



CLASSROOM ACTIVITY 1

DETECTING THOUGHTS THAT GENERATE FEAR

OBJECTIVES

To be able to capture the negative thoughts that are activated in situations experienced as anxiogenic, such as public speaking, and to share them in order to create a "normalising" effect and to distance oneself from the experience itself.

TIME REQUIRED

One and a half hours, half an hour for each of the sections.

NUMBER OF PEOPLE

Work in pairs.

TECHNICAL REQUIREMENTS

Tables that can be separated for differentiated spaces, printed self-recording and note-taking material.

INSTRUCTIONS

One activity to be done with the help of partners is to learn to detect the thoughts associated with fear of public speaking and then share them to check possible similarities with what others think when they experience distress. In the following exercise you can work in pairs.

1. Participant 1 will start by describing a situation (not too long ago to be "fresh") in which they felt uncomfortable or experienced negative feelings while chatting in front of other people. Participant 2, on the basis of a self-recording, will ask them for detailed information about what happened and what they experienced, in order to fill it in:

- Description of the situation
- Emotions arisen
- Physiological reactions
- Thoughts arisen
- Reaction/behaviour

We are interested in determining the thought(s) that have arisen, and this will be easier to do if we can include it in the most complete response and

become aware of the emotional impact that a message can have in our head.

2. To make it more realistic and to get information more similar to when it happened, you can ask participant 1 to close their eyes and try to relive the situation in order to connect more with the thoughts and emotions experienced, as if it were in the present. Participant 2 will guide you with questions, such as: *What do you see (what does the place look like, who is there in the audience...)? What do you feel? What sensations do you notice in your body? What do you imagine they think? What do you anticipate?*

If there is time, the roles can be swapped

3. Finally, the thoughts detected by the pairs shall be shared with the large group. A joint reflection can be made on the similarities and differences between the experiences of the participants (despite their differences, there are bound to be fears in common), as well as an evaluation of these when seen from the outside..

SELF-EVALUATION AND REFLECTION GUIDE

Self-recording to guide the exploration of the situation and the thoughts and emotions that have arisen:

SITUATION	THOUGHT	EMOTION/PHYSICAL REACTIONS	CONDUCT
1. Describe the event or occurrence that is causing the distress. 2. Analyse if previously, something had happened that affects you, having repercussions on this occurrence.	1. Write down what has been going through your mind: ideas, worries, images, negative anticipations, fears, memories... 2. If there are different thoughts, you can organise them by rating the degree to which they cross your mind (scale of 0-100).	1. Specify the type of feeling arisen: anxious, sad, angry, tense, frightened... 2. Describe your body's reactions (physiological activation, crying, hoarseness...).	1. How you acted in this situation and how long the process has taken. 2. Consequences of having acted in this way.

With the purpose of guiding the debate/discussion when it is shared with the whole group, the following aspects can be taken into account:

- What are the different scenarios that generate the most discomfort or distress for you? (detection of the main feared elements)
- What kind of emotions are linked to those thoughts?

- Have you been able to retrieve specific thoughts that may be detrimental to you (in the execution of your presentation or simply in how you are experiencing it)? Do you think they have to do with the emotions that have arisen?
- Do you have the same kind of vision when you analyse it after a while or calmly (as opposed to in imagination with more vividness)?
- What do you think of your colleagues' interpretations? Does anything change when you see it completely from the outside?
- Do you think that your colleagues' assessments can be useful for future talks?