in the society for which they belong and the adults who integrating it, thus perceiving how complex these realities are and how to prepare interaction with them. It is emphasized that in this period adolescent individuals will learn about their rights and duties in society from their respective recognition and understanding of their social roles (Dahl, Allen, Wilbrecht & Suleiman, 2018).

In light of the aforementioned, we can immediately say that adolescence is a phase of intense adjustments, at the biological, psychological and relational levels (Erikson, 1988), thus suggesting great plasticity at all the levels mentioned regarding this stage of development (Freire, 2013).

It is worth noting that this inter-period consisting of the beginning and end of adolescence is not fixed and rigid, and may, for example, start a little earlier and have a longer duration (Dahl et al., 2018). This is because adolescence cannot be thought of separately from the social context in which it lives and is therefore influenced and understood accordingly with this context.

Knowing this and the need for improvement on conceptual apprehensions, there are authors and organizations that in order to engage in discourse for adolescence today must consider changes made from biological, socio-historical and behavioural which have summoned in and for the 21st century. Among these, we can mention the fact that young people now live longer in their parents' homes, are endeavouring on longer periods of training required to enter the job market, postponing marriages and parenthood, among other social demarcations for the beginning of adult life. The postponement of these crucial stages in adolescence should open the discussion and thinking about changing the acceptable ending stage of adolescence to the age of 24 (Sawyer, Azzopardi, Wickremarathne & Patton, 2018; Porto, 2018; Patton, et. al., 2018). The demarcation of this new timeline (although not rigid - always important

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[1]. In light of Erikson's writings in the 20th century

to mention), given importance and presence nowadays, will be required to take into account, throughout the present manuscript, a referral to this stage of development.

It is important to emphasize that, regardless of the social context, a factor is common to this and other stages of development: the idea of crisis, which consists of a phase of adjustments between the subject and his historical-social context (Erikson, 1968, 1988; Azevedo, 2015). And of course, in the case of adolescence, the crisis is related to identity. This is because the teenagers, in the face of the varied and intense quantity and quality of changes, no longer perceive themselves as a child or the adult they will one day become. In addition, the values that were once taken as models to follow and that allowed them to affirm themselves begin to be questioned (Azevedo, 2015; Pinto, 2015). This leads them to ask constantly pose questions such as ''who am I?'', and to seek answers and security regarding this question (Ives, 2014). In other words: this phase of development is one in which the search for their place in the world is evident.

This process of searching for a place in the world makes the adolescent to perceive themselves as an agent of their own development process, experimenting and discovering internal and external possibilities and resources for their development (Silva & Freire, 2014). It also allows them to get closer to peers, groups and media which are extensions beyond the models presented by their parents and other family members, which contribute to providing them as a source of social and emotional support, necessary for the development of this phase of life and the course of this challenging task, which is to build an identity (Azevedo, 2015; Pinto, 2015; Porto, 2018).

Identity

It is important to note that when we refer to identity, we can take it from different and complementary references. The first definition comes from Erikson (1968), who affirms that identity consists of a process of adjustments, of apprehending yourself in a social context, a process that occurs throughout all life. The second refers to Guattari and Rolnik (1996), who affirm the human need to present what they define as a territory, that is, a practice, place, or object, to take as a reference for which to say about themselves. In other words, identity. This reference to yourself and what is in your context, which helps the subject to develop things to describe and say about themselves (Sousa & Baptista, 2015).

Along with these possibilities, we can also present what pointed out to us recognized and influential scholars on the subject, among which we quote Ciampa (2001), Bauman (2005), Hall (2006, 2014, 2016) and Woodward (2014). According to the first author, identity can be understood as a dynamic process of constant transformation, in which the subject, his history, and the characteristics and

socio-historical issues of his life context are dialogued. Bauman (2005), in turn, understands identity from the connection with others, and their bonds, which the subject dialogues with values and representations of the world that are presented to him within in a culture.

Complementary to the mentioned authors, Hall (2006, 2014, 2016) and Woodward (2014) affirm that in these relationships fields of values intersect and combine in the relationship between the subject and others in a culture. These dialogical relationships, in which subjectivities are formed and constructed, produce and reproduce representations of the world and relationships with it (Barbosa Junior & Baptista, 2018). This allows us to affirm the authors claim, that the processes of identity construction are a process of subjectivity construction by the individual.

As can be seen, the concept of identity is important in the life cycle, and especially in this stage of development, which is adolescence (Azevedo, 2015; Pinto, 2015). As previously mentioned, "The most important goal of adolescence is the development or construction of identity. Every teenager needs to know who he is." (Ives, 2014, p.15 [translated by the authors]; Ferreira, Farias & Silvares, 2003).

