

RESTART!

Odyssey

Dynamic G5D7



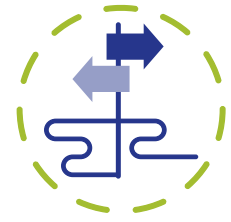
**Diputació
Barcelona**

Àrea d'Educació,
Esports i Joventut



Odyssey: learnings

Dynamic G5D7



Aims of the dynamic

A
Reflect on activities, situations and experiences they have been through in the stages of lockdown and the new normality.

B
Identify lessons learned.

Summary of the dynamic

They will be building the map of their own Odyssey, sharing the experiences they have been through during lockdown and the new normality.

Materials

- Coloured chalk (or alternatively 10 metres of parcel paper and thick marker pens)
- Room to show a video (optional)

Session structure

01. Before you start
02. Odyssey. Let's get the dynamic started!
03. Restart! A unique spring
04. What do I take away from today?

This dynamic is intended to be conducted over some 60-90 minutes with groups of ten young people. The duration may vary depending on the needs of the group of youngsters and the interest they show. We advise following the pace set by the group. In any event, the more time that can be spent on reflection, the more the youngsters will benefit from the experience.



The atmosphere while conducting the dynamic

To get the most out of the activities, we suggest conducting the dynamic in as pleasant and open a space as possible, preferably outdoors, or at least with natural light. Music may be a useful resource to maintain a positive atmosphere, above all while they are doing activities independently (and especially if the music matches the preferences of the youngsters in your group).

It is important to make sure during the dynamic that no one is forced to go beyond what they feel capable of. In this type of activity sensitive issues for those involved may arise, and in fact that is to be expected. In such cases, reassure the youngster in question by telling them that they do not need to do anything they feel unsure about, and that the aim is for them to enjoy the dynamic.

We suggest some tracks dealing with friendship that you can listen to on the [Youth Plan Office Spotify channel](#).



Key concepts

The dynamic addresses a number of concepts which we summarise below.

- **Learn to learn:** It is important to know how to flow through the learning process, to find the balance in the relationship between our skills and the challenges we face. If we become bored because we are too good at what we are trying to do, there will be no learning. At the opposite end of the scale, too great a challenge may cause anxiety. The optimal situation is to flow, to enjoy the learning process.
- **Willingness to learn:** Motivation is a fundamental element in the learning process. Curiosity and a willing attitude to resolve new situations will help in learning new lessons.
- **Self-confidence:** It is important to have belief in your own ability to perform a task or to choose the right focus when tackling a challenge. It will be easier, and generate greater willingness, if you have previously been successful in resolving a similar situation.
- **Self-knowledge:** Our successes and mistakes are the basis for new lessons learned throughout life. We grow and develop by internalising experiences and achievements along the way. Each new situation gives us a deeper insight into who we are.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they identified and represented what made them feel good, to recognise new opportunities.

Next, explain to the group that today they will be making a map of their own Odyssey.

02.

Odyssey.

Let's get the dynamic started!

Before beginning the dynamic, hand out coloured chalk (or as an alternative, parcel paper and thick marker pens).

Explain that for many of them, the days of lockdown and the new normality will have been a long journey full of adventures and difficulties. Today they are invited to draw a map of the Odyssey they have been through. To do that they will focus on situations and challenges they have overcome, positioning them in different areas:

- 1. The garden of discoveries**, representing new interests they have discovered during lockdown, such as a new YouTuber or a new series, a new online game, learning to do magic tricks, to make bracelets, draw comics, play the ukulele...
- 2. The forest of skills and abilities**, representing the new skills they had to deploy during the lockdown, such as cooking, doing the shopping list, cleaning, organising themselves...
- 3. The river of relational learnings**, representing how they have changed their relationships, such as communicating in a different way, spending 24 hours a day with their family, identifying non-verbal messages of communication, using tools like Zoom, learning new things...
- 4. The sea of emotional learning**, representing emotional situations they have identified during

this period. For example, a sense of losing control, accepting unforeseen events, the joy of getting some good news, satisfaction at a success (however small it might seem)...

- 5. The mountains of communal successes**, representing those activities or experiences in which they were involved to achieve a collective feat. Such as taking part at a food bank, helping to hand out face masks...
- **Ask them to form small groups (such as five youngsters) and use the coloured chalk to draw a map on the floor containing the elements that you have just described, arranged however they like. The idea is to draw an imaginary territory containing these five regions (the garden of discoveries, the forest of skills and abilities, the river of relational learnings, the sea of emotional learnings and the mountains of communal successes). They are free to imagine the relative position of the regions, and the size of each of them. If you are using parcel paper, they will need a large enough piece to be able to work comfortably (around 4 or 5 metres per group).**
 - **The map they have just created will be the platform for their debate and exchange so as to define the contents of each zone (in words, drawings...). To do so, the members of the group will share their experiences and progressively note down or graphically depict**



the learnings they have uncovered in the corresponding zone. Once they have made all their contributions and feel that their map is finished, it will be time to decide the name they want to give to each zone of their territory, based on the contributions represented (for example: the sea of calm, the mountains of solidarity...).

