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Sowing and seeding

Learning activities

- Structure
- Main activities [script]
- In-depth or hands-on sessions [script]
- On-call sessions
- Aláfias [script]
- Collective care and self-care activities [script]
- Reminder

Structure

This structure basically consists of:

Main sessions + Support Material + In-depth or hands-on sessions + On-call sessions + Aláfias + Collective care and self-care activities.

One session or more, which we call Main Sessions, which deal with a theme in a broader way, with discussions, sharing, suggestions for experiences, always starting from a deconstruction of paradigms already culturally imposed on LBTQIA+ women and people, working on the theme at the level of feeling, seeking to raise what that theme raises among the participants.

For these sessions, the facilitators can share support material, which consists of producing and/or gathering orientation materials, such as texts, articles, videos, podcasts, guides, tutorials, manuals, step-by-step, zines, and any other type of content that provides the participants with information, stimulation, orientation, among others, about the theme that will be addressed during the learning cycle of this macro-theme.

The Support Materials are like a " pack" or a "bag" that each participant will receive and can access as she or he wishes or needs. Along the way, the participants will be able to add other things and materials that they find along the way in their "packets" or "bags".

The following session can either deepen the debate on the theme, with the participation of guests for exchanges that broaden the experiences, or practical activities that can either propose experiences, workshops or training on digital tools, for example.

After these sessions, we suggest the realization of one or more on-call sessions or Q&As, spaces in which the facilitators are available to the participants during a certain period. These on-call spaces serve to clear up doubts related to the themes worked on, but they can also be spaces for the participants to bring up general doubts. They are moments in which participants and facilitators come together around a real issue to find a solution in a collective way.

Finally, we suggest the Alafias (Celebrations), which are activities designed to acknowledge and celebrate the group's journey to that point in the journey together.

Main activities [script]

Moments to group all the participants with discussions on central and important contents for the journey of the Gincana. Can be synchronous or asynchronous.

Introduction to the infrastructure of affection

The activity below was done online, during the Monster Gincana.

Objective

Introduce the concept of infrastructures of Affection.

Duration

1h30

Arriving [5 minutes]

We waited for everyone to arrive for a few minutes, with some good music playing. We leave a song and a notice in the chat that we will start in a few minutes. Let the music goes until everyone arrives!

Welcome + stretching + breathing + water [10 minutes]

"Did you all stretch today? That good stretch, though!"

"Did you notice how much our bodies stretch? Have you breathed in? Have you taken that deep breath? have you filled your lungs with air? have you noticed how our lungs expand? No? Then let's do it together?"

Stand up and stretch with the cameras open - for those who want to!

Stretch for 20 seconds + 3 very deep breaths, all together!

Remind them to get water, and give them 2min to fetch it.
That's it! Now we are all here, realizing a little more about our bodies and hydrating ourselves, simple things but that we can always remind each other, basic things to take care of in our daily routine.

What is safety [20 minutes]

What is safety for you? Without thinking too much, what comes to mind, in a word or a phrase.
The facilitators record everything that is said on a board that is shared with everyone.
As soon as we run out, we move on to a presentation of the theme.
Then we talk about the presentation and introduction of the theme We link it to the idea of care routines, and the role of women and people without a defined gender in technology. What do these have in common?
How do we construct our infrastructure of affections in life? How is all of this related to the idea of safety?

Care routine description activity [15 minutes]

Ask them to make a description of their caregiving routines and the infrastructures they use for those routines - as detailed as they can, in 15 minutes.

Sharing [15 minutes]

We open it up for anyone who wants to (3 or 4 people) to share their care routines.
As they talk about their care routines, their tools of the trade, whoever has children or takes care of

others, we are going to highlight how these daily care routines are a programmatic practice.
From this, we will realize how women are protagonists of routines and creation of models within their communities, homes, and activism. Historically, women have always been responsible for the optimization of tasks, for the elaboration of tasks, even with the separation of work by gender. Women systematized and men went to war, even present in the history of computing. So we notice that, whether in computing or in ancestry, this place belongs to women, and that we elaborate strategies daily and that we have been strategists since we were born.

Discussion [20 minutes]

Trans and cis women of different ethnicities and sexual orientations, as well as diverse LGBTQIA+ people, have always been behind the networks of affection, until at what point technology shifted space and becomes recognized as something hegemonically male and white, what has changed since then?!

We come back to affection.

As much as technology was created with a perspective of war, before this change it still had an affective, routine character. We tell the story of Grace Hopper.
Even after the post-war period, women's relationship with machines was still one of creation rather than subservience as it becomes after men take over. What they call archaic, we call ancestral!