While in the previous stages of development the child identifies themselves and takes as a reference to develop and say about themselves within the figure of their parents or adults who are in their surroundings, a teenager no longer does this (Pinto, 2015). They "need unfold their own identity and be themselves" (Ives, 2014, p.15 [translated by the authors]). This is the biggest challenge of adolescence.

The construction of identity in adolescence occurs from the relationship with oneself and with the context – in light of the authors mentioned -, specifically with peers and groups, usually with similar age range. Such process involve, among other things, crises (these necessary moments of questioning, transition, transformation for human development), the relationship with received models (for example, parental, family models and rules), aspects of the community, aspects of the History and the subject's own life story (Azevedo, 2015; Erikson, 1968). Aspects that, nowadays, increasingly involve the importance of ones relationship with peers, technological tools, and the use of media and social networks (Azevedo, 2015; Pinto, 2015). Therefore, a complex and intense process between several spheres, that are translated into relevant importance for the construction of identities (which we also call subjectivities) on the part of each adolescent.

Leisure Experience

There are experiences that, we know, contribute to the construction of identities. This is the case of leisure experiences. For this, it is important to clarify two points: firstly, the concept of experience, and secondly the concept of leisure experience.

Dialoguing with the concept of experience, we refer to the conceptual proposal presented by Jorge Larrosa (2014), based on readings by Heidegger (2003). According to such apprehensions, the experience consists of an encounter. (Heidegger, 2003; Larrosa, 2014). According to Larrosa (2014, p. 10),

> it is something that happens to us and that sometimes shakes us, vibrates us, makes us think, makes us suffer or enjoy, is something that fights for expression, and that sometimes, when it falls into the hands of someone capable of shaping that tremor, then, only then, it becomes a song [translated by the authors].

Or, as Heidegger (2003) says,

> having an experience with something, a thing, with a human being or with a god, means that this something runs over us, comes to meet us, reaches us, overwhelms us and transforms us (p. 121, [translated by the authors]).

Larrosa (2014) proposes some conditions for such remarkable experiences. The author tells us that it is necessary to stop, to feel, to listen, to observe. Not quickly, but slowly. It is necessary to open our eyes and ears to allow ourselves encounter in which we perceive what usually goes unnoticed. It takes patience and time and space.

In light of this, we can then continue our discourse with better directions to understand the leisure experience. Well, when we refer to the leisure experience, it implies dealing with something that is beyond the activity itself, for the leisure experience is in the field of the experiential, of being present here and now (Monteagudo, 2008; Amigo, 2014; Barbosa Junior, Baptista & Monteagudo, 2019; Cuenca, 2014, 2018; Freire, 2013).

This experience stands out as personal and subjective (Monteagudo, 2008; Freire, 2013). It is an intimate experience in which infinite intensities and meanings converge on the part of those who live it (Monteagudo, 2008; Cuenca, 2014, 2018). Furthermore, this experience is centered around the choice of activities in which the subject feels free to choose them, at the same time that he feels satisfaction when performing them (Martins, 2013, 2016, 2018; Monteagudo, 2008; Cuenca, 2014, 2018; Freire, 2013; Neulinger, 1981).

The leisure experience also has a central feature: autotelism, which refers to the fact that the activity performed has an end in itself, in its own development (Cuenca, 2014, 2018). There is also an element of enjoyment of the experience (Cuenca, 2014, 2018; Barbosa Junior et al., 2019; Martins, 2013, 2016, 2018; Neulinger, 1981).

In this experience, there seems to be a fusion between the subject who lives it and the experience itself (Monteagudo, 2008), a fusion in which the subject meets with himself, as if he were putting a mirror

in front of him, to touch and feel himself, challenging himself in search of overcoming his limits and himself (Cuenca, 2014).

And when we are face to face with ourselves, we are also faced with the external values that we often reproduce. The leisure experience allows this reconfiguration, this look and questioning of the self. It allows us to produce a new place, a new way to describe ourselves. It is what we interpret when we think that the leisure experience allows us to transform ourselves as people (Monteagudo, 2008; Cuenca, 2014).

Talking about the leisure experience is also talking about the experience of emotions, which contributes to a leisure experience being marked in the memory of the one who lives it, especially if the experience is intensely related to his life story, thus leaving him a legacy that passes him and somehow transforms him (Monteagudo, 2008).