- Once everyone has finished, go through the different maps for each group to explain their territory to the rest, and the reason behind the names they have given to each geographical feature. This is an important moment, and it is worth spending enough time on it for them to share the experiences represented on each map. All the maps will be different, because their experiences were different: there is no single representation of this Odyssey, and no right or wrong maps. You are encouraged to take a photo of each map and the group of youngsters who created it. The photo will serve as a reminder of today's experience and the opportunities they uncovered. If you post it on social media, remember to tag us! @joventudiba #fem_tec

Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; how did the process of creating the maps go?; was any zone more difficult to represent?; is there anything else you would like to share? This will probably prompt a more or less fluid conversation, depending on the level of trust created in the context of the dynamic, and the group's conversational habits. If there are no spontaneous contributions, we suggest some questions that would be worth taking into account to guide the dialogue, placing the emphasis on allowing the group gradually to dissect the issues themselves.

1. **Was it easy to uncover the learnings? How did you feel when you identified them?** Possible reflections: We don't often stop and observe how we feel. And so it might have been hard for them at the start of the dynamic, although as they progressed through it they will undoubtedly have found it gradually easier to define the lessons learned through shared experiences.
2. **Was any zone are more difficult to represent? Or to name?** Possible reflections: Each youngster has had different experiences, indifferent personal and family circumstances. And so there may be a wide range of responses. In general terms, as the garden of discoveries is about identifying things that they like, and they might enjoy explaining and sharing, this could have been the easiest zone to represent. Meanwhile, the sea of emotional learnings was probably one of the most difficult, because we are not used to identifying, naming and sharing emotions. It will be of interest to be able to share among the groups the names they gave to each zone and to note how similar the content is, or is not.



3. What type of content did you represent in each zone? Possible reflections: If this did not come up when they were sharing the maps, it would be of interest to discuss some examples (in the forest of skills and abilities: recognise times when they felt they were making progress or discovering skills they weren't familiar with using, recognising the strength involved in trying to continue their lives despite it having been turned upside down, accepting unforeseen events, learning to view things from a different perspective, giving things up, being more flexible...; in the river of relationships: learning different ways of relating to others, distinguishing sensations between virtual and real life, keeping things in perspective, knowing how to value or recognise the help of others...; in the sea of emotional learnings: recognise the sensation of experiencing a lack of control, having time for introspection and to "think things over", identifying emotional experiences, learning to decide what matters to them, whether they are happy with their pace of life, if their lifestyle is as healthy as they would like...; in the mountains of communal successes: recognising situations where they felt useful, where they received solidarity or gratitude, feeling an awareness of being able to change things, helping to preserve the natural world...).

4. Are these zones of similar sizes on all the maps? Possible reflections: The importance given by each group to the lessons learned in each sphere is probably reflected in their representation. There are no right or wrong maps. They depict the experiences that each group has been through.

5. Did any group imagine how high the mountains are? Is the sea very deep? Is the river calm? Where is North on the map? What about the scale? Possible reflections: Representing elements on the map, aside from the geographical features that were suggested, means taking a global look of what they are

representing. It's like taking a step back and viewing their experiences over this period from up on high. You can encourage the youngsters to try that. This distance will help them analyse and recognise the opportunities they have experienced.

6. What can they do with the lessons learned? Possible reflections: Emphasising what we have learned helps us to give meaning to all our experiences. Uncertainty and change can also be an opportunity for growth and to learn new lessons, helping us to maintain our curiosity so as to take on new challenges and continue exploring throughout life.

03.

Restart!

A unique spring

Watch the video

A unique spring

[Pla Jove Diputació de Barcelona, 3:33]
<https://youtu.be/LnGfbgSitPM>

The video shows the creation of a symbolic photo album recording what different young people have learned and experienced during lockdown.

- **What did you make of the video? Do you feel represented by any of the youngsters' experiences? What did you learn by travelling across the map you created today? You should share contributions as they come up, and can invite each of them to explain the lesson they will take away with them.**



Summing up

Dealing with the crisis we are going through is no easy matter. The way we respond individually and as a society will be decisive in overcoming this stage as best we can. All situations in life offer us the chance to learn something if we are willing to recognise that. Just as in the Odyssey they represented today, the more intense the adventure of our life, the more opportunities we will have to learn. Overcoming new challenges makes us feel good and encourages us to keep going. They don't need to be major issues. As the girl in the video said, small actions can be really powerful.

When you feel uneasy and disconcerted in a situation, you can remember today's dynamic and remake the map of your Odyssey: which zone of the map do you feel happiest in?; which would you like to travel across?

04. What do i take away from today?

This section is common to all the fem tec! Activities. The aim is to identify the sensations experienced and the lessons learned through the dynamic.

Arrange the group in a circle so everyone can see each other's face. Allow the group to speak, so that they can all, one by one, have their say about what they most enjoyed or what they learned, how they feel, or any other issue they might want to raise.

Simply listen to their responses, without commenting or giving any positive feedback: there are no wrong answers. To conclude, if they had fun or enjoyed how the dynamics went, they should give themselves a round of applause in celebration!

You can also suggest that either individually or as a team they share their impression of today's dynamic via social media, using the hashtag #fem_tec @joventutdiba.



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Contents and coordination:

Youth Plan Office. Area of education, sports and youth. Barcelona Provincial Council.

First edition: july 2020

Edition copyright: Barcelona Provincial Council



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