Language compared to what it expresses: understanding these differences to be able to build a digital care that makes sense within our narrative, our subjectivity... How to translate to these places their experiences and language, with the life experiences they bring with them.

Closing [5 minutes]

How am I leaving? Saying goodbye... "We have talked so much about technology today... We invite each of you to quickly bring a phrase or word that communicates how you are leaving today's activity..."

In-depth or hands-on sessions [script]

Moments designed to do specific activities, hands-on, creative, hands-on labs, open to anyone who wants/is able to participate.

Internet where you live, what do you feed on? - script

This activity was carried out during the Gincana Monstra online, as an extra session. But it can easily be adapted for in-person activities.

Objective

Demystify how the Internet works, its physical aspect and its vulnerabilities. Reflect on the geopolitical construction of the Internet.

Duration

1h30

Supplies

- Paper and pen for everyone

Session 1: Welcome and agenda [10 minutes]

Objective

Welcome everyone, show the agenda for the day, and warm up the mind.

How

Present a welcome slide. On a second slide present the schedule of activities, and lastly leave the challenging question:

"What is the first thing you have ever used on the Internet?"

Leave the space open for anyone who wants to bring something from memory.

Session 2: What is the internet? [35 minutes]

[5 minutes] "What is the internet for you? Individually, we ask people to draw.

[15 minutes] We open for comments from some people, and ask, for those who want, to show the drawing on camera.

[20 minutes] We present some political questions and debate all of them together:

- The internet is physical.
- The internet is political.
- The internet is a right.

Interval [5 minutes]

Session 3: How does the interntet work? [60 minutes]

[10 minutes] Divided into groups, we discuss and build a drawing from the question:

"How does the Internet work? When we send an email to someone, what path does the data take?"

[10 minutes] Groups present to everyone.

[10 minutes] We build up the path of the internet by moving these cards around on a board shared with all participants:

Cards here!

Otherwise we could introduce that image, and walk the path of information together, commenting on itclick here!

[30 minutes] We start the explanation by bringing up the issue of underground and undersea cables vs. the misconception of the “cloud”,click here to see!

The Internet is physical, information passes through cables. The cloud is always someone else's computer.
We move on to explain HTTP vs. HTTPS and introduce the concept of traffic encryption. We use a postcard to explain how information travels without encryption. Everyone who has access to the card can see the message and the metadata.
We put the postcard in an envelope and explain how information travels encrypted with HTTPS. Everyone who has access to the envelope can see the metadata, but only the mail servers and sender and recipient can see the message.
Take the paper with the encrypted message and place it inside the envelope to explain how end-to-end encryption works. This time all the people who have access to the envelope can see the metadata, but only sender and recipient can see the message. Only these two people have the key

to decrypt the message, and the servers do not have access.

We make an explanation of the vulnerabilities:

- On the computer: Viruses, malware, spyware, weak passwords...
- In the router: Sniffing, access to packets/information traffic.
- Open networks at airports, coffee shops... Offer high risk.
- At the ISP: Access to data via court order.
- At the e-mail server: Access to data via court order; access to everything by the ISP itself.

Session 4: Closing [10 minutes]

We invite to the closing everyone who wants to share something new that they learned today! Anything goes.

On-call sessions

They happen over the course of weeks with the goal of facilitating the participants' interaction with the tools and the content made available asynchronously. Some meetings may be thematic to stimulate the exploration and use of certain tools or the access to certain content, others are open.

During the appointed period, at least two facilitators stay at the communication channel previously established, waiting for whoever wants to arrive to ask questions about the content worked on with the group, test or configure tools, share difficulties related to digital technologies or not.
The important thing is the openness to think together about solutions to the questions that arise. It is also an opportunity to explore the universe of problem-solving research on the Internet.
In general we do not prepare scripts for these meetings. When necessary, support materials from the workshops are used to recall or discuss some content.

Aláfias [script]

Moments of recognition and appreciation of the path taken to that point, even if it is not yet the end point.
This deserves a celebration, a commemoration, an open path to continue the journey. This celebration can be marked in different ways, producing something, sharing, recognizing, realizing, or proposing a challenge, something that marks that path in the journey up to that point.

Tip

Try to propose Aláfias that stimulate the use of creativity, of the content presented, and that can provide exchanges and collective construction among people of the same team, valuing the different skills of the group, also subverting the idea of competition and valuing collaboration among the participants. If possible, stimulating exchange and collective construction also among teams!

