



RESTART!

Giving a name to it

Dynamic G5D2



**Diputació
Barcelona**

Àrea d'Educació,
Esports i Joventut

Giving a name to it: emotions

Dynamic G5D2



Aims of the dynamic

A
Identify emotions and situations that have triggered them.

B
Discover a number of resources to manage emotions and deal with uncertainty.

Summary of the dynamic

You will be identifying situations that have surprised you and giving name to the emotions they triggered, while also recognising resources to manage them.

Materials

- A4 paper in two colours (white and any other colour)
- Coloured pens, marker pens... Drawing materials
- Chalk (to draw on the ground)
- Copies of the appendix (one copy for two participants)
- Room to show a video (optional)

Session structure

01. Before you start
02. Giving a name to it. Let's get the dynamic started!
03. Restart! Resources
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.

Emotion: Emotion is a mental state caused by chemical changes linked to the nervous system. Emotions arise spontaneously in response to an event, and last a short time. They help us to take decisions. They allow us to realise our thoughts and attitudes, and to change them where necessary.

Emotional reaction: When an emotion is triggered it generates both physical changes, such as expressions, and also new thoughts, and lastly behaviour. For example, when we are afraid we

may feel that our heart and breathing go faster, suggesting that there is some danger nearby, which could cause us to freeze, or to seek help.

Feeling: Feelings are the result of emotions. They refer to a state of mind, a mood. Feelings can be verbalised (in words), and last longer than emotional reactions. Feelings entail processes of reflection, in which people become aware of their mood and what they feel.

Positive emotions: These are pleasant reactions which generate a sense of well-being in a person and imply feelings of satisfaction. Positive emotions are hugely important in maintaining our physical and psychological health, because they help to reduce feelings of stress and anxiety. Meanwhile, they also prevent the emergence of negative emotions.

Negative emotions: Although they are useful because they give us information (about a danger, the fear of losing something...), these are emotions that cause us unease. It is important properly to manage these emotions because they can give rise to high levels of stress and anxiety, as well as problems of physical or mental health.

Emotional description: Putting a name to our emotions helps us to put them in order and better manage them, understand and rationalise emotions so as to interpret them. For example, knowing that fear is caused by a threat, and acting on it.

Emotional intelligence: This includes at least three skills: emotional awareness, or the capacity to identify and give a name to our own emotions; the capacity to make use of these emotions and apply them to tasks such as thinking and problem solving, and the capacity to manage emotions, which includes both governing our own emotions and helping others to do the same.



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 the strengths they deployed during the months of Covid-19 in order to continue doing the things they like.

Next, explain to the group that today they will be sharing some of the emotions they have experienced during lockdown.

02. Giving a name to it. Let's get the dynamic started!

Before beginning the dynamic, hand out two sheets of white A4 paper to all the participants.

Begin the dynamic by watching the video **La Martina, el Martí i les seves pors! [Martina, Martí and their fears]**

[Pla Jove Diputació de Barcelona, 6:05]
<https://youtu.be/yb-a813S06Y>

This video shows a WhatsApp conversation between Martí and Martina, in which they share their concerns during lockdown, and how they overcome them.



- What does this video suggest to you? Did you identify with any of these situations? OK! We will be discussing this in today's dynamic.
- Ask the youngsters to sit in a big circle and divide each A4 sheet into four equal parts (eight pieces of paper in total, four from each sheet). On one side they will write an emotion, and on the other the situation or experience that made them feel that way during the Covid-19 lockdown. Some people might prefer to do it the other way round: recalling situations that impacted on or surprised them for some reason, and then linking them to an emotion.
- After about 10 minutes, as everyone is finishing off, ask the youngster with the smallest foot (or any other parameter) to share one of the emotions they have written. The activity leader will draw a circle on the ground, with the name of the emotion inside. The youngster will leave their paper there, and everyone else in the group who has written that emotion will also place their paper inside the circle.
- The next youngster around the circle will say another emotion and do the same (circle, name, and all the pieces of paper placed inside). And so on successively, until all the pieces of paper are in the corresponding circle.