In light of that, what one realizes is that talking about leisure experiences also consists of dealing with identity (Monteagudo, 2008), because it seems to us that in this leisure experience, subjective transformations are produced, other looks and discourses are produced to the subject say about himself about his history and about the context of which he are part. Therefore, these are discourses that call the subject to other positions in front of him and in front of the other.

Aims of the current study

We know, therefore, that identity is a fundamental theme in adolescence, because teenagers, facing a series of changes in this phase of life, ask themselves who they are, and seek to answer this question. On the other hand, we know that leisure experiences can contribute to the construction of identities, since in these experiences the subject has a subjective and dialogical relationship between themselves and the world, in which the subject discovers new possibilities and views, both on himself and the world.

Taking this into consideration, we ask: how can leisure experiences contribute to the construction of identity in adolescence? What do literature and recent productions have to say to us? It is from these questions that we define the objectives of our study:

-Identify, based on a systematic literature review, recent productions on the leisure experience and the construction of identity in adolescence.

-Understand, from a systematic literature review, how leisure experiences can contribute to the construction of identity in adolescence.

Methodology

According to the goals of this study of a theoretical and exploratory nature, we developed a systematic literature review, as presented by Sampaio and Mancini (2007, p. 84), who affirm that the systematic review consists of "research that uses the literature on a given topic as a data source" [translated by the authors], providing, as a result, a summary of studies on the thematic/topic in research (Akobeng, 2005). And as an aid for analysis and discussions, the relevant literature on the researched topic can be incorporated (Sampaio & Mancini, 2007).

We chose to conduct a systematic literature review in the Web of Science database. We chose this database due to its international scope in terms of productions in a European scientific context, enabling us to contact the largest number of texts in different databases and journals referring to this context.

Procedures

In this research we chose to search for articles and used the descriptors in English for the terms adolescence (adolesc*; teen*; youth; young*), identity (identit*), experience (experience*) and leisure (leisure*). We chose these four words because they are key terms to us concerning the theme in this text. We emphasize that these words, because they have synonyms or derivations, also call us to research them. This is the reason why we use the asterisks and synonyms of the same descriptor. It is also important to emphasize that we chose the English language due to the wide range of publications in English on the theme of leisure, as well as on the theme of adolescence, contributing to us having robust material for analysis.

We emphasize that for research based on descriptors, those who have synonyms present the 'OR' particle among their synonyms, for example (adolesc* OR teen* OR youth OR young*). And between the different topics we use the 'AND' particle, thus allowing us to cross between the topics, which resulted in the following set of descriptors: "TS = (leisure experience* AND identit* AND adolesc* OR leisure experience* AND identit* AND teen* OR leisure experience* AND identit* AND young*)".

In terms of time selection, we opted for full articles published over the last five years, covering the period from 2014 to 2018, since this study started in 2019, not yet concluded when searches were performed in that database.

Looking at the results of the research, we first read the summaries of the texts found. When the abstracts were in agreement with the proposal, the texts were then selected and included for further analysis. Otherwise, we consider the exclusion of those texts.

Data analysis strategy

Regarding the analysis of the collected data, it was carried out based on two auxiliary possibilities among themselves. The first refers to the separation and organization of articles from specific topics that, in turn, represent the similarities between common points present in the texts and differences between them. The second refers to a more in-depth analysis of the data found, according to a qualitative approach.

Therefore, we observe, in the first moment, the productions by periods, that is, by year of publication, by scientific areas, the approach of the articles found (qualitative, quantitative, qualitative and quantitative), methodologies used, age of the participants, themes addressed.

After that, the articles were described and analysed in qualitative terms. This allowed us to observe, in a more in-depth way, what has been produced, in addition to contributing to perceiving the situation about the subject of study.

Results and Discussions

From the referring search in the Web of Science database, carried out on November 5, 2019, 46 articles were found at the first moment on the research, and the abstracts read by us. We emphasize that the texts whose abstracts were in accordance with the research proposal were immediately selected and included for further analysis. Those texts whose abstracts were not in agreement with the study's proposal or which generated doubts for the authors were read in full, for the purpose of more specific clarifications and a more precise decision regarding their inclusion or exclusion. The process, represented by the following figure, resulted in 09 articles, as indicated in the following tables:

Figure 1.

