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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.

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