Curiosity

The expression Aláfia, used in this methodology means "welcome".
It is an expression of the Yoruba people, of Nigerian-Congolese origin. In the game of conch it means the fall of four open conch shells and has the meaning of positive, confirmation, all is well. There is no margin of error or contradiction to the question at hand. At the Monster Gincana, we adopt the term for the moments of completion of a learning cycle in which we celebrate and welcome all who are there, admitting that the paths are open to the next steps for all of us.
You may find this term in other languages and cultures, so take a look.

Aláfias - script

1. Produce or write a text, post, walkthrough, illustration or a zine to replicate one of the themes we looked at this week, taking into account your culture and reality. Try to embrace all the skills of the people on the team. Who writes, who draws, who is creative,

who organizes... Use your creativity!

2. Each team can develop a facilitation script for digital care, using what was discussed during these weeks and whatever else they want to add beyond the content. Remember to bring your essence and experience to the script!

   We will do a skill share on [date]. Over the next week, we invite all groups to choose a time for a dedicated session to discuss together the script and activities of each team.

Collective care and self-care activities [script]

The following are some activities that comprised an organizational care process.
These sessions were conducted in-person, but can be adapted for online activities.

Objective

Provoking reflection and collecting strategies to promote feminist intergenerational learning in digital care.

Who is this activity for?

These activities can be done by people who intend to facilitate online processes, or by the Gincana team to think about care in facilitation

Estimated time

1h30 min

Intergenerational learning in technologies - challenges and opportunities - script

[30 minutes in advance] – Opening of the room and testing with interpreters.
[10 minutes in advance] – Music for everyone's arrival!Prepare a playlist!

Session 1: Warming the brain [10 minutes]

Objective

To activate people's thinking! Engage them with the workshop.How: Leave a slide with the badge, and put on some lively music while they write in the Chat.

Music: Serena Assumpção – Oxumaré

As people arrive, put on a song and ask each one of you to put on the chat technologies that exist in nature, freely, you can put as many as you want, just to warm up the brain, and we'll wait while the others arrive. And let's enjoy the music in the meantime :)
We have the time of the music!
Paste in the chat while the music is playing:
For those who are arriving now, the provocation is for each one to put in the chat the nature technologies, that you remember! We have the music time for that.

Session 2: Agenda + agreements [10 minutes]

Agenda:

- Warming up the brain
- Agenda and Agreements
- Learning from memory and feeling
- Exchanging with each other
- Barriers and strategies for intergenerational learning
- How unique are you?
- What I take from this process

- Evaluation

Agreements:

1 Everyone can talk, raise your hand or signal in chat;
2 There are no silly or bad questions;
3 Any problems with the translation, first click on the globe icon and then on "floor", and reselect your language, if it doesn't work raise your hand or let us know in the chat;
4 Treat everyone with respect and empathy;
5 Have fun!;
6 Anything else you'd like to add? Open the microphone or write in the chat.

Session 3: Learning from memory and feeling [10 minutes]

Objective

Awaken reflections, insights and also create an emotional connection with the theme. Relive the ups and downs of the learning process and feel which elements are present in this process beyond knowledge.

How

Through a guided meditation make them access memories about some technology they have learned from someone older.
Relax your eyes from the screen, exercise your memory and go on perceiving what you feel! You can keep your eyes closed, but if you don't like it you can also keep them open, if you want to open them in the middle there is no problem, just try to be comfortable, and remember that you are in a safe environment.
If possible leave a pen and paper at your side, if you have any insight or idea feel free to write it down, if you also want to doodle, draw, feel free.
I'm going to ask you to think of a technology that you had a great desire to learn, but had difficulty.

It may have been a process from when you were a child, it may have been a recent learning. Preferably for some process that someone older has taught you.
Think deep down that technology that got you hooked and you thought: this is what I want to learn, but it wasn't so easy, something that you didn't have that many skills in the beginning.
We learn so many different technologies during our lives! You can pull from your memory, maybe when you learned to read, (maybe some of you don't remember, like me!), you can remember when you learned to ride a bike (and you may still have traces of that learning), or a complex cooking recipe, it may be from when you learned to plant and take care of this new life, it may be when you learned to lay a floor or do the electrical installation of a house, make future-telling, play an instrument, assemble the hardware of a computer, sew or embroider a fabric ... There are so many possibilities.
It may be that in this search for memory you choose an experience, and then change and choose another, no problem, it will not interfere with our proposal.
I will give you some time to explore these memories and possibilities, go through the different learning experiences you have had, and choose one that was challenging, but that you finally succeeded in!

[1 minute] What technology was that? What caught your attention? What sparked your interest? At what point did you decide you were going to learn it?