Article inclusion and exclusion process

Articles Found (N= 46)	Inclusion criteria: articles in English; present the terms (or their derivatives): "identity", "leisure" and adolescence/teen / young; studies carried out with adolescents or which present adolescents in the sample and practical or theoretical studies on adolescence; the period between 2014 and 2018. Exclusion Criteria: any texts that do not meet the inclusion criteria.
Texts Included for Research Analysis (N=09)	

Number of Excluded Texts from each Criterion:

-Does not include the theme of identity
(N = 03)

-Does not include the theme of leisure
(N = 04)

-Does not include adolescents
(N = 16)

-It is not an article
(N = 03)

-The language does not correspond to English
(N = 01)

-Summary does not correspond to the focus of the study in question
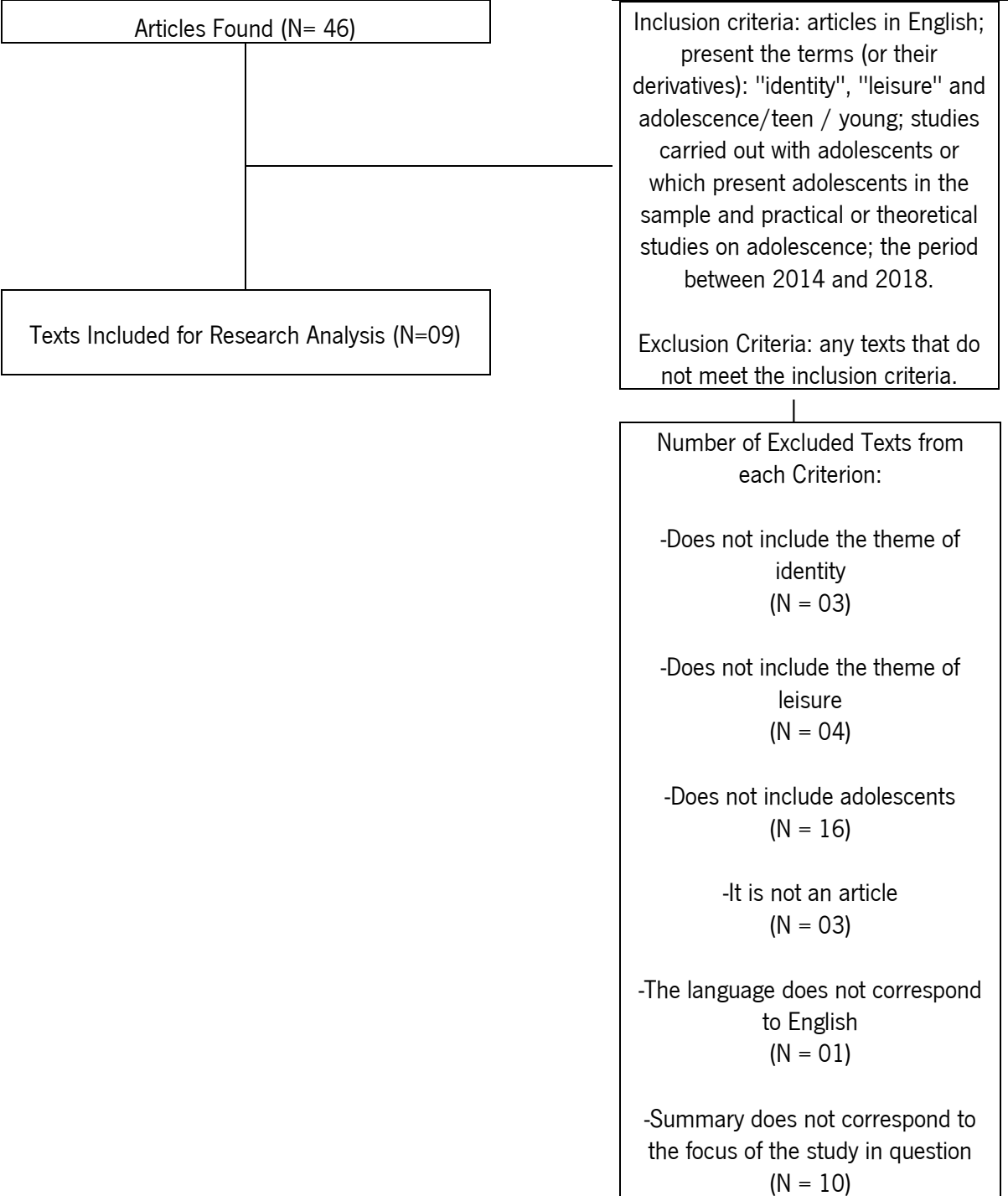(N = 10)