- Once again, hand out two sheets of coloured paper to each youngster, with the list of emotions (appendix). Do the same, but without setting a specific duration.
- Once everyone is finishing off, ask the same youngster who began earlier to say one of their emotions and to place it in the corresponding circle. If it is a new emotion, draw a new circle. Continue until all the pieces of paper have been placed in the circles.

Reflecting on the dynamic

Before moving on to the reflection stage, ask the group: how did you find it?; how do you feel?; did you identify a lot of different emotions in the situations you experienced?; 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. **In general, did you find it hard to identify your emotions and put a name to them? Did you expect there to be so many circles?** Possible reflections: We don't tend to give name to our emotions. The group might indicate to begin with that they found it difficult to identify them, and that second time around, with the list of emotions, it was easier. Identifying emotions by their name helps us to internalise them, makes them more familiar, and easier to manage.

2. **What are your memories of the lockdown period? Is there any emotion that stands out?**

Possible reflections: To begin with, sensations from the surprise family predominated (shock, stupefaction, weirdness, impact, disconcertedness...). The sensation of living in an unreal dream or in a film. They probably note in particular moods such as boredom, apathy... or some might have memories with emotions mainly associated with sadness (grief, solitude, suffering, defeat, lethargy...) or fear (frustration, anxiety, uncertainty, concern...). That is to be expected: what has happened over the last few months is a new situation for everyone. The Covid crisis forced us to scrap many of our plans, giving rise to frustration. Uncertainty and unknown circumstances sound an alarm bell and activate emotions in the fear family. There may have been plenty of emotions in the disgust family (revulsion, aversion, repugnance, antipathy, unease...) because of the limited chances to escape from circumstances that they did not like, or finding that things were different from what they would have chosen.

3. **Is any of the circles fuller than the others? Do you think that during the lockdown negative emotions outweighed the positive ones? What memories do you have of moments of sadness or anxiety, and how were they resolved? Who did you share them with?**

Possible reflections: We all experience the same situations in a different way, and each of us has also experienced different situations. And so it is to be expected that they will have expressed a wide range of emotions. It is quite normal to have felt sadness, confusion, anger, stress, or even fear during the lockdown. Each of them will undoubtedly have an experience to share, and it would be good for them to do so: our lives underwent a sudden change, which everyone experienced in accordance with their personal circumstances. Lockdown was an unexpected situation which cut short many of



our plans, gave rise to uncertainty, nervousness, frustration, unhappiness, grumpiness...

Meanwhile, we were surrounded by worrying news: about the rising infection levels, people who were sick and dying, fear of infection, companies closing down... Because these are all elements that we could not control, they may have given rise to feelings of anxiety and powerlessness. There were undoubtedly a range of different strategies to overcome moments of unease and sharing them with a group not only makes you feel better, but can also help those listening.

4. When you did the dynamic for the second time, did you add any circles with new emotions? Which ones? What moments were you thinking of? Possible reflections: Some people will probably have focused in the second round on recalling situations after lockdown, evoking a host of emotions and experiences which were very different from during the lockdown. Or someone might say that the list inspired different moments from the first round, and that this helped them remember good times during lockdown, while realising that the negative memories outweighed the positives. As a society, we very commonly accentuate negative news: if you read the papers or watch the TV news, you will realise that there are far more negative news stories than positive ones. It may be that this reality shapes the way that we recount and remember things. They may also have expressed emotions from the love family (gratitude, tenderness, romance, passion...) or what we referred to as the relationship group (trust, satisfaction, compassion, altruism, gratitude, envy...), For example if they took part in a charitable project or experienced intense emotional ties to friends or family... Meanwhile, they will undoubtedly have found that, as the days and weeks have passed, their emotions have gradually changed in accordance with their

surrounding circumstances. They might even be experiencing a sense of euphoria or release under the new normality, as they are now able once again to meet up with friends and move about freely. This could be a way of feeling that "they are making up for lost time"...

03.

Restart!

Resources!

