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**Practical tips
for youth workers
during confinement**

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@joventutcat



Generalitat de Catalunya
**Departament de Treball,
Afers Socials i Famílies**

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Department of Labour, Social Affairs and Families
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Practical tips for youth workers during confinement

How has confinement changed our work lately? How do we feel as people and as youth workers? With this guide, in conjunction with *Practical Tips for Young People during Confinement*, we are inviting you to help young people during this confinement, but we are also encouraging you to take advantage of the content for your own experience and learning.

Youth workers always take advantage of any situation, time or environment as an engine of learning. So what can confinement bring us? What can we get from it so that it helps us help young people in their personal growth and empowerment? How can we guide them so they learn how to express themselves, manage their emotions and make the present positive?

Here are some key messages you can convey:

- Break the isolation. We're not alone either at home or outside it. We can create together and build networks.
- Work on feelings and emotions. Understand what's happening to us.
- Make the most of it, learn and bring positive energy.

HELP THEM EXPRESS THEMSELVES

- How are young people experiencing confinement?**
- How has the way they express themselves changed?**
- How are they adapting?**
- Why and for what purpose are they expressing themselves and connecting?**



HELPING YOUNG PEOPLE...

1. Learn how to express themselves in different ways and to learn about themselves through their relationships. Ask them questions!

| GOAL | IDEAS | SKILLS | QUESTIONS |
|--------------------|--|---|--|
| Create | Musical compositions, songs, drawings, conundrums, games... You can suggest: <ul style="list-style-type: none">– An online workshop– Classes in yoga, zumba...– Making comics... | Creativity, re-creating or repairing, teamwork... | <ul style="list-style-type: none">– What are your skills and your potential?– What can you offer other people in this situation?– Are you making the most of your potential and sharing it?– Given your skills, how could you help out? |
| Share | Book club, games, contests, challenges... You can suggest: <ul style="list-style-type: none">– A contest– A concert or party | Participation, teamwork, generation... | <ul style="list-style-type: none">– With whom could you share your interests?– Whom could you teach?– Whom would you like to meet? |
| Communicate | Video and phone calls, chats, stories, posts... You can suggest: <ul style="list-style-type: none">– A debate– A «We hear you here» | Self-motivation, listening, attention and self-knowledge... | <ul style="list-style-type: none">– Have you tried to use new challenges to communicate?– What messages are you sharing?– With whom do you open up the most? |
| Participate | Virtual community spaces, social initiatives... You can suggest: <ul style="list-style-type: none">– A Zoom meeting to share projects | Pro-social skills, proactiveness, responsibility, civic-mindedness... | <ul style="list-style-type: none">– Have you thought about what you could offer and bring to your community?– How do you share your decisions? |
| Express | Writing a blog, letting their poetic vein flow... You can suggest: <ul style="list-style-type: none">– A freestyle rap contest– A show of fantasy stories about the confinement | Naming emotions, not judging, interpreting, creating... | <ul style="list-style-type: none">– What spaces and networks do you use to convey what you want to express?– Expressing ourselves means listening to what's inside us. What do you feel inside that you may not be expressing?– Is there anything you don't know how to express? |

2. Connect with themselves and others in a healthy way.

Making the most

- Making the most of it means not just promoting social action but also developing skills and solidifying knowledge.
- Making the most of it means promoting learning about your emotions and listening to our needs.

Finding quality and warmth in connections

- Connecting to your feelings mindfully and noticing your thoughts and beliefs.

Developing your personality, letting yourself be who you are

- Encouraging the exchange of thoughts, emotions, truths from the development of our identity.
- Making the most of the opportunity provided by virtual connections to find tools that helps us in our personal growth.

HELPING IN EMOTIONAL MANAGEMENT

Young people, just like all of us, have been thrown into a situation quite different to just a few months ago.

In life situations with loss or pain, as confinement may be, we go through different stages of emotional response. We can learn different lessons and develop different skills in each of these stages. How can we help young people go through this process?

Help them with these three tips:

- Identify the emotion.**
- Listen to the emotion and check what it's telling us.**
- Situate the emotion in a learning stage.**



IDENTIFY THE EMOTION

Awareness of what we're feeling inside: learning skills related to the ability to be mindful of our own emotions, bearing others' emotions in mind and knowing how to detect the emotional climate in a given situation.

Becoming mindful of our own emotions and naming each of them, understanding others' emotions, having empathy, interpreting concerns, not judging, being aware of our inner selves, paying attention, breathing mindfully, listening inwardly and practising self-observation.