[1 minute] Let's think about who facilitated this process now. And, not all learning experiences are good, so we can also look at what wasn't so good about this process either.
Just remember that you are in a safe place now! No longer at that moment of learning, but in your home, your workplace and safely. If you need, put your feet on the ground to remember that.
Let's think about this person who facilitated this process. Who was this person? What did this person look like? How much experience did this person have? What did their voice sound like? What was the age difference between? Was it an affectionate person? Was this person rigid? What did this person use to teach you? Only their voice? Did they use a blackboard or any other medium? Did they communicate with their body as well? What was their tone of voice? And now I want you to think about yourself in this process. What was it like?
If any insights or important ideas come to mind, write or draw them down.
Was it difficult to learn? Did you catch on quickly? How long did it take to learn? Did you make any mistakes along the way? Did you feel like giving up? What did you feel at that moment? Was there any sensation in your body? Heat in some area? Perhaps discomfort in some organ or muscle? Did you feel frustrated? Sad? Did these emotions interfere with your process?

[1 min] What were the difficulties in the process? Was it something that required additional knowledge? Was it something complex? Or was it something that required training of your body or mind? Did it require attention?
What made you persist? Did this person play an important role in keeping you going?

[1 min] When you overcame the difficulty what did you feel? When you finally succeeded, what did it feel like?

[1 min] What do you keep from this learning process?
How can we promote this in the learning process? How can we sustain the spaces in the face of frustration?
Now I will count two minutes. You will realize that two minutes in silence is a long time! Take the time to incorporate the experience, if you feel like writing or drawing something, some insight, feel free.
Dear interpreters, after the 2 minutes I will come back speaking in Portuguese.

Counting 2 minutes

Let us slowly open our eyes for those who had their eyes closed, let us slowly stretch out, putting our feet on the floor, bringing our mind to the present moment.
Slowly waking up your mind from this experience.

Session 4: Debate [15 minutes]

Objetive

To stimulate discussion

How

By asking challenging questions and opening up for debate
[Moment of sharing - sustaining the silence!]

Now I would like to open it up for sharing. Anyone can open the microphone or raise their hand.
I would like to know, if you wrote something down during the process, what became of this memory?
Have we learned anything by recalling the memory of our learning?
What was left alive?
Is there anything from this experience that you would like to use in your facilitation sessions? And has any memory brought back something that you wouldn't like to reproduce or would like to do differently in your facilitation processes?
What can we take from this learning process for the learning processes that you are going to organize?

Session 5: Barriers [10 minutes]

Barriers to intergenerational learning in technology

- Computer language all in English.
- Hardware and software not accessible for low vision or hearing
- Difficulty of access to income by women, hinders access to devices and internet
- Etarism - prejudice against older people in technology
- Lack of digital literacy and understanding of computer logic Could you guys point out any other barriers from your experiences?

Session 6: Strategies [10 minutes]

Strategies of the "Gincana Monstra":

- Engage people so that they have curiosity and interest, creating an affective connection, either through memory, playfulness or exchange.
- Start from the stories and experiences of the people who are participating in the process.
- Recognize and use the different knowledge and abilities of the people who make up the group.
- Do not underestimate or infantilize the participants.
- Create an environment that invites learning.

- Use explanatory and explicit language, avoid using foreign terms, and always explain acronyms and slang.
- Never expose the person.
- Provide step-by-step manuals with visual support, or audio, with translations when there are foreign terms.
- We have different times, give time to understand new issues. Enjoy some silence.
- Make on-duty and tool-testing meetings.
- Keep the rhythm at the slowest.

Would anyone like to add strategies they have adopted in their learning processes?

Cittation: “Joy does not come only in the encounter of the found, but it is part of the process of the search. And teaching and learning cannot take place outside the search, outside beauty and joy.” Paulo Freire.

Session 7: Closing [15 minutes]

Objetive

Reflection on what I need and what I have to offer to improve collective care?

How

We ask each person to first think about and write down what they need from this group to be well. After 2 minutes, we now ask them to think and write down one thing they have to offer to improve the collective care of the group.
We do a round for everyone to read what they need from the group, with a facilitator writing it down on a shared screen. Then we do a round where everyone talks about what they can offer for the collective care, and this also becomes a second idea cloud noted by the facilitator on the shared board.

Reminder

It is interesting that the facilitators periodically send the participants the general schedule of activities of the Gincana, and also the schedule of activities related to the cycle or macro-theme that they are starting, which can be weekly, for example.

This is fundamental in case of changes in the dates along the journey. Try to create an image with the calendar, this makes it easier to share and view on different devices. Sharing the calendar frequently helps the participants to organize in advance so that they can plan throughout the period.