



RESTART!

Pathways

Dynamic G5D4



**Diputació
Barcelona**

Àrea d'Educació,
Esports i Joventut



Pathways: uncertainty

Dynamic G5D4



Aims of the dynamic

A
**Understand
uncertainty as part
of a process of
growth.**

B
**Visualise the process
of transformation
associated with a
crisis.**

Summary of the dynamic

They will be looking with hindsight at situations they have missed or that have caused concern during lockdown and the new normality.

Materials

- Room to show a video (optional)

Session structure

01. Before you start
02. Pathways. Let's get the dynamic started!
03. Restart! The present
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.

Loss: Over the course of our lives we experience many losses which affect us to a greater or lesser extent. We might cause some of them ourselves, while others arise unexpectedly. This could mean breaking up with a girlfriend or boyfriend, losing a valuable object, a change of address, the death of a loved one, finishing school and many other events. In general, losses cause negative emotions (nostalgia, pain, sadness...), which help us recognise how important what we have lost was for us.

Emotional unease: In general, it would be fair to say that many teenagers are missing their “old lives”, are tired of following the rules of lockdown and the new normality, feel that it is hard to organise themselves, and need more personal space. We have during this period lived through a sequence running from tolerance to frustration to adaptation, and constant learning. Many people have sought refuge in virtual platforms offering TV series and films, where they can meet up with their peers, even if just by video call, and express themselves or feel a sense of unrestricted escape. Each of the youngsters has during this period experienced situations of uncertainty, worries and losses that have seemed huge to them. Emotional unease is the response in adaptation to such feelings.

Care, take care: We can take care of someone, something, an animal or plant, but may also care for ideas. What is most important in order to care for anything or anyone, though, is to take care of ourselves. One could say that the basic element of caring is listening to someone else: paying attention to them so as to be able to give them what they need. When we care for something we dedicate our time to it, setting aside other issues that might not be of such importance to us. Caring for something, for someone or ourselves shows that what is cared for has priority at that time. Care is also about loving, accepting, feeling, listening, understanding, accompanying, acting as a confidant... Caring for ourselves does not simply mean looking after our health and body (beauty), but also our emotions and thoughts. Feeling full of life and fully able to deal with whatever goals we set ourselves.



Kübler-Ross's stages of grief: A brief description of each stage is set out below:

- **Prior stage:** this is the period before the CRISIS, which in this case was the lockdown caused by Covid-19. During this period we lived with our daily routines, unaware of the crisis.
- **Covid-19:** this is the CRISIS or shock stage, the trigger of the change, when we begin to walk a new path, disrupting our previous everyday existence.
- **Denial stage:** this is how we feel after the shock. We find it hard to believe and accept what has happened, don't know where to go or what to do, feel lost and disorientated. People may utter phrases such as "it can't be true", "this isn't happening".
- **Anger stage:** at this point we feel angry about the unwanted situation and don't want to accept it. We are in a state of constant complaint, avoiding issues and not facing up to anything. We focus on the consequences of what is happening.
- **Depression stage:** this is the hardest stage, when we "reach rock bottom". It is at this point that we suffer for what has happened, realise the way things are, that we cannot change them, and the only option is to learn to accept them.
- **Acceptance stage:** This is the stage where we decide to face up to the consequences of the crisis. We begin to act so as to experience the current situation from a different position, with a new focus and perspective.
- **Transformation stage:** This is the final stage on the journey. We have learned about the crisis we experienced and have internalised and overcome its consequences. It is the final stage of acceptance, doing our best to continue with our lives, giving meaning to what we have been through and internalising it. We have grown through the experience.



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 went over the personal lessons learned during Covid-19.

Next, explain to the group that today they will be looking back over situations that caused them worry during the lockdown.

02. Pathways. Let's get the dynamic started!

Begin the dynamic by watching the video A Stranger Things binge

[Pla Jove Diputació de Barcelona, 3:08]
<https://youtu.be/cfvNwYBBlwc>

This video shows a virtual meeting of a group of friends in which they share the losses they have suffered during lockdown. They talk about what they missed, and why. All in all they end up celebrating the fact that they form a group, supporting one another and getting by.



- What does this video suggest to you? Did you identify with any of these situations? Do you want to talk about it? OK! That is what they will be looking at in today's dynamic.
- Ask the youngsters to sit in a circle, and as the characters in the video did, they should one by one discuss the things that they miss and that they were upset about losing during the lockdown and the new normality resulting from Covid-19. These losses might include, for example, a graduation ceremony which had to be held online, the end of year party, sporting events, dances, parties, school activities, exchanges, summer camps, concerts, projects, new experiences that were denied to them, or simply not having their friends, teachers, relatives or other important people close to them. Each of them will make just one contribution, with as many rounds of contributions as are needed, for as long as the youngsters still have ideas to share.
- Once there are no more contributions left, ask each of the youngsters to choose one of the losses that they shared with the group: use this to reflect on the process that lockdown meant for them. This reflection will involve walking freely through space, each of them following their own pathway. Try to create a space for

reflection allowing each of them to connect with their situation as far as they wish. This will need everyone to remain silent, focused on their own pathway. Explain to the group that to allow them to concentrate better on their feelings, they will spend some of the activity with their eyes closed. They shouldn't worry as they are in a safe space and have you there with them, but if anyone feels uncomfortable, they can perform the activity with their eyes open. If anyone prefers to keep their eyes open, make sure they see that you are alert. If anyone shows unease you can approach them and put a hand on their back to calm them down.