QUESTIONS

- 1.** Ask them about emotions they've felt before: Do you feel like that time that...?
- 2.** Help them interpret what they are feeling: for example, guide them to analyse physical sensations, make comparisons, etc.
- 3.** Talk to them about your own experience: When that happens to me, I feel...; When I feel like that, I notice that...; etc.
- 4.** Help them pinpoint the emotion, and prioritise expression over reaction: politely, appropriately, with arguments, etc.

You can help them by asking questions and using the right vocabulary:

VOCABULARY

- Emotions, feelings, moods
- Physical sensations
- Connections and ways of interacting
- Perceptions and cognitive assessments
- Attitudes, behaviours and conducts
- Emotional survival strategies
- Ways to control and manage emotions
- Socio-emotional skills

LISTEN TO THE EMOTION AND CHECK WHAT IT'S TELLING US

All emotions have a mission within us and give us information: check the guide on *Practical Tips for Young People during Confinement* to learn how to help them make the most of emotional intelligence.

SITUATE THE EMOTION IN A LEARNING STAGE

- **Denial:** We don't want to see what's happening or attach any importance to it by blocking it (out of fear or insecurity), avoidance (by only expression emotions related to happiness) or simply by keeping too busy.
- **Resignation:** We know what is happening and attach importance to it, but we reject it by connecting with discouragement, sadness and apathy (with little energy) or even indignation, impotence or anger (in this case, our energy is more intense).
- **Acceptance:** We acknowledge what is happening and examine it. We may feel a sadness which soon connects with esteem, and we begin to leave «why» questions behind.
- **Understanding:** This begins when we see what's happening with us the protagonist and understand that it's happening for a reason. At this point, we begin to find meaning in it and focus more on the why.
- **Gratitude:** This tells us we've learned something. Healed pain is pain that is gone. This is when we can look back and feel gratitude for everything that has happened to us.



HELPING THEM AND GUIDING THEM TOWARDS MAKING THE MOST OF THIS SITUATION

We stop looking for meaning in what's happening to us and we make it meaningful.

Help them make the most of this time:

- **Look at the situation we're experience beyond entertainment and the need to occupy the time.**
- **Ask yourself how you are and what you are getting from all this.**
- **Convey these questions to young people.**



HELP YOUNG PEOPLE TO ACTIVITIES THAT THEY SELDOM DO

1. Helps young people discover that not only can we spend the time doing different activities but we can also train ourselves to listen to ourselves, observe ourselves, pay attention... Below are three techniques to train our attention:

Body check

Spend 50 seconds fully tuned into to each part of your body.

We recommend:

- Begin with your feet and work up your body to your head.
- Ask yourself what you're feeling, temperature, muscle tension, etc.

Listen to a song

Find a song and listen carefully to its lyrics.

We recommend:

- Avoid distractions, find a place to yourself.
- Only listen to the song.
- Notice whether your thoughts are distracting you.

Breathe

Breathe in counting from 0 to 21 and breathe out counting from 21 to 0 several times.

We recommend:

- Keep the same pace on inhales and exhales.
- You can begin by counting aloud, but then try to count mentally.comptant internament.

2. So, how are you doing? Now review this guide and the one targeted at young people. Check as if it were only targeted at you as a person, not as a youth worker.

- What learning stage are you in (denial, resignation, acceptance, etc.)? What emotions are you dealing with? What do they say about you? And what are these emotions telling you?
- How are you dealing with expressing yourself and connecting with others and with yourself?
- What about your time distribution and management? How much time are you spending on work, on housework, on the people you live with, on doing nothing, on doing other activities, on reflecting...?
- How are things going with the people you living with? (As a group, do the activity suggested in the guide to *Practical Tips for Young People during Confinement*).
- You can take advantage of the questions and issues suggested in point three to reflect on them yourself before asking young people to reflect on them.

3. Resources to help young people reflect:

Personal questions:

- What are you learning these days?
- How are you making the most of it?
- What skills are you developing?
- What have you discovered about yourself?
- What are you grateful for?

Issues to develop:

- Today's society
- Pace of life
- Social relationships
- Order of priorities, values, etc.
- Types of entertainment
- Creativity...

**The things that
happen to me, the
times or people are
not what make my
life meaningful...**

**I make the things
that happen to me,
the times and the
people in my life
meaningful!**