Table 1

Articles found – study area, nature, methodology, country of origin

Title	Field	Nat. of Article	Approach	Methodology	Country
Collapsing contexts: social networking technologies in young people's nightlife	Geography	Empirical	Qualitative	Semi-structured Interviews	Switzerland
Serious and casual leisure activities in the construction of young adult identity: a study based on participants' self-descriptions	Psychology	Empirical	Quantitative	Questionnaires	Spain
What Matters to the Girls? Norwegian Girls' Experiences of Digital Competences in Mainstream Blogging	Psychology	Empirical	Qualitative	Ethnography; In-depth Interviews	Norway
Recreation, Settlement, and the Welcoming Community: Mapping Community with African-Canadian Youth Newcomers	Recreation / Leisure	Empirical	Qualitative	Cognitive Mapping	Canada
Precarious Popularity: Facebook Drinking Photos, the Attention Economy, and the Regime of the Branded Self	Cultural Studies	Empirical	Qualitative	Focus Group	New Zealand

Questioning policy, youth participation and lifestyle sports	Tourism, Environment and Technology	Empirical	Qualitative	Ethnography; Semi-structured Interviews; Individual Interviews; Group Interviews	England
Organized Leisure Experiences of LGBTQ Youth Resistance and Oppression	Recreation/ Leisure	Empirical	Qualitative	Participant Observation; Semi-structured Interviews	EUA
Being a woman, young and poor: Telenovelas and the cultural mediations of gender identity	Social Communication	Empirical	Qualitative	Audience Ethnography; In-depth Interviews; Questionnaires	Brazil
Employing Memory Narratives to Dissect the Well-Being of Lesbian, Gay, and Bisexual Adolescents	Psychology	Empirical	Qualitative	Content analysis of narratives written by LGBT teenagers	EUA

Table 2

Articles found – number of participants, gender, age-range

Title	Number of Participants	Gender		Age Range (years)
		Male	**Feminine**	
Collapsing contexts: social networking technologies in young people's nightlife	40	Not Specified	Not Specified	16-25
Serious and casual leisure activities in the construction of young adult identity: a study based on participants' self-descriptions	938	476 (51%)	462 (49%)	18-24
What Matters to the Girls? Norwegian Girls' Experiences of Digital Competences in Mainstream Blogging	12	-	12 (100%)	15-17,2
Recreation, Settlement, and the Welcoming Community: Mapping Community with African-Canadian Youth Newcomers	13	6 (36%)	7 (54%)	15-20
Precarious Popularity: Facebook Drinking Photos, the Attention Economy, and the Regime of the Branded Self	24 Groups (3 to 7 participants) - 105 participants in total	41 (39%)	64 (61%)	18-25
Questioning policy, youth participation and lifestyle sports	40	36 (90%)	4 (10%)	13-25
Organized Leisure Experiences of LGBTQ Youth Resistance and Oppression	16	Not Specified	Not Specified	10 Adults / 06 Adolescents (ages not specified)

Being a Woman, Young and Poor Telenovelas and the cultural mediations of gender identity	12	-	12 (100%)	15-24
Employing Memory Narratives to Dissect the Well-Being of Lesbian, Gay, and Bisexual Adolescents	390	183 (47%)	207 (53%)	13-19

Table 3

Characterization of the analysed articles regarding the type of study, the method used, year, area of publication and origin

Characteristic		f(%)
Type of Study	Empirical	100%
	Theoretical	-
Methodological Approach	Quantitative	11,11%
	Qualitative	88,88%
Method	Ethnography / Participant Observation	33,33%
	In-depth Interview	22,22%
	Semi-structured interview	33,33%
	Focus Group	22,22%
	Questionnaire (physical or online)	22,22%
	Written Narratives	11,11%
	Cognitive Mapping	11,11%
Year of Publication	2014	33,33%
	2015	11,11%
	2016	22,22%
	2017	22,22%
	2018	11,11%
Area of Publication	Psychology	33,33%
	Cultural Studies	11,11%
	Social Communication	11,11%

	Recreation / Leisure	22,22%
	Tourism	11,11%
	Geography	11,11%
Study Country of Origin	Spain	11,11%
	England	11,11%
	Norway	11,11%
	Switzerland	11,11%
	Brazil	11,11%
	Canada	11,11%
	United States	22,22%
	New Zealand	11,11%

Analysing the tables presented, we can immediately realize the number of articles found: 09. This draws our attention and allows us to observe the lack of production with regard to the subject under study - emphasizing that these statements are always pointed out as recorded on the Web of Science platform.