- Once the youngsters are ready, begin the dynamic by telling them to let themselves go with the flow and take an introspective view as you ask a series of questions. The person leading the dynamic will accompany the reflection out loud, speaking slowly and calmly. Here is a suggestion of the text that can be used to guide this reflection:

“ So, if we are all ready, we will begin the dynamic by taking a calm, open stroll through space, each of you following a different pathway and respecting the others, without bumping into them. As you walk, focus on a situation prior to lockdown that brings you positive memories. It may be sharing a sporting activity, a gathering in the park, playing cards, going for a stroll, receiving some surprising news, listening to music that you like or winning at your favourite game on the PlayStation... A situation that brings you happy memories. Once you have chosen it, stop and try to remember the situation more clearly: where are you?; who are you with?; is it hot or cold?; what are you doing?; are you talking about anything?; how do you feel? Try to feel the bodily sensation that goes with the situation you are recalling. Continue walking. Breathe. Do you feel a tingling sensation anywhere in your body? That is a happy memory. Can you make it last longer? Do you feel good?”.

You can wait a few seconds for the youngsters to concentrate on their sensations, before continuing to speak: “The moment of lockdown has arrived. Sit yourselves down on the ground with your eyes closed and move on from the situation you visualised, towards the moment when you were told about the Covid-19 lockdown. Can each of you remember that moment from your own position? Where are you? Who are you with? What do you feel, knowing that today your school will close and you won't be returning for a few days? And when you're told that the lockdown will continue and could take months? Feel that sensation for a few seconds, and try to remember all the things that happened. Now, each of you take as long as you need to connect to the situation of loss that you chose for the reflection. Remember that you each have your own, which you chose from among all those you shared in the initial round. If you can't remember, you can think of something else. The idea is to connect with a moment in lockdown when you felt that you had lost something”.

Once all the youngsters are sitting down, continue: “Now you have connected with your loss, observe the pathway you have followed and where it has taken you. It may be that you are still on that path. To do so, remember first of all the moment when the loss happened: how did you realise?; what happened?; are you with someone else?; who?; what's going on?; did you lose the chance to have fun?; are you unable to meet up with someone you love?; does what has happened spoil a hope for the future? There is no right or wrong. All the ideas you think of are fine. There may be a wide range of situations. For each of you the loss is meaningful”.



Give them a few seconds in order gradually to connect with their loss, paying attention to the youngsters' reactions, to support them if anyone needs help in connecting with their unease. Continue asking questions from time to time, allowing the youngsters to generate their reflection: "Now you have connected with your loss, what most concerns you about what has happened? Does it cause you problems? What is most striking about the situation? Do you share it with anyone? What do they say to you? Do you feel you have lost something? Do you feel like you're in a film? Do you have the sensation that "it can't be true"? Breathe. Try to connect to the sensations that come over you: do you feel more in one part of your body than another? Where are your emotions concentrated? If you feel uneasy, remember that we are here with you. You can ask for help. We will now continue along the pathway to learn about this situation".

After a few seconds, continue with the reflection: "We continue along the pathway. A few days have passed. Has anything changed? Is what you have lost irreversible? How do you react to the situation? Does anyone help you? What is the worst thing about it? How do you feel? What emotions do you connect with? Each of you is experiencing your own stage of the pathway. Perhaps you feel frustration, annoyance or anger? If so, do you know what is causing that anger? Or maybe you feel sad? What is it that you feel sad about? Disappointment? Can you get it back? Why is this moment so hard? Breathe, open your eyes and walk with that emotion. How do you walk? Try to feel yourself at that moment, as you walk along".

After a few seconds, continue with the reflection: "Continue along the path as time goes on. Try to walk slowly now, to concentrate on the reflection. Do you feel afraid? Uncertain? Resigned? How? Walk and breathe with your feelings (wait a few seconds). The pathway continues. Do you see any positive change in the situation of loss you are remembering? What motivates you to keep

going? Do you have everything you need? What are you missing? Someone to accompany you? Continue on: is the sensation of anger or sadness fading? What emotions take its place? Do you feel able to overcome this situation? How do you manage it? How do you feel? Breathe and continue walking. Do you feel your emotions in the same part of your body as in the previous stages? Do you feel encouragement? Hope? Can you recognise what causes these emotions? Try to connect with the emotions you feel at that moment. Let the emotion flow through the way you walk".

After a few seconds, continue with the reflection: "The pathway continues and you can move on. Continue walking and see whether your loss at this precise moment means leaving something or someone behind. Do you accept that? Do you decide to find an alternative to retain the memory or the chance of recovering it? What is it? Could this situation help you to learn something. What does it offer you above all? Do you feel you have realised something new? What was the meaning of this journey? How do you feel now? What are you most satisfied about? Perhaps you feel gratitude for some experience you have had? Breathe, and without hurrying, find somewhere to sit down and enjoy this sensation for a few moments".