Watch Happy

[Pharrell Williams, 4:00]

https://youtu.be/ZbZSe6N_BXs



Original version by Pharrell Williams, a song that talks of happiness and has been viewed more than six hundred million times

1. What did this song make you feel? What emotions were triggered? Possible reflections: Everyone will have enjoyed it. The song makes people feel happy, content, joyful... Music is one of the things that makes us feel good, can improve our mood, have a positive impact and make us feel more able to manage our emotions. It is not only music that has such effects. Each individual uses different things: contemplation, sport, drawing, reading, dancing... It should nonetheless be borne in mind that just as a happy song can make us feel better, a sad tune can prompt melancholy.

2. When the song ended, how many people felt like dancing? (raise their hands). Do you think that is just because of the song? Possible reflections: Aside from the fact that everyone, to a greater or lesser extent will have gained a positive impression from repeatedly hearing the phrase "I'm happy", emotions are also contagious, like an epidemic: everyone feels happy and joyful at a festival, for example. It should nonetheless be borne in mind that you can be caught up not only in positive emotions but also negative ones (sadness, melancholy, anger...), such as the sense of sadness that comes over us when someone we truly care about tells us some sad news that has really affected them.

3. And before, during the dynamic, how did you feel when you identified the emotions? And when you explained them and listened to the others? Possible reflections: They will probably say that to begin with they were surprised, found it hard to get started... (as is to be expected: they were not used to it!), but little by little they started to feel better. Identifying emotions is the first step in managing them. When you feel bad, it is important to take a moment to observe yourself: that will help you give a name to what you are feeling and identify what is causing the unease. Sharing and listening to others is a way of managing our own emotions and helping others to improve their mood, above all to offload emotions that are causing them unease (although it also feels good to share positive emotions!!!).



4. When they looked back over the situations that triggered negative emotions during lockdown, what was their perspective? Would they experience them now in the same way? Do they think that they worried to the right extent? Or did they perhaps give more importance than the events truly merited?

Possible reflections: There will probably be agreement that over time we see things differently. Some might say that they would now be less worried, and that they would now take a more positive view of what had seemed like an insurmountable problem. Our perception of situations is shaped by our experiences and prior events, by the particular moment, our attitude, mood, tiredness... Learning to give due importance to each situation and to distinguish between problems that are important, urgent, serious, trivial, resolvable, etc. will help to deal with them better.

5. Does anyone want to share a situation that caused them particular stress, fear or anxiety, and how they dealt with it?

Possible reflections: Sometimes there are fears that you worry about and cannot control, about issues where you don't know whether they will happen (such as people you love falling ill, someone losing their job...). Such situations do not in any way depend on you, but can cause you to freeze, and stop you from helping. The better you feel, the greater your capacity to help. One way to do that is to focus energy on the here and now, on enjoying what you have. While you are worrying about things that might never happen, you are forgetting to enjoy the present. You also need to be aware that not everything will turn out the way you would like, that on occasion you need to be flexible in accepting situations as they arise.

6. During the dynamic you progressively identified resources that could be useful in managing emotions. Could you summarise them?

Possible reflections: Ideas will probably come out randomly. Compile the resources as

they arise: identifying and naming emotions, influence of music on well-being, doing things that make you feel good, sharing emotions and moods and talking to other people about them (and being able to listen, which will help others who need to share), being patient and keeping things in perspective (stepping back from events), living in the here and now, and acting flexibly. And remember that emotions are catching!

To round off, they can take a group photo with the emotional circles. This could be a good reminder of the dynamic, and it will be fun to find a way of making sure that everyone fits in the photo! If you post it on social media, remember to tag us! @joventutdiba #fem_tec

Summing up

For many of us the lockdown was devastating, or at least a significant disruption to our routines prior to the Covid-19 crisis. This generated unease, fear, anxiety... but also positive emotions (after someone got better, sharing moments of mutual support with neighbours and applauding health professionals...). Some of us experience these emotions with great intensity, to the extent that they caused us harm, prevented us from living our lives or resulted in difficult experiences.

This dynamic serves to recognise what we can do to decide how we manage emotions. When you feel bad and believe that a situation could be harmful, you can remember this dynamic: taking a look at yourself and give a name to the emotions you are feeling provides you with resources to face up to the situation with greater belief that you can overcome it.

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.

Contents and coordination:

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

First edition: july 2020

Edition copyright: Barcelona Provincial Council



**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