Analysing tables 1, 2 and 3, we can see that the articles are all international, covering countries such as Spain, England, New Zealand, Norway, Switzerland, Brazil, Canada and the United States, thus emphasizing that the largest production is found on the continents Europe and America, each with 04 articles, and 01 in Oceania.

Regarding the year of publication of the articles, the identification period covered the years 2014 to 2018, with a larger production during the year 2014 (n = 3), with a predominance of discussions involving the gender identity of adolescents. LGBTQ and leisure.

Another aspect observed concerns the concentration of works by area, so that we note that the studies are concentrated, in greater frequency (n = 03), in the area of Psychology, followed by Recreation (n = 02) and the areas Tourism, Environment and Technology (n = 01), Geography (n = 01), Social Communication (n = 01) and Cultural Studies (n = 01).

As for scientific journals or publication journals, we noticed that three among the articles found are present in leisure scientific journals: *Leisure Sciences* (n = 2) and *Journal of Leisure Research* (n = 01). Following this value,there are scientific journals dedicated to the studies of the media: *Social Media + Society* and *Feminist Media Studies*, with a quantity of 2 articles. This, immediately, allows us to understand that more than 50% of the publications on the subject under study include scientific journals

about Leisure and Social Media. Other publications, in turn, are found in scientific journals focused on studies in social sciences, such as the *Obets-Revista de Ciencias Sociales* (n = 1); adolescence: *Young* (n = 1); LGBTQ teenagers: *Journal of LGBT Youth* (n = 1); and *Children's Geographies* (n = 1).

Regarding the authors of the articles and the nature of the manuscript approaches, we observe: among all the studies found (n = 9), each author is associated just to one article; and all articles are empirical in nature, with a predominantly qualitative approach (n = 8), and a minority quantitative approach (n = 1).

Finally, the content of the articles was submitted to a qualitative analysis. For this analysis, it was used the content analysis technique of L. Bardin (2008). Therefore, after being read, the articles were separated and classified based on the main themes they addressed, taking as their main reading material their results and discussions and considerations - where the relationships between leisure, identity and adolescence can be observed in a more objective way. This, in turn, generated the definition of three categories for analysis, where it is possible to observe the similarities presented by the different authors in the most diverse studies found: 1) Use of Media, Leisure and Identities (n = 05); 2) Leisure and LGBTQ Gender Identities in Adolescence (n = 02); and 3) Leisure, Lifestyle, Social Integration and Identity (n = 04). It is noteworthy that in some cases, due to similarities between themes, there were articles that were more than one of the categories of analysis created.

Category 1. Use of Media, Leisure and Identities

One of the points very present in most of the texts refers to the use of media, specifically social networks, as leisure activities during adolescence and how these uses are related to their activities in their groups, to their connections with them, and how they reinforce and contribute to the formation and reproduction of values and behaviours on the part of adolescents, introducing them, in a certain way, social values that become part of them at this stage of life. For example, we can mention the studies by Theriault (2014) and Bond and Loewenstern (2014), which highlight the experiences of young people who, when going out at night with their groups of friends, talk, dance and take photographs of these meetings, which will be the subject of conversations, remembering, in their groups of friends over the following days, facts of the occasion that the photographs were taken. These photographs that, based on a consensus between the group, will be posted on social networks, commented and "liked", also contributing to generate conversations, discussions and more connections and integrations with the group.

It the middle of such practices the teenagers take a position themselves between the values they are discovering and the values of their parents. This is expressed, for example, when some female adolescents in the study says that, although they like to perform certain practices, wear certain clothes when they go out at night or go to environments where it is possible to perceive the presence of alcohol, they choose not to publish photos in which any of these points are portrayed, given the risk to their parent's disapproval, when they are more conservative or even have a more conservative religion, which disapproves of the wearing of certain clothes or of environments that involve alcohol consumption.

In the study by Dmitrow-Devold (2017), it is possible to perceive the use of social networks from blogs by female adolescents. From this use, they develop skills on how to write in order to be better understood, as well as, mirroring themselves in experiences of more experienced female bloggers (taken as models by the first ones) and together with the interaction with their followers, they learn knowledge and values, for example: about what it means to be a girl, they rethink certain behaviours and practices that once seemed natural to them, they learn other possibilities about how to behave, how to act in certain situations, how to dress, in addition to sharing personal issues.

Such leisure practices, which involve the use of technologies, can be called digital leisure, as well as casual, since they involve a possibility in which immediate, hedonic pleasures, very present in adolescence, are highlighted, as mentioned in Codina, Pestana and Stebbins (2017) manuscript.