- **After a few seconds, depending on the group's state of concentration, say "stop" to end the activity.**



Reflecting on the dynamic

Before moving on to the reflection stage, ask the group: how do you feel?; 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. How do you stop to think about the losses that lockdown caused you?** Possible reflections: We often associate grief with a process of death, but from this point onwards it can also be seen in many other situations, as in the video. Some of the youngsters might be surprised to discover that the process of grief that they visualised is a pathway they have experienced in many other situations.
- 2. Were you able to visualise yourselves following the pathway you experienced with the loss that you selected?** Possible reflections: Some youngsters will probably have been able to visualise things and will have realised that they still have a long way ahead of them or have already come a long way. It may be that they have made good progress to their current state regarding the loss they used in the reflection, but don't know how to move on. And there may also be some youngsters who could not connect. Respect their space, as some might not wish to express themselves, or it simply wasn't the right time for them to do this as dynamic and they didn't want to get involved. You may experience some resistance.

- 3. Did you manage to connect with the emotions you experienced over the course of the pathway that you visualised? Were you able to feel and walk with them?** Possible reflections: In response to emotional unease, recognising and describing emotions, and understanding them, are two essential tools in order to overcome the state. It will also help to focus on the present moment and try to understand what is happening in your mind and in your body, rather than focusing on the past (and the loss) or the future (and the fears and concerns it holds). Establishing daily rituals and habits can also help teenagers to deal with their feelings of helplessness, as it may give them a sensation of greater control over their lives.
- 4. How did identifying your pathway help you? And did you identify the ground you still need to cover?** Possible reflections: The fact of understanding grief as a process with different stages helps to control the pathway better, and to perceive and validate the journey followed, as well as getting ready to move on further.
- 5. While you were on this journey, did you also connect with other situations where you have followed such a pathway?** Possible reflections: Quite probably, although the reflection asked them to focus on a specific loss, they will have thought of other moments when they have been on a similar journey, and will probably remember situations they have already overcome. Invite them to take advantage of this experience to consider what they did at that time that helped them carry on. We can live our previous experiences as lessons learned, for ourselves or to share them and help inspire our peers.



6. Did you have any difficulty in defining the future steps to be taken into the next stage?

Possible reflections: It may be that they sometimes feel themselves lacking in energy, preparedness or willingness to think about how to overcome a situation. You can advise them to be patient and remain convinced that they have the resources to move forward. Now is the time to bring their initiative and creativity into play, to take active steps and, if necessary, ask for help from a classmate, relative, friend...

7. Do you find it impossible to complete the journey?

Possible reflections: It will probably never be necessary to ask this question, as it will arise spontaneously. One of the youngsters will always raise the issue. This occurs on those occasions when our perspective and energy focus on the past, when we still have the whole pathway or much of it to cover. Remember that a loss begins a pathway which ends with a lesson learned. If they remember that and focus on the stage they are experiencing, they will find the way to move forward and, if necessary, ask for help.

8. What can they do with the lessons they have learned?

Possible reflections: Reflecting and thinking about lessons learned calls for time and effort, and above all the willingness and courage to explore. But as they have seen, there are many lessons, many challenges, associated with situations of uncertainty. These challenges spur us on to progress towards a better version of ourselves, to continue growing. Highlighting everything that we have, to see how that can help us continue moving forward, will give meaning to everything we have begun. Experiencing uncertainty and change as an opportunity for growth will help to carry on exploring and dealing with new challenges.

03.

Restart!

The present

Watch

The present

[The present, 4:18]
<https://youtu.be/WjqiU5FgsYc>



The video shows how a boy decides to make a change in his life thanks to the gift of a pet. Both the boy and the pet use what they have available to map out a path to a new world of possibilities in the future. Watching the short film links the issue of loss and self-motivation and overcoming problems, which are essential in order to progress towards our goals in life. The puppy also plays an important role, as a motivating friend and the seed of change.

What did you make of the video? Do you feel that is linked to today's dynamic? Does anyone feel inspired by this video to make progress in overcoming some kind of loss? Would you maybe contact someone? Where would you like to begin?

Summing up

The Covid-19 situation has changed our lives and we have had to give up a great deal. We have lost many things, or even people. The coronavirus crisis is a challenge for everyone, but we can also find in it the opportunity to learn lessons, new perspectives, skills and maturity.

When something disturbs you and causes you emotional unease, you can remember today's dynamic: stop and observe what is happening, and how you feel. Remember that grief is a journey which can also help you find a way to overcome pain.

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.



Authors:

Montserrat Clotet Masana
M. Teresa Clotet Masana
El Despertador

Translation:

Abalingua Global Solutions, s.l.

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**Diputació
Barcelona**

**Àrea d'Educació,
Esports i Joventut**

Oficina del Pla Jove

Carrer de l'Harmonia 24
08035 Barcelona
Tel. 934 022 556
o.plaj@diba.cat
www.diba.cat