Still corroborating the findings, we can mention another case of casual leisure, but now referred to the study by Sifuentes (2014), in which the activity performed is watching soap operas. In this study, made with female adolescents, it is clear that the interviewed participants affirmed their identification with television female characters when watching a soap opera from a private Brazilian television network, and how, from such identifications, individual values and behaviours of these spectators are reinforced, these also crossed by social values. The values and behaviours of such characters, watched during the nights at home, serve as mirrors and points of reflection on what these female adolescents believe about being a woman, mother and wife, about what they are in the present and what they want or not become in the future, thus corroborating the construction of their identities in this phase of life.

Category 02. Leisure and LGBTQ Gender Identities in Adolescence

In the second category, we can observe the experiences and practice of leisure experiences and their benefits for the construction of LGBTQ youth identities, contributing for these young people to assert themselves from their places and their LGBTQ identities. At this point, two studies stand out, which we mention below.

The first study, by Theriault (2014), is related to the memory of happy moments on the part of young people. The young people in this study (who usually attend hostile environments prejudiced against their LGBTQ's sexualities) recall happy moments in their lives, pleasant moments, when they feel a sense of fulfilment, and, as a result, they felt more empowered and connected with themselves. Among these specific moments, leisure stands out while carrying out activities or experiences that contribute to young LGBT people accepting their sexual orientation and not to feel judged from internalized prejudices by themselves and presented by others who were with them in environments marked by being hostile to them. It should be noted that the leisure activity was not carried out individually, but always in relation to friends, thus expressing a social connection, allowing them to develop close social networks, in order to contribute, together with others, to the formation of their looking at themselves and their lives, a more optimistic look amid a still arduous context, marked by prejudices in relation to sexual orientations that are not hegemonic. It is important to mention that, according to the author, 19% of adolescents mention relationships with the media as leisure activities, in which they stand out watching movies or television, listening to music, playing video games with friends.

In the following study, by Bond and Loewenstern (2014), we highlight a program carried out in the United States, aimed at welcoming LGBTQ's people and people considered heterosexuals who care about LGBTQ's. In this voluntary program there are structured leisure activities, for example, storytelling, dance activities, among others, which allow teenagers to share their experiences with others, to share their interests, thus providing them with a space where, from leisure, they feel welcomed in a society where they suffer sexual oppression, expressed through the imposition of standards to be followed or homophobias either by some of their families, at school or elsewhere. In this place, adolescents, in addition to feeling in a group, meeting others who go through similar situations, in a sense of communion, feel identified and more comfortable being what they are, allowing them new appropriations and constructions of their identities in relation to others and, in particular, their sexual orientations.

Regardless of the study, one factor that catches our attention: the fact that these leisure practices and experiences contribute to the expression of self by these LGBTQ teenagers, who in their daily lives are victims of prejudice from within their families, as well as in other environments, such as the school, for example. Expressing oneself from leisure practices, whether from reliving when remembering happy moments or other moments in your life, generates a feeling of empowerment in the face of your ways of being, intimately constituted and permeated by your sexual orientations, since these are a fundamental discovery throughout adolescence and in the formation of their identities.

Again, it can be noted that such experiences, given their effects and apprehensions, have strong components of a leisure activity, a leisure experience and their attributes for the construction of identities, thus emphasizing their importance for the construction of forms of telling about themselves through human development.

Also should be mentioned that such practices sometimes occur in an individualized way, in which they are lived as an autotelic, individual and subjective experience when listening to a song, for example, and enabling these subjects to enjoy their own experience, in addition to ways of accessing themselves and immersing themselves in rethinking the issues they bring; or they often occur with other people or groups, allowing them both pleasurable moments and interaction with other people, in particular people who are very close to them, such as friends or groups of friends.

Category 3. Leisure, Lifestyle, Social Integration and Identity

Regard to this category, we can report that leisure allows forms of lifestyles and construction of values for those who carry out these activities and / or experience them, either individually or in connection with others. This is because leisure, specifically the leisure experience, allows a connection between the internal and the external, between the subject and the world, allowing the subject to make other apprehensions about himself and the world, even allowing him to perceive himself differently and establish new ways of living.

In light of is mentioned above, we quote the study by King and Church (2015), in which teenagers who do mountain biking are present, and who, in addition to taking pleasure in this activity outdoor, claim to live according to a lifestyle different from the common daily life of the city, claim to feel good and identified with such a way of living, in which concern and respect for nature is valued, in addition to respect for the mountain bike group which they are part of.

Another interesting factor that these teenagers refers to the feeling that, in participating in such activities, they do not have to obey norms imposed by adults and their values with which they disagree, mentioning being a community formed by teenagers, where manifest values presented by the group members themselves and values resulting from their own experience in the activity (King & Church, 2015).

Once again for this category we bring the study of Sifuentes (2014), because, as mentioned, when watching soap operas and identifying with characters, Brazilian female adolescents reaffirm values in which they believe, discover others values, and put others in question and disagreement, which helps them to position themselves and affirm ways of being, constituting themselves, following and living their

lives. For example, we mention when some interviewed talk negatively about the behaviour of betrayal a husband, by a female character, and these young claim to admire the strength and will of other characters who fight for their families, making these last examples to be followed and that they reinforce their conceptions of being a woman and fighting for their families.

We also bring to the focus of this discussion the study by Dmitrow-Devold (2017), since from their relationships with the practice of writing on blogs, female teenage bloggers discover models of famous bloggers to follow, acquiring values from such practice in which they connect with other people and with social issues and values, making it a lifestyle that contributes to their construction as a teenager and their ways of being in the world.

In the last case, we mention foreigners, African immigrants living in Canada, as mentioned in the study by Campbell, Glover and Laryea (2016). From the practice of leisure activities, such as playing sports, in this case usually carried out with other people, these immigrants expand their social bonds, build friendships, connect with the local culture, while they acquire local values. This gives them, at the same time, to feel more integrated with the local community and to expand ways of thinking and being together, thus mixing values between their community of origin and that where they are. Leisure, therefore, becomes a way to these possibilities.

Conclusions

The present study aimed to identify, based on a systematic literature review, recent productions on the leisure experience and the construction of identity in adolescence. For this purpose, we performed a quantitative and qualitative analysis of the articles found from the *Web of Science* database. At first, it was evident that the manuscripts analysed in this study, in the total of 9, found in different countries and continents, the majority being in American and European continents. These articles were, in their entirety, empirical in nature, with the majority being of a qualitative approach. In addition, articles from different areas were found, in which psychology stands out more frequently.

It is also important to mention that the quantity of articles found allows us to affirm the need to reinforce and expand the field of research with regard to leisure and identity in adolescence, in particular to leisure experiences – these no often present and barely depth in the very studies, including in the field of psychology.

There was also a predominance of texts related to the media. In particular, the use of social networks by adolescents, followed by leisure practices carried out by LGBTQ adolescents. In addition, the

leisure practices performed by adolescents in groups were also present, as reported in almost all the articles (n = 8).

The qualitative analysis on the contents enabled the identification of 3 categories of analysis: 1) Use of Media, Leisure and Identities; 2) Leisure and LGBTQ Gender Identities in Adolescence; and 3) Leisure, Lifestyle, Social Integration and Identity.

The first category showed how relationships between leisure activities through social networks and other media contribute to the construction of adolescents' identities. We were able to observe the construction and reproduction of social values by adolescents in their groups, in addition to moments of self-censorship and questioning, by adolescents, in relation to their parents' values when they are conservative. And when these practices are carried out alone, as is the case with female teenage bloggers, it also allows them to develop values and manners of act and behave as a woman.

In the second category, we observe the realization and experience of leisure practices and / or leisure experiences by LGBTQ teenagers, and how they enabled them to feel empowered and affirmed their places of being, in the face of environments in which they suffer prejudices and discrimination due to hegemonic values regarding their sexualities. Such experiences also used to occur in groups, and in their minority, individually.

And in the last category, we observe how leisure activities contribute to the development of values and lifestyles by adolescents and their adherence to them, as well as to the questioning of values presented by adults. It was also highlighted how leisure contributes to the integration of these subjects in their groups, in addition to enabling, when they are foreigners, their adherence and integration with communities and their values.

Finally, all these points lead us to emphasize and reaffirm the importance of leisure for the development of identity in adolescence, as well as for adults, since leisure, more than a practice, is a value necessary for life. Also, we can't leave either to affirm European predominance and the necessity for further studies on the subject, and specifically with regard to leisure thought as an experience, mainly in the field of psychology.

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Anexos

Declaração

A tese de Francisco Welligton de Sousa Barbosa Júnior finalizada e intitulada "Leisure Experience and Construction of Identity in Adolescence: A Systematic Review", sendo baseada na realização de uma revisão sistemática da literatura, não necessitou de ser submetida à análise da Comissão de Ética da Universidade do Minho.

Braga, 3 de junho de 2020

A Orientadora